

## APPLICATIONS OF MANAGEMENT THEORIES BY PRINCIPALS TO PEACEFUL SCHOOL ADMINISTRATION

**Shandru Mariyadas**

Ph.D. Research Scholar, Department of Education, Alagappa University, Tamil Nadu, India  
**Saravanakumar, AR.**

Assistant Professor, Department of Education, Alagappa University, Tamil Nadu, India

### **Abstract**

The purpose of this study was to find out how school principals develop their peaceful administration with suitable management theories of school capacity through their staff, as well as the effect of this effort on a school's development. After examining a variety of sources, such as journal articles and web-based documents, the researcher determined that there was inadequate information explaining the process principals undergo to build teachers and non-academic staff relationship roles to develop a high-developing school. To carry out the goals, relevant reports in the field of principal management theories were reviewed. The insights afforded from these reports guided high-performing schools in Batticaloa, Sri Lanka. The researcher looked at the qualities of the principal's calm management techniques and the characteristics of the principal's leadership that were visible in high-performing schools. Primary data collection: principals, teachers, student leaders, and non-academic staff were selected as respondents of primary data collection to complete the questionnaire and face-to-face interview from a total of 64 high-performing schools in the research area using a random sampling approach. The secondary data (documentary) would be used to support the primary data in the study of peaceful management ideas. According to the findings, teachers were also content with their work surroundings when discussing best practices or participating in staff development opportunities with colleagues, according to the findings. School administrators and instructors were aware of their contributions to the overall performance of their institutions. According to the findings of this qualitative study, principals may enhance leadership capabilities at schools by first establishing a culture of trust, honesty, and professionalism between themselves and their staff. Future research in principal leadership should look at whether the influence on school development affects school maintenance, according to the researcher.

**Key Words:** Management Theories, Peaceful School Administration, Staff Relationship.

### **Introduction**

The evolution of management thinking and what may be called "management theory" is an important component of the study of organisation and management. The implementation of management theory results in changes in actual behaviour. Managers who study the work of top authors on the issue may notice a point about how they should act on their ideas and conclusions. This will influence their perceptions of managerial practices. For the following reasons, school administrators should learn about the peaceful school management philosophy: It aids in understanding the interrelationships between

the development of theory, organizational behaviour, and management performance, as well as developing confrontational resolving skills. Understanding the development of management ideas aids in understanding the principles underlying peaceful management procedure, and knowledge of history aids in considering the nature of management and organisational behaviour. Many of the earlier concepts are still relevant to the manager, and subsequent management ideas are likely to include prior ideas and conclusions. Management theories are interpretative and evolve in response to changes in the organizational context. School administrators

play a critical role in enhancing student learning and achieving educational goals; they labour under extreme pressure to address complex transformative challenges. Crainer, S. and Dearlove, D. said, *"Every managerial act rests on assumptions, generalizations, and hypotheses—that is to say, on theory." Our assumptions are frequently implicit, sometimes quite unconscious, often conflicting; nevertheless, they determine our predictions that if we do a, b will occur. Theory and practice are inseparable.*" It highlights the argument that the more people understand organisations and their procedures, the better their prospects of working with employees are. Considerate may be more advanced than prediction, but together they provide the chance to manipulate or to manage the future. The theory provides a crash basis for action. Conversely, if action is to be valuable, the theory must be sufficient and suitable for the mission and enhanced organizational performance. Principals struggle to cope with various changes, in part because they are ill-prepared for their leadership roles, or simply lack the essential skills, knowledge, and attitudes to successfully and efficiently lead and manage schools.

#### **Research Problem and Rationale of the Study**

The principal should provide the courage on developing the management skills of the academic staff, secure harmony with the surroundings and take more attention to the livelihood development of the person who works at the school. And also, there should be no concept that the employees are machines to provide their services to the particular organization. The best principal gains happiness through the attention given to developing the professional skills of the staff and contributing to all the ups and downs of their colleagues. Further, awareness should be created among the staff regarding the environment in which the management of a school is established. Principals should learn all theories of management and eradicate the conflict that arises between management and staff, management and the environment, or in reverse. But so many principals do not have managerial skills with competent qualifications. For that, the capacity of the Principal should be more on handling the misleading, misbehaviors and conflicts without harming any of the pillars too.

