

RESEARCH

SITUATING THE THEORIES AND PRINCIPLES OF ADMINISTRATION PRACTICE IN EDUCATIONAL SETTINGS*Musakkid Himphinit* Lasisi Abass Ayodele*****Ph.D. (Education), Lecturer, Faculty of Education, Fatoni University, Thailand***Ph.D. (Education), Lecturer, Faculty of Education, Federal University of Kashere, Nigeria***Abstract**

One of the major ways of achieving the goal in educational settings is by linking the theories and principles of administration in leading aspect of institutional administration. Principles of administration have been widely discussed in the literature which involves leading the workforce through organizational goal achievement. The study aims to explore the extent of principles and theories of administration being put into practice in an educational institution in Nigeria based on Henry Fayol's 14 principles of administration with assessments of Maslow's Hierarchy of needs; Douglas McGregor theory X and Y; and Frederick Herzberg theory of Motivation for elucidation of the theoretical concept in higher education institutions (HEI) in Nigeria. The quantitative method was employed among 360 academic and non-academic staffs in higher education institutions (HEI). The study analyses its result through correlation, and descriptive analysis through frequency, percentage, mean, and standard deviation to determine the extent of practices in educational settings. Findings showed a significant relationship ($r=.65$) between principles and theories of administration while, the principles and theories adequately put into practice for goals achievement. Finally, remuneration of staff is most advisable as the situating theories and principles in the administration would assist the incoming administrators and increases the prospective of existing academic and non-academic administrators in HEI.

Keywords: Administration, Education, Principles, Theory, Organization

INTRODUCTION

Leadership in organizations is of different styles and managing the situations of an organization is complicated. Meanwhile, every institution has certain aims and ideas for goal attainment, but some administration principles are essential for the achievement of this goal. Higher education institution is one of the leading organizations that require administrative principle for adequate practices (Shiela, 2020). It is one of the important social institutions which must have well-organized administrative machinery. Without effective administrative machinery, there is a tendency to be chaos, crisis, and confusion in the institution's administrative direction. Although there is an organizational chart that indicates the necessary and effective authoritative deals if the authority effort is challenged, then the applications of principles of administration and theories in the institution are in vain (Morgan, 1988). Hence, linking the theories and principles of administration in leadership aspect of administration is more important. However, it is vital to consider placing the right leader who has technical-know-how of administration principles in the right places at right time and in the right manner in order to put theories and principles of administration into effective practice (Lasisi and Hairuddin, 2012). Similarly, Ramani (2013) opines that administration has to do with getting things done, with the accomplishment of defined objectives. Thus, the science of administration is the system of knowledge whereby men may understand relationships, predict results, and influence quality outcomes in any situation.

Concepts of Administration

Contemporary accepted view in educational administration is built around central concepts of 'change' and 'achieving a specific goal'. As an administrator, the administration is viewed through 'shape' by understanding of change, behavior and applications of theories over time. This is however the only way to conceptualize and be consistent with administration interpretations of an institution's performance if meaningful shape is achieved then administration is in order. Principles of administration are a set of values, which determine the existence and functions of administration. One could define the administrative principle as; ensuring the unity of action, discipline, anticipation, activity, and order exist in all parts of the enterprise; ensuring good

relations between the various departments and with the outside of the either open or closed system by ensuring effective communication in the organization. Admittedly, principles may be descriptive or predictive, and not prescriptive. That is, they describe how one variable relates to another – what will happen when these variables interact. Thus, the principle is the rule and regulation, while as act of guiding and controlling the organization.

Situating Principles of Administration and the Theories

To begin with, principles of administration are defined as the unity of action, discipline anticipation of activities that exist in all parts of enterprise, which ensuring good relationship between different and various department within and outside an organization. Meanwhile, principles of administration ensure coordination toward the overall goals through adequate recruiting, organizing, and directing the work force. The principles of motivation ensure the administrator support and encourage subordinate in an organization likewise the principle related to effective communication as the administrator is expected to effectively listen to the information given to him and must influence others to implement without mistake not to bring chaos. The administrator also needs to corporates with his subordinates to avoid conflict and achieve a desirable goal. Meanwhile, principles of administration allow the practice of equality where the administrator is expected to treat all workers equally without discrimination. Thus, there is a right to talk to the subordinates and work together by observing the principle of freedom within the organization to achieve the goal and set objectives, then without that theories of administration are required (Shiela, 2020).

