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## INFLUENCE OF ORGANIZATIONAL BEHAVIOR ON MOTIVATION IN EDUCATIONAL INSTITUTIONS

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**Abstract:** Education is understood as any formal, informal or informal process that directs the formation of the potential of the maturing human organism. "The sources of knowledge are in the widest range - from informal to formal and informal, from art and religion to traditions and customs. In such, the broadest area of human consciousness, epistemology investigates the logical foundations, possibilities and principles of scientific knowledge. Therefore, it is a question of the theory of scientific knowledge"<sup>1</sup>. On the other hand, educational institutions composed of different individuals are seen as organizations that consciously coordinate these units in order to achieve a desired goal. "In a functional system for the transfer of scientific knowledge, the social the process of education, whether formal, informal or through the media, informal, is a crucial link of development. Along with the preservation and transmission of the desired values and culture of a society, the controlled process of education and upbringing generates the overall value system of any community. Therefore, relatively speaking, the problem of the school system is both an indicator and a generator of the crisis"<sup>2</sup>.

The organizational behavior of people in education requires analysis, especially the factors, in order to increase the level of organizational parameters and the satisfaction of the members of the school team themselves. "The main areas that can be considered when discussing the issue of organizational behavior and its relationship with communications and staff motivation in educational institutions are the nature and characteristics of this behavior, its scope, the need for organizational behavior in education, the contribution of educational fields to organizational behavior, career development, challenges and opportunities for organizational behavior"<sup>3</sup>.

The motivation of teachers plays an important role in creating a positive climate in the classroom as well as in the implementation of extracurricular activities.

The authors investigate the influence of organizational behavior on motivation in educational institutions.

**Keywords:** organization, management, organizational behavior, motivation.

An organization can be defined as a formal group of people (consists of two or more people) who have one or more common goals and have certain means and resources at their disposal. It is characterized by formal roles that determine the behavior of its members and functions continuously to achieve a common goal. Behavior is all actions and reactions conditioned or caused by some events. Work process behavior has practical implications for the growth and development of individuals and the effective functioning of the organization as a whole. Organizational behavior can be defined as a sphere of human work and residence in a particular organization. Joining the organization begins the process of exchange between the individual and the combined social influences in the form of the goals and objectives of the organization. Organizational behavior is an academic discipline concerned with defining, understanding, anticipating and controlling human behavior within the organization and its environment. The general goals and objectives of organizational behavior in educational institutions are to effectively predict, explain, and manage the behavior that occurs in organizations"<sup>4</sup>.

Organizational behavior in education is also an applied scientific discipline that examines how individual, group, and organizational factors influence people's behavior in schools to organizational factors influence people's behavior to improve the effectiveness of organizations and the satisfaction of teaching staff. The purpose of organizational behavior as a scientific discipline in education is to provide managers with knowledge about why people behave the way they do and how that behavior can be changed.

According to Baijumon and Yakoob organizational behavior is the study of how people behave in the two independent frameworks of informal and formal group relations."The achievement of the organization's goals

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<sup>1</sup> Радовић, В., 2018., стр. 38.

<sup>2</sup> Радовић, В., Цветановић, И., 2017.

<sup>3</sup> Baijumon, P., C. Yakoob (2015). Organizational theory and behavior (online). Available at: [http://www.universityofcalicut.info/SDE/I\\_MCom\\_Organizational\\_theory\\_and\\_behaviour\\_on16March2016.pdf](http://www.universityofcalicut.info/SDE/I_MCom_Organizational_theory_and_behaviour_on16March2016.pdf) (Retrieved 21.07.2022 ).

<sup>4</sup> Ibid.

ultimately depends on people's motivational levels, commitment, enthusiasm and the ability of individuals to work in a balanced and cooperative manner to achieve these common goals. In this discipline, the interrelationships of individual personality and work, the characteristics of organizations, their environment, and the challenges arising from the combination of these factors are discovered and explored. Organizational behavior helps to understand the various activities and behaviors of people working within the organization. It also helps to motivate, incentivize and train staff; to make seamless communication connections and processes within the framework of "understanding" people's behavior"<sup>5</sup>.

The roots of the study of organizational behavior date back to the early 20th century. Larry Cummings says that "organizational behavior is a way of thinking, a way of understanding problems, conducting research and finding appropriate solutions". By acquiring knowledge about organizational behavior, employees are able to understand how to act to perform their tasks, functions and activities more effectively in any area of life - in science, technology, administration or education. Baijumon and Yakoob highlight some factors necessary in organizational behavior in education. Organizational behavior is important in the management of educational institutions because it examines the factors that influence individual and group behavior within organizations and how organizations manage their environment.

