Change in Educational Sector: A Need of Hour

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Abstract - Change is concerned with shifting from one stage to another or breaks down existing structures and creates new one which develops uncertainty and anxiety among employees because of developing a vague and an unknown situation. Organizational change is defined as the challenge to the way things are normally done in an organization, and as a result individuals feel uncertainty, stress and fears about the potential failure of meeting the new situation. Educational organization across the whole world are beginning to see the benefits of change and hence are increasingly beginning to use a new and innovative approach that brings about small and large scale systems of change in different schools especially universities. Successful adjustment to change can result in higher levels of enthusiasm providing opportunities for learning and growth, while poor adjustment to change is characterized by feelings of uncertainty, frustration, alienation, and anxiety, particularly in relation to issues of job security, status, work tasks, co-worker relations, and reporting relationships.
<u>*The study is conducted to understand:*</u>

 a) *To understand the ways through which the resistance to change can be counteract.*
 b) *To make an understanding of the effect of Globalization on the education sector of India.*

<u>*Key Words*</u> *- *Change, *Educational Sector, *Resistance to Change, *Globalization Effect on Education.*

I. INTRODUCTION

More than Thirty Five years ago, Nobel laureate **Amartya Sen** analyzed the crisis in Indian education in his Lal Bahadur Shastri Memorial Lectures on the 10th and 11th of March 1970 at Hyderabad. Rather than attributing the crisis in Indian education to the administrative neglect or to thoughtless action, he pointed out that *the grave failures in policy making in the field of education require the analysis of the characteristics of the economic and social forces operating in India, and response of public policy to these forces* (Sen, 1970). He emphasized that due to the Government's tendency to formulate educational policies based on public pressure, often wrong policies are pursued Unfortunately, even today, the education policies (if any) - particularly on higher education, seek to achieve arbitrarily set goals that are either elusive or pursue halfheartedly.

Despite the fact that change is difficult to do well, it is a very vital aspect to organizational growth and survival. Dismissal record of success is one thing that is shared by the different forms of change. In educational organizational setting, change is required in order to bring about high performance and high quality of education. It should be clearly understood that out of the very many companies that implement change for success, only a few of them are able to succeed. This is the reason as to why it is indicated that change is difficult to implement. Educational organization across the whole world are beginning to see the benefits of change and hence are increasingly beginning to use a new and innovative approach that brings about small and large scale systems of change in different schools especially universities (Fullan, 2001, pp.43).

Change is concerned with shifting from one stage to another or breaks down existing structures and creates new one which develops uncertainty and anxiety among employees because of developing a vague and an unknown situation. Organizational change is defined as the challenge to the way things are normally done in an organization, and as a result individuals feel uncertainty, stress and fears about the potential failure of meeting the new situation (Vakola & Nikolaou, 2005). Competing with important and often unknown challenges, managers of organizations are anxious to know how to survive for future and stay competitive.

Change agents and practitioners suggest that an organization must change its policies, strategies, structures, approaches, culture, and procedures to compete. In the organization, change may be small or large, quantum leap or incremental but requires proper attention because its consequences affect organizational performance, development, reputation, competition and future survival. Although in any sort of situation organizations require proper processes for controlling disruption and challenges. Potentially change in organization is referred to as chaotic and dramatic (Gleick, 1987; Abrahamson, 2000), because transferring from a known to an unknown position can develop particular uncertainties, anxiety and ambiguities. It is important to remember that humans have different individual life experiences, motivational levels, socio-demographic characteristics, knowledge, attitudes, support systems, values, and behavioral patterns (Ilgen and Pulakos, 1999).

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II.   LITERATURE REVIEW:

+ Year 2000 - 2004:

➢   In dynamic world today change in the workplace is a crucial topic, because change is seen primarily as an adaptive response by the system, acting as a whole or through subsystems with specific functions, to maintain itself in balance with a shifting environment (Ian Beeson and Chris Davis, 2000).

➢   The general aim of organizational change is an adaptation to the environment (Barry, 2000). Changes can be defined along a continuum starting in lowscope or evolutionary changes to high-scope or strategic ones. Many researchers like Eby et al., (2000) focused on employee's attitudes and behaviors to effective change programs.

➢   Change might be small or large but are concerned with improvement, variation, alteration or modification of something (Bennett, 2001).

➢   Change management literature shows that employee beliefs, perceptions and attitudes are critical in successful organizational change (Weber and Weber, 2001).

