A STUDY ON BEHAVIORAL INTENTIONS OF TEACHING FACULTIES IN ENGINEERING COLLEGES TOWARDS RESEARCH AND TEACHING

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ABSTRACT
The fast developing science and technology admitted the interdependent -link of teaching and research at several stages in University level of education. It is a universally accepted fact that everything that is taught in the academics is a product of someone's research and its publication. The teaching – research interdependent-link has strong impact in adding not only skills necessary to understand research problems but also to the new generations in motivating to undertake further research.

Keywords: Research; Teaching; Engineering; Opinion; Learning; Faculties; Skills

INTRODUCTION
By doing research, the teaching faculties have chance to develop own professional skills, enhance the knowledge of their students; in each of the research project the essence of the teacher is as significant as that of the students. Each teaching day is research day for research teachers. Teaching faculties involved research are different from formal or academic researcher as they are more in creative, innovative and practically meaningful teaching ways that make academics more interesting and valuable for students. Teacher interest and satisfaction are crucial factors that significantly and positively affect student motivation, learning and achievement (Long & Woolfolk Hoy, 2006). In this research study, we creatively highlighted the behavioral ideas engineering Teaching faculties towards teaching and research. Data were accumulated from teaching faculties of several Engineering colleges. Data was collected through in depth-interviews and focus teams. The study gave rise to a device that measures the views of teaching faculties choice of teaching and research. The implications of this study are multi-fold. First it adds to the literature by discovering the impact of choices made by between research and teaching on the imp active learning of students. Secondly, the findings of the study is going to help many university moderators and officials in designing the right interventions for improving teaching and research practices, which propose that belief is a strong determinant of behavior.
OBJECTIVE

In this paper our objective is to throw light on the views of teaching faculties which motivates them for research or teaching. The questions going to be answered are: what are motivates the faculties to opt for research and teaching. What issues hinder the Teaching faculties from opting and un-opting to go for research and teaching? Which steps should the universities take to minimize this gap? All these queries are not looked into too deep but required study has been done.

Nature of Research – Teaching Interdependent Link

The definition of the Teaching-Research Interdependent-link is multi dimensional as following:

- Research-oriented teaching-learning
- Research-based teaching and learning
- Inquiry-influenced teaching and learning
- Research-approved teaching
- Research-connected teaching
- Research-developed teaching
- Teaching-research connectives.

This research study proves that the research carried at the university influences the quality of teaching and student-centered learning. The scholarship of teaching and learning occurs when academic staff systematically investigates into questions related to student learning with a view to improving their own classroom practice and the practice of teaching in their discipline. It involves research on student learning, how it occurs, what it looks like, and how it can be deepened (Hutchings & Shulman, 1999).

There are many scholarly activities that constitute scholarship of teaching and learning. For instance, Braxton and colleagues (2002, pp. 145-146) identified several scholarly activities, unpublished scholarly outcomes and refereed publications as constituting scholarship of teaching and learning activities. These can be designing new syllabus for a course; latest teaching techniques to other Teaching faculties experimentation, continuous evaluation and improvement of new teaching methodologies.

At least a peer refereed publication reporting latest teaching methods are developed.

Magnitude of Research- Teaching Intentions In teaching Faculties

**Normative social influence:** It is defined as "a kind of social influence of other people that leads us to conform in order to be admired and accepted by them. Normative social influences serve as strong motivators in developing interest to do research or teaching.

**Professional Efficiency:** It refers to commitment in professional life

**Self-management:** It can be defined as the self application of behavior change strategy that gives rise to a desired change in behavior.

**Expertise:** It means competency

DATA ANALYSIS

Questionnaires were given to 100 faculties of engineering colleges in Andhra Pradesh and Telangana states have been asked to mark their intentions on opting for research and teaching. Ninety percent of the teachers completed the questionnaire in usable form.

In Your Opinion Which Qualities Do The Faculties Need For Teaching Effectively?

1. Good Presentation skills
2. Good Character and Personality
3. Experience and seniority in the college
4. Communication Leadership skills
5. Doctoral degree
6. Managerial skills.
7. Evaluation skills.
8. Subject knowledge
9. Class room control
10. Ethical Values

What Are The Criteria Used in Your College For Apprising Teaching Faculties?

1. Teaching qualities
2. Student feedback
3. Depends on unpredictable mood of the management.
4. Publications in research Journals
5. Conducting faculty development programmes and workshops
6. Caste based considerations
7. Guest lecture visits
8. Professional and subject knowledge
9. Student performance or result
10. Experience
11. Commitment
12. Participation in Conferences
13. Soft-skills and communication skills
14. Good Analytical abilities
15. Guiding and supervising PhD Students
16. Feedback from Head of the Department
17. Industrial visits
18. Collaboration with foreign universities
19. Help students to get Good placement
20. Quality and quality of Research

Who Is Role Model For Choosing Teaching Or Research As Your Preference?

1. Family members
2. The Prefix “ Dr.”
3. Famous Researchers
4. College Principal
Which Factors Do You Consider To Be Important For Choosing Research As Career?

1. Good reputation
2. Promotion tool
3. Salary hike
4. Better employment Chances
5. Desire for research
6. Goals materialization
7. cannot say
8. Rate race for livelihood
9. Fake faculty opportunities
10. Social fame

How Much Time Do You Hope To Spend Per Week In Teaching?

1. 20 classes a week
2. Depends on HOD’s mood.
3. 15 hours a week
4. 60 % college time in a week
5. Cannot say

Which Are The Disadvantages In Your Opinion For Choosing Teaching Profession For Career Development?

1. Less salary
2. Fake presentation in front of seniors and students
3. Slaking career growth
4. No jobs in other sectors, so teaching is only option to survive for now.
5. Harassment by College management or Colleagues
6. Feeing bore because of routine lecturing
7. Class room management is troublesome
8. Bad evaluation system
9. Middle class job
10. Less chances of getting good matches for Marriage.
CONCLUSION

It can be concluded that 63% of teaching faculties opt for research for career development and better salary in engineering colleges and 52% teaching faculties have strong dislike for opting research as they think that they are not paid extra as it is not the integral part of the job.

REFERENCES


3. Long & Woolfolk Hoy, 2006