



A STUDY OF CURRICULUM TRANSACTIONS OF TEACHER EDUCATORS WITH RESPECT TO ORGANIZATIONAL CHANGE MANAGEMENT ON THE BASIS OF TYPES OF COLLEGES

Ms. Jaya Cherian¹ & Karuna Gupta², Ph.D.

¹Asst. Prof., Pillai College of Education and Research, Mumbai.

²Principal, Guru Nanak College of Education and Research, Mumbai

Abstract

Change is an all pervasive aspect of the world we live in. Change is a critical phenomenon for any entity to survive and thrive in response to the demands of its environment. An organization's capacity to survive and grow is determined by its ability to change. All change practices do not lead to success and productivity. Change management is about adopting such practices that are successful in the long run for the organization. The educational sector is witnessing major changes in all its aspects as it endeavors to meet the challenges of globalization, digitalization and so on. Teacher education institutions play a significant role in the educational field as they prepare the teachers who are key change agents. The teacher education institutions have to adopt such practices that would lead to quality transactions in their functioning in all areas especially curriculum transactions. Curriculum transactions are a crucial aspect of educational institutions that sees many change initiatives. This paper focuses on curriculum transactions of teacher educators with respect to organizational change management with type of college as a parameter. A survey was conducted on 40 teacher educators from colleges of education affiliated to University of Mumbai and results were concluded on the basis of quantitative analysis.

Keywords: Organizational Change Management, Curriculum transactions.



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

Change is a vital aspect of growth and development in nature and in society. Change is a constant feature of the world we live in and today it is spurred on by globalization, faster means of communication, ease in accessing a range of information and rapid advances in technological innovations. Change is a critical phenomenon for any entity to survive and thrive in response to the demands of its environment. An organization's capacity to survive and grow is determined by its ability to change. It is critical that organizations adopt significant change practices so as to meet the challenges of the changing world.

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

Organizations that recognize the necessity for change and adapting to emerging situations are the ones that are expected to survive and succeed. Organizational change refers to the movement of an organization from the existing plateau towards a desired future state in order to increase organizational efficiency and effectiveness. (Cummings and Worley, 2005; George and Jones, 2002). According to Daryl Conner, "Change management is a set of principles, techniques, and prescriptions applied to the human aspects of executing major change initiatives in organizational settings." It is about systematically managing the processes of change so as to bring about successful changes in the organization. All initiatives undertaken for bringing about change may not be successful and productive. Change management is about understanding and adopting such practices that are most likely to give the desired results.

The educational sector in order to meet the demands of the changing world have to provide such programmes, facilities, experiences to create learners equipped with necessary skills and knowledge to thrive in the changing world. Teacher education institutions play a significant role in the educational field as they prepare the teachers who are key change agents. The teacher education institutions have to adopt such practices that would lead to quality transactions in their functioning in all areas especially curriculum transactions.

Operational Definition:

Curriculum transactions-It refers to the different methods and techniques adopted for providing learning experiences in teacher education colleges.

Teacher Educators- The teaching faculty in a college of education providing B.Ed. degree course.

Organizational Change Management- It refers to systematically managing change with respect to the learning experiences provided in a college of education.

Objective of the study: To study the curriculum transactions of teacher educators with respect to organizational change management on the basis of type of colleges.

Hypothesis:

1) There is no significant difference in curriculum transactions of colleges of education on the basis of type of colleges.

Sample:

In the present study convenient sampling technique was used. The sample consisted of 40 teacher educators from aided and from unaided colleges of education affiliated to University of Mumbai.

Tools for data collection:

The following tools were used for the study:

Personal Data Sheet; Curriculum Transaction Rating Scale

Inferential Analysis:

The t –test was performed for comparison.

Hypothesis

There is no significant difference in the curriculum transactions of colleges of education on the basis of type of college.

For df: 38, the computed t value is 0.35, while the table value at 0.05 level is 2.02 and at 0.01 level is 2.71. This means that the computed t value is less than the table value at 0.05 and 0.01 level of significance. The computed t value is not significant at 0.05 and 0.01 level of significance. Therefore the null hypothesis is accepted.

Conclusion:

There is no significant difference in the curriculum transactions of colleges of education on the basis of types of colleges.

Discussion:

There is no significant difference in the curriculum transactions of aided and unaided colleges. There is continuous assessment by auditing agencies through NAAC, NCTE, UGC of the institutions affiliated to University of Mumbai this keeps them on their toes and they strive to be updated in their infrastructure and academic areas. The requirements of the auditing agencies keep a check on the organizational structure and functioning of the institutions. There is a lot of similarity with respect to quality assurance and sustenance among the colleges of education. The institutions provide encouragement to the staff to initiate best practices in curricular areas. Teacher educators meet the requisite

qualifications, eligibility criteria whether they are in aided or unaided colleges and are engaged in continuous learning opportunities. There are regular and comprehensive feedback mechanisms that enable the institutions to make requisite improvements to their curricular transactions. In today's digitalized world there is increased ICT integration in the transactions therefore the faculty have to update themselves in this respect irrespective of being in a aided or unaided college. The colleges take up research projects and the staff are encouraged to go for orientation and refresher courses and participate in seminars and conferences, and present papers and have publications so as to update themselves with the latest trends in education. This leads to overall enhancement in the curriculum transactions conducted in the aided and unaided institutions.

Significance of the study: The study will help colleges of education to systematically carry out sustainable change initiatives.

The study will help colleges of education to provide quality curriculum transactions in their institutions.

The study will enable teacher educators update themselves and carry out effective change initiatives in their curriculum transactions.

Conclusion: The colleges of education are implementing various change initiatives with respect to the learning experiences and methodologies that are provided to students so as to meet the challenges of the changing trends in the educational field. It is imperative that they adopt effective change management practices so as to enable the teaching faculty to carry out curriculum transactions that will lead to more meaningful and relevant learning experiences being provided in colleges of education.

References:

Best John and Kahn James. (2006). Research in Education (Tenth Edition), New Delhi: Prentice Hall, Inc.

Kotter P. John. (2012). Leading Change, Massachusetts: Harvard Business Review Press.

Koul Lokesh. (1997). Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.

Pryor, M.G; Taneja, S; Humphreys, J; Amderson, D and Singleton, L (2008) Challenges Facing Change Management Theories and Research. Delhi Business Review Volume 9, No.1 (January-June)

A Theory of Organizational Change. Retrieved from- <http://www.implementaionscience.com>

Effective Change Management in Higher Education. Retrieved from- <http://www.educause.edu/ero/article/effective-change-management-higher-education>