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The process of school administration and the relationship between individual and organizational needs

Izvirni znanstveni članek

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ABSTRACT

The article investigates the importance of individual and organizational needs in relation to the effectiveness of educational establishments in the areas of management and the guidance of schools.

The author proves that if more organizational needs are met, then less individual needs come to the forefront. The author argues that there is no balance and no necessary balanced relationship between organizational and individual needs for the effective management and administration of educational organisations.

The article shows the status of eleven areas concerning the management and guidance of schools that directly affect the process of school operation and the possibility of balancing individual and organizational needs for the satisfaction of those involved in effectively running an educational organisation.

Key words: individual needs, organizational needs, areas of management, school

Proces delovanja šole v odnosnem razmerju med individualnimi in organizacijskimi potrebami

POVZETEK

Prispevek skozi področja upravljanja in vodenja šole raziskuje pomen individualnih in organizacijskih potreb v medsebojnem razmerju do učinkovitosti vzgojno-izobraževalne organizacije.

Avtor dokaže, da bolj ko se zadovoljujejo organizacijske potrebe, manj se zadovoljujejo individualne. V prispevku trdi, da za učinkovito upravljanje in vodenje vzgojno-izobraževalne organizacije ni uravnoteženosti oziroma ni vzpostavljenega potrebnega uravnoteženega razmerja med organizacijskimi in individualnimi potrebami.

Pokaže na stanje enajstih področij upravljanja in vodenja šole, ki neposredno vplivajo na proces delovanja šole ter možnosti uravnoteženja individualnih in organizacijskih potreb za zadovoljstvo izvajalcev in uporabnikov storitev učinkovite vzgojno-izobraževalne organizacije.

Ključne besede: individualna potreba, organizacijska potreba, področja upravljanja, šola

Introduction

In any developed society the aim of non-profit organizations is not to achieve good economic results, but to fulfill a specific mission, which is defined as "a common social interest" (Kolarič et-al. 2002, p. 10). In such an environment, those that can cope and manage themselves the best are the ones who grew up in new conditions and learnt about the world through information technology (Lotherington, 2004) as well as through institutional education, which has recently been shown to be true.

Every social system – non-asset-based system – is permanently compromised due to the tensions that arise spontaneously among its different individuals and subsystems. If the connecting elements (interpersonal relations) in the system fail, tensions between the subsystems grow. System protection is not automatic. Its effectiveness depends on the quality of managerial processes, which must successfully achieve their set goals and at the same time take care of the inner psycho-social, organizational, emotional and intellectual balance of the system (Bečaj, 2001, p. 23).

¹ Personnel management is a process in which the organization is systematically integrated with its business strategy: plans for personnel requirements, developing and evaluating their work, rewards and maintaining effective relationships (Merka, 2003).

This also requires the establishment of an organizational climate that inspires employees to achieve good interpersonal cooperative relationships and quality work, which overlaps with satisfaction and work output. Consistency and successful joint cooperation prevents conflicts that hinder the efficiency and effectiveness of the organization (Klinar, 2007, p. 121). This draws attention to the flexibility limits of the individual, group and organizational work area that enable successful cooperation. It does not exclude creativity, knowledge, experience and personality traits in the process of the interpersonal relationship of human resource management¹. The internal employees' willingness is also crucial for focusing their activities to the desired goals. S. H. Schwartz wrote that values are essentially those target guidelines that explain what is desirable and what is less desirable, what is fair and unfair (Schwartz, 1995, p. 215). A clearly defined objective that would be common to all and that would strengthen the sense of equality, "which is beyond any individual and in which we can all unify" (Strinatti, 2004, p. 24), no longer exists. What remains are only individual goals, values and the direction of movement, which follow the individual and organizational needs, interests and abilities. We come to the conclusion that alongside other factors, values are the ones that create the functioning of a group based on the alignment of individual and organizational needs, interests and abilities. When establishing interpersonal relationships with individuals or a group it is important for a leader to have in mind the individual or group, the organization as a whole and its goals or needs. Therefore, the leader should use such motivational factors that will be the source of energy to motivate the staff to carry out certain activities. Lepičnik addresses three key factors that affect motivation: individual differences (personal needs, values, attitudes and interests), job characteristics (ability, job characteristics, work autonomy, professional and personal skills, information, ICT) and organizational practice (rules, politics, rewarding, practice ...) (Lepičnik, 1998). At the same time we must not overlook the professional reason for a decentralized school management, which emphasizes active participation as a factor that satisfies important human emotional and social needs, allowing the input of individual ideas, goals, interests and abilities to enrich the abilities as an added value and a satisfaction with services (Burgar, 2009, p. 171-172).