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#### **Objectives**

- To identify the management theories of peaceful school administration by review of documentaries
- To evaluate, the management theories which identified, How are applying between staff and school administration by principals
- To call out the acceptable management methods of peaceful school administration and awareness to principals and staff.

#### **Literature Review**

An organisation, according to Allen, is a system or framework that allows living things to collaborate successfully. Hicks & Gullet define organisation as an organised process in which individuals engage for particular goals. Consider organisation as the arrangement of work, with the division of activities and duties, as proposed by Denyer. Despite differences in definitions, most people believe that organisations are vehicles for achieving institutional goals. As a result, an organisation may be thought of as a social structure in which members work together to achieve organisational goals.

Educational organisations, according to Denyer, report to a group of people based in a specific location or foundation whose mission is to impart information, skills, and attitudes to students or pupils to fulfill pre-determined educational objectives or goals. Schools, colleges, training institutes and centres, as well as universities, are examples of such institutions.

The term administration has been used by several writers to refer to management. The administration, according to Remasay, is a generic form of human behaviour observed in organisations. The process of decision-making is known as administration. Administration, according to Saravanakumar AR, is the process of managing and supervising life in any social institution, such as schools or industries. School is an organized system in which pupils from various cultural backgrounds pursue their studies at different levels and receiving instructions from the teacher. In involving instructional activities, teachers have to plan their activities by making use of their abilities and capabilities to give effective teaching to the learners

The line between administration and management is quite blurry. While management is concerned with managing and regulating life in a social system, the administration is concerned with working with and through groups or individuals to achieve organisational goals. The second distinction is that administration is concerned with creating a policy that will govern decision-making rules and regulations. Management is in charge of enforcing rules and regulations.

The traditional approach to management and administration saw the organisation in terms of its purpose and formal structure. It stresses job planning, organisational technological needs, management principles, and the premise of reasonable and logical behaviour. Contributors to the classical approach, Taylor, Fayol, Urwick, Mooney and Reiley, and Brech laid the foundation for a comprehensive theory of management for modern-day administration and management. To the classical a clear understanding of the purpose of an organisation is seen as essential to understanding how the organisation works and how its methods of working can be improved. Identification of broad goals would lead to a better understanding of roles and duties at all levels of the organisation, as well as the most efficient structure. Work is divided, roles and responsibilities are well defined, and specialisation and coordination are maintained. The focus is on formal organisational links and a management structure. The enhancement of administration as a way of improving production was a concern for many of the ancient writers. At the time, the emphasis was on the challenge of increasing individual worker productivity through technological work organisation and the supply of monetary incentives as a motivator for higher levels of output. Taylor F.W. (1856–1917), the "Father" of Scientific Management, was a prominent proponent of this technique, believing that, just as there is the best machine for each task, there is the best working style for people to do their duties. He believed that all labour processes could be broken down into distinct jobs and that using the scientific approach, the 'one optimal way' to do each task could be discovered. Each job was split down into sections, each part was timed, and the parts

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were reorganised to create the most efficient working technique. Classic authors have been chastised for failing to consider personality variables and for constructing an organisational system in which employees have very little influence over their working environment. The concept of using a set of principles to guide management behaviour has also been criticised. Simon, for example, says that organisational design is similar to architectural design. It entails the creation of big, complicated systems with numerous objectives. It is a fallacy to believe that good designs can be developed using so-called classical organisation theory concepts. The efficacy of these concepts, when used in practise, has also been questioned in research investigations. The classical method, on the other hand, encouraged the development of a more systematic approach to management that tried to establish some universal principles that could be applied to all organisations. These concepts are still relevant in that they provide a suitable starting point for evaluating the efficacy of organisational structure design. The implementation of these concepts must take into consideration each organization's unique environmental characteristics, as well as psychological and sociological aspects affecting its members.

