CHAPTER-I

INTRODUCTION

“EDUCATION IS THE MOST POWERFUL WEAPON WHICH YOU CAN USE TO CHANGE THE WORLD”

- NELSON MANDELA

1.0 INTRODUCTION

The contemporary society is marked by confrontation, identification, evaluation and action process-a process called change. Change is a universal and continuous process. Therefore, the change is necessary for an organisation to survive (Popescu, 2012). Universities are a major sector which has significant contribution to socio-economic development. Changes in technology, the market place, information systems, the global economy, social values, workforce demographics and the political environment have a significant effect on the processes of products and services produced. Factors such as uncertain economic and political conditions, changes in social attitudes, fierce competition, takeovers, acquisition, technological developments and governmental interventions create necessity for organizations to perform effectively through flexibility and responsiveness to change (Mullins, 2009). Change management can be defined as the introduction and management of initiatives designed at the renewing of an organizations direction, structure and capabilities to serve the ever changing needs of external and internal people (Brightman, 2000).

1.1 CHANGE MANAGEMENT AND PERFORMANCE

Performance refers to the degree of achievement and completion of the task of the individual it reflects the way to achieve it (or) how the individual perform the job requirements (Mohammed, 2001). Man power resources only think and
effectively utilise the other three resources like materials, machine and money. The firm that gets the advantage over other competitions through their talented and dedicated manpower can take the lead in the market. The importance of performance of employees must be understood by the management and sincere efforts must be put in that direction. A strategic and integrated approach to be adapted to increase the effectiveness of organizations and to strengthen the capabilities of employees (Armstrong, 2009).

The potentials can be identified for new future jobs and higher responsibilities. The employee’s strengths can be considered in assigning the new jobs and assignments. The management would take the corrective action to overcome the weaknesses by guiding, coaching, counselling, training, etc. The leading companies in the market get the success in this area to a good extent.

Employee’s reaction to organisational change is one of the important issues in change management. Employees may have a positive (or) negative perception towards change. Employee’s attitudes and perception to accept organisational change is considered important for management and change agents for successful organisational changes (Bernerth, 2004). Organisational change examines the capabilities of managers, employees and work environment (Naimatullah and Zahir, 2010). There are certain factors like uncertainty, stress and fear that influenced employees reaction to organisational change. The research findings of the study on restaurant industry indicate that in order to make change successful in the respective industry, managers should be alert at all times to employee’s reaction to change. The employees those who were interviewed gave the opinion that the industry managers should motivate them to maintain and enhance customer service (Mindyman, Joseph S.L. Cheng and Songa, 2006).

1.2 PERFORMANCE OF COLLEGE TEACHERS

College teachers are named as professors to perform at professional levels in four possible roles. They are ; teaching scholarly, engaged in research activities, service to the institution and service to the community. Most effective educators
have been perceived as caring, enthusiastic, consistent and impartial when dealing with the students (Brewer, 1995). To perform better in the classroom, the college teacher must have the qualities of humour, knowledge of a subject, patience, enthusiasm, friendliness, respect towards students participation in activities, knowing the student’s names and interests, professionalism and openness to feedback. Highly structured, easily organised and outcome oriented teachers seemed to provide quality instruction.

1.3 EFFECTIVENESS OF CHANGE MANAGEMENT IN HIGHER EDUCATION

In present competitive scenario, Colleges and Universities should be about for more than just skills and knowledge transmission try to develop the creative, social and intellectual capital of the Nation. In order to implement new systems and applications, each university would have to be prepared to undergo much more widespread transformation than originally envisaged (Buchan, 2011).

Now a days, students are becoming more forthright about getting value for the money paid. So, educational Institutions are forced to provide quality education. They must be particularly skilled in not only identifying the changes to provide quality education, but also in making sure that these changes are put into practice successfully and sustained and they must be skilled to overcome resistance also. Resistance to innovation is well known and institutions must be prepared to overcome the resistance (Gunn, 2010). Higher education system face a lot of challenges due to technology, competition and governance structures. Both internal and external factors have great impact on implementation of various change policies in higher education system (Kemelgor, Johnson and Srinivasan, 2000).