Theories are perspectives with which people make sense of their world experiences (Stoner et. al. 2003). The theory is a systematic grouping of interdependent concepts (mental images of anything formed by generalization from particulars) and principles generalizations or hypotheses that are tested for accuracy and appear to be true to reflect or explain reality) that give a framework to, or tie together, a significant area of knowledge. Administration is practical in nature. The research has shown that principles of administration by Henry Fayol exhibits 14 principles (Shiela, 2020), which are using to–date in administering an organization either in an

open or closed system that enumerated as; division of work/labour; authority and responsibilities; discipline; unity of command; unity of direction; subordination of individual interest to organizational interest; remuneration of staff; centralization; the scalar chain; order; equity; stability of staff; initiative; and esprit de corps.

The use of theories in administration is necessary, although Edgar *et.al.*, (1967) stated that; some executives have been inclined to scoff at the use of theory in educational administration. The expression “*all are right there in theory, but it won’t work in practice*” has been frequently used by self-styled school administrators. Further, the myth that theory and practice are incompatible has been attacked by Coladarci and Getzels. “Theorizing is not the exclusive property of the laboratory or the ivory tower. Everyone who makes choices and judgments implies a theory in the sense that there are reasons for his action. Thus, below concept illustrated the ideal perquisites which are necessary for administrators that adding principles of administration is desirable in our organizations mostly HEI.