Classical authors focused mostly on the structure and formal organisation, but during the Great Depression years of the 1920s, more attention was devoted to social aspects at work and employee behaviour inside an organisation - in other words, human interactions.

The human relations movement has led to thoughts on boosting production by humanising the work organisation, whereas proponents of the classical approach aimed to enhance output by rationalisation of the work organisation. The traditional method, as proposed by Kreitner, took a more managerial approach, but the human relations approach aimed for a better understanding of people's psychological and social requirements at work, as well as enhancing management processes. It is commonly recognised as the first significant approach to organisation and management to take into account industrial sociology. The informal organisation, which will always exist inside the formal framework, was recognised as important by the human relations approach. Employees' motivation will be influenced by

this informal organisation, since they will perceive the organisation for which they work via the beliefs and attitudes of their coworkers. Their attitude toward work and the amount of their drive to work effectively or poorly is determined by their perception of the organisation. People go to work to meet a variety of demands, not just for monetary gain, as human relations authors revealed. They emphasised the relevance of people's broader social needs, as well as the work organization's role as a social organisation and the role of the group, as well as group values and norms, in influencing individual behaviour at work.

The famous experiments at the Hawthorne plant of the Western Electric Company near Chicago, America (1924–32) and the subsequent publication of the research findings marked a turning point in the development of the human relations movement ('behavioural' and 'informal' are alternative headings sometimes given to this approach). Elton Mayo (1880–1949), who is commonly regarded as a leader of the researchers, was one of the persons who published about the Hawthorne experiments. However, the extent to which Mayo was involved in the trials and his exact contribution to the human relations movement appears to be in question.

There are many interpretations of the Hawthorne experiments' results, according to John mataing and Lazarus ndiku Makewa, including the probable implications of the 'sex power disparity' between the two groups. The group was all female in the relay assembly room, where output was boosted and all-male in the bank wiring room, where output was regulated. The women who worked in the relay assembly test room were all young and single. Except for one, they were all living at home with conventional immigrant families. The manufacturing setting had exposed the women to frequent interaction with male managers, and as a result, 'the sex power hierarchies in the home and the industry were congruent.' As a result, it's reasonable to assume that the ladies quickly consented to participate in the relay assembly test room experiment with management.

Regardless of how the Hawthorne experiments were interpreted, they sparked new concepts about the significance of workgroups and leadership, communication, output limitations, motivation, and job design. They underlined the necessity of people

management and encouraged human relations authors to continue their work. The Hawthorne experiments were undeniably important in furthering our understanding of human behaviour at work and the development of management thought. The Hawthorne experiments are widely recognised as one of the most important social science studies, and they are widely acknowledged as the single most essential basis of the human relations approach to management and the evolution of organisational behaviour. 'The Hawthorne Studies were essential because they demonstrated that perceptions of how managers acted were a critical part of motivation and better performance,' Crainer says in a study of humane approaches to management. In addition, the study highlighted the significance of informal work groups.'

The human relations approach has come in for a lot of flak. The Hawthorne experiments have been criticised for a variety of reasons, including technique and the investigators' inability to account for environmental influences adequately - however most of this criticism is based on the value of hindsight. The adoption of a managerial viewpoint, their "unitary frame of reference," and their simplistic ideas have all been criticised by human relations writers. Other critiques of the human relations approach include its lack of scientific rigour and its focus on a restricted set of issues. It overlooks the organization's significance in society's functioning.