For the effective development of various interest groups and organizations further on we need to change the business and personality culture through the change of management factors by seeking a consensus between the needs of employees and the overall efficiency, effectiveness and satisfaction with the services (Burgar, 2009, p. 35).

Aim of the research and the presentation of the methodological approach

The study examined eleven areas of management and guidance of educational organizations (schools). Each area shows the relationship between organizational and individual needs.

A fundamental research hypothesis was set. We assumed the existence of the relationship between organizational and individual needs. The more the organizational needs are met, the less the individual needs come to the forefront.

The study was based on the descriptive and causal non-experimental method of empirical research.

The survey included 145 primary school teachers. The sample was collected in March 2008. Data were collected with a questionnaire, which consisted of eleven areas of management and guidance of educational organizations (schools). These areas are: the relationship with the environment, selection of the teacher, structure and roles, guidance of employed teachers, creativity and innovation, resources, problem-solving ability, teamwork, motivation, goals and concerns for teacher development. Each area contained 6 statements based on organizational and individual needs, altogether 66 statements in the questionnaire (from number 1 to 66). Teachers checked the claims at their school. If the statement was true, they circled it.

The data was processed using the SPSS computer program. The data is presented graphically (dispersive chart) and in a table (f, f %). The link between organizational and individual needs was additionally checked using Pearson's correlation coefficient (r) and was tested for its statistical significance (P) using a t-test.

Results and interpretation

Firstly we present the frequency distribution of organizational and individual needs collectively and according to individual areas of management. Following this are the results of the testing and the link between organizational and individual needs; the latter were used to confirm the assumed hypothesis

Areas of management and guidance	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Attitude towards the environment	1	Parents generally do not come to school to discuss children's issues.		7		2.3
	12	When pupils leave school they are not adequately prepared for further education.		7		2.3
	23	We do not take enough advantages of different sources that are available outside the school.		7		2.3

Areas of management and guidancev	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Attitude towards the environment	34	There is a lack of cooperation between students and school.		14		4.7
	45	It does not deal sufficiently with their environment.		0		0
	56	School has a good image in our village.		0		0
		Total	0	35	0	11.6
Employing teachers	2	The school does not get as good teachers as it needs.	0			
	13	Teachers that we employ do not reach the professional standards that we are accustomed to.		3		1.0
	24	In our school the ones that are the best are not promoted and awarded.		8		2.7
	35	It seems that we cannot acquire the most competent teachers.		0		0
	46	Methods of choosing employees are inappropriate and inefficient.	1		0.3	
	75	As far as praise and awards are concerned, the outside personnel are more appreciated in comparison to the personnel in school.	16		5.4	
		Total	17	11	5.7	3.7
Structure and roles	3	Teachers are not sufficiently aware of their contribution to the overall work of the organization.	6		2.0	
	14	Some important tasks remain unfulfilled, as no one is actually in charge of them.		5		1.7
	25	Teachers note that the same work is doubled.		6		2.0
	36	Various assignments and tasks at school are not properly coordinated.		0		0
	47	I am not quite sure what my work and assignments are.	1		0.3	
	58	School's organization is partially coordinated with educational aims.		0		0
		Total	7	11	2.3	3.7

Areas of management and guidance	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Guidance of co-workers	4	Leaders do not know how to bring the best out of people.	7		2.3	
	15	The school management does not control us enough.	0		0	
	26	We do not trust the school management.	0		0	
	37	While guiding people we notice selfishness.	0		0	
	48	The school management is not always supported by the subordinates.	8		2.7	
	59	Not enough concern is dedicated to the needs and welfare of teachers.		20		6.7
		Total	15	20	5.0	6.7
Creativity and innovation	5	Some departments at school are not creative enough.	14		4.7	
	16	We would have to look very carefully to find something creative at this school.		1		0.4
	27	Most good ideas fade, rather than to be embraced and used.		4		1.3
	38	We are not creative enough with forms and methods of teaching.	7		2.3	
	49	Innovations have no lasting effect.	3		1.0	
	60	We rarely review our work in order to improve it.		1		0.3
		Total	24	6	8.0	2.0
Sources	6	In comparison to other schools we have little space.	0		0	
	17	We do not know how to utilize the AV resources and books at our disposal.		8		2.6
	28	It seems we cannot achieve what we want or wish.		4		1.3
	39	The space is inefficiently utilized.	2	0.7		