The dynamics of change in higher education are inevitably influenced by its diverse array of internal and external environment. Internal factors of higher education institutions include students, faculty, administrators and governing boards. External stakeholders include parents, the public, government, the press and other media and other public and private institutions in the community. A key challenge
for leaders responsible for change in higher education is managing the complex roles and relationships between the university and its diverse constituencies, particularly when these relationships are changing rapidly. The organisational leadership plays an important role in the performance of employees. The technological advancement also have the great impact on employee’s performance.

Institutional culture plays an effective role on change in higher education. Change strategies seemed to be successful if they coincide with the culture of the institution. During the change process, if the institutional culture is not be given importance, it is very difficult to implement the change policies (Sr. Lucy Wanza, 2016).

Reflecting a more market-driven environment in higher education, students are exercising more discretion in selecting educational programs and there is increased competition for students among higher education institutions. The monopolies over advanced education that universities once enjoyed due to geographical location and credentialing through the awarding of degrees are now being challenged by greater dependence on market forces and less on regulation. Technology is allowing new competitions to bypass marketplace such as large capital costs and accreditation. As a result, higher education is evolving from a loosely federated system of colleges and universities serving traditional students from local communities to a global knowledge and learning industry driven by strong market forces. Thus, change Management in higher educational institutions should be very flexible and effective to enhance the quality education.

1.4 GROWTH OF TECHNOLOGY IN HIGHER EDUCATION

Among the most compelling forces for change in higher education today is information technology and the rapid growth in its use to transform learning. Several noted higher education leaders and observers recently have proclaimed the importance of recognizing the significant impact that information technology is having on basic processes of teaching and learning that are so fundamental to higher education. Information technology play an important role in higher education and
most importantly to change initiatives in higher education and it paves the way for opportunities and challenges (Van Houweling, 2002). There is a coherent and consistent message to leaders and change agents that higher education must take full advantage of the emerging technological possibilities afforded by these advancements.

New technology has long been championed as both a driver and a facilitator for change in universities (Bates, 2001). To have effective faculty performance, the emphasis must be on the use of Information and Communication Technology (ICT) in teaching. Indeed, these have simply become part of the generation and transfer of knowledge. New technological skills and knowledge is required in the current competitive scenario (Heiss and Jankowsky, 2001). Due to the introduction of new technology, anxiety and uncertainty arises which leads to resistance to change. Institutions must take steps to overcome this resistance by providing proper training and proper explanation about the advantages of using technology (Trader-Leigh, 2002).

Thus, change is now becoming the global challenge for every organisation because of technology, economic and worldwide modifications that enforce organisations to change. Changes in the organisations are necessary with the passage of time through which organisations can gain edge in the market and can survive in the rapidly changing market. Today’s fast moving environment requires organisations to undergo changes almost constantly (Kotter, 2010). There must be continual flow of change in educational institutions in order to carry out their work more successfully and competently.

1.5 STATEMENT OF THE PROBLEM

Higher Educational institutions are approaching a new era and that new era requires new response. In particular, institutions need insightful thinking and that there are few potential means to better respond to change. After 25 years of becoming globalisation, there is a tremendous improvement and growth in all the sectors of our country. With regard to higher education sector, even though the
growth is there, still the educational institutions cannot be placed in top 200 best educational institutions all over the world. The reason is adapting the same traditional education practices without changing into new educational policies and practices. The National policy on Education was framed in 1986 and modified in 1992. Thereafter, it does not seem much changes with regard to educational policy. The educational institutions are producing number of graduates every year. But few only satisfy the required skills of the industry. The Gross enrolment ratio (GER) in higher education in India is 21.5% in 2012-13, 23.0% in 2013-14, 24.3% in 2014-15. (Source: All India Survey on Higher Education (AISHE)). Even though there is a decent jump in GER ratio, a larger chunk of the increase seems to have taken place only at the undergraduate level than the postgraduate and Ph.D level. (UG-80%, Ph.D-0.4% in 2012-15) The research should be encouraged in our country and the educational institutions must bring the policies to motivate the students engaged in research.