The structural method of analysing bureaucracy was pioneered by the scientific management school. It focuses on management strategies and philosophies. The underlying premise was that there is an optimal method to accomplish a work that can be discovered via rigorous study. Scientific techniques should be used in selecting people, identifying their roles, and building understanding between management and workers, according to the structural approach, which would enhance efficiency. With Max Weber's methodical study of bureaucracy, this age of structuralisms acquired prominence (1947). He saw bureaucracy as an administrative structure with a system of rules controlling action or conduct to achieve its objectives quickly and efficiently. He argued for a "rational and legal bureaucracy" with

inherent features such as division of work, hierarchical office structure, codified norms and regulations, impersonality, career pattern, and so on. Other major proponents of the structural method, such as Fayol, Gullick, and Urwick, continued the legacy of the structural approach. The ideas proposed by Fayol (1949) about managerial functions and organisational architecture were regarded as essential principles for all human organisations. Luther Gullick expanded on these concepts and developed the acronym "POSDCORB", which stands for "planning, organising, staffing, directing, coordinating, reporting, and budgeting." Apart from these, Urwick and Gullick emphasised the line and staff principle, the span of control, the departmentalization principle, and others. This structural approach is founded on the assumption that an efficiently organised and managed organisational structure, guided by the above-mentioned structural principles and managerial approaches, will result in logical and efficient administration.

According to Okumbe, the human relations method has also been heavily criticised for lacking a sensitive approach in dealing with issues of individual and group behaviour in the workplace. Max Weber's ideal form of bureaucracy was dismissed because it ignored numerous dysfunctions caused by socio-psychological aspects in the bureaucracy. Robert. K. Merton criticised it for putting too much focus on written rules and regulations, which suffocate small businesses and projects. He believed that when rules and procedures for preserving perfect discipline become an aim rather than a means, it has a negative impact on an employee's mentality. This scientific/structural approach has also been chastised for failing to include external issues such as trade unions, the socioeconomic environment, political culture, and so on. The aforementioned situational or external variables may obstruct good staff cooperation in the administration. Behavioral theorists were the most outspoken in their condemnation of treating employees as lifeless instruments whose only interest is to do the organisational duties that have been given to them. Because of this omission of psychological and motivational aspects in

persons, the behavioural revolution was born to examine the bureaucracy.

### **Methodology**

The data of evaluation, the management theories which identified, How to apply between staff and school administration by principals have collected by Random Sampling Method where selected schools Principals, teachers, student's leader and non-academic staff as the respondents of primary data collection to fill up through interview and questionnaire method to fill up data and the most important the previous researches and documentary evidence also as a secondary data have been utilized to ensure the topic and primary data as support for this study. 10 I-AB schools from a total of 64 schools are going to be selected by the Random Sampling Method in the research area. Based on the ratio of 5:1, 180 teachers and 89 students' leaders have been chosen as the sampling population. From the records, teachers, principal, vice-principal and non-academic staff would be selected as samples. As being a higher number of teachers and students' leaders presented in the study location, random sampling would be carried out to select the sampling population. Both qualitative and quantitative methods have been used to analyses the results. Mostly, qualitative analysis has ensured as being principal, teachers, students and non-academic staff have been countered as the respondents of this study. Along with the statistics, analysis, discussion, compares and contrast too.

### **Hypothesis**

Due to the lack of capabilities of Principal to the Managerial concepts, there are more chances to reception the possibilities of peaceful administration, and also, decisions should be carried out by considering the person, place and time. However, the Principals capability is not at a satisfactory level. Therefore, possibilities are higher towards lower results and indefinite guidance ensures the poor development of the frame too. Therefore, peaceful management methods make an environment that is not peaceful to the whole body as well where the level of satisfaction is lower than the average.

Table 1: Schools Information of Zonal Education – Batticaloa

Zonal Division	Types of School				Total
	I AB	IC	Type II	Type III	
Manmunai North	08	04	16	11	39
Eravur Pattu	01	03	03	02	09
Manmunai Pattu	01	03	04	08	16

(Zonal Education Office Batticaloa- 2019)

Table 2: Details of School for Research Study

Zonal Division	Number of School for Selection	
	I AB Schools	Sample Schools
Manmunai North	08	08
Eravur Pattu	01	01
Manmunai Pattu	01	01

Note: Situation was created to choose the schools which consist more number of staff as being the number of variables and factors are higher in this study. Through this, conflicts based on individual and managerial drawbacks have been collected as well. Therefore, I AB

schools have more number of staff and students where the sampling population has been higher than the other schools. The random sampling method has encouraged ensuring the possibilities of getting equal chances by individuals.

