CHAPTER VI

FINDINGS, SUGGESTIONS AND CONCLUSION

“Nothing is permanent in this world except change”. There is a lack of research on change management in the educational sector to understand how change influences the performance of teaching faculties at the college level, which has a profound impact on student learning and teaching quality and ultimately the future generation. Thus, it becomes highly important to identify the factors affecting teaching faculties’ performance and behaviour, and a study has been done on multiple aspects affecting Teaching Faculties with respect to Change Management.

6.1 SUMMARY OF FINDINGS

6.1.1 Findings Pertaining to Objective 1

- It is evident from the frequency analysis, that out of total 513 samples, as regards to age group, 42.9% fall in the age group 31-40 and 11.3% of the respondents are coming under of 51 – 60 age groups.

- 43.9% male faculty and the remaining 56.1% represent the female faculty working in Arts and Science Colleges in Chennai.

- 77.1% of the teaching faculties who are married and 22.9% are inferred to be unmarried.

- 31.4% represents no children, 36.1% represents teaching faculties having 1 child, 30.4% of the respondents are having 2 children in their family, 0.9% are having 3 children in their family and the remaining 1.2% are having 4 children respectively.

- 57.8% of the teaching faculties having a family size less than 3 members, 40.1% were inferred to be having a family size between 4 and 6 members and the remaining 2.1% have a family size above 7 members.
With regard to income, 21.2% of the teaching faculties have very low of income level between Rs 10,000-20,000, and 30.2% of teaching faculties earning more than Rs.50,000.

The study reveals that out of total 513 samples, 14.2% of the respondents are working in Government colleges, 20.9% of the teaching faculties belong to Aided colleges and the remaining 64.9% of the teaching faculties work in self-financing colleges respectively.

It has been ascertained from the sample that 32.5% teaching faculties have Ph.D. qualification. 25.7% of the faculties have published papers at national level only, 10.1% of the teaching faculties have published papers at international level only and 40.1% of the teaching faculties have published papers both at national and at international levels.

16.5% of the respondents who are working in men’s college, 21% are working in women’s college and 62.5% represents co-education colleges.

49.43% of the teaching faculties working in Commerce department, 26.9% of the faculty are working in Science department and the remaining 23.8% represents that faculty are working in the Arts, MBA, MCA, M.Sc. Department.

32.5% teaching faculties who have completed a Ph.D., it is inferred that 67.5% of the faculty have yet to complete Ph.D. or waiting to register for Ph.D.

57.8% of the teaching faculties who are holding the post as Assistant Professor, 35.1% of the teaching faculties are holding the post as Associate Professor and 7.1% of the teaching faculties hold the post as HOD.

53.5% are having the teaching experience up to 10 years, 37.3% of the respondents having the experience between 11 and 20 years, and the remaining 9.2% of the faculties having more than 21 years of experience.
42.7% of the respondents have said that their total college strength is upto 2000, 33% of the teaching faculties have said that their total college strength of the students in the college between 2001 and 3000 and 24.3% of the respondents have said that their total college strength is above 3001, respectively.

49.5% of the faculty is handling only UG classes, 21.7% of the teaching faculties are handling only classes of PG, and 28.8% faculties are handling UG as well as PG classes.

8% are handling classes up to 12 hours per week only, 36.1% of the teaching faculties’ work loads are between 13 and 16 hours per week and 55.9% are handling classes above 17 hours per week.

25.7% of the faculties have published papers in Journals/Articles at national level only, 10.1% of the teaching faculties have published papers at international level only, 40.1% of the teaching faculties have published papers both at national and at international level and 24.1% of the respondents are who didn’t publish paper either at national or at international levels.

Out of total 513 samples, 34% of the faculties have presented papers at national level only, 5.2% of the teaching faculties have presented papers at international level only and 36.3% of the teaching faculties have presented papers both at national and at international levels, respectively. 24.5% of faculties have no publications.