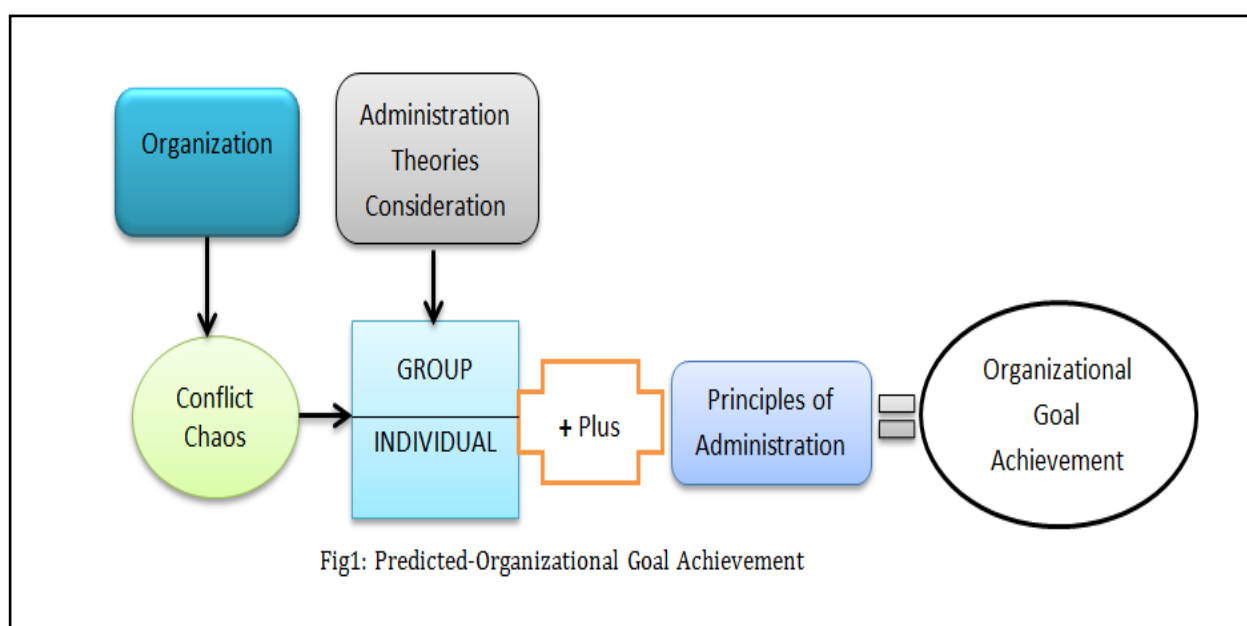
Putting the Theories into Practice

Administrative performance is a fundamental aspect of educational sectors and other organizations. Today, practices and development are required in generating a future for both educational settings and other institutions towards excellent performance and achievement. However, one of the major problems in educational settings is the emasculation of theories in the developmental aspect of administration, which degenerates leadership competency. Administration relies on ‘GOAL’ however; administration’s goal can be identified through two different factors, either ‘INDIVIDUAL goal’ or ‘GROUP goal’. Administrators as well as individual or group in an organization have personal goals which brings about the conflict that generating the application of theories as some intention based on; the need for money, prestige, and satisfying work by some working staff. Similarly, individual or group goal through behavior may cause conflict that can arise or overrule the goal of interest of the present administration. In this regard, system theory arrive which elaborates more on the impacts of the input, process, output in organization before the explorations of Maslow’s Hierarchy of needs; Douglas McGregor theory X and Y; and Frederick

Herzberg theory of Motivation for elucidation of the concept “Putting the theories and principles into practice in higher education institutions (HEI)”

To consider the principles of administration, it is vital to settle the conflict that exists in an organization for achievement of the goal. Illustration in figure 1 shows how principles should be a supplementary by the administrators in order to attain their goal in administration. As mentioned above, administrative principles look forward to achieving its goal by implementing the principles of hierarchy, control, unity of command, delegation of authority, specialization, objectives, centralization and decentralization, and communication in an organization. These principles could help in solving chaos in the organization.

Figure 1 Predicted–Organizational Goal Achievement



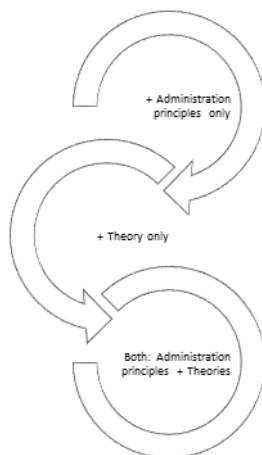
individual/group may create conflict or chaos in an organization such as not being ready to do his or her duty properly and moving from one office to another by gossiping. At times, individuals create unnecessary confusion in working place that is beyond the capacity of the ordinate (top administrator) in this case. The ordinate expected of implementing the principles of administration in order to settle the chaos or confusion in an organization, but many administrators fail in situating the appropriate principles in real life. Therefore, failure to apply principles of administration

increase chaos in an organization. It may cause mismanagement in the sense that resources may not be properly managed, arranged (kept) or supervised. Meanwhile, conflict related to the expression of negative behavior among members of an organization, as well as disunities reached when outcome of conflicts not properly managed in organization. An organization is effective when its leaders can realign organizational design, culture, and people (capabilities and commitment) with continuous changes in the competitive and social environment (Michael, 2011).

Moreover, figure1 also shows a group of employees may likely not properly serve the organization in terms of their responsibility as the ordinate really want. However, the head required further investigation on the action of out of responsibility, and by questioning the reason or why such groups of workers do not perform their duty or not successfully achieve the goal. By doing the investigation either through assessing the behavior according to Henry Fayol and Maslow or personally checking the level of willingness among the workers, then administrator required to add (include) one of the principles of administration. Thus, it might improve the goal achievement of an organization.

Some workforces are not responding to duty due to the situation of remuneration which is defined as part of the motivation that deserves by the worker either through salaries or wages. Similarly, some workers wanted the administrators to accept their idea for the progress of the organization in which the ordinate should be considered such idea as initiative according to Henry Fayol. Furthermore, Henry Fayol already stated that the act of dividing the work according to the worker's specialization can bring a healthy organization which is indicated as aspect of the division of labor. Nevertheless, theory is essential after comparing the behaviour of workers through 14 principles of administration.