Table 3: Selected internal Sampling Population

Name of the School	Principal and vice-Principal	Teachers	Non-Academic Staff	Students' Leader
A	03	76	12	40
B	06	85	12	45
C	06	110	18	55
D	06	126	18	65
E	06	90	15	55
F	03	72	15	35
G	06	107	18	55
H	03	76	15	30
I	03	65	13	35
J	03	59	8	30

(School Record and Zonal Education Office, 2018-2019)

Note: From the records, teachers, principal, vice-principal and non-academic staff have been selected as samples. As being a higher number of teachers and students' leaders presented in the study location, random sampling has been carried out to select the sampling population.

Table 4: Details of Sample

Name of the School	Total No. of Teachers	Sample of Teachers	Total students' Leaders	Sample of students' Leaders
A	76	15	40	08
B	85	17	45	09

C	110	24	55	11
D	126	26	65	13
E	90	18	55	11
F	72	14	35	07
G	107	21	55	11
H	76	15	30	06
I	65	13	35	07
J	59	12	30	06

Note: Based on the ratio of 5:1, 180 teachers and 89 students' leaders have been chosen as the sampling population. Along with the sample, random sampling would continue to select the number of samples too.

### Analysis and Interpretation

The most crucial aspect of dissertation writing is properly evaluating the data. A questionnaire was used to collect quantitative data, which was then analysed. To ensure the statistical data's reliability and validity, a reliability test was performed. Tables, bar charts, percentages, and other data were provided in the report. The qualitative data has been subject to content analysis to bring opinions and differences with the quantitative data collected. Along with the statistics, documentary evidence, analysis, discussion, compares and contrast has been done.

Special objective 01: To identify the management theories of peaceful school administration by review of documentaries.

Documentary analyses: The researcher discovered that there was insufficient

information explaining the process principals go through to build teachers and non-academic staff relationship roles in order to develop a high-developing school after conducting an exploratory review of a variety of sources, including journal articles and web-based documents. "Most of the documentary evidence of research history said manpower is very important to effective administration and staff job satisfaction will reduce confrontation in the school environment, so staff motivation is an essential need for human. The managers should be as a leader in administration. According to the researcher, there was inadequate material outlining the process principles that should be followed in order to develop peaceful management abilities.

Special objective 02: To evaluate, the management theories which identified, How to apply between staff and school administration by principals?

Question: "Our school base management strategies are a peaceful way of guiding for continuing study and developing to the school administration by the school leaders".

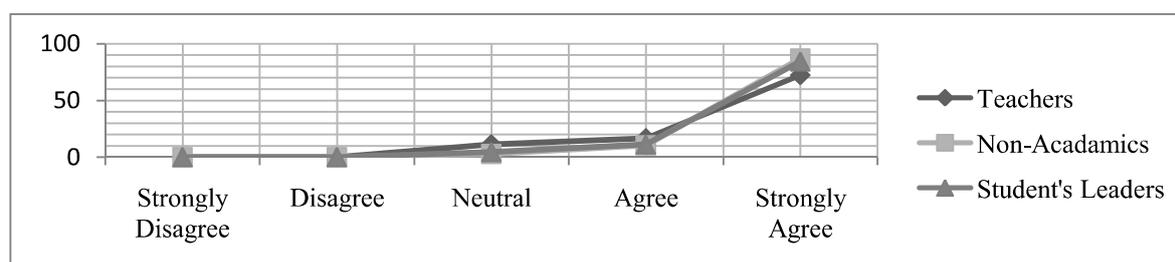


Figure 1

According to the question, 130 teachers, 75 student leaders and 125 non-academic staff have chosen "strongly agree" and 30 teachers, 10 student leaders and 15 non-academic staff have chosen "agree", 20 teachers, 04 student leaders and 04 non-academic staff have chosen "Neutral". So above mention percentage, we are coming to know the management system

which is going on the schools is no suitable system to the peaceful way of guiding for continuing study and developing to the school administration.

