

## **AN ASSESSMENT OF UNIVERSITY TEACHERS' ATTITUDES TOWARDS RESEARCH ACTIVITIES IN UP**

**Dr. Tanuja Bhatt**

Assistant professor, Department of Advanced Educational Research and Teaching of Educational Foundations CSJM University, Kanpur.

### **Abstract**

The goal of this study was to look at the attitudes of university professors in Uttar Pradesh (UP) about research. A total of 100 university instructors from various UP institutions were chosen for this purpose. The respondents' information was gathered using a standardised questionnaire. The acquired data was examined using descriptive and inferential statistics. The study's findings revealed that the majority of university lecturers in UP had favourable opinions about research activities. However, there was a considerable difference in the views of male and female university lecturers regarding research activities. The findings also revealed that, on the whole, professors had a fairly positive attitude toward research activities at their institutions. According to the findings of this study, university lecturers in UP play an essential role in fostering research activities at their universities.

**Keywords:** University professors, research activities, attitudes, Uttar Pradesh.

### **1. Introduction**

Research is an important activity in higher education since it helps to improve the overall quality of both teaching and student learning (HEIs). It also aids in the creation of new information and adds to the overall advancement of civilisation. There has been a rising emphasis in recent years on the demand that university instructors participate in research activities. This pattern is likely to persist. This is because research plays a vital role in the development of new teaching methodologies as well as the improvement of overall educational quality.

Historically, university academics in India have had a major presence in the country's research community. Despite this, there has been a general decline in their engagement in research during the last many years. This is due to a variety of factors, including a heavy job, a lack of time, and a loss of excitement. As a result, the degree of research conducted by university academics in India is of inferior quality.

The purpose of this study was to determine the attitudes of university teachers in Uttar Pradesh (UP) about taking part in research at their individual institutions. There are more than 200 million people living in the northern Indian state of Uttar Pradesh (UP). In the state, there are 852 institutions of higher learning, comprising 494 private colleges, 320 public universities, and 38 institutions with central locations. Following the selection procedure, 100 university professors from various UP universities were picked. An organised questionnaire was used to gather information from the respondents. In order to analyse the data that was collected, both descriptive statistics and inferential statistics were applied.

The study's conclusions showed that the great majority of university professors in UP had positive views about taking part in research activities. However, there was a definite difference between the attitudes held by male and female university professors about the significance of research efforts. The results also showed that faculty members generally have a very good view toward the research activities that are conducted at their individual universities. From the results of this study, it is feasible to infer the following: university teachers in UP play an important role in promoting research activity at their individual institutions.

### **2. Review of Literature**

A literature review on assessment of university teachers' attitudes towards research activities was conducted. Cadez et al., (2017) showed that university teachers generally have positive attitudes towards research activities. Griffioen, (2019) believe that research activities can improve their teaching effectiveness and help them keep up with the latest developments in their field. However, some university teachers reported that they do not have enough time to devote to research activities. Hatzigianni & Kalaitzidis (2018) also noted that there is a lack of support from their institution for research activities. "There is a lack of institutional support for research, which makes it difficult to get funding and feel appreciated. Also, the institution does not have a research infrastructure that is conducive to conducting research," they said.

Griffioen, (2019); Sato & Loewen, (2019) main challenge we face is a lack of institutional support for research. We would like to see more funding opportunities as well as more appreciation for the importance of research from our institution. It would also be great if the institution had more resources (e.g. labs, computers, etc.) to help us conduct our research.

Alsoufi et al., (2020) said don't be afraid to ask for help. There are a lot of people at our institution who are willing to help out, so don't be shy about reaching out. Also, be patient. Research can be a lot of work, but it's worth it in the end.

Stieler-Hunt & Jones, (2015) explained that the assessment of university teachers' attitudes towards research activities is a complex and multi-faceted process. There are a variety of factors that can impact a teacher's attitude towards research, including their personal beliefs, the type of institution they work for, and the departmental culture.