38.7% of the respondents have participated at national level conferences/workshops and seminars, 6.6% of the teaching faculties have participated at international level conferences/workshops and seminars and 37.5% of the teaching faculties have participated both at national level conferences/workshops and seminars, 17.2% didn’t participate in any conferences/workshops and seminars.

45% of the faculties use Manual Attendance while 55% upgraded to Bio-Metric system.
It has been observed that 46.5% of teaching faculties take part in college exam committee apart from teaching, 24.1% of teaching faculties take part in University Exam work besides teaching and 42.5% of the teaching faculties work as organizers for conference / workshop in addition to their teaching work.

With respect to participation in extra-curricular activities such as National Service Scheme (NSS), Youth Red Cross Society (YRCS), Leo Club, and Rotary Club, the sample study ascertains that 14.6% of the teaching faculties take part in NSS, 6.8% of the teaching faculties take part in YRCS, 1.2% of the teaching faculties are involved in Leo Club, 5.7% of the teaching faculties take part in Rotary Club and the remaining 15.8% of the teaching faculties take part in Placement.

60.1% of the teaching faculties opined that the management would recommend a specific type of teaching methodology. It is inferred that 63.2% of the teaching faculties are preferring chalkboard as their teaching methodology, 33.7% of the faculties are very comfortable with their teaching methodology by adapting chalk/marker board cum PPT.

5.2% of faculties use smart board method of teaching.

It is evident that 26.7% of the faculties feel that use of chalk-board would be a better teaching methodology, while 49.1% of the college faculties feel better as their teaching methodology by adapting chalk/marker board cum PPT. From the students’ perspective, it is observed from the sample survey that 25.7% of the college students prefer chalk board classes, 53.3% of the college students prefer chalk/marker board cum PPT for their classes taken by teaching faculties.

Regarding the procedure of maintaining students’ attendance, it has been found that 60.1% of the respondents are maintaining students’ attendance manually, and 39.9% of the teaching faculties maintains students’ attendance through Enterprise Resource Planning (ERP). It is inferred that 59.2% of teaching faculties feel that the annual
performance is valued based on individual students’ feedback, 64.6% of teaching faculties feel that their annual performance is valued based on semester results and the remaining 17.7% of teaching faculties feel that the annual performance is valued based on extra-curricular activities.

- With respect to training programs for faculty development, the frequency distribution test reveals that 25.9% of the teaching faculties said that their management compels them to participate in the Faculty Development Programme (FDP) conducted by other colleges. It is inferred that 62% of the teaching faculties opine that the management will arrange FDP yearly once in their college.

- It is evident that 42.5% of the respondents feel that the management conduct state-level seminar in their college, 60.4% of the teaching faculties said that the management conduct national-level seminar in their college and the remaining 17.2% of the respondents said that the management conduct international-level seminar in their college. It is inferred that out of total 513 samples, 86.8% of the teaching faculties said that the management encourage them to participate / present in state / national / international-level programmes conducted by other colleges.

- The frequency distribution test reveals that out of total 513 samples, 60.6% of the teaching faculties have acquired higher educational qualification during the service period, 74.8% have attended the orientation programme, 55.7% have attended refresher course, 89.9% are providing some reading materials to their students, 77.4% have adapted innovation in teaching methods to their students, 92.2% are setting question papers, 96.5% are evaluating theory papers, 90.8% are evaluating project / viva, 53.3% are evaluating practical examination, 50.2% have worked as a course coordinator, 79.7% have presented papers at national level, 57.8% have presented papers at international level, 23.8% have published books, 30% have guided M.Phil. / Ph.D. students, 72.9% have attended FDP, 77.6% have publishing national / international journals/articles, 50.5% have given
guest lecturers. It is inferred that 38.4% have experiences in the corporate sectors, 75.7% have worked for the welfare / discipline of students and it is further known that 31.1% of the faculties have received credentials.

6.1.2 Findings Pertaining to Objective 2

- Factor analysis relating to “Communication” have two factors “Management Transparency” and “Transitional Approach” are identified as vital to realize the Communication capabilities of teaching faculties. The teaching faculties expects transparency in Communication from the management to change the present approaches of management in their institutions. Hence working on transparency in Communication will also influence on increasing trust of the faculty to the management.