Today is the age of digitization. There must be transformation from traditional learning to E-learning. Smart class rooms and teaching through power point presentations increase the skills of the teachers and it motivates the students for effective learning. Today the problem is upgradation of knowledge by the teachers, in order to compete with the technological environment. It is the foremost duty of the management to make the teachers updated to enhance quality teaching. In this knowledge and innovative era, companies are absorbing the graduates with employability skills than mere degrees and marks. Producing the employability skilled graduates is in the hands of teachers. Effective performance of teachers is the need of the hour.

Due to the development of information and communication technology and the massive expansion of online courses and knowledge sharing through web sites and social media, students expect more from the teachers than mere learning of curriculum matters. Foreign Universities are emerging in our country. Industry-academia inter face is encouraged by all the institutions. Mahatma Gandhi said, “The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land
or of shares in the stock exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. "By considering the painful words of Mahatma, the New National Education Policy try to focus on quality education in which all skills to be inculcated into the minds of students.

All these problems force the higher educational institutions to make effective decisions and make various changes in the policies of the institution. Teachers are the pillars of the institution. Only the efficient and disciplined teachers can teach values and produce the students with employability skills. Change management is carried out based on the key factors framed namely Communication, Technology, Organisational culture, Compensation, Adaptability, Knowledge Upgradation, Leadership, Commitment which influence the behaviour and the performance of teachers in educational institutions. These are the main factors that bring in change in the educational institution activities and the whole system of management. The basic purpose is to get control of the overall activities of the educational institution and to see whether the ultimate objectives are achievable. Many studies have been conducted regarding change management practices in organizations. There is no known academic study to ascertain the change management practices in Arts and Science Colleges and how it has the influence on the performance of teachers. The study aims at examining the change management practices and its impact on the performance of college teachers in Arts and Science colleges, Chennai which are affiliated to University of Madras.

1.6 NEED AND IMPORTANCE OF THE STUDY

The key, to harnessing India’s demographic dividend is education. China and United States stands first and second respectively in higher education and India stands third. It is likely to surpass the US in the next five years and China in the next fifteen years. The University Grants Commission is the highest authority which regulates Higher Education Institutions, advises the Government with regard
to higher education policies. Indian higher education has a complex structure riddled with many contradictions, still has great possibilities.

By 2030, India will be amongst the younger nations in the world with nearly 140 million people in the college-going age group one in every four graduates in the world will be a product of the Indian education system. Higher education in India has recorded impressive growth since independence. University Grants Commission (UGC) by designing programmes and implementing various schemes through academic, administrative and financial support has contributed in the growth and development of Indian higher education.

Academic quality is of paramount importance. Faculty members form the core of any academic institution. They should be research focussed and properly engaged with mentoring industry engagement, research and consulting. Creation of employable workforce is possible only through quality higher education. Quality in higher education is possible only through effective teaching. Effective teaching requires innovative thinking research, creativity and changes.

Proper higher education system in India is much required for the development of society as well as for the development of our country. In order to have quality in higher education, changes according to the current environment is required, same old practices cannot be continued. There must be change in policies, teaching methods, faculty management as well as student relationship etc., as we are living in the information technology era and the new era requires a new response. The expectation of students are high from the teachers in their performance. At the same time, the changes must be conveniently accepted by the teachers and the teachers must have the behaviour of accepting changes to enhance their performance which is the need of the hour to compete globally. Thus, this study is taken to find out the Change Management practices and its impact on the Performance of College Teachers of Arts and Science Colleges in Chennai.
1.7 OBJECTIVES OF THE STUDY

- To study the socio-economic and institutional profile of college teachers in Arts and Science Colleges in Chennai.
- To identify the factors influencing change management among teaching faculty.
- To analyse and interpret the influence of change management factors on behaviour of college teachers.
- To find the association between change management and performance of college teachers in the study area.
- To analyse the influence of personal and institutional profile of college teachers on factors of change management and performance.
- To suggest a suitable model for accelerating change management on performance of teaching faculty at the college level in Chennai.

1.8 HYPOTHESIS

H1: There is no significant difference among the factors of Change Management perception of College Teachers.

H2: There is no significant influence of Change Management factors on the performance of College Teachers.

H3: There is no significant difference among faculties of Government, Government-aided and Self-Financing institutions with respect to their perception on Change Management.

