
Role of “Unity of Teaching and Research” For Improving Quality of Education

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ABSTRACT

The 19th century German model of higher education, with its emphasis on the unity of teaching and research, was the model emulated by several of what were to become the most significant universities in the world. The German model has its origins in the philosophy of the German Educationist & Philosopher, Wilhelm von Humboldt. The university model played a significant role in the educational and economic ascendance of Germany in the late 1800s. Thus, research has been considered as one of the most important aspect for improving the standard or quality of Education. But nowadays the qualities of researches are deteriorating and the question become inevitable that Is research improves quality of Education or unnecessary burdens the teachers? The research paper focuses on the “unity of teaching and research” and its importance and implications in the current educational scenario. The researcher has attempted to give an insight about current attitude of teachers towards the unity of teaching and research. A questionnaire has been developed & the data from a higher educational institute has been collected for probing into the attitude of teachers towards unity of teaching and research for the improvement of quality of education.

KEYWORDS: *Unity, Research, Teaching, Education, Quality*

UNITY OF TEACHING AND RESEARCH:

The unity of teaching and research implies research accompanied with teaching process. Thus number of research papers, articles, chapters, books etc. published with teaching constitutes integration of teaching and research. Though a teacher always does research to improve his/her classroom teaching, but here we are only considering those researches which are being published in an approved platform. So, here integrating research with teaching implies the research work being accomplished by a faculty to either improve classroom-teaching or contributing something to the ocean of knowledge with evidence of doing it. The American scholar, Burton Clark (1997, 242), has argued that "research activity can and does serve as an important mode of teaching and a valuable means of learning." Thus, the current research focuses on the problems faced by teachers in integrating research with teaching.

RELATED LITERATURE

Miyasaka Masahide(2005), had talked about the trends of historical research on the founding Berlin University and Humboldt’s idea of a University in Germany. Prof. Miyasaka opined that Humboldt’s idea of university is still relevant & internationally renowned and often quoted as the fundamental ideology of a university. The success of his idea was based on the fundamental

philosophy of New Humanism which consists of several elements viz. the unification of research and education, the freedom of research and education, the evaluation of a university as a research institute.

HerbstJurgen, (USA), the history of American Professional Education, focuses on the role of colleges and universities played in the development of American professional education at the end of nineteenth century. Herbst viewed that in the history of Modern American professional education, the transition from colleges to the age of universities required hybrid nature of these institution. In other words, to maintain the reputation of the university, the faculty has been expected to indulge in research and advance their energies in theoretical understanding with research and publishing.

Hata, Takashi, Japan, Prof. Hata mentioned how Japan has introduced the notion of a University.

Prof. Hata has given some fundamental characteristics of a university as: the university as a union of teachers and students, the professors were employed as per their qualification, the systemization of knowledge for education and the creation of a scholarly world i.e. through active research. He opined “University is not just a institute of higher education but rather an institution of higher education providing a comprehensive system including, amongst others, the four faculties of literature, science, law and medicine.”

“Marsh (1984; 1987; Marsh & Overall, 1979) posited a model identifying the major potential factors in the nexus between teaching and research, and how these various factors were related. In this model, the near-zero relation between teaching and research outcomes is a function of the counterbalancing positive relation between teaching and research abilities and the negative relation between time required to be effective at teaching and research and, perhaps, the motivation to be a good researcher and a good teacher. In this model, the ability to be a good teacher and the ability to be a good researcher were posited to be positively correlated, whereas the motivation and time to be a good teacher and a good researcher were negatively correlated. Hence, the observed relation between actual teaching and research effectiveness were almost uncorrelated – the net effect of the counterbalancing influences.”

“Brew (1999) and Smelby (1998), argued that the relation between teaching and research differs depending on how knowledge is viewed, it likely to be different at the under- and post-graduate levels. Brew claimed that if knowledge is viewed as objective and involves the creation or discovery of knowledge, “it would seem consistent to think that it requires transmission and absorption through a separately conceptualized teaching process” (Brew, 1999, p. 296). But, if knowledge is viewed as a product of communication and negotiation, then “the relation between teaching and learning becomes an intimate one”. She suggested that research and teaching are not so distinct in academics’ minds, as we find in most of the studies. The evidence from our various studies, which are based on the products of these various conceptions of teaching and research, provide no support for this view. We devised a study to tease out different conceptions of learning and teaching, with little gain. Teaching, in this and previous studies, is not narrowly conceived as lecturing, or research as publications, as Brew claimed. Instead, the process and products of research have been investigated from a variety of perspectives with little evidence of relations between teaching and research. We are not suggesting that research and teaching is not linked in the mind of the academic (indeed it is), but we are claiming there is no evidence of the effects of this thinking in the outcomes of teaching and research.”