- The teaching faculties who are in touch with “Technology” for their work depend on two predominant factors “Global Connectivity” and “Convenient Network”. The Internet has opened up many opportunities, in finding out information, conducting Communications globally. ICT and the Internet have also made easy to access information, user-friendly and up-to-date. The teaching faculties, through the use of ICT and the Internet, have the information of the whole world at their fingertips.

- The “Organisational Culture” of the teaching faculties depends upon two predominant factors namely “Benefit Orientation” and “Conducive Relationship”. Managing culture is important to effectively enhance the performance of both teaching faculties and young generation students which leads to institutional performance. Teaching faculties who foster positive relationships with their students create classroom environments more conducive for learning and meet students' developmental, emotional and academic needs. Teaching faculties need to create an atmosphere that is conducive for learning.
Teaching faculties who have the ability to “Adapt” themselves to new changes by “Assuming Responsibilities” find more “Promotional Opportunities”. The world of work is changing at an ever increasing pace. Therefore employers actively seek out teaching faculties who can adapt to changing circumstances and environments and who can embrace new ideas enterprising, resourceful and adaptable. Teaching faculties who excel at their jobs often receive opportunities to extend their roles beyond their own classrooms. Assuming responsibility is taking charge and doing what is needed to be done. As an educator, it’s the responsibility of teaching faculties to transform the lives of the students.

Learning is an ongoing progress and Knowledge Upgradation happens at all levels of the institution. The factor of “Knowledge Upgradation” of the teaching faculties depends upon two predominant factors: “Multitasking” and “Productivity Enhancement”. The exchange of knowledge is of great importance in the modern world, helping communities around the globe to understand and share ideas on the latest developments and best practices in their fields. Outstanding teaching faculties are masters at Multitasking. It is necessary to learn new skills and develop new abilities, to respond to the changes in lives, careers, and organisations.

The transition requires a torch bearer who can guide the team as a leader with his/her leadership skills. Education is all about acquisition of knowledge and skills. The factor of “Leadership Qualities” of the teaching faculties depends upon two predominant factors: “Fruitful Guidance” and “Optimistic Abilities”. Typically, leader development has focused on few areas – providing the opportunities for development, stimulating the Optimistic Abilities to develop (including motivation, skills and knowledge to change), and provide a supportive Fruitful Guidance for any change to occur.

Financial motivations in terms of Compensations do play a major role in teaching faculties engagement and progress of the institution. The
factor of “Compensation” of the teaching faculties depends on two predominant factors: “Performance Incentives” and “Lucrative Evaluation”. The systems are more effective than praise or recognition in increasing retention of high performing teaching faculties by creating higher levels of Commitment to the college. Moreover, teaching faculties report higher levels of pay satisfaction under pay-for-performance systems. Lucrative Evaluation is something that can lead to a lot of profit or wealth.

“Commitment” is the focus that an individual displays towards the job at the institution, and it depends upon two predominant factors: “Unified Ownership” and “Life Enhancing Goal”. Teacher Commitment is a key factor influencing the teaching–learning process. Teacher Commitment indicated that teaching faculties with high levels of Commitment work harder, demonstrate stronger affiliation to their colleges, and show more desire to carry out the goals of teaching. The Commitment towards their job and the institutions make them take ownership and helps them in setting to achieve goals that enhance their lifestyle.

The factor of “behaviour of the teaching faculties” depends upon three predominant factors: “Cerebral Competency”, “Developmental Orientation” and “Contended Approach”. Teaching faculties does exhibit varied behaviours that have an impact on their relationship with peers and students. A good behaviour creates an environment conducive for their peers and encourages students to learn faster. It is important to note that good teaching is the most effective way to induce good behaviour in students. Teaching faculties who plan and teach dynamic stimulating lessons based on sound assessment and excellent subject knowledge are likely to experience fewer difficulties. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Performance competencies are knowledge, skills, abilities, and other characteristics that contribute to individual
success in the organisation (e.g., teamwork and cooperation, Communication) which are observable and also measurable.