- There are certain norms and principles that people should follow and take into account when working alone or when working in a group. When an employee is working on a learning project or conducting research and analysis, he must be honest, truthful, diligent, and make every effort to improve his performance. On the other hand, when the individual works in a group, he must develop his communication skills effectively, and if he is a leader, he must assign work duties, understand the needs of the team in order to know what requirements to set, motivate and stimulate.
- Organizational behavior provides a set of tools, theories, and concepts for understanding, researching, and managing attitudes and behaviors within an educational institution.
- The study of organizational behavior can make improvements and bring about changes in individual, group, and organizational behavior to achieve individual, group, and organizational goals.<sup>6</sup>

Three main components are distinguished in the organizational structure of the educational institution: complexity, formalization and centralization.

*Complexity* is the degree of vertical, horizontal and spatial differentiation in an organization. Horizontal differentiation reflects the distinction between organizational units that is based on the orientation of members, the nature of the tasks they perform and their education and training. The greater the number of different activities in the organization that require specialized knowledge and skills, the more complex the organization is horizontally. Different orientations make it difficult for workers to communicate and even more difficult for managers to coordinate their actions. Vertical differentiation is related to the depth of the hierarchy - the more levels there are between top management and ordinary performers, the more complex the organization and the more difficult the communication between "above" and "below". Spatial differentiation reflects the extent to which the location of buildings and personnel is geographically dispersed. The greater the spatial differentiation, the greater the complexity, because communications, coordination and control become more difficult.

*Formalization* is related to the degree to which individual tasks in the organization are standardized. High formalization reduces the freedom of action of workers, their activities are standardized and determined by numerous prescriptions, rules and procedures. Low formalization allows for choice of course of action. Formalization can vary widely across organizations and within an organization depending on the specifics of its activity, its goals, and its management.

*Centralization* is related to the extent to which decision-making in the organization is concentrated in one center - senior management or the top manager. In decentralized organizations, problem solving is done more quickly, more people are involved in the process, and workers are less alienated from those whose decisions affect them personally.<sup>7</sup>

In management, there are three main models in organizational management:

- *Authoritarian model*. It dominated the era of the industrial revolution. Authoritarian leaders are focused on the formal, their rights are delegated by the formal structure of obedience, the main communication of the leader is to give orders to his subordinates. Workers are supposed to be obligated, forced to work according

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<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> S. Robbins, (1990). *Organization Theory: Structure, Design, and Applications*, 3<sup>rd</sup> ed., NJ, Prentice-Hall.

to managers' orders. This approach leads to tighter control over the management of the labor process, over results and compliance with discipline.

- *Model of concern.* The study of labor relations has shown that while authoritarian leadership does not involve verbal feedback between supervisor and subordinate, "mental feedback" certainly does.
- *Supporting model.* This model is based on the so-called Likert's principle on the need for cooperation between the supervisor and the subordinate. It has a lot to do with the human relations approach.<sup>8</sup>

Within the framework of school education, there are many possible types of work activities. Some of the work duties are not always bearable, sometimes they are very stressful. Basically, in the initial stage, the employees are generally not productive, but with the passage of time, changes occur and they become more interested, change the organizational behavior. To what has been said, we must add disciplinary responsibility. This is the responsibility of the employee for unlawful violation of labor duties, i.e. non-compliance with the labor discipline established by law, a general act (labor regulations/collective agreement), as well as an employment contract, for which the employer can impose a disciplinary sanction.

„As with any analysis, so with organizational behavior, there are factors that prove to be barriers in the course of accomplishing tasks and achieving goals. This requires the formulation of measures to remove these barriers. The job of the educator is to use the tools of organizational behavior to increase the effectiveness and ability of the organization to achieve its goals. The main objective of educational institutions is to bring about the growth and development of students in an effective manner. If students can gain effective understanding and perform well in class, it shows effectiveness in organizational behavior as well. On the other hand, if students do not perform well and have learning difficulties, this indicates that organizational behavior needs to be improved<sup>9</sup>.

If the goal of organizational behavior in an educational institution is to define the behavior of people in the school, to predict it and, as far as possible, to influence it in order to improve the work of the organization and increase the satisfaction of its members, then teachers acquire a thorough knowledge of leads to an increase in personal awareness, their views and interpersonal relations in general. Or, as Lucas and Kline say, "Organizational behavior in educational institutions requires working with people from different cultures. Within the organization, in most cases, individuals belong to different backgrounds and categories"<sup>10</sup>.

