CHAPTER II

REVIEW OF LITERATURE

Change is now becoming the global challenge for every educational institutions. Growing of economic, technology, communication, competition and global wise modifications force educational institutions to change. Changes are necessary through which the institutions can be at the top (or) at least can survive in the rapidly changing environment. Higher education system is under pressure to adapt fundamental changes due to increasing demand for higher education and to face the Global competition. Faculty members play the key role in any educational institution. Only efficient teachers can create the employable workforce. Innovative thinking, creativity and changes are the important aspects of effective teaching.

The following review of literature outlined the contributions made by various researchers and experts relating to change management, performance of employees, resistance to change, effectiveness of change management in general organisations as well as in higher educational institutions. These reviews are oriented towards the objectives of the study. The following section summarizes the reviews from Indian and foreign studies.

2.1 Review of Literature pertaining to Change Management-General studies

2.2 Review of Literature pertaining to Change Management in Higher Education

2.3 Review of Literature pertaining to Performance

2.1. REVIEW OF LITERATURE PERTAINING TO CHANGE MANAGEMENT- GENERAL STUDIES

Change management in higher education i.e. in colleges and universities are inevitable due to rapid increase in competition from colleges and universities both internally as well as globally. The growth of communications and information
technology has also become an important aspect in education and training. Effective change management engage the faculty in updating their knowledge and make the students in productive learning which leads to effective performance of teaching and learning. Higher education is currently facing a powerful combination of pressures for change. There must be a framework for managing change in a fair and consistent manner during organizational restructures. This facilitates minimizing disruption to the operations and eases fears among those impacted by the changes. The following related literature enables to understand the concept of Change Management, various elements of change management like communication, technology, organisational culture, adaptability, knowledge upgradation, leadership qualities, compensation and commitment, resistance to change and the essentials of change management in organisations as well as educational institutions to ensure growth.

**Ansoff and McDonnell (1990)** insisted that the organizations must implement the changes to deal with threats in the market and the organisations must be innovative to cope up with the competitions. The author concluded that not only the readiness to change but also the proposed change must be implemented in the organization.

**Kanter (1992)** said that change means introduction of new patterns, new policies, new methodologies and new market strategies and replace the old ones.

**Pettigrew and Whipp (1993)** stated that no only one rule is applicable to all the organisations with regard to leading and managing change. The author insisted that the change policies should be according to the nature and objectives of the organisation.

**John P. Kotter (1995)** insisted on Kurt Lewin’s three-step change model i.e., unfreezing, changing and refreezing. According to Lewin, the first step in the process of changing behaviour is to unfreeze the existing situation. Recognising the need for change is Unfreezing. Attempting to create a new state of affairs is Changing. Incorporating the changes, creating and maintaining a new organisational
system is Refreezing. The author viewed that Kurt Lewin’s model make an enormous contribution to planned change in organisations.

**Tyack and Cuban (1995)** emphasized that the school authorities are very responsible to make changes in education policy due to higher and higher expectations, growing international interdependencies, improved communication and increase in efficiency.

**Mullins (1996)** focused on the importance of comprehensive appraisal system for taking some important managerial decisions and to make change policies with regard to pay, allocation of duties and responsibilities, delegation of work, training and promotion, etc..

**Spector (1997)** said that the job satisfaction assessment is served as an indicator of employees efficiency. The author highlighted that the assessment identified different satisfaction variables among various organizational departments and reveal the area which requires improvement in performance.

**MC Hugh (1997)** highlighted that many public sector organisations, both national and international, were judged to be inefficient and ineffective. The author suggested that in order to make these organisations to be effective and to improve performance, it became necessary for them to maintain a concrete base of work values and ethics, including proper strategies and work cultures and it is very important for both employers and employees to have a shared perception of change.

**Owens (1998)** explored that the organizational environment must be not only merely physical and tangible but also includes the social and psychological characteristics of the living human system which have great influence on the behaviour of people in them.

**Carless (1998)** stated that in business organizations, transformational leadership plays an important role. The author emphasized that the transformational leaders must focus on vision, non-traditional thinking, promote co-operation, development of individuals and empowerment.
Daloz (1998) said that the problems like differing ethics, misuse of power, excessive autonomy by the mentor which damage the learning relationship between colleagues. The author suggested that with the support of management, the coach-mentors must develop the positive learning relationships between colleagues which helps to have effective change management in educational institutions.

Hoy and Sabo (1998) explored that a good organizational climate and culture depends upon the proper consideration to the teachers. The author viewed that if there is lack of consideration, it may lead to teacher frustration and turn over which leads to negative organisational climate.