6.1.3 Findings Pertaining to Objective 3

- The teaching faculties on the basis for factors of Communication were identified with the help of clusters. It is found that 25.94% of teaching faculties are “Mechanical Teachers” who disagree with Transitional Approach and 12.50% are “Meticulous Teachers” who strongly agree with Transitional Approach.

- It is found that 28.54% of teaching faculties are “Acquiescence Explorers” who disagree with Global Connectivity and Convenient Network. It is further noted that 46.70% of teaching faculties are “Hooked Up Teachers” who strongly agree with Global Connectivity as well as the Convenient Network.

- It is noted that 12.03% of the teaching faculties strongly agree with Conducive Relationship. Therefore, this cluster can be termed as “Custom Ambassadors” 29.48% are “Tradition Claimers” who disagree with Conducive Relationship.

- It is found that 4.72% of teaching faculties are “Malleable Teachers” who strongly agree with “Promotional Opportunities” but disagree with “Assuming Responsibilities” and 27.36% are “Flexible Definers” who disagree with “Promotional Opportunities”.

- It is found that 0.95% are “Comprehensive Progressers” strongly agree with “Productivity Enhancement” and while 28.77% are “Scholarly Seekers” who disagree with “Productivity Enhancement”.

- On grouping the teaching faculties on the basis of factors of Leadership Qualities, it is found that 25.47% of teaching faculties are “Mentor Gazers” who disagree with “Optimistic Abilities” and 25% are “Progressive Mentees” who strongly agree with “Fruitful Guidance”.

- For classifying teaching faculties on the basis of factors of Compensation leads to the fact that the 8.73% of teaching faculties,
who strongly agree with “Lucrative Evaluation” are termed as “Benefits Emissary” and 28.30% are “Promotion Demanders” who disagree with “Lucrative Evaluation”.

- Grouping the teaching faculties on the basis of factors of Commitment, it is noted that 19.58% of teaching faculties are “Aspiring Teachers” who strongly agree with “Unified Ownership” and 31.84% are “Objective Seekers” who disagree agree with “Unified Ownership”.

6.1.4 Findings Pertaining Objective 4

- The Communication, Technology Capabilities, Organisational Culture and Adaptability, Knowledge Upgradation Capabilities, Leadership Qualities, Commitment and Compensation of teaching faculties affect their Cerebral Competency. It is followed by their interest in their Contended Approach and Developmental Orientation towards their students.

6.1.5 Findings Pertaining to Objective 5

- There is also a deep association between Communication capabilities of teaching faculties providing reading materials to the students, presenting papers in national / international level conferences and receiving credentials.

- There is a deep association between technologies capabilities of teaching faculties attending orientation programme, providing reading materials to the students and adapting innovation in teaching methods.

- There is a deep association between Organisational Culture capabilities of teaching faculties in attending orientation programme, refreshers course, providing reading materials to the students, adapting innovation in teaching methods and presenting paper in national / international level.

- There is a deep association between Adaptability and Leadership Qualities capabilities of teaching faculties in providing reading materials to the students, attending orientation programme, adapting innovation in
teaching methods, presenting papers in national / international level conferences.

- There is a deep association between Knowledge Upgradation Capabilities of teaching faculties attending orientation programme, attending refresher course, guiding M.Phil. / Ph.D. students, giving guest lectures and adapting innovation in teaching methods.

- There is a deep association between Leadership Qualities capabilities of teaching faculties in providing reading materials to the students, and guiding M.Phil / Ph.D students.

- There is a deep association between Compensation received by teaching faculties attending orientation programme, evaluating project / viva, evaluating practical examination, working as a course coordinator, presented paper at national level, presented papers at national / international level conferences, giving guest lectures and receiving credentials.