Areas of management and guidance	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Sources	50	In comparison with other schools we lack books and equipment.		2		0.7
	61	We do not achieve as much as we could with regard to the power we have.		0		0
		Total	2	14	0.7	4.6
Ability to resolve problems	7	The school management is not aware of real problems.	2		0.7	
	18	Too much effort is put into concealing the problems rather than solving them.		5		1.7
	29	We never meet in order to thoroughly consider all possible solutions.		4		1.3
	40	It seems that we have some ongoing problems with which no one is able to deal with.		5		1.7
	51	It seems to me that other schools with similar problems are better at coping with them.		1		0.4
	62	It seems that we do not learn to address school problems with our own experience as teachers.		4		1.3
		Total	2	19	0.7	6.4
Teamwork	8	Teachers do not cooperate well.	5		1.7	
	19	I notice a lack of support and cooperation among my colleagues.	6		2.0	
	30	There is not enough team spirit.		5		1.7
	41	There are too many destructive conflicts among individual groups.		4		1.3
	52	Common tasks and problems are not resolved together.		0		0
	63	Colleagues are often not comfortable in their mutual talks.	6		2.0	
		Total	17	9	5.7	3.0

Areas of management and guidance	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Em- ployees' motivation	9	The affiliation of teachers is not as big as it should be.	7		2.3	
	20	Teachers are not valued as they deserve to be.		25		8.4
	31	People find teaching more as a burden than pleasure.	9		3.0	
	42	I do not have a chance to be as creative as I want to be.		0		0
	53	Teachers are not rewarded and praised in accordance with their efforts.		19		6.3
	64	In my work there are not enough challenges and incentives.		0		0
		Total	16	44	5.3	14.7
Aims	10	We are not clear enough on what we want to achieve in school.		5		1.7
	21	The objectives of the school are not generally accepted.		0		0
	32	We do not put enough effort in important goals.		4		1.2
	43	Teachers do not behave in such a way that would confirm examples taught to pupils.	0		0	
	54	The objectives of the school are often unrealistic.		2		0.7
	65	Teachers are not included in certain orientations of the school.		3		1.0
		Total	0	14	0	4.6
Providing for the develop- ment of emplo- yees	11	We do not put enough effort in ntegrating new teachers.	1		0.3	
	22	There is no systematic approach toward the needs for teacher training.		2		0.7
	33	It is expected from people to carry out managerial tasks with no special training.		8		2.6

Areas of management and guidance	Sta. No.	Statements	f		f %	
			x ₁	x ₂	x ₁	x ₂
Providing for the development of employees	44	Some courses are taught according to outdated methods.	3		1.0	
	55	Teachers with outstanding knowledge and skills do not have successors.		0		0
	66	Teachers and their potentials are not encouraged and developed as they ought to be.		2		0.7
		Total	4	12	1.3	4.0
		Total	104	195	34.8	65.2

Legend: x₁ - individual needs; x₂ - organizational needs

Table 1: Frequency distribution by areas of management according to organizational and individual needs

The research shows that organizational needs prevail. The ratio of overlapping organizational and individual needs based on exposed arguments according to areas of management is 104:195 statements in favor of organizational needs or 34.8 % : 65.2 % in favor of organizational needs.

We have examined the link between individual and organizational needs using a correlation graph with a regression line and statistically determined it with Pearson's correlation coefficient and tested its statistical significance by use of a t-test.