Brew and Boud (1995, 272) called for "more fine-grained studies," focused on how academics experience teaching and research. They hypothesised that "if there is a link between the two it operates through that which teaching and research have in common; both are concerned with the act of learning" (p. 261). They suggest, "teaching and research are correlated when they are co-related" (ibid.) and in conclusion suggest that one way to achieve this is to "exploit further the link between teaching and research in the design of courses." (p. 272).

Brew (1999, p. 299), argues that "the relationships between teaching and research are dynamic and context driven." The contexts include whether university researchers see research as an objective product or as a process of inquiry and whether teaching is seen as transmission of what is known or an exploration of what is not known by students. "If researchers recognize the ways in which their activities parallel those of students and take steps to involve students in research-like activities, research can inform practice in facilitating learning." (ibid., p. 298).

Elton (2001), as well, having reviewed the research evidence on teaching/research relations, has similarly argued that there can be a "positive nexus between research and teaching ... under particular conditions." These he sees less in terms of the outcomes (e.g., published papers of staff) than of the extent to which students learn through some form of student-centered or enquiry-based approach, e.g., problem-based learning.

Barnett (2000, 63) sees universities as needing to support students (and through them as graduates, society at large) to cope with the 'super complexity' of societies that are continually undergoing changes developed through the advance of knowledge. "In that context the issue is whether lecturers adopt teaching approaches that are likely to foster student experiences that mirror the lecturers' experiences as researchers." Again, this is pushing us to see such aspects of research as for all students and all (higher education) institutions.

RESEARCH QUESTIONS:

Q-1 What is the meaning of Unity of Teaching & Research?

Q-2 What is the attitude of teaching fraternity towards the unity of teaching and research?

Q-3 Which kind of problem encountered by teaching faculties while integrating research with teaching?

SAMPLE:

A small sample of 40 university and college teachers comprise the field of Education, Engineering, Applied sciences, Law and Literature has been taken.

METHODOLOGY:

A questionnaire is prepared in the form of "google form" and e-mailed to 40 faculty members of different fields comprising Humanities, Sciences and Literature. The questionnaire has 15 MCQs (close ended) and 2 descriptive questions (open ended). The questions will be analyzed and tables or graphs be made out of them to finally interpret the analysis.

ANALYSIS:

The analysis shows maximum numbers of teachers from different field are opined that research do increase the quality of teaching but the time they get for conducting the research is not enough. The time they devoted for the work assigned to them apart from teaching won't allow them to engage themselves in teaching. There were few percent of total teachers surveyed who believed that research is limited to sciences only. Thus majority of them understand the importance of research in every spare or field of teaching. The majority of teachers also believe that to improve quality of teaching they must be allocated few hours of teaching so that they can utilize rest of the time for research and hence increase their efficiency of teaching further. The following table-1 also shows that the task of research is entirely will based as most of the teachers agreed that the research work is will-based and can't be forced to just for the sake of formality.

Table-1

Analysis of Attitude of Teachers towards the Unity of Teaching and Research

Questions	Yes	No	May Be
Do you think teaching skills get enhanced if research is done along with it?	79.13	6.91	13.8
Should researches be limited to science only?	6.9	86.2	6.8
Should research be done by only those who are willing to do it	58.6	27.6	13.7
Does research improve the quality of Education?	75.9	3.4	20.7
Should research and teaching be done by different departments?	27.6	55.2	17.2
In your opinion, should the teachers be provided extra time for research, beside teaching?	96.6	3.4	-
Teaching load should be less, if one wants to do research with teaching.	79.3	6.9	13.8
Teaching and Research domains should be different and one who wants to do either, should do it.	35.7	42.9	21.4
Do you think research should be based purely on will, not for some extra benefits?	75	21.4	3.6
Do you think research can't be separated from teaching?	65.5	34.5	-
Should research be an integral part of the Teaching?	72.4	17.2	10.3

According to above stated data, approximately 80% teachers believed that research helps in improving the teaching skills or methodology, while only 7% do not agree with the statement. Some people believed that research is only confined to sciences but as per our collected data, most of the teachers opined that it is not only related with sciences. 86% of the respondents favored that research can be done in any field while mere 7% thinks it is limited to sciences. While 59% teachers believed that research can be done by only those who are willing to do it, 55% think both should be done within the same department. It is very clear from the above mentioned table 1.1 that around 97% teachers demand extra time for research work and 80% want teaching load to be reduced to pursue quality research. 75% of the respondents discouraged that research should be based purely on will, not for some extra benefits and thus around 72% take it as an integral part of teaching.