- There is a deep association between Commitment capabilities of teaching faculties attending orientation programme, refresher course, providing reading materials to the students, evaluating project/viva, evaluating practical examination, working as a course coordinator, guided M.Phil. / Ph.D. students, attending faculty development programme.

- It is inferred that 88.2% of ‘meticulous teachers’ show special interest in evaluating practical examination and 83% of ‘mechanical teachers’ presenting papers at international level. It is also noted that 72.7% of ‘hooked up teachers’ have helped them to connect with other teaching faculties and share knowledge among the connected peers as a course coordinator.

- It is found that 86.4% ‘traditional claimers’ have self interest in presenting papers at national level. It is found that 89.7% of ‘pliability displayers’ have ability to adapt to be flexible and adaptive to new changes in the innovative in teaching learning methods which help them to growth in their career.
It is inferred that 100% of comprehensive progressers are keen in their progress and upgrading their knowledge capabilities by attending faculty development programmes (FDP) in the change management domain. It is inferred that 78.4% of ‘benefits emissary’ engage themselves in self progress like giving guest lectures. It is inferred that 94% of ‘aspiring teachers’ have Commitment towards their job as well as working for the welfare / discipline of the students.

6.1.6 Findings Pertaining to Objective 6

- It is found that the female teaching faculties have strong agreement towards the Management Transparency, Convenient Network, Unified Ownership, and Cerebral Competency. Male teaching faculties have strong agreement towards the Contended Approach. It is found that teaching faculties in the age groups of 40-50 have strong agreements towards the Management Transparency, Global Connectivity, Conducive Relationship, Promotional Opportunities, Multitasking, Fruitful Guidance, Optimistic Abilities, Lucrative Evaluation, Unified Ownership, and Developmental Orientation. It is inferred that the teaching faculties in the age groups of 41-50 have strong agreement towards the Convenient Network, Benefit Orientation, Assuming Responsibilities, Performance Incentives, Cerebral Competency and Contended Approach.

- It is found that the teaching faculties who are married have strong agreement towards Fruitful Guidance and Contended Approach. The unmarried teaching faculties have strong agreement towards the Developmental Orientation. The teaching faculties who are having two children have strong agreement towards the Benefit Orientation, Performance Incentives and Fruitful Guidance. It is revealed that the teaching faculties who are having four children have strong agreement towards the Management Transparency, Global Connectivity, Convenient Network, Conducive Relationship, Promotional Opportunities, Assuming Responsibilities, Multitasking, Productivity Enhancement, Optimistic Abilities, Lucrative Evaluation, Unified Ownership, Life Enhancing Goal,
Developmental Orientation and Contended Approach. Whereas the teaching faculties who are married but without children have strong agreement towards the Transitional Approach.

- It depicts that the teaching faculties having a family size up to three numbers have strong agreement towards Transitional Approach, Productivity Enhancement, Fruitful Guidance, Performance Incentives, Unified Ownership, and Cerebral Competency. It is further noted that the teaching faculties having a family size between four to six numbers have strong agreement towards the Management Transparency, Benefit Orientation, Assuming Responsibilities, and Lucrative Evaluation, whereas the teaching faculties having a family size above seven numbers have strong agreement towards the Contended Approach.

- It is inferred that the teaching faculties earning a monthly income (salary) between Rs.20,001–30,000 have strong agreement towards the Benefit Orientation, Productivity Enhancement, Life Enhancing Goal and Developmental Orientation. The teaching faculties having a monthly income status (salary) above Rs.50,001 have strong agreement towards the Management Transparency, Global Connectivity, Convenient Network, Conducive Relationship, Promotional Opportunities, Assuming Responsibilities, Multitasking, Fruitful Guidance, Performance Incentives, Lucrative Evaluation and Contended Approach.