➢   Employee can be happy or excited or angry and fearful when confronted by change (Vakola et al. (2003).

➢   Change is concerned with shifting from one stage to another or breaks down existing structures and create new one (Chonko 2004).

+ Year 2005-09:

➢   Extent of certain individual and workplace characteristics may lead to develop positive attitudes and behaviors for change readiness. These factors are associated with personal, social, environmental, cultural, and organizational services. Since last many decades large number of research studies has been conducted in the domain of change management and advocates individual and workplace factors for employees' readiness to change (Desplaces, 2005).

➢   For the first time the examination of employee's commitment with readiness to change is conducted and positive impacts were drawn by Madsen et al., (2005).

➢   Change is not always positive as in some ways it is negative or both. This means that change may come to alter what is already there either negatively or positively or even both. Researches, as indicated by (Silverman 2005)

➢   The 2006 National Defense Report of Republic of China points out that in order to maintain national combat readiness, further improve the quality of the military personnel, and to better utilize defense resource, it is necessary to adjust the military structure with the changes (National Defense Report, Republic of China, 2006).

➢   Understanding culture of company is important during change because: a) knowing whether culture you work in will be best for the end state of change, and b) knowing how culture will aid or detract from change, c) being aware of culture helps shape thoughts, ideas, and decision making processes during change communication to employees (Green, 2007).

➢   Employees approach organizational change in different ways as some individuals perceive that it can provide opportunities for learning and growth, while others view it as a threat. Successful adjustment to change can result in higher levels of enthusiasm providing opportunities for learning and growth, while poor adjustment to change is characterized by feelings of uncertainty, frustration, alienation, and anxiety, particularly in relation to issues of job security, status, work tasks, co-worker relations, and reporting relationships (Holt et al., 2007).

➢ Depressing reality proves that 70% of change initiatives still fail to achieve their goals. This raises a question about change and its leadership, how change impacts workers day to day performance and can leaders develop needed skills to successfully implement change. (Rowland and Higgs, 2008).

➢ Viewing employee as a centrifugal force, researchers in the main have focused on employee issues to support the development of positive behaviors and attitudes (Cinite et al., 2009).

➢ Within organization, employees have been found to be a useful and successful source for mobilization of organizational assets, while change management has explored the essential and dominant factors for sustaining organizational change programmes (Susanto, 2008; Elias, 2009).

    ✚ Year 2010 Onwards:

➢ Organizations are increasingly required to improve their ability to enhance employees' support or acceptance for change initiatives. In studies that have examined the conditions in which employees support organizational change, researchers have focused on various attitudinal constructs that represent employees' attitudes toward organizational change. The constructs, which frequently serve as key variables in these studies, include readiness for change, commitment to change, openness to change, and cynicism about organizational change. These constructs have distinct meanings and emphases and therefore they can provide us with different information regarding employees' evaluation of and concerns about particular change initiatives. In this literature review, the author discusses how the constructs are defined in the organizational change literature and synthesizes the antecedents of each construct. Based on the discussion, it is proposed that the constructs are susceptible to situational variables, and may change over time as individuals' experiences change; therefore, they are better conceptualized as states than as personality traits. (Wiley Periodicals, Incorporation. in 2011).

➢ Organizations adopt change in order to remain competitive in the market, for that they need competitive strategies like mergers, acquisitions and downsizing and these competitive strategies has negative impact on employees (Shook & Roth, 2011).

III. CHANGE – A NEED FOR EDUCATIONAL SECTOR:

Educational Sector has a track record of profit. The Education sector has shown a marked degree of financial stability and growth potential. There are two key elements:

(a) The sector represents the highest number of profit-making enterprises and also has one of the lowest numbers of loss-making entities.

(b) The sector has a good growth potential.