Balogun and Hailey (1999) suggested that when designing change programs in the organization, various features like scope, nature of the institution, the efficiency of managing change and the readiness for change should be taken into consideration.

Freiberg and Stein (1999) said that college climate is the one that motivates students, teachers and the principal to be loyal to the college. The author concluded that the college climate should make the students and teachers feel comfortable while working in that college atmosphere.

Shields (1999) insisted that communication plays a vital role to support for change. The author concluded that to enhance further, combining and exchanging information effectively is very important to fight against failure.

O’Malley (2000) stated that it is the principal’s responsibility to lead the staff and students in a way that they will feel emotionally satisfied and the principal needs to be aware of teachers’ as well as students’ personal problems. Otherwise, all efforts to create a happy environment characterized by staff, students and parents’ involvement may not yield good fruits. The author intended to say that principal needs to use various motivating techniques like appreciation, recognition, flexibility, etc., in directing the affairs of the school / college in order to motivate the teachers
to participate in college activities loyally. The author also viewed that leadership quality plays an important role in educational institutions.

Harper (2001) suggested that the change recipients must understand the needs and benefits of change and they should be committed by themselves in making the change a successful one.

James Rieley and Ian Clarkson (2001) revealed that when organizations are absorbing change at an ever increasing rate, the interrelated dynamics as well as the performance potential of the organization must be realised.

Azzara (2001) insisted that the principal of the college must be most effective in developing the positive personal relationship with the entire organization.

Hoy and Miskel (2001) found that there is no unique climate for all the colleges. The author concluded that the prevailing climate of a college is influenced by leadership style, the different ideas brought in by the new principal, new teachers and new students of the college.

Collins (2001) indicated in the book Good to Great that the disciplined people, disciplined thoughts and disciplined actions have great influence on the successful organizations.

Harrison.R.(2001) pointed out that it is important to recognize that people are less likely to be receptive or positive with regard to professional development initiatives if they think that they are being manipulated. The author insisted that the management teams need to consider how they will convince staff of the potential benefits of a management style that involves coaching, mentoring and peer networking.

Thompson (2001) reported that one-third of respondents did not identify their team leader as being good at coaching and developing them. In addition, one fifth said that the team leader did not take a close interest in their professional
development. The author suggested that national or international agreement on
guidance concerning good practices in coaching, mentoring and peer-networking
would be of use to both teachers, management teams, trainers and others concerned
with the raising of standards and attainment in schools.

Bolognese (2002) highlighted that many efficient efforts to initiate change
are failed due to resistance to change. The author viewed that resistance to change is
an important contributor to the failure of many changes which is to be tackled
properly in order to implement the changes effectively.

Hans-Jurgen Bruck (2002) emphasized that while implementing changes,
the people affected by the changes and the conflict between departments and
companies to be taken into consideration. The author mentioned that senior
manager’s support and commitment decide about the initiatives of change
management.

Oslen (2002) argued that Europe administrations have succeeded in coping
with changing environments. The author concluded that the formal organisational
structures have been stable while practices have changed and this perspective
emphasizes reliability, consistency, predictability and accountability.

Suliman, Abubakr M.T. (2002) argued that cultural forces associated with
performance contain three things: unification of purpose, creating a strong
motivation, establishing control and structure. The author viewed that organization
with strong culture makes individuals have a tendency to follow the direction and
specific targets and the culture is expected to contribute more to optimize
organization performance.

Lycke (2003) stated that changes can be numerous and could also include
change to procedures, structures, rules and regulations, technology, training and
development and customer needs within organisations.

Austin and Currie (2003) insisted that communication regarding change to
the change recipients is not a onetime process. The author suggested that the initial
communications must create the awareness of reasons for change and the risk of not changing and at each step in the process, communications should be properly designed to share the right messages at the right time.

**Heller, D.A. (2003)** focused on organizational changes, effectiveness, the negative and positive impact on the effectiveness. The result of the study is that the organization has a high complex structure and it need to be changed according to the work requirements.

**Jick, Todd.D (2003)** said that change is an ongoing process and change can be initiated (or) it can be evaluated.

**Pearce and Robinson (2003)** found that there are some external factors influence on organizational structures, internal processes, choice of direction and action.

**Darwazeh Study (2003)** focused on the ability of the director to make developmental decisions and making changes. The study found that the experience of the director has a great impact on the development decisions and best changes in the educational institutions.