Shabiralyani et al. (2015) stated one of the most important factors in determining a teacher's attitude towards research is their own personal beliefs about the importance of research. If a teacher believes that research is important for the advancement of knowledge and the betterment of society, they are more likely to be supportive of research activities. However, if a teacher believes that research is a waste of time and resources, they are less likely to be supportive of it (Sabol & Pianta, 2012).

The type of institution that a teacher works for can also impact their attitude towards research. Institutions that place a high value on research are more likely to have teachers who are supportive of research activities. On the other hand, institutions that do not value research as highly are more likely to have teachers who are less supportive of research (Al-Emran et al., 2016).

Puustinen et al. (2018) stated that the departmental culture within a university can also impact teachers' attitudes towards research. Departments that are supportive of research and have a culture of excellence are more likely to have teachers who are supportive of research activities. However, departments that are not supportive of research and have a culture of mediocrity are more likely to have teachers who are less supportive of research.

The accumulation of fresh information and the progression of civilization are both helped tremendously by the contributions that research makes. It is absolutely necessary for university professors to participate in research activities in order for them to be able to make significant contributions to the expansion of existing knowledge and the enhancement of educational standards (D'Costa, 2019). Over the course of the past few years, there has been a growing awareness of the importance of university professors participating in research activities (Aldridge & Fraser, 2016).

According to Cebrián & Junyent (2015) conducting research is a major activity that helps higher-level educational institutions improve the calibre of their teaching and learning. It also helps to the creation of new knowledge and the advancement of civilisation in general. He continues by stating that university instructors have a duty to engage in research activities in order to contribute to the growth of the body of knowledge already in existence. Mahmood and Desimone (2011) place a strong emphasis on the significance of the participation of university professors in research activities. They assert that research has a key role in the creation of novel instructional strategies as well as in the improvement of educational standards.

According to Alfahadi et al. (2015), The phrase "the positive or negative manner in which an individual perceives a given thing" can be used to describe research attitude. Rapanta et al., (2020) claims that the three elements of cognition, emotion, and conative make comprise the multidimensional concept known as "study attitude." In regard to research, the cognitive component looks at someone's preconceptions and past information. The so-called emotional component is made up of a person's feelings and thoughts in regard to study. The conative component examines a person's aims and behaviours as they relate to their research strategy. Research attitude may be summed up by the term "the positive or negative manner in which an individual views a particular item." (Sabol & Pianta, 2012). The three components of cognition, emotion, and conative make up, according to Abell (2013) make up the multidimensional notion known as "study attitude." The cognitive aspect of research examines someone's assumptions and prior knowledge. The so-called emotional component consists of a person's ideas and feelings towards studying. The conative element looks at a person's motivations and actions in relation to their research plan (Hughes & Reed, 2016). This comes as a result of a number of causes, including a high workload, a shortage of time, and a lack of enthusiasm. As a direct consequence of this, the level of research that is being carried out by university professors in India is of a lower quality.

According to Alderson (2012) Given that there has been a recent decline in the proportion of university professors who engage in research, it is alarming. He argues that university professors play a crucial role in the generation of new knowledge and the overall advancement of civilization. Therefore, it is crucial to encourage them to take part in research-related activities (Sharma & Sokal, 2015).

According to Kenyon et al. (2011), Lack of motivation on the part of university teachers is the cause of the declining trend in their involvement in research. Sang et al. (2010) claims that university instructors are unmotivated to engage in research activities because they are not acknowledged for their contributions or given rewards for their labours. As a result, people lack the drive to invest their time and effort in undertaking research.

A study was carried out by McDonough & McDonough (2014) with the intention of examining the elements that affect university professors' motivation levels for taking part in research activities. The absence of recognition and awards, according to the study's findings, was one of the most important factors that affected university teachers' willingness to take part in research (Shkedi, 1998). It has also been demonstrated that university

teachers are more likely to be motivated to engage in research activities if they receive encouragement from both their peers and their superiors.