Question: "When the strict management methods were applied by me, conflict was created by the teachers and non-academics".

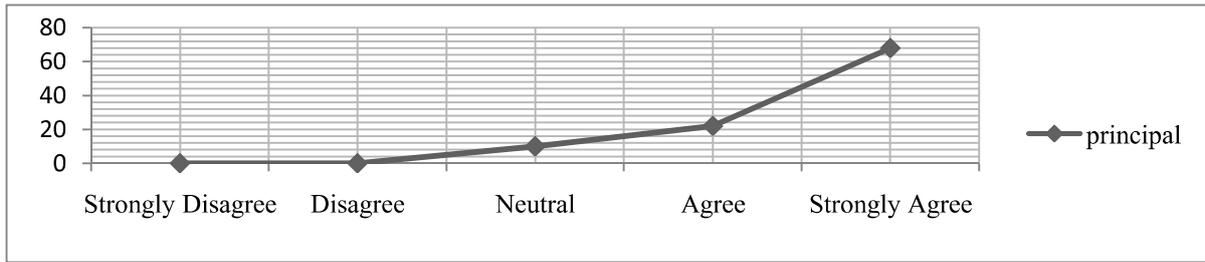


Figure 2

According to the question (Figure 2), 31 principals have chosen strongly agree and 10 persons have chosen agree, 05 people have chosen Neutral. So we are coming to know strict management methods will create a new confrontation with the staff and the management.

Special objective 03: To call out the acceptable management methods of peaceful school administration and awareness to principals and staff.

Question: “the staff job satisfaction and peaceful enthusiasm of school administration is very essential needs to develop the school effectiveness”.

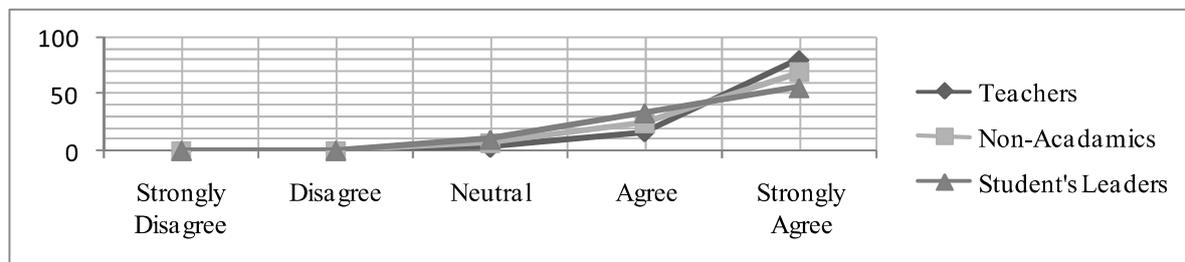


Figure 3

According to the question (Figure 3) 145 teachers have chosen strongly agree and 30 persons have chosen agree, 100 Non-academics have chosen strongly agree and 35 persons have chosen agree, 50 student's leaders have chosen strongly agree and 30 persons have chosen agree. So we are coming

to know, staff job satisfaction and peaceful school enthusiasm are must for school's effectiveness and developments.

Question: “We expect All the Principals must get the knowledge about flexible leadership methods from how to create the peaceful administration of school”.