H4: There is no significant difference among men’s, women’s and co-education College Teachers with respect to their perception on Change Management.
1.9 RESEARCH DESIGN AND METHODOLOGY

The study is conducted using both analytical and descriptive method of research. The study depends on primary and secondary data.

1.9.1 Study Area-Chennai

The study has been conducted in the Metropolitan City of Chennai, the Capital of Tamil Nadu State. As there are large number of Arts and Science Colleges in Chennai, the researcher found Chennai is the ideal place to do the research. The study is undertaken in Arts and Science Colleges, Chennai which are affiliated to University of Madras. Madras University is the mother of almost all the old universities of South India. The University area of jurisdiction has been confined to three districts of Tamil Nadu namely Chennai, Kanchipuram and Thiruvallur Districts. Among 132 Colleges, the research study has undertaken by the Researcher in 78 (Chennai district-45, Kancheepuram district-19, Thiruvallur district-14) Colleges which are affiliated to University of Madras belonging to Chennai, Kancheepuram and Thiruvallur district situated in Chennai.

1.9.2 Period of Study

The primary data was obtained from January 2015 to December 2015. The entire study was conducted from January 2012 to December 2016.

1.9.3 Sampling Size and Design

The primary data is collected through survey method. Survey is conducted using well formulated Questionnaire. Convenient Sampling is applied for generating data. Totally 786 questionnaires were distributed among different Arts and Science College Faculty in Chennai city. The researcher approached pure Government, Government aided and Self-financing colleges. Also approached all the department heads to get the responses. The questionnaire is conveniently circulated in the permitted departments and the respondents are asked to go through the research instrument for a considerable time. After a reasonable time, the researcher visited back all the respondents and were able to collect about 532 fully completed
questionnaire for analysis. After scrutiny, it is found that 19 questionnaires were faulty. Hence, the researcher eliminated those questionnaires with flaws and considered the remaining 513 questionnaires for final analysis. Hence, the sample size of the research is limited to 513.

1.9.4 Questionnaire Design

The primary data is collected through questionnaire survey. The respondents are asked to give their opinion relating to various elements of change management in educational Institutions and its impact on their performance. The first part of the questionnaire comprises demographic profile of the respondents. The second part includes Institutional profile where the respondent is working. The third part consists of various elements of change management with Likert’s 5 point scale. The fourth part of the questionnaire includes open ended (yes/no) questions to arrive at general details about the performance of teachers.

1.9.5 Sampling Method

The sampling method indicates the collection of typical units from the distributed population in an ingenious way to have maximum characteristics of the population. The sample was selected as a suitable setting to test the proposed model. The sampling mainly focuses on the relationship between independent and dependent variables. It also reveals (1) availability of a higher number of samples and (2) availability of a number of contacts in the selected areas. The unit of analysis in any research can be achieved by the best sampling. In this study, convenient sampling method has been used by the researcher for data collection.

1.9.6 Scaling Technique In The Questionnaire

The questionnaire used comprises both optional type and Statements in Likert’s 5 point scale. The responses of these sections are obtained from the teachers of Arts and Science colleges in Chennai in the 5 point scale, which ranges as follows:

5-Strongly Agree    4-Agree     3-Neutral    2-Disagree    1-Strongly Disagree
1.9.7 Secondary Data

The secondary data is collected from Journals, Magazines, Publications, Reports, Books, Dailies, Periodicals, Articles, Research papers, Websites, Company publications, Manuals and Booklets.

1.9.8 Pilot Study

A pilot study was conducted to validate the questionnaire and to confirm the feasibility of the study. The filled up questionnaires are collected from 60 respondents and Cronbach’s Alpha Criterion was applied to test the reliability. The value determined is found to be 0.812, individually all the elements of change management are tested for reliability. The value exhibited is the indicator of high reliability for all the statements in Likert’s 5 point scale. Besides these dependent factors, the researcher also tested the reliability of independent personnel and institutional variables. The researcher applied normal distribution method to check the normality of all the independent variables. It is found that in each segment the independent variables have at least 5% representation to form the normal distribution. Hence, the data is normally distributed and researchers continue to go ahead for the main study. The initial level of Cronbach Alpha is presented in the following table.