**Donald.B. Fedor and David M. Herold (2004)** focused on the “Win-Win” objective of change initiatives. The study recommended that if the change is favourable, it can be implemented and if the change is unfavourable, it may not be implemented in the organization.

**Markus (2004)** insisted on technology-driven organizational change situations. Author suggested adopting techno-change prototyping approach to have integrated technical and organizational Management.

**Burnes (2004)** said that incremental change must be implemented whenever the circumstances in the organization requires change. The author suggested that change is implemented in best manner through successive, limited and negotiated shifts.
Wishchnevsky (2004) suggested that organizational leaders must be very active whenever changes occur in the organization. Top management changes, environmental changes, the changes in the culture are the important ones which affect the performance of employees. The author recommended that the leader must balance the changes as well as the performance of employees.

Mitroff (2004) said that the organizational leaders must think about and prepare for the abnormal situations happen in the workplace and in society to face the crises when making changes in the organisation.

Machin and Bannon (2005) study found that the levels of commitment to organizational change depend upon the nature of work environment. The author highlighted that positive working environment must be created in the organization to have more employee commitment and to have smooth and continuous process of change.

Robbins (2005) insisted the fact that reinforcement plays an important role in organizational change. The study viewed that whether it is negative (or) positive; some sort of reinforcement is a necessity for change to take place in the individual and to adapt successfully to changes made in the organization.

Newcomb (2005) highlighted that the leaders are responsible for their plans and outcomes. The author recommended that successful leaders must have the ability to assess the environment, must know the vision, must execute the plan and drive the changes in an organization to achieve the vision.

Lawrence, Dyck, Maitlis and Mauws (2006) found that if the organization fails to introduce continuous and adaptive change, it may not compete with the competitive environment and may not provide new direction to the employees to do their performance.

Marzouk (2006) study found that there is a strong relationship between the clarity of the concept of change management to the staff and managers and the capacity at the institutions to manage change. It indicated that the manager and the
institutions are capable of managing change, employees can able to do their performance which leads to have more success in the organization.

**Prosci’s Best Practices in Change Management 2007 Edition** held a view that the change management methodologies must be easy to understand, easy to implement, easy to communicate; a simple, practical, structured, systematic and logical approach to change management can gain benefits and reduce the resistance to change and paves the way for success in the organization.

**Jones.A and L.James (2007)** found that the success or failure of the change process depends on management style and how to deliver the objectives of change to others, as well as the role of regulatory policies and ideology in bringing about change. The study concluded with number of recommendations which include that academic should focus on values, ideology, organizational policies and interests behind the change in organizations and to distinguish it from the changes caused by crises.

**M.Radovic and Markovic (2008)** found that most companies` operational strategies and structures reflect past business realities which are one of the most significant obstacles to change. The authors suggested that leadership and management skills such as visioning, prioritizing, planning, providing feedback and rewarding success are key factors in any successful change initiative.

**Yazici (2009)** reveals that when implementing change management practices in an organisation, various aspects like resistance, efficiency of the employees to adapt to the changes to be taken into consideration.

**Matt Barnard, Naomi Stoll (2010)** revealed that if there is efficient managers are there in an organisation and they have a clear vision, they can easily introduce changes and they are the ones most likely to succeed in what is probably the most challenging process organisations will go through.

**Jos .H.Pieterse, Marjolein C.J. Caniels, Thijs Homan (2012)** insisted that professional discourse by managers should be made explicit which could help to
develop a broader view on the implementation of change and less resistance from employees.

**Carlo D’orhenzio (2012)** revealed that the success of any change in the organization depends upon the understanding and adaptation of that change by employees. The author recommended that change providers must have a vision for the change and the vision to be shared with the employees concerned to overcome any resistance and to have the better performance.

**Ananda Selvadurai (2013)** findings showed that any change in the public sector should be identified on change leader. The leader is accountable for change. Top-down change can be successful through using a command and control approach. The implementation of change should not commence until all the planning and foundational documents have been developed and agreed upon. Thus, the author suggested that there should be immediate and constant communication with employees regarding the change and its components and employees should be provided with an opportunity to ask questions to know about the change policies according to the participants.

**Tryphosa (2013)** highlighted the fact that the reason for failure of new system implementations in organisations was due to a poor implementation rather than to the change itself.

**Omar Al-Jaradat, et.al (2013)** recommended that balancing of organisational structure, human relations and technology are very important to ensure the success of the change program and to improve the performance of employees.