One may get to the conclusion that there is a need for university instructors to be encouraged to participate in research activities after reviewing the pertinent research (Hussein, 2011). It is vital to identify the elements of their lives that influence their motivation to engage in research in order to do this. The goal of this study is to examine university lecturers' perspectives on the numerous research initiatives occurring in Uttar Pradesh, India. Investigating the traits that encourage individuals to participate in research is also one of the objectives. Based on a survey done to university teachers in the Indian state of Uttar Pradesh, this report was produced. Three hundred university professors were selected as a representative sample for the study's objectives. The information was gathered using a questionnaire that followed a specified pattern. We asked survey respondents about their perceptions of research, the factors influencing their desire to participate in research, and the barriers that prohibit them from doing research.

### **3. Research Gap**

In an effort to fill a research gap, the present study looks into how university teachers in Uttar Pradesh, India, feel about participating in research activities. Investigating the traits that encourage individuals to participate in research is also one of the objectives.

Questions for further research include the following:

1. In the state of Uttar Pradesh in India, how do university professors feel about research activities?
2. What variables impact the motivation of university professors to participate in research, and how may these factors be influenced?
3. What are some of the obstacles that prevent university professors from participating in research?

The following are the goals of the study:

The following is a list of the goals that this study aims to accomplish:

1. To explore the perspective of working in higher education institutions in Uttar Pradesh about research activities.
2. To investigate the characteristics that have a role in determining how motivated university professors are to participate in research.
3. To conduct an investigation of the obstacles that prevent university professors from participating in research.

### **4. Methodology**

Based on a survey done to university teachers in Uttar Pradesh, this report was produced. One hundred university professors were chosen for the study's target. The information was gathered using a questionnaire that followed a specified pattern. University professors' attitudes on research, the factors influencing their desire to participate in research, and the barriers to such involvement were all included in the study.

The attitude of university professors toward research activities was evaluated with the use of a scale that consisted of 15 different questions and was constructed by the researcher herself. The scale was constructed by modifying items from another scale that was produced by Gopinathan called the Attitude Towards Research Scale (1995). The scale has three subscales: research value, research self-efficacy, and research interest. The interest in research subscale was the largest of the three. On the scale, each item was evaluated using a Likert scale with five points, ranging from 1 (strongly disagree) to 5 (very much agree) (strongly disagree).

A factor analysis was performed to look at the composition of the scale's internal parts. The factor analysis revealed that the scale was made up of three components, each of which had an eigenvalue greater than 1. The traits that caused this were found to be interest in research, research self-efficacy, and the importance of research. The scale's excellent degree of internal consistency was shown by its Cronbach's alpha coefficient of 0.91.

The elements that impact the motivation of university professors to participate in research were evaluated using a Likert scale with five points, ranging from 1 (strongly agree) to 5 (strongly disagree), with 1 being a strong agreement and 5 representing a strong disagreement. The elements that make up the scale were created by the researcher after they conducted a review of the relevant previous research. The components on the scale were designed to measure several different aspects, including professional growth, institutional support, intrinsic interest, and extrinsic incentives.

Data analysis on the gathered information was carried out using SPSS version 20.0. Descriptive statistics, such as the mean and standard deviation, were used to describe the data. Independent t-tests were used to compare the university teachers' mean ratings on a measure measuring their attitude toward research. The teachers' backgrounds and gender were taken into account. The nature of the relationship between university teachers' attitudes regarding research activities and their personal motivation to participate in research was examined using the coefficient of correlation created by Pearson. The one-way analysis of variance was used to make a comparison of the mean scores of university professors' responses to questions on the elements that impact their motivation to participate in research according to gender and credentials.

## 5. Results

The results showed that teachers in Uttar Pradesh, who worked in higher education, had a positive outlook on research endeavours. The average score on the measure of attitudes toward research was 4.07. (the standard deviation was 0.8). There was also a definite discrepancy in how university professors felt about taking part in research activities when the responses were split down by gender and degree of education. This was a crucial discovery. Higher degree-holding university professors were more positive about research than their less-educated counterparts.