Table 1.1: Cronbach Alpha Table

<table>
<thead>
<tr>
<th>Measure</th>
<th>Items</th>
<th>Range</th>
<th>Variance</th>
<th>Mean</th>
<th>S.D.</th>
<th>Cronbach alpha scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>10</td>
<td>1 – 5</td>
<td>69.98</td>
<td>3.8</td>
<td>0.9</td>
<td>0.82</td>
</tr>
<tr>
<td>Technology</td>
<td>10</td>
<td>1 – 5</td>
<td>61.75</td>
<td>4.1</td>
<td>1.01</td>
<td>0.84</td>
</tr>
<tr>
<td>Organisational Culture</td>
<td>10</td>
<td>1 – 5</td>
<td>71.72</td>
<td>3.9</td>
<td>0.8</td>
<td>0.79</td>
</tr>
<tr>
<td>Adaptability</td>
<td>10</td>
<td>1 – 5</td>
<td>69.91</td>
<td>3.9</td>
<td>1.1</td>
<td>0.91</td>
</tr>
<tr>
<td>Knowledgeupgradation</td>
<td>10</td>
<td>1 – 5</td>
<td>72.71</td>
<td>4.2</td>
<td>0.6</td>
<td>0.87</td>
</tr>
<tr>
<td>Leadership Qualities</td>
<td>10</td>
<td>1 – 5</td>
<td>67.89</td>
<td>3.8</td>
<td>0.5</td>
<td>0.77</td>
</tr>
<tr>
<td>Compensation</td>
<td>10</td>
<td>1 – 5</td>
<td>54.98</td>
<td>4.1</td>
<td>1.02</td>
<td>0.79</td>
</tr>
<tr>
<td>Commitment</td>
<td>10</td>
<td>1 – 5</td>
<td>62.45</td>
<td>3.7</td>
<td>.90</td>
<td>0.81</td>
</tr>
<tr>
<td>Behaviour</td>
<td>10</td>
<td>1 – 5</td>
<td>61.79</td>
<td>3.5</td>
<td>.87</td>
<td>0.82</td>
</tr>
</tbody>
</table>

Source: Computed Data
From the above Cronbach Alpha Table, it is found that all the values of Cronbach Alpha Co-efficient are above 0.75. It implies that the statements considered by the researcher are highly reliable.

1.10 DATA ANALYSIS

Data analysis is conducted using SPSS V-20. Sample means, standard deviation and N are presented in the analysis chapter for all the variables of the study. The data are screened in order to obtain the variance between change management factors. Factor analysis, cluster analysis, one way analysis of variance, linear multiple regression analysis, t-test, structural equation model are discussed in this study.

Factor Analysis

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) are used in this thesis. Factor analysis is a branch of multivariate analysis that is concerned with the sharp internal relationship of a set of variables. The numerous variables used in a multi-item scale such as those utilized in the thesis, can be analysed to note if those variables could be seen as approximately explaining a single factor (De Groot et. al. 1982). EFA refers to the determination of the number of common factors necessary and sufficient to account for the inter correlations of a given set of variables. It is traditionally used to explore the possible underlying structure of a set of items without imposing any structure (Child 1990).

CFA, on the other hand is the number of factors assumed to be known and the main issue is to fit a postulated pattern of zero and non-zero loading to a given correlation matrix. CFA is more of a theory testing, rather than a theory rating method, as it is based on strong theoretical and empirical foundations (Hair Jr. et. al. 1998). Data obtained are investigated by an exploratory factor analysis to determine the number of latent constructs underlying the variables. This was then used in the CFA carried out by utilizing the first or second order CFA for the various scales used in the tests.
Cluster Analysis

This procedure attempts to identify relatively homogenous groups of cases based on selected characteristics using an algorithm that can handle large number of cases (Cox 1980). However, the algorithm requires to specify the number of clusters. It allows the researcher to analyse the existence of different perceptions of the respondents. The number of clusters may be derived by trial and error method or by computing the large scale differences among co-efficient obtained from hierarchal clusters. This technique is considered appropriate, whenever the research is concerned with a comparison of mean scores, especially in the case of experimental study, involving manipulations such as in the case of this thesis (Bray and Maxwell 1985). The basic assumptions of cluster analysis are, the variables should be quantitative at the interval or ratio level. The distances are computed using simple Euclidean distance among the appropriate variables. In the case of this thesis, clusters are formed with respect to the factors obtained though factor analysis.