**Jeffrey (2014)** stated that if there is no effective change management in an organisation, it will threaten a business’s future. The study concluded that change and change management is very essential in today’s competitive scenario.

**Kanika Safat, Ravi Kiran and Sanjay Kaushik (2015)** study found that there is a significant association between the organizational change initiatives within
organizational change levers and the organizational commitment in the IT organizations.

The national and international reviews on change management show that the organisations as well as the educational institutions must implement the changes to face the threats in the market. The change policies should be according to the nature and objectives of the organisations as well as the educational institutions. Effective leadership, good organisational climate, effective communication and commitment of the employees are the important factors which are influenced in implementing changes in the organisation. Resistance to change to be tackled properly. There must be technology based organisational change situations to meet challenges globally. A simple, practical, structured, systematic and logical approach to change management can gain benefits. Change providers must have a vision for the change and the vision to be shared with the employees concerned to overcome any resistance and to have the better performance. Organisational structure, human relationship and technology to be balanced properly to ensure the success of the change program. If there is no effective change management in an organisation, it will threaten a business future. All these reviews highlighted the importance of change management in organisations, resistance to change and various change management aspects. The researcher further reviewed various literature with regard to change management in higher education.

2.2 REVIEW OF LITERATURE PERTAINING TO CHANGE MANAGEMENT IN HIGHER EDUCATION

Colleges and Universities need to develop greater clarity about what the key role of higher education should be in the current context and about the equity and access issues associated with any innovations attempted. The educational program must always deliver something new. There must be relevant, desirable and feasible change efforts to have quality education and also to fulfil the expectations of current generation learners.
Cuban. L (1997) insisted that the faculty members in scientific fields are facing challenges today due to new educational program and they are subject to prove their credibility and their previous teaching efforts to the talented and innovative students of current generation. The author suggested that the faculty must be updated to face the challenges in current educational program.

Gale R and Grant. J, (1997) said that while thinking about any change, a sufficient budget of time and energy must be set aside to go round and talk to all the key individuals who can affect the outcome of the change initiative, not once but several times.

Lucas A.F. (2000) stated that teaching is challenging one in higher education. The author surveyed 55 department chairs regarding their success in improving faculty performance. Less than 40% reported success. The author suggested that it is the need of the hour to improve the faculty performance through training and attending various courses.

Chauvin. S (2002) stated that change is a difficult process threatening individual and organizations. Change is essential for improving quality. Sustained change can be achieved by focus on the requirements of individual. Faculty members must bring out innovative ideas to have efficient teaching and learning.

Curry L (2002) insisted that the managers of change may find it necessary to expose and appeal to emotional reactions, rather than simply providing factual data. Faculty can also be reminded of the risks of not changing including an increasingly outdated curriculum, perceived under performance and loss of stakeholder support.

Geoff Scott (2003) highlighted the importance of use of online learning and other applications of Information Technology in educational institutions and to call for greater flexibility and responsiveness in the design and delivery of the programs in an increasingly accountable, competitive and scrutinized environment.
J.D. Singh (2012) insisted that the Indian educational system must be modern, liberal and can adapt to the changing needs of the changing society, a changing economy and a changing world.

Parul Marwah Gupta (2012) focused on the responsibility of educational institutions to produce talented work force to match with the complicated competitive scenario and also highlights that it is the responsibility of the leaders to make changes in an institution to produce the talented students and to find out the means to overcome resistance to change by employees.

Stephen Brown (2013) said that universities facing challenges in implementing change due to their culture and strategies. The author suggested that participation of stakeholders to make change policies may gain benefit for large scale changes in educational institutions.

The reviews on change management in higher education identified that the online learning practices and application of information technology innovations must be adapted in educational institutions to face competitive environment. Faculty members are subject to prove their credibility due to change in policies in educational program. Proper communication to be passed to all the key individuals about the outcome of the change initiatives. Teaching is challenging one in higher education. It is the responsibility of the leaders to make changes in an institution to produce the talented students and to find out the means to overcome resistance to change by employees. The stakeholders also should be involved to make change policies for large scale changes in an educational institution. The next few sections of the reviews help to understand the performance and the factors influence the performance of employees.

2.3 REVIEW OF LITERATURE PERTAINING TO PERFORMANCE

In the present competitive educational environment, in order to perform effectively, the college teachers should utilize alternative instruction methods to catch student’s attention. They should keep a confident attitude towards students.
They might enhance student’s quality in reading by allowing student input and by keeping a flexible class environment. The world of work in the education field is changing at an ever increasing pace. Therefore, management actively seeks out teachers who can adapt the varying weather, surroundings and embrace new ideas. Both people and institutions must grasp the heart of the change and adapt to the process for survival in this quickly shifting surroundings.