Figure 2: Entomb uses of theories and administration principles for goal achievement



Source: For study purposes

Applying the administration theories and principles in figure 2 above illustrated the entomb uses of both theories and administration principles to achieve the organizational goal in dealing with employees. For instance, a school as a formal organization follows the hierarchy of positions and some employees are likely to behave in the assumption of theory X or theory Y. The administrator might see the institution should be directed through democratic way whereas it's required bureaucratic in dealing with different behaviors' of workers. Thus, schools' administrators are to work for the achievement of the goal of the establishment. The importance of their effort is to count on support of the subordinates in order to possess the goal and quality education. However, administration principles required the administrator using the principles accordingly and follow the reason behind behavior of such staff through the theories (Shiela, 2020). Meanwhile, several theories are available to be considered by the administrators to solve the managerial and administrative chaos such as Maslows' Hierarchy of needs, Douglas McGregor theory X and Y, Frederick Herzberg's theory of Motivation and others. The desirable aim of all administrators in all institutions of learning should be goal achievement. It is known that administrators must establish a healthy environment in which individuals or groups can accomplish specific goals with the least amount of time, money, materials, and personal dissatisfactions with available resources (Lasisi and Hairuddin, 2012). The present study explores only three theories (Maslow's Hierarchy of needs; Douglas McGregor theory X and Y; and Frederick Herzberg theory of Motivation) for elucidation on the concept of "*Putting the theories into practice in HEI*" as follows;

Maslow's Hierarchy of needs, who emphasized on the need as part of a motivational theory in respect of the psychological comparative of a five-tier model of human needs shown in hierarchical levels of a pyramid structure. From the bottom of the hierarchy upwards, the stated needs are: *Physiological needs* such as food, water and clothing in which individual workers have in mind for getting job or needs as basic human survival needs. Maslow stated that these basic physiological needs must be addressed before a human move to the next level of fulfillment.

Safety needs are one among the other needs. Many employees are always thinking about safety in terms of job, protection from violence and theft, emotional stability and well-being, health security and financial security. Once individual needs are satisfied the other needs are silence. Administrators are required to observe the above in order to achieve the goal after adding or observing the principles of administration.

Social needs which is at times noted as Love and belonging needs. This is human needs in terms of social and involves feelings of belongingness which is refers to a human emotional need for interpersonal relationship, affiliating, and connectedness and being part of a group.

Esteem needs the higher needs, beginning with esteem, ego-driven needs. The primary elements of esteem can be found under two aspects of (i) self-respect where an individual believes he or she is valuable and deserve respect while (ii) self-esteem where one believes in confidence as his or her personal growth and accomplishment.

Self-actualization needs are described as the fulfillment of full potential as a person. This is the highest levels in Maslow's hierarchy and it is refer to as realization of a person's potential, self-fulfillment, seeking personal growth and peak experiences. Thus, it was described as the desire to accomplish everything that one can, to become the most that one can be such as be the highest in education, refining talent in a specific area, and winning awards.

Meanwhile, Douglas McGregor theory X and Y has point out on like and dislike among workers. In 1960, Douglas McGregor presented views of theory X assumption that: the average person dislikes work and will avoid it if possible; because people dislike work, they must be coerced, controlled, directed, and threatened; the average person prefers to be directed and controlled by someone in authority. In opposition to theory X which is theory Y that: work is as

natural as play or rest; commitment to objectives is a function of rewards for achievement; under proper conditions, people accept and seek responsibility. Admittedly, theory X is incompatible with the democratic or participatory organization while, theory Y does not concentrate on organizational structure (Fred and Allan, 2004).