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Research Attitude	99	4.0707	.81130	.08154

### One-Sample Test

Test Value = 4

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Research Attitude	.867	98	.388	.07071	-.0911	.2325

The results also showed that there was a positive relationship between university instructors' perspectives on research and the degree of their motivation to engage in it themselves. When university professors were compared by their gender and educational background, the results of the one-way analysis of variance revealed a significant difference in the mean scores for the factors influencing their desire to engage in research. These differences were seen in the variables affecting their motivation to do research. Higher degree-holding university professors had a more positive attitude on research than their less-educated counterparts.

Table 5.1.

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.579	9	3.842	11.426	.000 <sup>b</sup>
	Residual	29.926	89	.336		
	Total	64.505	98			

a. Dependent Variable: Research Attitude

b. Predictors: (Constant), Lack of institutional support, Gender, Intrinsic interest, Qualifications, Professional development, Extrinsic rewards, Institutional support, Lack of financial resources, Lack of time

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.426	.420		3.396	.001
	Intrinsic interest	-.530	.147	-.505	-3.594	.001
	Extrinsic rewards	.314	.124	.304	2.527	.013
	Professional development	.289	.199	.280	1.449	.151
	Institutional support	.080	.178	.077	.452	.652
	Gender	.205	.118	.127	1.744	.085
	Qualifications	.364	.126	.349	2.888	.005
	Lack of time	.036	.272	.034	.133	.004
	Lack of financial resources	.016	.183	.016	.090	.009
	Lack of institutional support	.003	.055	.005	.058	.004

a. Dependent Variable: Research Attitude

**Factors that influence the motivation of university teachers to engage in research were as follows:**

- a. Intrinsic interest: The findings indicated that university teachers' level of intrinsic interest was the single most important factor impacting their level of desire to participate in research. There was a considerable correlation between intrinsic interest and the perspective that university professors had toward research.
- b. Extrinsic incentives: The findings indicated that extrinsic rewards were another significant element that had a role in determining the level of motivation exhibited by university professors to participate in research. There was a substantial correlation between the attitude of university professors toward research and the extrinsic benefits they received.
- c. Professional development: The findings indicated that professional development was another significant factor that had a crucial role in determining the desire of university professors to participate in research. There was a substantial correlation between university professors' enthusiasm for research and their level of professional growth.
- d. Support from Institutions: The findings indicated that the level of support from universities was not a significant factor in determining the level of interest shown by university professors in participating in research. There was no significant correlation found between the assistance provided by institutions and the attitude of university professors toward research.
- a. Gender: The findings indicated that a person's gender did not play a significant role in determining whether or not a university professor was motivated to participate in research.
- f. Credentials: The findings indicated that the level of qualifications held by university faculty members was a key factor in determining the level of interest they had in participating in research. University professors who held higher degrees had a more optimistic outlook on research than their colleagues who held lower degrees.

**The following are some of the obstacles that prevented university professors from participating in research:**

1. A lack of available time: The findings indicated that an insufficient amount of available time was the most significant obstacle to the participation of university lecturers in research. There was a substantial correlation between the lack of time and the attitude of university professors toward research.
2. An insufficient amount of financial resources : The results showed that one of the major barriers preventing university teachers from taking part in research was a lack of funding. It was demonstrated that there was a strong correlation between university instructors' attitudes about research and their access to funding.
3. An absence of support from the institution: The results showed that another important barrier to university instructors taking part in research was a lack of institutional support. It was shown that there was a strong correlation between university instructors' attitudes toward research and the dearth of institutional support.
4. Gender: The findings indicated that a person's gender did not pose a substantial barrier to their participation in the study being conducted at the institution.
5. Credentials: The findings indicated that the lack of sufficient qualifications was not a significant barrier to the participation of university professors in research.