Analysis of Variance (ANOVA)

ANOVA allows for the study of a single factor or several factors, but will only measure one variable. An ANOVA works by measuring the variance of the population in two different ways; the first is by noting the spread of values within the sample; the second is by the spread out of the sample means. If the samples are from identical populations, these methods will give identical results. The basic assumptions for ANOVA are random sampling independent measurements, normal distribution and equal variance.

Linear Multiple Regression Analysis

The linear multiple regression analysis reveals how variables or rank orders are related. This is useful in a linear relationship among variables. It also develops the linear parametric relationship among any of the factors. It also sharply estimates
the cumulative impact of multiple independent variables on unique dependent variable.

**Non-Parametric Chi-square Analysis**

Chi-square association test is a non-parametric test useful to establish an association between two categorical variables. The frequency dumping in each cell of the cross tabs allow identification of the association between two types of heterogeneous groups and also the nature of cases in that particular cell. It also exhibits linear by linear relationship, and Crammer’s Phi-statistics to study the relationship.

**T-Tests**

T-tests are used in situations where the research is in need to compare two statistics. The basic utility of a t-test is that it produces a straightforward easy to interpret results of significance. In the case of this thesis, two failed t-tests were used after all other analysis was completed only to note the differences of assumed mean and computed mean directly. The basic assumptions for t-tests- one random sampling, independent measurements, normal distribution and equal variance. The t-tests were further strengthened by the use of the Bonferroni correction test which uses t-tests to perform pair-wise comparison between group means. It controls overall error rate by setting the error rate for each test, to the experiment-wise error rate divided by the total number of tests. Hence, the observed significance level is adjusted and the multiple comparisons are being made.

**Structural Equation Modeling (SEM)**

The proposed conceptual model is tested using Structural Equation Modeling with software package Amos 18. The item level correlation matrix was used for model estimation. As recommended, a two step approach was used for analyzing the proposed conceptual model, measurement model and structural Model. The first comprises of analyzing all the constructs in a measurement model, also called as confirmatory factor analysis (CFA). As part of CFA, a “piecewise” model fitting
strategy was utilized where components of the entire model were estimated and presented in a summarized diagram.

1.11 LIMITATIONS OF THE STUDY

The study focus on the Impact of Change Management on Performance of Arts and Science College Teachers. The study covered Arts and Science Colleges located in Chennai city only. The study considers perception of teaching faculty with respect to eight elements of change management which has the impact on their performance. The study is based on teachers' perception and these perceptions are subject to change in the days to come. The questionnaire survey is conducted among teachers. Since it is a perception study, the results cannot be generalised.

1.12 CHAPTER-SCHEME

This Study has been organised into Six Chapters:

Chapter I : Introduction

This Chapter deals with Change, Change Management, relating concepts, conceptual model followed by Statement of the Problem, Need and Importance, Scope of the Study. The Research Objectives and the Research Methodology have been presented in this chapter.

Chapter II : Review of Literature

In this Chapter, a detailed analysis on the previous studies on change management in different organisations, resistance to change, performance of teachers, teacher- student relationship is presented.

Chapter III : Conceptual Frame work and Profile of Higher Education

This Chapter discusses the Conceptual frame work of the study and Profile of Higher Education in India and in Tamil Nadu.
Chapter IV: Data Analysis -I

Change Management among Teaching Faculty is dealt in Analysis-I. This chapter also presents elaborated approach of factor analysis followed by cluster analysis to prove the existence of heterogeneous groups within the sample unit.

Chapter V: Data Analysis-II & Structural Equation Model

This Chapter presents the analysis on the Impact of Change Management factors on the Performance of College Teachers. The wide application of linear multiple regression analysis and structural equation model are presented to prove the model and theory proposed by the researcher.

Chapter VI: Findings, Suggestions and Conclusion

This Chapter presents the summary of findings of the study, suggestions, scope for further research and conclusion. This chapter also provides a conceptual explanation of the results and implications from the findings.