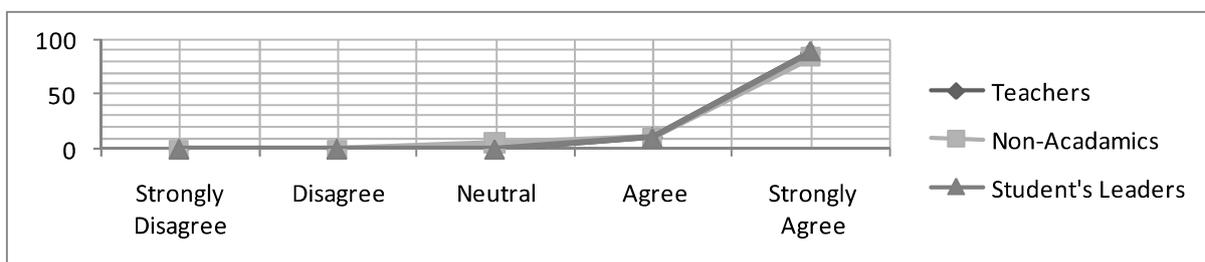


Figure 4

According to the question (Figure 4) 160 teachers have chosen strongly agree and 20 persons have chosen agree, 121 Non-academics have chosen strongly agree and 15 persons have chosen agree, 80 student's leaders have chosen strongly agree and 09 persons have chosen agree. So we are coming to know, Principals must get knowledge about

flexible leadership methods from how to create the peaceful administration of the school.

Question: “The principal should provide the courage on developing the skills of the academic staff, secure the harmony with the surroundings and take more attention over the

livelihood development of the person who works at the school administration”.

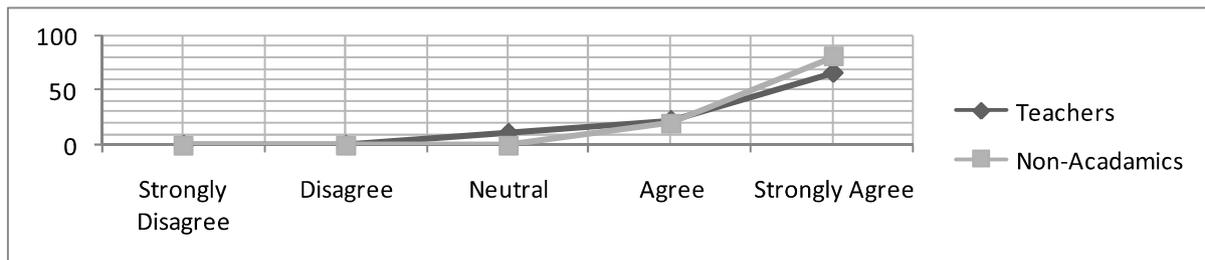


Figure 5

According to the question (Figure 5) 119 teachers have chosen strongly agree and 41 persons have chosen agree, 116 Non-academics have chosen strongly agree and 28 persons have chosen agree. So we are coming to know, every principal should provide the courage on developing the skills of the academic staff, secure harmony with the surroundings and take more attention to the livelihood development of the person who works at the school administration.

### Conclusion

The study of the evolution of management thought aids in the comprehension of key concepts in the management process. These management ideas established the groundwork for a complete management theory that may be applied to today's administration and management. The implementation of the theory results in a shift in school administrators' genuine conduct.

The conventional approach promoted the emergence of a more systematic approach to management and sought to give some universally applicable rules. These concepts are still relevant in that they provide a good beginning point for evaluating the efficacy of an organisational structure design. School concepts are still relevant in that they provide a good beginning point for evaluating the efficacy of an organisational structure design. People go to work to meet a variety of demands, not just for money gain, according to human relations writers, and this is true if we accept basic drive. The principal should be the confrontational leader in school administration. According to our research, roughly half of the respondents believe that individual conflict reasons can lead to frequent disputes among instructors, while the other half believes that such conflicts are uncommon. Understanding the mechanism of conflict makes it easier to identify the most

effective methods for resolving classroom disagreements. People go to work to meet a variety of demands, not just for money gain, according to human relations writers, and this is true if we accept basic drive. In today's administration and management, the structuralism concept of staff division, hierarchical school administration, codified rules and regulations, impersonality, career pattern, and others cannot be overstated.

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