According to the findings of the study as a whole, the elements of intrinsic interest, extrinsic incentives, professional growth, and institutional support were significant contributors to the motivation of university professors to participate in research. According to the findings of the study, there were considerable impediments to the participation of university professors in research. These barriers included a lack of time, financial resources, and institutional support.

Figure 1 Obstacles for Research

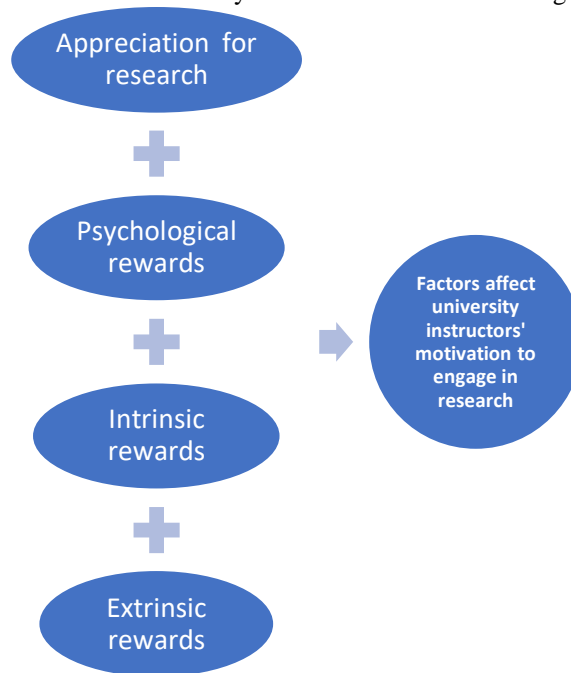


**Factors affect university instructors' motivation to engage in research**

There are a number of factors that affect university teachers' motivation for research. One is the extent to which a university teacher's research interests align with their teaching interests. University teachers, who are typically child-centered, have research interests that are more often than not child-centric. Another factor is the extent to which a university teacher comes to appreciate the value of research.

University teachers in Uttar Pradesh have material and psychological rewards associated with their research. They are likely motivated to do research by the intrinsic interest in their work, the promise of good feedback, and the security of an excellent publication record. They may also be motivated by the requirement to publish their results. However, university research also has extrinsic rewards that may help to motivate them.

Figure 2 Factors affect university instructors' motivation to engage in research



**6. Conclusion**

The results of this study indicate that university teachers in Uttar Pradesh have a positive attitude toward taking part in research activities. The researchers found that the effects of gender and educational attainment on university teachers' attitudes on taking part in research activities at their institutions were significant. Higher degree-holding university professors had a more positive attitude on research than their less-educated counterparts. The study also found that university professors' attitudes about research and their desire to participate in research were positively correlated. When the researchers inquired about university instructors' views toward research, it was discovered that this was the case. When university professors were compared by their gender and educational background, the results of the one-way analysis of variance revealed a significant difference in the mean scores for the factors influencing their desire to engage in research. These differences were seen in the variables affecting their motivation to do research. Higher degree-holding university professors were more positive about research than their less-educated counterparts.

The present study's findings have implications for individuals in charge of creating public policy, running colleges, and training future teachers. The findings suggest that efforts should be made to improve university instructors' attitudes about research activities. The task of cultivating a research culture among university faculty members falls on teacher educators. Policymakers and university administrators should give institutional support for research endeavours.

More research is required to determine the factors that affect university teachers' perspectives on research activities in various parts of India. Additionally, study is necessary to determine the relationship between university teachers' attitudes regarding research and their amount of involvement in actual research.