The above data (Figure 1) clearly shows the importance of research among teachers but the only thing they require is extra time to involve themselves actively in research activities.

Figure-1

Research and Teaching

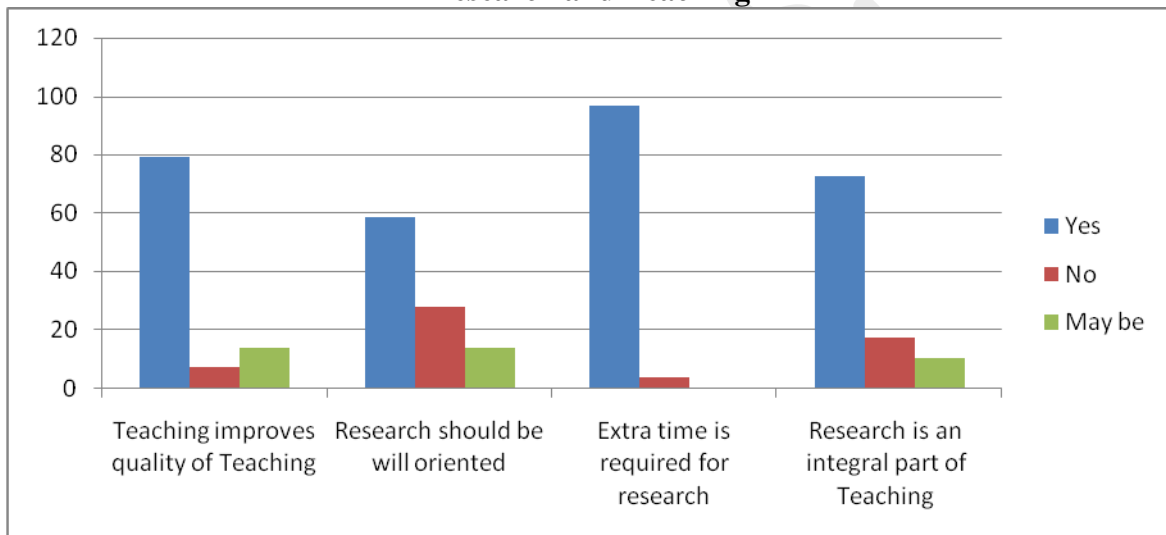
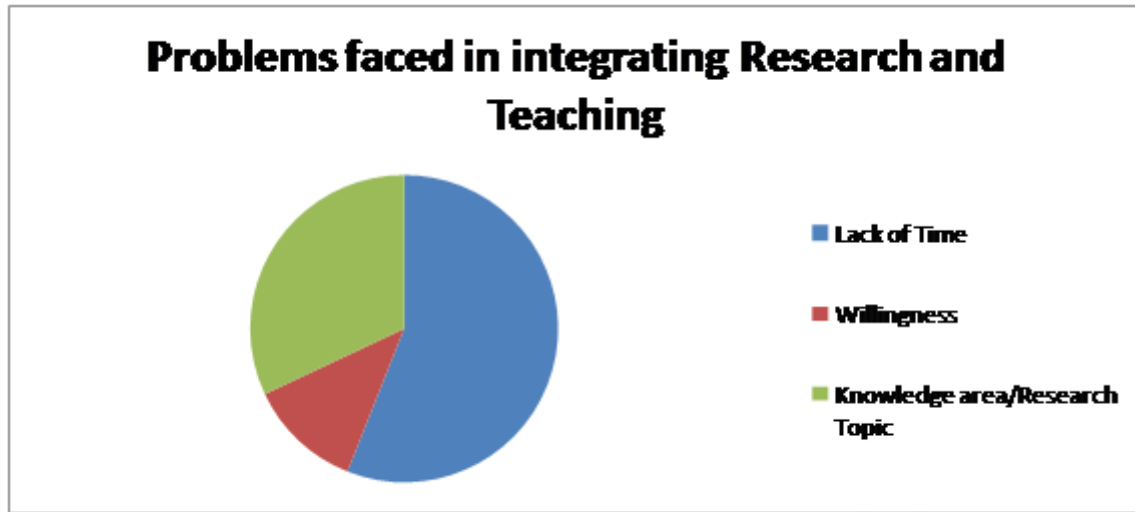


Table-2

Analysis of problem encountered by teaching faculties while integrating research with teaching

Research Question	Lack of Time	Willingness	Knowledge area/Research Topic
Q-1 Problem faced in integrating of Research and Teaching	56%	12%	32%

Figure-2



It is evident from the above table-2 and figure-2 that maximum faculty felt that time is the biggest barrier for abandoning their research work followed by lack of guidance about the area of research topic in which they will research. Only few around 12% teachers say they are not willing to do integrate research. Thus we can say that provided additional time with proper guidance to select topic may increase the integration of research and teaching.