The difficulty and beauty of dealing with organizational behavior is that people's behavior is not always possible to fully understand, predict, and especially control. It is very important that management works consciously and continuously to create the desired organizational culture that allows for maximum effectiveness of the educational institution. Organizational climate, as one of the variables of organizational culture, represents the working atmosphere, and the prevailing model of the working environment, which is actually a reflection of the characteristics of organizational culture. Teachers must ensure equal rights and opportunities for everyone. Directors use different styles in their work, which may not be liked by the staff. There may be differences in viewpoints, but principals of educational institutions must adapt their management styles.

Virginia Satir distinguishes four communication styles: passive, aggressive (distracted), passive-aggressive and assertive.

- *Passive (submissive) style.* A key feature of this style is the need to avoid hurting other people at all costs. A passive person does not express their needs, opinions and feelings. Such a person keeps everything to himself so that others do not hear or recognize him. He speaks quietly, is mostly silent or talks a lot but doesn't say anything, avoids looking the interlocutor in the eye. Problems remain unsolved and desires unfulfilled. The advantage of this style is that people rarely get angry with the speaker.
- *Aggressive (distracted) style.* The main characteristic of this style is that the aggressive person expresses his wishes, opinions and feelings, but without empathic recognition of the wishes, opinions and feelings of others. He tends to be domineering over others, criticizes them, humiliates them, transfers his responsibility to them. The advantage of this style is that such people often get what they want. An aggressive person often threatens, quite impulsive, does not listen to the interlocutor, is arrogant and tries to be the center of attention. This style is based on the belief that every person has the right to express his opinions, needs and feelings, i.e. to say no, to change his mind, to ask for help with something he wants, to not feel guilty and to provide less than what is expected of him. On the other hand, interlocutors feel pressure and discomfort.

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<sup>8</sup> <http://mitko.villaverde-bansko.com/Org.povedenie/single-lesson-01-4.html>

<sup>9</sup> Maranto, R., et al. (2010). How Traditional Public Schools Respond to Competition: The Mitigating Role of Organizational Culture. *Journal of School Choice*, 4(2), 113-136.

<sup>10</sup> Lucas, C., T. Kline (2008). Understanding the Influence of Organizational Culture and Group Dynamics on Organizational Change and Learning Organization, 15(3), 277-287.

- *Passive-aggressive style.* This style is a combination of passive and aggressive style. The main characteristic of this style is that the passive aggressive person does not express his desires, opinions and feelings. He acts politely, but by ignoring, not following through on what was agreed upon, and not accepting personal responsibility, he shows his displeasure. Such persons, who have suffered for a long time because of their passivity, have accumulated a lot of anger, due to which they express aggression indirectly.
- *Assertive style.* Being assertive means expressing your desires, opinions, and feelings honestly and clearly, while empathically acknowledging and respecting the desires, opinions, and feelings of others. Assertive style of communicators is considered to be the most effective way of communication, because in such interaction functional interpersonal relationships are built. The person who uses this style speaks in a calm tone, balances verbal with non-verbal communication, listens to the interlocutor and does not interrupt him. Assertive interlocutors have a goal, use the most effective way to reach an agreement, and act according to a plan.<sup>11</sup>

Organizational climate is particularly important in addressing organizational behavior. Researchers Litwin and Stringer developed a questionnaire to measure organizational climate. "It recognizes nine dimensions: organizational structure, individual responsibility, warmth, support, reward, punishment, conflict, standard, and identity. The structure suggests that employees feel locked into their group; responsibility is the feeling that the employee is "his own boss"; reward is the feeling of an employee being rewarded for a job well done; risk implies a sense of challenge in work and organization; warmth is the sense of community that dominates the workgroup atmosphere; support refers to employees' feeling that managers and other employees in their group/sector are willing to help; the standard recognizes the importance of implicit and explicit goals and objectives; conflict represents the feeling that managers and other employees want to hear different opinions, and identity represents the feeling that the employee belongs to the company/institution and is a valued member of the work team".<sup>12</sup>

„Climate strength refers to high commitment to the shared perception of employees. A strong organizational climate is characterized by established rules, control over the behavior of employees and managers, stable and strong resistance to external influences. In such situations, the expectations of all members of the organization/company are high and clearly defined, and among employees there is a high level of understanding, norms, attitudes and desired behavior are respected".<sup>13</sup>