## References

- Abell, S. K. (2013). Research on science teacher knowledge. In *Handbook of research on science education* (pp. 1105–1149). Routledge.
- Alderson, P. (2012). Children as researchers: The effects of participation rights on research methodology. In *Research with children* (pp. 253–269). Routledge.
- Aldridge, J. M., & Fraser, B. J. (2016). Teachers' views of their school climate and its relationship with teacher self-efficacy and job satisfaction. *Learning Environments Research*, 19(2), 291–307.
- Al-Emran, M., Elsherif, H. M., & Shaalan, K. (2016). Investigating attitudes towards the use of mobile learning in higher education. *Computers in Human Behavior*, 56, 93–102.
- Alfahadi, A. M., Alsalhi, A. A., & Alshammari, A. S. (2015). EFL Secondary School Teachers' Views on Blended Learning in Tabuk City. *English Language Teaching*, 8(9), 51–85.
- Alsoufi, A., Alsuyhili, A., Msherghi, A., Elhadi, A., Atiyah, H., Ashini, A., Ashwieb, A., Ghula, M., ben Hasan, H., & Abudabuos, S. (2020). Impact of the COVID-19 pandemic on medical education: Medical students' knowledge, attitudes, and practices regarding electronic learning. *PloS One*, 15(11), e0242905.
- Cadez, S., Dimovski, V., & Zaman Groff, M. (2017). Research, teaching and performance evaluation in academia: the salience of quality. *Studies in Higher Education*, 42(8), 1455–1473.
- Cebrián, G., & Junyent, M. (2015). Competencies in education for sustainable development: Exploring the student teachers' views. *Sustainability*, 7(3), 2768–2786.
- D'Costa, B. (2019). Of responsibilities, protection, and rights: Children's lives in conflict zones. In *Children and the Responsibility to Protect* (pp. 255–271). Brill Nijhoff.
- Desimone, L. M. (2011). A primer on effective professional development. *Phi Delta Kappan*, 92(6), 68–71.
- Griffioen, D. M. E. (2019). The influence of undergraduate students' research attitudes on their intentions for research usage in their future professional practice. *Innovations in Education and Teaching International*, 56(2), 162–172.
- Hatzigianni, M., & Kalaitzidis, I. (2018). Early childhood educators' attitudes and beliefs around the use of touchscreen technologies by children under three years of age. *British Journal of Educational Technology*, 49(5), 883–895.
- Hughes, R., & Reed, B. S. (2016). *Teaching and researching speaking*. Routledge.
- Hussein, H. B. (2011). Attitudes of Saudi universities faculty members towards using learning management system (JUSUR). *Turkish Online Journal of Educational Technology-TOJET*, 10(2), 43–53.
- Kenyon, L., Davis, E. A., & Hug, B. (2011). Design approaches to support preservice teachers in scientific modeling. *Journal of Science Teacher Education*, 22(1), 1–21.
- McDonough, J., & McDonough, S. (2014). *Research methods for English language teachers*. Routledge.
- Puustinen, M., Sääntti, J., Koski, A., & Tammi, T. (2018). Teaching: A practical or research-based profession? Teacher candidates' approaches to research-based teacher education. *Teaching and Teacher Education*, 74, 170–179.
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923–945.

- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher–child relationships. *Attachment & Human Development, 14*(3), 213–231.
- Sang, G., Valcke, M., van Braak, J., & Tondeur, J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education, 54*(1), 103–112.
- Sato, M., & Loewen, S. (2019). Do teachers care about research? The research–pedagogy dialogue. *ELT Journal, 73*(1), 1–10.
- Shabiralyani, G., Hasan, K. S., Hamad, N., & Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice, 6*(19), 226–233.
- Sharma, U., & Sokal, L. (2015). The impact of a teacher education course on pre-service teachers' beliefs about inclusion: an international comparison. *Journal of Research in Special Educational Needs, 15*(4), 276–284.
- Shkedi, A. (1998). Teachers' attitudes towards research: A challenge for qualitative researchers. *International Journal of Qualitative Studies in Education, 11*(4), 559–577.
- Stieler-Hunt, C., & Jones, C. M. (2015). Educators who believe: Understanding the enthusiasm of teachers who use digital games in the classroom. *Research in Learning Technology, 23*.