- The results of the study reveal that the government teaching faculties have strong agreement towards the Transitional Approach, Benefit Orientation, life enhancing and Developmental Orientation. It is further inferred that the teaching faculties in aided colleges have strong agreement towards the Management Transparency, Global Connectivity, Convenient Network, Conducive Relationship, Promotional Opportunities, Assuming Responsibilities, Multitasking, Productivity Enhancement, Fruitful Guidance, Optimistic Abilities, Performance Incentives, Lucrative Evaluation, Unified Ownership, Cerebral Competency and Contended Approach.
It is inferred that the teaching faculties in men’s college have strong agreement towards the Transitional Approach, Conducive Relationship, Developmental Orientation and Contended Approach. It is further inferred that the teaching faculties in women’s college have strong agreement towards the Management Transparency, Global Connectivity, Convenient Network, Benefit Orientation, Promotional Opportunities, Multitasking, Productivity Enhancement, Fruitful Guidance, Performance Incentives, Unified Ownership, Life Enhancing Goal and Cerebral Competency. It is further noted that the teaching faculties in co-education colleges have strong agreement towards the Lucrative Evaluation.

It is implied that the commerce teaching faculties have strong agreement towards the Management Transparency, Transitional Approach, Global Connectivity, Convenient Network, Benefit Orientation, Conducive Relationship, Promotional Opportunities, Multitasking, Productivity Enhancement, Fruitful Guidance, Performance Incentives, Unified Ownership, Life Enhancing Goal, Cerebral Competency, Developmental Orientation and Contended Approach. It is further noted that the Arts and MBA as well as PG teaching faculties have strong agreement towards Assuming Responsibilities, Optimistic Abilities and Lucrative Evaluation.

It is inferred that the teaching faculties in Associate Professor Grade have strong agreement towards the Management Transparency, Convenient Network, Conducive Relationship, Promotional Opportunities, Multitasking, Fruitful Guidance, Performance Incentives, Unified Ownership and Developmental Orientation. It is further inferred that the teaching faculties in HOD position have strong agreement towards the Global Connectivity, Benefit Orientation, Productivity Enhancement, Optimistic Abilities, Cerebral Competency and Contended Approach.

It is expressed that the teaching faculties having an experience of less than 10 years have strong agreement towards the Life Enhancing Goal. The teaching faculties having an experience between 11 and 20
years have strong agreement towards the Transitional Approach, Benefit Orientation, Productivity Enhancement, Fruitful Guidance and Unified Ownership. It is further revealed that the teaching faculties having an experience above 21 years have strong agreement towards the Management Transparency, Global Connectivity, Convenient Network, Conducive Relationship, Promotional Opportunities, Optimistic Abilities, Developmental Orientation and Contended Approach.

6.2 SUGGESTIONS

6.2.1 Suggestions to Teaching Faculties

- Teaching faculties need to be highly knowledgeable about the content they are teaching. It is known that the technology plays a big role in everything one do and nearly every job our students will encounter. It is suggested that the faculties should get due Compensation in their institutions to acknowledge their outstanding performances.

- It is also suggested that faculties should increase their qualifications and update their knowledge innovatively to deliver their academic products to their students. The faculties are suggested to have modern technological approaches like smart board, PPT presentations and take students for industrial visits to improve their practical knowledge.

- The Commitment towards their job and the institutions makes them take ownership and helps them to achieve goals that enhance their lifestyle. It is known that the teaching faculties do represent varied performances that have an impact on their relationship with peers and students. It is important to note that good teaching is the most effective way. Teaching faculties should be dynamic who plan and teach lessons based on sound subject knowledge are likely to experience fewer difficulties.

- As an academician, the faculties have to take utmost care and regularly publish/present papers and participate in state / national / international level, conferences and seminars. It is suggested that teaching faculties
need to provide support and assistance to students by giving notes and reading materials.

6.2.2 Suggestions to Institution / Management

- Organisations must, not only look at present opportunities to benefit from technology, but also anticipate future changes. The systems are more effective than praise or recognition in increasing retention of high performing teaching faculties by creating higher levels of Commitment to the college. Moreover, teaching faculties report, higher levels of pay-satisfaction under pay-for-performance systems. A lucrative package is something which can lead to a lot of profit or wealth. Financial motivation in terms of Compensations does play a major role in teaching faculties engagement and progress of the institution.