Communication plays an important role in organizational behavior, especially when students cannot improve their understanding and performance due to the difficulties expressed by teachers in providing the necessary knowledge. „In such moments, there is a lack of communication, good communication and trust between the parties, there is a lack of feedback - all this leading to demotivation and refusal of students to be part of the learning process. Management must create a culture of responsiveness, namely organizational behavior can provide significant guidance and assistance in helping managers shape such cultures. Cultures in which staff are communicative, approachable, pleasant, attentive, experienced, knowledgeable and quick to respond to students' needs contribute to the provision and transfer of the knowledge and skills advocated in each curriculum"<sup>14</sup>.

„In the current existence, educators are required to create morally strong environments for staff and students where they can work effectively and face minimal levels of ambiguity about what is established as appropriate and inappropriate behavior. This means that organizational behavior is the way to gain an understanding of how key ethical elements are placed in the workplace. In this way, each employee can develop himself with the help of this knowledge and participate in the implementation of managerial roles in a positive direction. In educational institutions, this is essential for managers and educators, as this is how they enact and enforce the traits of morality, decency, honesty and kindness in behavior. The struggle to develop an understanding of the qualities and positive

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<sup>11</sup> Radović, V., I. Cvetanović, V. Bojkov, (2018). *Osnovi metodike javnog nastupa. Od misli do poruke.* Deontološke i stilske odrednice, Talija izdavaštvo i Institut za političke studije, Niš-Beograd, c. 104

<sup>12</sup> Ötken Ayse Begüm; Cenkcı Tuna, "Big Five Personality Traits and Organizational Dissent: The Moderating Role of Organizational Climate", *Business and Economics Research Journal*, Vol. 6, No. 2, 2015. Preuzeto sa: [www.questia.com](http://www.questia.com)

<sup>13</sup> Agarwal, Promila. (2015). The Moderating Effect of Strength of Organisational Climate on the Organisational Outcomes. *Journal of the Indian Academy of Applied Psychology*, Vol. 41, No. 1. Preuzeto sa: [www.questia.com](http://www.questia.com)

<sup>14</sup> Baijumon , P., C. Yakoob (2015). Organizational theory and behavior (online). Available at: [http://www.universityofcalicut.info/SDE/I\\_MCom\\_Organizational\\_theory\\_and\\_behaviour\\_on16March2016.pdf](http://www.universityofcalicut.info/SDE/I_MCom_Organizational_theory_and_behaviour_on16March2016.pdf) (Retrieved 21.07.2022).

aspects of organizational behavior has led to the development of a number of theoretical perspectives that can be useful in providing solutions to problems that educational leaders experience in their work”<sup>15</sup>.

Every educational institution faces different organizational challenges. Organizational structuring implies defining the organizational structure and systematizing jobs in accordance with the future development of the organization and business goals. Teodor Levit says: “All organizations are organized hierarchically. People at each level are subordinate to those above them. The organization is therefore a structured institution. If it's not structured, it's just a group of people. Such a crowd cannot create anything, it only destroys things.” In the educational institution, the challenges are also related to the infrastructure that the school has, the way of teaching, the structure of the teachers and students, the teaching materials and especially the technologies that are used. Technology management and innovation in modern institutions leads to success for everyone - both employees and the organization itself. Among the challenges are what training courses to choose for directors, how to improve the qualifications of their teachers, in order to surpass their competitors with innovative products and services. „The main challenges for managers are to encourage the ingenuity of the staff, their resourcefulness; who embrace bold transformations and changes; that create a creative and creative environment capable of creating skills that are actually applicable in practice”<sup>16</sup>. In order to enhance the image of the educational institution and attract students, the main challenge for the teaching staff is to cooperate with each other in creating a pleasant and welcoming environment. On the other hand, the director should always listen to their ideas and suggestions, create motivational incentives. Communication skills should be at the fore. "A good communication plan allows the project manager to guide participants to the expected outcome of the project. For this purpose, communication is also required from the interested parties - to understand exactly what they want and how their needs can be met." <sup>17</sup>.

One of the basic rules that we rely on in a situation where we want to be successful in learning, we must adapt the content and the way of working with the previous "knowledge". In the context of this organizational behavior, it is necessary to hear the "voice" of the students, bearing in mind that not all do the same. It is known that there are students who do not show interest and enthusiasm for learning, experience educational difficulties and problems. The task of the teachers is how to make these students understand the concept, to arouse in them interest and desire for knowledge and information. Communication again plays an important role, and in accordance with the interest, pedagogues can apply verbal explanations somewhere, and non-verbal ones where necessary, with the help of body language.