❖ **Source: http://www.pluggd.in**
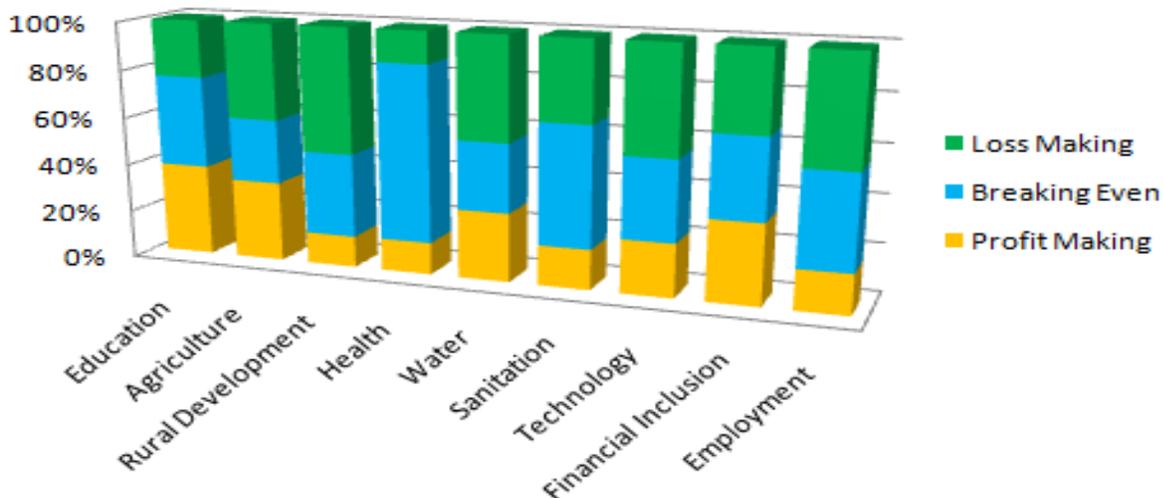
IV. COUNTERACT RESISTANCE TO CHANGE:

There are a number of ways that resistance to change may be countered and make it easy to implement change. The methods of counteracting resistance to change are not always forceful but educative and convincing where those people who are resisting change are made to understand the benefits of this change and the benefits that they and the whole institution will have when the proposed changes are implemented (Fullan, 2001, pp.65). These ways include; education and communication, participation and involvement, negotiation and agreement, facilitation and support, manipulation and cooptation, and explicit as well as implicit coercion (Wagner, 1998, pp.513).

i) Education and communication:

When school leaders adequately communicate with organization members in order to assist them see the usefulness of the change and the logic behind it. Communication in any organization, as indicated by Dubrin (2004, pp.56), is very essential as it makes all people feel that they are recognized in that organization. Lack of proper communication and education makes people reject or refuse a change without knowing its implications. This is achieved through face to face communication, publications, special reports, or even formal group presentations (Bascia & Hargreaves, 2000, pp.75). By educating and communicating to each other, the leader- member relation is strengthened and characterized by mutual trust.

ii) Participation and Involvement:

Educational institution's members who are involved in the process of planning and implementing a change are less likely to resist that that as they are the ones who planned and implemented it. As a result of this therefore, as argued by Easterby-Smith et al (2003, pp.19), leaders and managers of change may allow those people oppose change to express their views on the proposed change indicating potential problems and giving suggestions on the modifications. By doing this, resistance to change will be reduced drastically (Lewis, 2011, pp.12).

iii) Facilitation and Support:

During the process of implementing change, leaders should manifest facilitative and supportive leadership conducts. This is done by listening to teachers' ideas, using teachers' ideas that have merits, and being approachable (Davies, 2002, pp.201). Leaders make the working conditions more pleasant by supporting the organizational members. For instance they may develop the staff by helping them acquire more skills that are crucial in implementing the change especially at difficulty times. Such behaviors are likely to diminish resistance to change (Dessler, 2001, pp.39).

iv) Negation and Agreement:

Through provision of incentives for cooperation, leaders are able to neutralize actual or potential resistance. For example when there is a collective bargaining at school between the school board and different employee unions, employees can be given certain concessions in order to provide their support for a new program proposed by the school leaders (Hargreaves et al, 2010, pp.43). These concessions may be things like bonuses, increased union representations in decision making, and increments in salaries. By doing this, the leaders will be reducing the level of resistance of employees to a proposed change (Chrusciel, 2008, pp.150).

v) Manipulation and Cooptation:

In order to make sure that a change will be successful, school leaders chose to be much selective on the people who are supposed to get information, how much information, the accuracy of that information, and when to disseminate the information (Fullan, 2007, pp.17). Additionally, resistance to change may be reduced by giving the leaders of resisting groups the main roles in decision making about the change. This will help in identifying their views and making sure that they propose something which they cannot resist (Bush & Middlewood, 2005, pp.78). It should be noted that the main reason for seeking the advice of resisters is not to arrive at a better decision but to make sure that their endorsement is adequately captured. These two methods are less costly in influencing potential resisters to accept change but they may backfire especially when the resisters know that they are being tricked (Lieberman, 2005, pp.16). In this case therefore, they should be conducted with great care not to bring about more problems.