This section of the review is an attempt to find out the factors that affect the performance of employees in organisations in general as well as in educational institutions.

**Halpin (1966)** focused on esprit in an institution. The author found that in case of high esprit, teachers help, support, work, respect with each other and they are committed to their work and in case of low esprit, they are not satisfied and show less commitment to their work.

**ILO Report (1966)** stated that to have competent and experienced teachers, there need to be improvements in the social and economic status of teachers. The report suggested that teachers must be comfortable with their living and working conditions, their terms of employment and with their career progression which leads to quality improvement in their teaching.

**Smith and Kendall (1969)** examined the relationship between the performance and job satisfaction. The author said that it is a function of what a person expects from a job and what is actually experienced and if the employees derived job satisfaction, the performance will be good which helps the organization as well as the society to gain benefit.

**Avalos and Haddad (1981)** study found that there is a significant relationship between teacher performance and the changes take place in knowledge upgradation, involvement and behaviour of teachers in an educational institution.

**Shaw and Reyes (1992)** revealed that the individual performance of employees depends on organizational commitment and job satisfaction.
Burnes (1996) suggested that particular managerial style which is comfortable to the organization can be chosen instead of adapting to the external environment.

Babu, R, Gnanaguru and A. Selvaraj (1997) analysed about teacher effectiveness. The authors viewed that passionate approach to teaching, scholarly approach, academic discussions, individual initiative for student achievement enhance teacher’s effectiveness.

Swafford, J. (1998), highlighted the need for high-quality personal and interpersonal skills, mutual trust, confidence and respect within successful coaching relationships to improve the performance of employees.

Harris and Brannick (1999) described the importance of institutional climate and the requirement of qualified and motivated teachers for the quality education.

Monyatsi (2003) highlighted that appraisal is used as a technique to influence and control employee behaviour in order to increase productivity and effectiveness. It also serves to provide accountability for better services to the public. Furthermore, literature on teacher appraisal showed that it can be very complex as it involves a number of factors that can either impede or support educator effectiveness.

Renyowijoyo (2003) found that there is a close association between organizational culture and employees work performance. The author suggested that organizations must pay attention to innovative and empowering culture to improve the employee performance.

Rooney (2003) stated that in an educational institution, effective teaching and learning atmosphere is possible when the basic needs of the teachers and students are effectively met which leads to caring environment.
Anderson, L.W. (2004) found that teachers overall effectiveness depends upon the teacher characteristics and the way teachers practice their profession.

Rizvi and Elliott (2005) stated that knowledge of a teacher, practice in their profession, leadership quality, cordial relationship are the important dimensions and are very important for teacher effectiveness.

Cheung’s research (2006) focused on teacher efficacy. The author found that efficacious teachers are fond of teaching, devoted their time for quality teaching, put more efforts for classroom preparation and always enthusiastically participate to make the students learning more.

Mathis and Jackson (2006) found that there is a strong relationship between job satisfaction and employee performance. The author viewed that if the expectations are fully met, the employees have more job satisfaction which will reflect in their performance and if the expectations of the employees are not met, job dissatisfaction will arise which leads to poor performance.

Robert Marzano (2007) recommended that setting of learning goals, teacher student interaction with new knowledge, engaging students in various activities, effective classroom management, cordial teacher student relationship, effective communication are some tips for successful instructional design that leads to quality in teaching and learning.

Danielson (2009) created a model of effective teaching that identifies those aspects of a teacher’s responsibilities to promote student learning. The author further refines the imperative to effective teaching and the importance of giving opportunities to engage in professional conversations about it.

Abbot (2009) stated that one distinguishing quality that the efficient teachers in all their approaches are to focus on student learning. The author intended to say that efficient teachers must know about the students, their learning style, their strength and weaknesses as learners.
Susima Samudrika and Weligamage (2009) insisted that the gap between the theory and practice must be resolved in education and teaching. The study suggested that the performance of the teachers must be according to the needs of the employer and employability skills of the students to be enhanced in order to serve the future labour market in best manner.

Robert A. Barry (2010) said that student learning is a vibrant tool to evaluate teacher effectiveness. Conversation with students gives an opportunity for teachers to examine their way of teaching. The author suggested that the effective teacher must have focus on student learning apart from planning and implementation of teaching.