„Gaining an understanding of organizational behavior in education goes a long way toward enabling people to work cooperatively with each other. For the successful functioning of educational institutions, it is important that people integrate with each other in an effective way - something that inevitably creates both challenges and opportunities for organizational behavior to be an even more useful area of development”<sup>18</sup>. According to Robbins and Judge, finances are one serious problem, something that is common among poor families, deprived of parental care, marginalized and socio-economically disadvantaged sections of society. „Economic pressure is also common among directors and managers when new strategies, methods, techniques or procedures have to be stimulated in their work. However, when individuals are positively oriented, open to innovation and creativity, and when they establish effective communication conditions with each other, then they are able to cope much more effectively with economic pressures”<sup>19</sup>.

„Undoubtedly, organizational behavior leads to improvement of curriculum and teaching methods, teaching and learning processes. The functioning of educational institutions and their position within the community depends precisely on these tasks. When these are implemented effectively, then people will also be able to implement organizational behavior effectively. Organizational behavior can provide significant guidance in helping teachers and principals create cultures in which students enjoy learning and understanding material”<sup>20</sup>.

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<sup>15</sup> Sagnac , M. (2010). The Relationship between Transformational School Leadership and Ethical Climate. Educational Sciences: Theory and Practice, 10(2), 1135-1152.

<sup>16</sup> Ibid.

<sup>17</sup> Бојков Д, Нанова. М. (2022). *Комуникација у управљању пројектима у општинама*. Локална самоуправа: како из круга неразвијених, Галаксијанис, Сврљиг, с. 104.

<sup>18</sup> Robbins, S., T. Judge (2013). Organizational Behavior . Pearson (online). Available at: [http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational\\_behavior\\_15e\\_-\\_stephen\\_p\\_robbins\\_timothy\\_a\\_judge\\_pdf\\_qwerty.pdf](http://bba12.weebly.com/uploads/9/4/2/8/9428277/organizational_behavior_15e_-_stephen_p_robbins_timothy_a_judge_pdf_qwerty.pdf) (Retrieved 07/23/2022) .

<sup>19</sup> Ibid.

<sup>20</sup> Sharma, S., A. Sharma (2010) . Examining the relationship between Organizational culture and Leadership styles. Journal of the Indian Academy of Applied Psychology, 36(1), 97-105.

Nowadays, the stimulation of new innovative methods is also an opportunity thanks to the new information and communication technologies and the Internet, which appeared at the end of the last century and managed to conquer the globalized world. „This is an opportunity because it allows people to develop and improve their knowledge and skills and a challenge because in some cases teachers are not fully aware of how to apply innovative methods and strategies or achieve change. In the present existence, teachers and students must learn to deal with temporality, flexibility, freedom, changeability”<sup>21</sup>.

Baijumon and Yakoob believe that the study of organizational behavior can help one understand a work environment that is undergoing change and transformation in various fields. „These are continuous changes, overcoming resistance to change and creating an organizational culture that thrives. When changes occur in the work environment, people must learn to cope with the changes and adapt adequately to them”<sup>22</sup>.

Man is a social being and it is only natural to have a desire for belonging, association and trust, both at the individual and organizational level. Organizational behavior provides assistance to employees in creating work-life balance. Building organizational culture creates meaning and belonging for each individual in the educational institution, through vision and mission, strategy, in a way that helps to set priorities and realize what is officially announced. This helps to maintain warm relationships with others and create a positive work environment.

In conclusion, it can be noted that the changes require from all educational institutions a behavior characterized by efficiency, flexibility and agility. Its reflection has a direct impact on the work in educational institutions and the application in modern management of the concept and techniques as a prerequisite for survival, but also for ensuring competitiveness and reputation in the national and European educational space.

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<sup>21</sup> Ibid.

<sup>22</sup> Baijumon, P., C. Yakoob (2015). Organizational theory and behavior. Available at: [http://www.universityofcalicut.info/SDE/I\\_MCom\\_Organizational\\_theory\\_and\\_behaviour\\_on16March2016.pdf](http://www.universityofcalicut.info/SDE/I_MCom_Organizational_theory_and_behaviour_on16March2016.pdf) (Retrieved 21.07.2022 ).