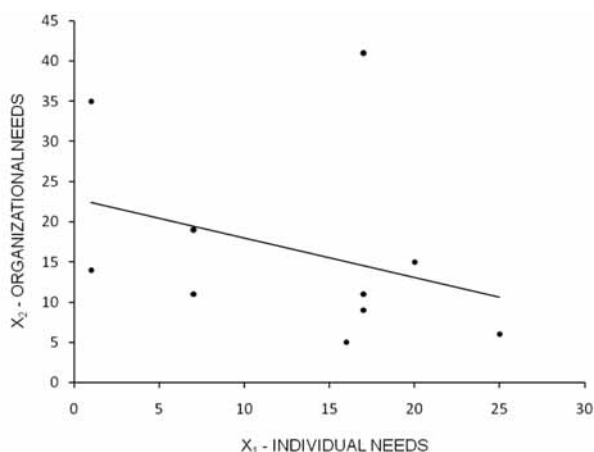


Chart 1: Dispersive chart with a regression line tests links between the variable X₁ - individual needs and variable X₂ - organizational needs

As the graph shows, the relationship between organizational and individual needs is negative, the more the organizational needs are met, the less individual needs come to the forefront.

The link was also statistically determined:

Correlation coefficient - r	Results of t-test
- 0.376	(t) = 2.130 > t (a = 2P = 0.05, g = 33) > 2.030

Table 2: Pearson's correlation coefficient (r) with the test of its statistical significance

Calculated correlation coefficient $r = -0.376$ is therefore negative and statistically significant on level $\alpha = 2P = 0.05$.

On this basis we confirm the hypothesis of the research: the more the organizational needs are met the less individual needs come to the forefront.

Further on we interpret each area individually:

a) Attitude towards the environments

In relation to the environment, organizational needs dominate, which hold back the efficiency and effectiveness of schools in certain areas of its activities. This confirms the situation of countries in transition – regulating the legislation in accordance with changes linked to the EU or the changes of government in the country. The educational system is supported by legislation, but it is in constant change.

Conclusion: The organizational principal of decentralization will give the program and organization of the school environment more integrity.

b) Employing teachers

What dominates, when selecting staff, are the unmet individual needs of employees, suggesting a lack of responsiveness of organizations to individual needs in defining the tasks or requirements of employees. There is a high degree of personnel with adequate training. The notable lack of readiness of professional staff is seen when executing concrete tasks in the educational process. Professional education and training of staff is too focused on general professional values and not enough on personal values for the effective functioning of relationships. We also note that the state puts professional staff of the school system constantly under stressful situations. We emphasize that the personal qualities of staff, alongside expert knowledge and the control over organization and management, are crucial when selecting personnel because we expect efficient and effective teaching-educational work.

Conclusion: To encourage personal relationships that will balance the satisfaction of employees and the organization as a whole so as to achieve the set goals and expectations of the internal and external environments of the organization and the employees.

c) Structure roles

Concerning structure and roles, there were deviations from what was expected. On the one hand, there is the coordination of tasks to the needs of the organization and on the other hand, the insignificant emotional contribution of individuals to the overall work of the school. The structure of our school system is still too classical and rigid. It often operates on the mechanistic-bureaucratic model of organization, emphasizing the principle of task and role centralization, despite having decentralization policy guidelines. Organic models are making inroads into work organization.

Conclusion: We should pay more attention to finding an organizational balance between organizational stability and its flexibility.

d) Guidance of co-workers

There are still too many rules and too little coordination concerning the guidance of schools - too much external motivation - employees still expect that the organization, and not themselves, is responsible for their welfare. This is why the organizational needs still have a dominant role. The management feels overloaded with mandatory, extended mandatory and above-standard programs that cause many disturbances in the organization of work, quality of service and knowledge. Still, there is a lack in program structure with a decrease in horizontal and vertical correlation.

Conclusion: More attention should be paid to management with reflection, cooperation, culturally defined relations and an organizational atmosphere of accepting and recognizing organizational and individual needs.

e) Creativity and innovation

Innovation and creativity is not an individual need yet, this is reflected in the gap between tradition and the ability to adapt to change, time required and the low standards for such needs. Employees in the education sector are required to have skills such as innovation and creativity (and their implementation) but without correlating them. Therefore, innovation of activities is coming slowly to the organization, work and management of education. Many good ideas fade away, rather than being accepted and used. It shows a lack of ability to maintain innovative processes, mostly due to the unspecified system of such activities. Human potential is not encouraged enough to keep up with the necessary technological, technical and professional development.