Kayalvizhi.S and Chokkanathan. K (2011) indicated that the Arts and Science Colleges Teachers in Salem are highly dissatisfied with their jobs due to poor compensation and benefits offered which affect their performance. The study suggested that the recognition, work satisfaction, possibility of growth, reward and proper work environment are the factors that influence the effective performance of employees.

I.J.Hetty Van Emmerik et.al. (2011) revealed that the employees with self-management competencies can able to perform well both individually as well as in a group. The study viewed that the emotional and social competencies of employees to be evaluated to provide suitable training and development.

Awofala (2012) said that teacher performance is an integral part of teacher effectiveness and the knowledge, attitude, creativity and performance are the key areas to determine teacher effectiveness.

Leelavathy.k, (2012) The study found that there are different variables determine the effective performance of the teachers. The author explained that teacher student relationship, job involvement and role change are the variables which are positively related to better performance and the salary and work
environment are the variables which are negatively related which leads to lack of effective performance among teachers.

Tabassum Azmi. F and Mohan Sharma.G, (2012) findings indicated that there is a positive relationship among pay satisfaction, satisfaction with supervision, satisfaction with work schedule flexibility and teacher’s job satisfaction. The study said that promotion opportunities were not found to be an influential factor that affect the performance.

Calaguas and Glenn M (2013) recognized the important role of students in evaluating teacher effectiveness. The study aimed at the development and determination of psychometric properties of a scale that can measure teacher effectiveness in higher education from the perspective of students.

Renuka S Nifadkar and Dr. Anil P Dongre (2014) study analysed the relationship between job satisfaction and organizational commitment and performance among women college teachers. The study recommended that salary enhancement plays an important role to have the high level of job satisfaction and efficient performance of teachers. The study further revealed that self-esteem of teachers, suitable working conditions also have an influence on performance of teachers.

Nirav Dave and Dharmesh Raval (2014) study found that to retain the quality and dedicated teachers in educational institutions, various factors like hike in salary, recognition, work environment, career progression, communication must be taken into consideration by the employer.

A. Sengottuvel (2015) concluded that teachers who have had more time for preparation are more effective than their counterparts with no time for pre-reading. Effective teachers enhance the overall performance of the students by their professional competency. Viewed from this perspective, teacher effectiveness is the ability of a teacher to deliver the duties expected by establishing strong bonds with the learners in a classroom. This includes devising of strategies, interpersonal
relationships with students, classroom management, evaluation and feedback. Professional competency is treated as one of the key factors in increasing teacher’s efficacy resulting in efficiency. Demographic profile of a teacher influences the teaching effectiveness. The author further revealed that personal factors such as clarity of speech, job commitment, and interpersonal relationships are directly related to teacher effectiveness.

O.P. Singh and Sandeep Kumar Singh (2015) focused on quality of work life of teachers to provide better performance. The author viewed that teacher’s job satisfaction, commitment and involvement in personal as well as institutional effectiveness depends on the quality of work life of teachers.

The reviews on the factors influencing the performance of employees in educational institutions show that comfortable living and working conditions, terms of employment, career progression paves the way for quality improvement in teaching. Teacher performance and the knowledge upgradation are related to each other. Passionate approach to teaching, scholarly approach, academic discussions, individual initiative for student achievement enhance the teacher effectiveness. Institutional climate plays an important role to have a qualified and motivated teachers. Organisational culture and employees work performance are closely associated. Organisations must pay attention to innovative and empowering culture to improve employee performance. Job satisfaction is another important aspect which determines the effective performance. In current educational system, there is a large gap between the theory and practice that must be resolved. The employability skills of the students to be enhanced through effective education and training in order to compete globally. Teacher performance is an integral part of teacher effectiveness and the knowledge attitudes, creativity and performance are the key areas to determine teacher effectiveness. Novel strategies of teaching give good results, says research. It is the need of the hour to improve the faculty performance through training and attending various courses. Faculty members must bring out innovative ideas to have efficient teaching and learning.
From the above review of literature, the researcher identified that very few studies covered one (or) two elements of change management and the influence of some of these elements on the performance of the teachers. None of the reviews highlighted the relationship between various elements like communication, technology, organisational culture, adaptability, knowledge upgradation, leadership qualities, compensation and commitment involved in change management and the influence of these elements on performance of teachers in educational institutions and the same is the research gap which motivate the researcher to take a lead in this research. With this input, the present study explores the various elements involved in change management and how these elements have the impact on the performance of College Teachers with reference to Arts and Science Colleges in Chennai.