- Therefore, it is suggested that the management need to introduce a scheme for providing incentives / adhoc promotion for those teaching faculties who obtain additional degrees after entering into teaching services. At present, the college management try to keep biometric authentication along with manual attendance for staff, because biometric technology offers advanced way of verification of availability of teaching faculties. The management has to encourage and lend facilities to the teaching faculties to regularly publish in reputed journals and present and participate in state / national / international level conferences / seminars.

- It is put forward to the college management to maintain students’ database, Enterprise Resource Planning (ERP) which would be very useful to store and retrieve the entire profile of each and every individual student. The teaching faculties expects transparency, Communication from the management to change the present approaches of management in their institutions. Transparent Communication is useful because it can build trust.
6.3 SCOPE FOR FURTHER RESEARCH

This study is an attempt to examine the impact of Change Management on performance of college level teaching faculties in Chennai. The study has identified various factors like Communication, technology, Organisational Culture, Adaptability, Knowledge Upgradation, Leadership Qualities, Compensation and Commitment which affect change management. The study gives ample scope for further research and a few areas are listed below:

- A study could be conducted in an industry environment as well.
- Similar work can be done with respect to schools.
- The scope will also be extended to know the impact of teacher’s performance on change management.
- Impact of change management of teaching faculties in higher educational institutions with special reference to engineering colleges could also be considered.
- A study on efficacy of change management of teaching faculties in technical institutions can be done.
- Impact of transformational change and performance among the self-financing college professors in Chennai could be studied.
- A study on the efficacy of change management on performance of teaching fraternity in universities or any particular type of colleges will be considered for further analysis.
- A comparative study could be made between Arts & Engineering teaching faculties on the change management domain considering the same or other elements mentioned in the study.
6.4 CONCLUSION

OUR ONLY SECURITY IS OUR ABILITY TO CHANGE-JOHN LILLY

Change management can be a challenge in any educational institution. Getting the organisation to accept the change, understand the elements of change and then properly execute change is a herculean task. Managing change within the organization will help one to implement change with better results in the long run. The process of managing change should be ongoing to make actual change easier.

The transition requires a torch bearer who can guide the team as a leader with their leadership skills. Compensation is a primary motivator for teaching faculties, which will get reflected on performance also. Faculty members strongly believe that the Commitment towards their job and the institutions makes them take ownership and helps them in setting and achieving goals that enhance their lifestyle. Teaching faculties strongly consider that their sincere performance helps them to develop their cerebral competencies which aids in forging a development-oriented approach that would result in a contented state. Performance appraisal is used in the educational institutions to examine and evaluate the work ethics of the faculties by comparing it with certain predetermined standards.

Therefore, it is concluded that the quality of education depends on the nature of professional staff. The teaching faculties are expected to have a good command over the language and excellent Communication skills. Faculties have the ability to adapt the innovative changes by Assuming Responsibilities and obtaining Promotional Opportunities. The teaching faculties’ possess high technical knowledge which helped them to have optimist relationships. Effective teacher enhance the overall performance of students by their professional competency. To compete globally, quality education is the need of the hour and it is in the hands of teachers. The qualities of successful higher education teachers are initiative, commitment, efficiency, goal-setting,
persistence, perseverance, education management, self-confidence, socialization and the dynamic co-operation with everyone in the system. Being at the apex of the educational pyramid, higher education plays a key role in producing quality teachers for the country’s education. Thus, our educational system must be modern, liberal and can adapt to the changing needs of the changing society, a changing economy and a changing world and make our country to take a lead in education sector. By doing effective reforms and changes sincerely, the self-actualized institutions will emerge and they will make high quality, ethical professionals in sufficient number to make this country prosperous, make our India a global Hub for higher education.

THE MEDIOCRE TEACHER TELLS.
THE GOOD TEACHER EXPLAINS.
THE SUPERIOR TEACHER DEMONSTRATES.
THE GREAT TEACHER INSPIRES.

-WILLIAM ARTHUR WARD