vi) Explicit and Implicit Coercion:

Force or coercion should be used as the last resort when all other ways have failed in making people accept change. It should be noted that some changes require urgent or immediate implementation and hence coercion may be used to force the resistors to accept it (Spiro, 2010, pp.89). This can be done by threatening resistors that they will lose their jobs, their salaries will be frozen, or they will be demoted if they do not comply with the change. Coercion should be used with great care since there are negative effects that are associated with it (Horsford, 2010, pp.43). These effects include; alienation, revenge, frustration, and fear which may result in employees' turnover, dissatisfaction, and poor performance (Hussey, 2000, pp.17).

V. EFFECT OF GLOBALIZATION ON EDUCATION – REASON FOR CHANGE

Favorable Impact of Globalization on Education in India:

Education system in India can be dated centuries back to the age of Buddha but, now; there has in fact been substantial improvement in the higher education state of affairs of India in both quantitative and qualitative terms post globalization. Some favorable impacts are as follow:

- ❖ Quality of Education has and will further improve following the amalgamation of universities on worldwide level.
- ❖ Scope of information and communication technology has increased and hence it will benefit the students irrespective of caste and skin.
- ❖ The courses will be diversified as now the students have greater choices to select a course according to their aptitude and interests.
- ❖ Research and development have scaled to new heights and benefits of innovation can be transferred to lowest strata.
- ❖ It has also enhanced mobility of teachers and hence has brought uniformity in teaching quality.
- ❖ Easier access to education around the world and thus increasing the literacy level across the globe.
- ❖ Unification of university education will lead to better global expansion. Quality will improve substantially and students at lower level of social strata will benefit more.
- ❖ Better delivery of higher education will reduce the cost and will obviously enable the economically poor students to get benefited.

Adverse Effect of globalization on Higher education In India:

But, there are some adverse effects of globalization in India also. Some of them have been listed below:

- ❖ Ambiguity in transfer of credit and recognition of qualification can potentially harm the students.
- ❖ Universities are required to function like any other business enterprise and promote the consumption of higher education.
- ❖ Certain unscrupulous foreign institution can take undue advantage of unattended demand in India by offering degrees/diplomas not even recognized in their own country.
- ❖ Indigenous art and culture of country will face a threat of loss in the hands of more powerful trading partner.
- ❖ Professional education will aim at making more profit and not towards the pursuit of knowledge.
- ❖ The values imparted by the Indian culture will not be imparted by any other foreign university.
- ❖ Global higher education can adversely affect the national sovereignty and boost domination of the west and English language.
- ❖ Many private players are in fray as it has become a lucrative business.

VI. CONCLUSION:

Indian Educational Sector is witnessing a tremendous change in its working culture, where earlier the emphasis was on the delivering of the knowledge only now the trend has change with the blend of knowledge and personality development of the student so that the student can be prepared for the successful absorption in the corporate. The need for change in the educational sector have aroused due to the significant change in the working pattern of the organizations.

Today, Organizations are more customer-centric and also formulating new and complex policies to match with the complicated dynamic inversions. For this the need for new talented work force is aroused which can handle the structural changes and implemented them successfully in the organization. For this, an obvious pressure is built on the shoulders of the educational sector to make successful future managers who can balance the operational activities and the change imperatives simultaneously in the organization.

Government is trying to cope up with the pressures of dynamicity in the market and the related pressures. Allocation of funds from the government and the 11th plan, nearly 19% of the budget is allocated for education, which is quite a ramp up from the 7.7% in the previous plan and expenditure on higher education is, for the first time in decades, set to go over 1% of GDP. The HRD ministry is trying to modernize the Indian Education System by leveraging technology in the operations function. The government has plans to provide **Education Degrees online** by the year 2011. According to the plan, the students of schools, technical colleges and universities will be able to get their certificates through a centralized online pool for a fee. The process will involve all affiliated educational institutes to submit their degree to a central repository from where the

students can access their degrees and print them too. The managers of change in educational institutions should ensure that there are enough resources for the implementation of a new change. It is very essential for leaders to understand the views of all people in order to avoid much resistance to change.

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