Conclusion: We should adjust relationships between the individual and organizational needs according to social changes and the changing of the times.

f) Sources (acquisition and use)

Resources are provided; we must put much more effort on individual needs for their effective use. Information-communication technology enables access to information but it reduces personal collaborative contact. Accommodating information-communication technology also requires a change in the work organization and management systems of educational organizations. Management functions require changes (Florjančič, 1987, p. 87).

Conclusion: Higher requirements for updating the technology of work.

g) Ability to resolve problems

The ability to solve problems shows that the number of individual problems is higher in comparison to the number of needs for resolving them.

Conclusion: We find that there is a need for change in the organization, giving greater empowerment and decision-making power to the executive levels within the organizational structure of schools, thus raising the level of responsibility as an individual need.

h) Employees teamwork

Teamwork has not been realized yet in the necessary forms because of individual reservations within the work organization. We find that communication is still running from the top down, rather than vice versa, which makes collaborative working arrangements difficult. Our communication is too slow and rigid according to realistic needs, perhaps because of the relatively cold organizational climate and unacceptable relationship between individual and organizational needs. Information-communication technology is useful for quicker information, but it reduces personal cooperative contact that positively and energetically gives meaning to working together in teams and collaborative forms of educational work.

Conclusion: To find the organizational forms of work that will give greater responsibility to groups and individuals for the distribution of tasks - fewer steps in the responsibility of group management.

i) Employee motivation

Employee motivation – low intrinsic motivation is primarily the result of unmet expectations from the environment and thus from the gap between individual and organizational needs and expectations. Economic and financial factors point to a

discrepancy between the expectations of individual needs and the realistic possibility of meeting the organizational needs, thus they have an indirect impact on employee motivation. Resources are quite realistically distributed and require rational, goal-intended use. However, this can often hinder innovation in educational establishments as an individual or organizational need. The norms and standards are not adjusted to specific conditions and this is why the situation varies from school to school. The differences are incomparable and therefore are often not motivational enough for the employees as well as for the surroundings of each school.

Conclusion: We have to look for greater consistency in the organization of a school, including the characteristics and needs of employees, while at the same time define their area of work in the organization and defining of tasks (self-acknowledgement, self-establishment, goal orientation, personal responsibility ...).

j) Aims (clarity and consensus)

The objectives of schools are too centralized at the state level, local communities and schools. The survey shows a low employee impact on the designing of strategically important goals and therefore organizational needs prevail.

Conclusion: In the future we should search tactics and ways of increasing employee participation in the formulation of school goals and thereby find a balance between organizational and individual needs.

k) Providing for the development of employees

Schools insufficiently encourage teachers' potentials and they do not develop them according to the teachers and their individual needs. Schools have high expectations of teachers in all fields of work (also in the field of task management) but provide too little additional training as an individual and organizational need of teachers. The concern for the overall development of teachers is dominated by organizational needs that do not follow the necessary education and training.

Conclusion: It is important to interview individual teachers and find a balance between organizational and individual needs for the integration of the personal, professional and career development of each and every teacher for the efficiency of work at schools.

To summarize, the school organization is still not in accordance with the characteristics of the people involved and their needs. This means that the personality structure is not aligned with the organizational structure. Further on, the survey emphasized that in our schools there is still an excessive presence of functional-organizational structure, reflecting the fact that there are still too many rules and too little coordination. We can also conclude that our education system is, despite constant

changes, in a stable position, but lacks flexibility both in the internal as well as external environment. The latter reminds us of the discrepancy between traditional values and changes, structures and roles, intrinsic motivation and effectiveness, the centralization and decentralization of goal-oriented planning and the implementation of target objectives; as well as between the required and actual staff training in relation to the program and technological changes and individual and organizational needs.

Our research has highlighted that the school system is constantly embedded in a system with technical changes and general changes represented in all areas of this research. All these areas require constant evaluation. Based on the overlap of individual and organizational needs we can conclude that the internal factors of satisfaction, viewed through achievements, responsibility, recognition, rewards, work itself and personal growth, according to the areas of management, suggest that more attention ought to be given to management in regard to work and collaborative work with culturally defined relationships. With such changes, employees would know how they work and where they have the potential for further development. This would improve the relationship between organizational and individual needs.