Furthermore, Frederick Herzberg theory of Motivation laid emphasis on how and why motivation and motivator necessary. This is because of existence of Two factor theory know as Herzberg's motivation-hygiene theory and dual-factor theory which stated that there are certain factors in the workplace that can use job satisfaction while a separate set of factors cause dissatisfaction. Initially, Motivators and Hygiene factors are different concepts under Frederick Herzberg theory. Meanwhile, Herzberg emphasized that individuals are not content with the satisfaction of lower order needs at work for instance; minimum salary or working condition and so on. Rather, individual looking for a higher level of psychological needs such as achievement, recognition, and advancement etc. Further distinguished between the Two-factor theory (Motivators and Hygiene factors):

Motivators factor: is aspect where it presence causes the employees working harder. They are found within the actual job itself. Motivator is challenge in work recognition for one's achievement. It is serves as an opportunity to do something meaningful, involvement in decision making, sense of importance to an organization that gives positive satisfaction such as personal growth and recognition.

Hygiene factor: The term 'hygiene' is used in the same sense as the maintenance factor. The absence of hygiene factors will cause employees to work less hard. Hygiene factors are not present in the actual job itself but surround the job such as status job, job security, salary, fringe benefit, work conditions, good pay, insurance, and vacation etc. That does not give positive satisfaction or lead to higher motivation but the dissatisfaction results from their absence.

As a way forward towards the challenges facing the administrators, that degenerate the leadership competent skills in the developmental aspect of educational administration. The following analysis was carried out to explore the significant relationship and put theories and administration principles into practice:

Methodology

Data was collected through four likert scale questionnaire based on Henry Fayol's concept and assumptions of theories with aim of exploring the extent to which principles and theories being put into practice in educational institution. Only the academic staff and non-academic staffs were completed the evaluation based on purposive and proximity of their work in the institution. According to Rocio et al., (2013), "the authorities making the decisions on any specific issue should be those in closest contact with the people affected". The response keys were read and each item were marked appropriately into the box provided in the questionnaire such as (1) **EXP= Excellently Practice**, (2) **RP=Regularly Practice**, (3) **STP=Sometimes Practice**, and (4) **NP=Not Practice**. This instrument under-goes face-validity and reliability test for descriptive results.

Reliability Test

The instrument consists of 14 structured questions based on Henry fayol principles of administration and 3 items represent the application of theories in administrative setting of the institutions. Main data was collected which involves 360 academic and non-academic staffs out of 400 administered questionnaires. With regard to this, the reliability value of Cronbach alpha $\alpha=0.840$ and $\alpha=0.625$ were generated for both principles practice and putting theories into practice respectively for further descriptive analysis (Julie, 2007). The table 1 illustrates the demographic information of the participants:

Table 1: Demographic Information of the Participants

Gender	Frequency	Percent	Position	Frequency	Percent
Male	230	63.9%	Academic	171	45.5%
Female	130	36.1%	Non-Academic	189	54.5%
Total	360	100%	Total	360	100%

Research Questions and Results

RQ1: *Is there any significant relationship between administrative principles and situating theories in educational settings?*

Table 2: Correlations

		ADMPRINC	THEORIES
ADMPRINC	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	360	360
THEORIES	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	360	360

**. Correlation is significant at the 0.01 level (2-tailed).

The table 2 above shows there is significant relationship between the ADMPRINC which indicates administrative principles and the THEORIES which indicates situating administrative theories into practice. This was investigated using Pearson Product–Movement Correlation Coefficient. Preliminary analyses were performed to ensure no violation of the assumptions. There is a strong: positive correlation between the two variables (ADMPRINC and THEORIES), $r=.634$, $n=360$, $p<.0005$.