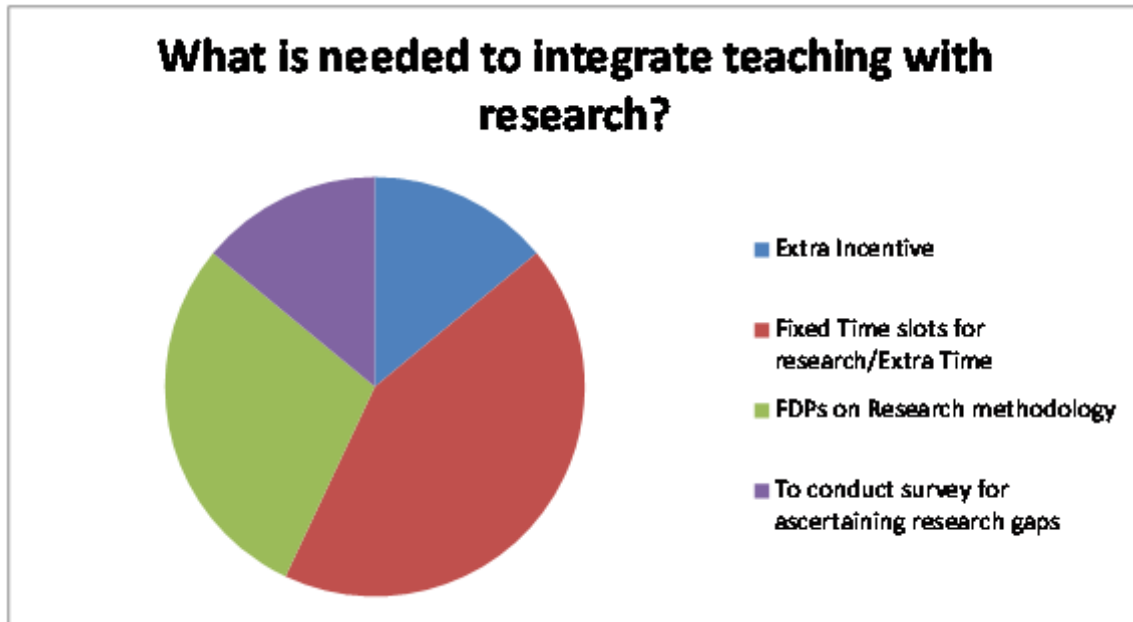
Now the question arises what can be done to integrate research with teaching. In this context, around 43% teachers opined that they should be given some fixed time-table for research along with teaching time table. In that case they can devote proper attention to both teaching and research. Secondly, the main difficulty with which teacher encountered is the selection of topic or research area and for that approx. 30% faculty asked for FDP or some specialized guidance. There were around 14% teachers who believed that some extra incentive for research should be granted to motivate them to engage themselves for research along with their teaching tasks.

Table-3

Analysis of problem encountered by teaching faculties while integrating research with teaching

Research Question	Extra Incentive	Fixed Time slots for research/Extra Time	FDPs on Research methodology	To conduct survey for ascertaining research gaps
Q-2 What is needed to integrate teaching with research?	14%	43%	29%	14%

Figure-3



CONCLUSION:

The research paper concludes that research is the integral part of the teaching provided given quality time to it for better results. A fixed slot in the weekly time-table can do wonders or may a small incentive. But we can't escape from the research if involved in a teaching process at any level. The above analysis tells us about the over-burdening of teachers with academic work is not allowing them to involve in research work. Thus, following suggestions can be implemented to integrate research with teaching:

- Extra time for research along with teaching to teachers
- Monetary incentive to do quality research along with teaching
- Fixed time-slot in a day or fixed day in a week only for research work
- Faculty development programs to identify research areas as per the interest of faculty
- Seminars or workshops on writing research papers
- Counseling sessions for teachers to tell them about importance of research

A research activity can and does serve as an important mode of teaching and a valuable means of learning.

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