Conclusion

In the frame of the study concerning individual and organizational needs according to eleven areas of management and guidance of educational organizations we confirmed that the correlation between organizational and individual needs is negative and statistically significant $\alpha = 2P = 0.05$, which means the more the organizational needs are met the less individual needs come to the forefront. Practically, this means that the focus of promoting organizational needs leads to or causes the neglect of individual needs, which also means that in the eyes of employees the organization is the one that is emphasized and not individual needs. This is what restrains the employees' contribution as an added value to the effectiveness of educational organizations and the humanization of relations for the efficiency of human resources.

According to the research results we can conclude that our education system needs innovation, rapid adaptation, flexibility, flexible strategy, cooperative style of leadership in partner relationships and continuous learning - a learning organization concerned with employee development and the development of their working and social conditions. The fact is that the educational system can only be successful if it manages to properly align the interests and needs of the organization and individuals with realistic situations. A key factor in building work task relationships, communicational relationships, motivational relationships and relationships of power

as organizational and individual needs is the principal, who acts as the manager with the function of educational leader.

The study revealed the factors of efficiency and effectiveness of educational organizations and the indicators of the continuous improvement of schoolwork and the need for the orientation of educational organizations - process management. This is justified by focusing on the individual's work and process, orientation in service quality, dealing with the introduction of procedural changes and the practical realizations of a school in change.

Nevertheless, the majority of educational systems in Slovenia are already oriented towards efficiency and effectiveness. The research has shown that the quality of the principal's management is a key element that can create a critical difference in the functioning of individual schools and the employees in it. A shared vision and goals are the basic orientation in the development of a school. Culture, climate and interpersonal relationships are those that support the high-quality realization of organizational and individual goals and needs. Organizational culture and organizational climate can encourage or impede the quality realization of objectives. The development of informal structures is in need of modern organizations because it portrays interpersonal relations, which is based on the common organizational and individual goals of individuals and treats them as an urgent need. This means increasing the role of individuals based on the socialization of the individuals and the organization as a whole. We should encourage the operation of the organization by setting, meeting and building a system of individual and collective interests and directing them to achieving common goals. We must pay more attention to the situation of employees in the organization and enable them to develop in the direction of their personality and professionalism (execution of work tasks). We are obliged to establish a procedural way of working with the knowledge that each process is specific and requires a different set of skills, opportunities and motivation than those skills needed for efficient and effective educational work. This will develop professionalism, division of work and the interests of individuals concerning the organizational and individual needs. In this way, we will also achieve a humanistic quality in the organization and management of the school (motivation, well-being, personal and work freedom, cooperation, participation in decision making, achievement of objectives). This is only possible in a dynamic organization that is structured around a human being; with their personality, right to work, individual responsibility, views, actions and values as the centre of action. So we can establish a rational organization, which requires an increase of commitments, receptive to change in general and the changes in the mentality of the worker, and with it the balance of organizational and individual needs.

Educational institutions are still too strongly establishing a relationship to the environment merely as an organization. In relation to the environment organizational needs are still predominant, which restrain the efficiency and effectiveness of schools in certain activity areas. Nevertheless, we feel that with the organizational principle of decentralization, schools open up to the environment. In the selection of personnel, the methods of selection are still inappropriate or ineffective. The selection is still not made based on finding an organizational balance between managing the organizational stability and its flexibility, which would follow the individual interests and needs in implementing the mission of educational institutions. Hence there is also the realization that school management still has too many rules and too little coordination. On this basis we get the feeling that the organization is responsible for the welfare of the employees and not the individuals themselves - agreeing on external motivation. External motivation brings on more individual problems, as there are needs to resolve them inside an organization. The external motivation can also be seen as a barrier for the establishment of various forms of collaborative work, which are absent due to individual impediments in the work organization. Therefore, the objectives of the organizations are too centralized to maintain a stable educational organization, unable to balance organizational and individual needs.

DALJŠI POVZETEK

Motiv za izhodišče raziskave je bil decentralizirani šolski menedžment. Ta poudarja aktivno participacijo kot tisti dejavnik, ki zadovoljuje pomembne človeške emocionalne in socialne potrebe, omogoča vnašanje individualnih zamisli, ciljev, interesov in zmožnosti, ki bogatijo dejavnosti kot dodano vrednost posameznika organizaciji (Burgar, 2009). Tako za procesno delovanje in razvoj različnih interesnih skupin in organizacije potrebujemo tudi spremembo poslovne in osebnostne kulture skozi spremembo upravljanja in vodenja z iskanjem soglasja med potrebami zaposlenih in organizacije proti skupni učinkovitosti in uspešnosti oz. zadovoljstvu s storitvami.