RQ2: *To what extent does the situating of principles of administration and theories into practice in educational setting?*

Table 3: shown the items employed for descriptive analysis by using frequency, percentage, mean and standard deviation to answer the research questions (RQ2) as follows:

Table 3: Frequency and Percentage Analysis

sn	Items; <i>Putting principles of administration into practice</i>	EXP Freq %	RP Freq %	STP Freq %	NP Freq %	Mean SD
1	Division of labour among the staff allows progress in the institution	190(52.8)	140(38.9)	10(2.8)	20(5.6)	1.61 .80
2	Authority and responsibilities in administration are well maintained in the institution	190(52.8)	130(36.1)	40(11.1)	---	1.58 .70
3	Discipline among the staff	130(36.1)	150(41.7)	30(8.3)	50(13.9)	2.00 1.01
4	Unity of command encouraged from the top to bottom in the institution	70(19.4)	170(47.2)	80(22.2)	40(11.1)	2.25 .91
5	Unity of direction help for making progress in the institution	90(25.0)	150(41.7)	80(22.2)	40(11.1)	2.19 .96
6	Subordination of individual interest to organizational interest enhances positive output in the institution	70(19.4)	90(25.0)	160(44.4)	40(11.1)	2.47 .94
7	Remuneration of staff is significant for the progress of an institution	60(16.7)	110(30.6)	110(30.6)	80(22.2)	2.58 1.02
8	Centralization of administration really encourage for development in an institution	60(16.7)	170(47.2)	100(27.8)	30(8.3)	2.28 .85
9	The scalar chain in administration	50(13.9)	160(44.4)	110(30.6)	40(11.1)	2.39 .87
10	Order in administration makes work easier in an institution	80(22.2)	150(41.7)	110(30.6)	20(5.6)	2.19 .86
11	Equity among staff should be encouraged for educational activities achievement	90(25.0)	130(36.1)	80(22.2)	60(16.7)	2.31 1.04
12	Stability of staff enhances long term of sustainability of an institution	100(27.8)	120(33.3)	100(27.8)	40(11.1)	2.22 .99
13	Initiatives is allowed among staff for progress and development in an institution	60(16.7)	80(22.2)	170(47.2)	50(13.9)	2.58 .94

sn	Items; <i>Putting principles of administration into practice</i>	EXP Freq %	RP Freq %	STP Freq %	NP Freq %	Mean SD
14	Esprit de corps concept practices among departments and faculties in an institution	80(22.2)	100(27.8)	130(36.1)	50(13.9)	2.42 1.00
15	The theories of administration are considered in the institution as guide towards staff's administrative	160(44.4)	90(25.0)	70(19.4)	40(11.1)	1.97 1.06
16	Theories almost put in practice for achievement of goals among institutional administrators	120(33.3)	150(41.7)	70(19.4)	20(5.6)	1.97 .88
17	Theories assist the administrators solving chaos and achieving the goal.	130(36.1)	150(41.7)	30(8.3)	50(13.9)	2.00 1.01

In Table 3, majority of the academic and non-academic administrators (190, 52.8%) excellently practice the division of labour as an aspect of principles of administration among the staff. Only few (20, 5.6%) indicated that division of labour as an aspect of principles of administration not practice among the staff. In this situation, Douglas McGregor theory X and Y already identified where administrator might apply. Meanwhile, authority and responsibilities are excellently practiced (190, 52.8%) in the institution whereby, no one claimed of not practiced among the institution's staff. Similarly, respondents (150, 41.7%) indicated that discipline among the staff is regularly practiced but few numbers of respondent (50, 13.9) indicated that discipline among staff is not totally practiced.

More respondent (170, 47.2%) stress that unity of command is regularly practiced among the institution's staff but only few of respondents (40, 11.1%) stated that unity of command is not practiced. There is unity of direction among staff (150, 41.7) who responded on regularly practiced while only (40, 11.1%) respondent opine on not practiced (Julie, 2009). Subordination of individual interest to organizational interest sometime practiced which emphasized by quiet number of respondent (160, 44.4%), while only few (40, 11.1) of the respondent emphasized subordination of individual interest not practiced. Majority of the respondent accepted that remuneration of staff is