Raziskava je preverila enajst področij upravljanja in vodenja vzgojno-izobraževalne organizacije (šole). Vsako področje kaže razmerje med organizacijskimi in individualnimi potrebami. Potrdili smo, da je korelacija med organizacijskimi in individualnimi potrebami negativna in statistično značilna ($\alpha = 2$, $P = 0,05$), kar pomeni: bolj ko se zadovoljujejo organizacijske potrebe, manj se zadovoljujejo individualne. Praktično to pomeni, da težišče na uveljavljanju organizacijskih potreb

vodi do zanemarjanja oz. povzroča zanemarjanje individualnih potreb. To tudi pomeni, da je v očeh zaposlenih poudarjena organizacija in manj njihove individualne potrebe. Prav to pa zadržuje prispevek zaposlenih kot dodano vrednost k učinkovitosti vzgojno-izobraževalnih organizacij in humanizacije odnosov za potrjevanje človeških virov.

Analiza stanja po enajstih področjih upravljanja in vodenja, ki neposredno vplivajo na proces delovanja šole in možnost uravnoteženja individualnih in organizacijskih potreb, kaže naslednje zaključke:

- V odnosu do okolja z organizacijskim načelom decentralizacije programsko in organizacijsko osmisлити šolo v okolje.
- Pri zaposlenih kadrih spodbujati medsebojne odnose, ki bodo uravnotežili zadovoljstvo zaposlenih in organizacije pri uresničevanju zastavljenih ciljev in pričakovanja v notranjem in zunanjem okolju šole in zaposlenega.
- Pri strukturi in vlogah posvetiti več pozornosti pri iskanju organizacijskega ravnotežja med stabilnostjo organizacije in njeno fleksibilnostjo.
- Pri vodenju nameniti več pozornosti vodenju z refleksijo, sodelovanjem, definirano kulturo odnosov ter organizacijskim ozračjem sprejemanja in potrjevanja organizacijskih in individualnih potreb.
- Na področju ustvarjalnosti in inovativnosti uravnati razmerje med individualnimi in organizacijskimi potrebami na družbene spremembe in spremembe časa.
- Viri so zagotovljeni, več je treba vložiti v individualne potrebe za njihovo učinkovito rabo z višjo zahtevo po posodabljanju tehnologije dela.
- Zmožnost reševanja problemov kaže, da je več individualnih problemov, kot je v šoli potreb za njihovo reševanje.
- Postavlja se zahteva po spremembi organizacije z večjim prenašanjem odgovornosti in odločanja v izvajalske nivoje v strukturi organizacije šole in s tem dvigniti stopnjo odgovornosti kot individualno potrebo. To pa zahteva tudi iskanje organizacijskih oblik dela z večjo odgovornostjo skupin in posameznikov za delegirane naloge – manj korakov v odgovornosti vodenja skupin.
- Iskati večjo usklajenost organizacije z lastnostmi in potrebami zaposlenih v organizaciji pri določanju njihovega delovnega mesta v organizaciji in definiranju nalog.

- Iskati taktike in načine večje participacije zaposlenih pri oblikovanju ciljev šole ter s tem uravnoteženja organizacijskih in individualnih potreb.
- S pogovorom z zaposlenimi iskati uravnoteženje med organizacijskimi in individualnimi potrebami za celosten osebni, strokovni in karierni razvoj posameznega zaposlenega za učinkovitejše delo posameznika in šole.

Povzemimo: organizacija šolstva je še premalo skladna z lastnostmi ljudi in njihovimi potrebami, kar pomeni, da osebna struktura ni usklajena z organizacijsko. Razvoj neformalne strukture je namreč potreba sodobne organizacije, saj postavlja medsebojna razmerja med področji upravljanja na osnovi skupnih ciljev organizacije in individualnih ciljev posameznika kot nujno potrebo. To pomeni povečati vlogo posameznika v njej na osnovi socializacije posameznika in organizacije kot celote.

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