regularly practiced (110, 30.6%) as others believe (110, 30.6%) remuneration of staff sometimes practiced thus, motivational theory fit in this situation (Armstrong, 2010). Meanwhile, centralization of administration (170, 47.2%) believe is regularly practiced in the institution administration as low number of respondent (30, 8.3%) claimed not practiced. According to table 3, scalar chain in administration is regularly practiced based on huge number of (160, 44.4%) staff's response, but others (40, 11.1%) stated not practiced. Order in administration is stated regularly practiced by the institution staff (150, 41.7%) whereas, only few (20, 5.6%) respondent stated that order is not practiced in school administration. Majority of (130, 36.1%) respondent opine that equity among staff is regularly practiced while some other respondent (60, 16.7%) stated equity not practiced among staff. Table 3 above illustrated that several respondents (120, 33.3%) who stated that stability of staff is regularly practiced but only few of respondents (40, 11.1%) emphasized on no practiced in the institution, hence Maslow's Hierarchy of needs may be considered. Initiatives is allowed among staff (170, 47.2%) as it is sometime practiced while, only few respondents (5, 13.9%) stated initiatives not considered among staff. Esprit de corps concept among departmental staff is sometimes practiced according to respondents (130, 36.1%) while others (5, 13.9%) stated no practiced among departmental staff. As a result, it is advisable that remuneration of staff is important in achieving goal of administration as the mean (2.5833) and standard deviation (1.02470) significantly shown. Frederick Herzberg theory of Motivation laid emphasis on how and why motivation and motivator necessary. This is because of existence of Two factor theory know as Herzberg's motivation-hygiene theory and dual-factor theory which stated that there are certain factors in the workplace that can use job satisfaction while a separate set of factors cause dissatisfaction.

Finally, majority of the respondent (160, 44.4%) emphasized that the theories of administration are considered in the institution as guide towards staff's administrative is excellently practiced while, only few (40, 11.1%) indicate that the theories of administration are considered in the institution as guide towards staff's administrative not practiced. Meanwhile, some (150, 41.7%) believe that theories almost put in practice for achievement of goals among institutional administrators regularly, only few respondent (20, 5.6%) stress that theories not put into practice

for achievement of goals among institutional administrators. Similarly, some (150, 41.7%) opine that theories assist the administrators solving chaos and achieving the goal regularly while others (30, 8.3%) emphasized that sometimes practice of theories assist the administrators solving chaos and achieving the goal. In this regard, it is advisable that theories should practice in order to assist the administrators solving chaos and achieving the goal as the mean (2.00) and standard deviation (1.01) encourages as significant.

Advantages of Situating the Principles and Theories in Educational Administration

Achieving goal in educational setting through situating the principles and theories in educational administration are numerous:

1. Its aids in changing the situation of a working environment and allowing the administrators know, generate new idea and skills towards achieving the aim of education in difficult time.
2. It helps to improve the traditional ways of operation among workers towards modern ways.
3. It enables the administrator select the right strategies on what they believe that will help to achieve the target goal (Lasisi and Musa, 2020).
4. It challenges the initiated idea of each staff to enable each to contribute immensely towards goal achievement.
5. Situating the Principles and Theories abet in facilitating the improvement between subordinates and the ordinates towards subordination of organizational interest to individual interest in Educational Administration.

Conclusion and Suggestions

This study perceives principles and theories of administration abet to facilitate the improvement among workforces and administrators in educational administration, this is consistent with research carried out by (Shiela, 2020). Administrators are advised to seek improvement of

the organization as a way out by applying the administration principles. Rethinking of theories pertaining to educational issues should be the priority of administrators for the achievement of educational goals. Implementation of principles of administration is a challenge among administrators who concede in terms of effort in facing future goals achievement. Thus, strengthening educational administration is a purposeful, significant and interest decision to achieve the educational demands. Hence, proper application of theories and principles should be observed by the administrators to reduce the ill-deal decision in leading the educational system. As the study tested the situating the principles and theories in educational administration, findings revealed that remuneration should be taken care of mostly in Nigerian universities as motivational theory fit in this situation (Armstrong, 2010). Finally, it is advisable that theories should be practiced in school administration to assist the administrators in solving chaos and achieving the goals while internal messaging has effects on individual behavior thus Julie (2009) stated that internal messaging as an act of communication and unity of command is a key element for an organization transformation.

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