



A STUDY ON FACULTY PERFORMANCE IN RESEARCH AND TEACHING PRACTICES AT Dr. N.G.P

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ABSTRACT:

This term Balancing teaching and research responsibilities is a significant challenge for college faculty. Professors are expected to effectively engage students while also contributing to scholarly research—both of which require considerable time and dedication. Teaching involves lesson planning, student interaction, and evaluation, whereas research demands in-depth analysis, writing, and publication. The simultaneous pursuit of these roles often leads to time constraints, stress, and burnout. Achieving a sustainable balance is essential for academic success and professional development. Institutions can play a crucial role by offering supportive structures, resources, and incentives to help faculty manage these dual responsibilities effectively.

Keywords: Balancing Teaching and Research, Faculty Responsibilities, Academic Workload, Teaching Effectiveness, Research Productivity, Time Management in Academia, Faculty Stress and Burnout, Higher Education Challenges, Institutional Support, Professional Development.

INTRODUCTION:

Balancing research and teaching is a challenge that many faculty members face in colleges. Professors are expected to impart knowledge to students while also contributing to academic research. Both responsibilities require significant time and effort, often leading to difficulties in managing them together. While teaching demands lesson preparation, student engagement, and evaluation, research involves extensive study, writing, and publishing. Striking a balance between the two can sometimes be overwhelming, yet it is necessary for professional growth and academic development. Professors often find themselves struggling with time constraints as they try to fulfill both roles. Teaching requires immediate attention to students, lesson planning, and assessment, leaving limited hours for research. On the other hand, research is a long-term process that involves deep analysis, experimentation, and publishing findings. Faculty members who attempt to give equal attention to both responsibilities may experience stress and burnout. Institutions play a major role in helping faculty manage their workload by providing resources, incentives, and a supportive environment.

REVIEW OF LITERATURE:

Khan, M. A. (2017). This paper is dedicated to analyze the existing theories of teaching and research integration with a purpose of: diagnosing the pros and cons of teaching and research integration; identifying implications associated with the education model based on teaching and research integration for the institutions of higher education; and finally, presenting certain specific recommendations for the institutions of higher education to achieve a better combination between teaching and research activities.

The paper's findings suggest that a balanced combination of teaching and research activities affects positively the overall education quality and standards.

Walder, A. M. (2017). This paper examines professors' perceptions of the impact arising from innovative teaching through a qualitative study based on semi-structured interviews conducted with assistant, associate and full professors of a Canadian university. Grounded theory analysis shows that pedagogical innovations support learning, professionalisation and graduation, and remote access to courses for students, and alters their behaviours and attitudes. Moreover, pedagogical innovations reinvent teaching practices and satisfy professors, while the associated academic institution can take pride in the achievement. Paradoxically, the outcomes of this study highlight the recognition granted to pedagogical innovators, in contrast to innovative teaching, which remains denigrated.

Agsalud, P. L. (2017). This paper evaluated the faculty members' level of teaching effectiveness in the teacher education program in Pangasinan State University Asingan Campus, Philippines. Their professional background was assessed. Their level of teaching effectiveness along commitment, knowledge of the subject matter, teaching for independent learning and management of learning were considered. The study used the descriptive and

evaluative methods of research.

Questionnaire Checklist was used to gather data. The Faculty Evaluation Instrument (QCE of the NBC

No.461) was adopted to evaluate the faculty members' level of teaching effectiveness. It further tested significant relationship between the faculty members' level of teaching effectiveness and their professional background.

SCOPE OF THE STUDY:

This study focuses on how faculty members manage both teaching and research responsibilities, with a specific focus on Dr. NGP College. It looks at how workload distribution affects their performance and how engagement in research contributes to academic growth. The study also explores the role of innovative teaching methods in improving student learning and assesses the support provided by the institution to help faculty balance both roles. Understanding these aspects can help colleges create better policies to enhance faculty productivity and student success. College can use these findings to improve employee workload management, encourage professional development, and promote a balanced work environment. Organizations that invest in research and training can apply similar strategies to boost efficiency, motivation, and overall performance in their workplace

STATEMENT OF THE PROBLEM:

Faculty members in colleges face challenges in managing both research and teaching responsibilities, often leading to an imbalance between the two. Heavy teaching loads can limit the time available for academic research, affecting innovation and scholarly contributions. On the other hand, prioritizing research may reduce attention given to students, impacting learning quality. When faculty struggle to balance these roles, it can lower job satisfaction, increase stress, and reduce overall productivity. The institution may also experience a decline in academic reputation, research output, and student performance. Without proper strategies, faculty members may find it difficult to meet expectations in both areas, leading to dissatisfaction among students and educators. This study helps identify the factors affecting faculty performance and explores ways to improve time management and institutional support. Enhancing a balanced approach can lead to better research contributions, improved teaching quality, and a more motivated faculty. A well-managed system ensures growth in academic standards, benefiting both the educators and the institution. Creating supportive policies can help faculty members excel in both responsibilities, leading to long term success for the organization

OBJECTIVES OF THE STUDY:

- To study on faculty performance in balancing research and teaching practices at Dr. NGP.
- To analyze the impact of workload distribution on faculty performance in balancing teaching and research responsibilities.
- To examine the faculty engagement in research activities and their contribution to academic development.

VI. RESEARCH METHODOLOGY:

Research is a systematic approach towards purposeful investigation. This needs formulating hypothesis, collecting data on relevant variables, analyzing and interpreting the results and reaching conclusion either in the form of a solution or certain generalization. Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic.

In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability

DATA COLLECTION:

In this research both primary and secondary data are being used.

PRIMARY DATA:

Primary data means data which is fresh collected data. Primary data mainly been collected through personal interviews, surveys etc. Well structured questionnaire has been used for the collection of primary data from the faculties of Dr. NGP College.

SECONDARY DATA:

Secondary data means the data that are already available. Secondary data may either be published data or unpublished data. For this study secondary data were collected from the annual reports of the company and from the company website. Secondary data has been collected from the company record, various magazines, journal and various web sites.

SAMPLE TECHNIQUE:

Convenience sampling techniques were used for the study. Convenient sampling is felt to appropriate for the present study because convenience sampling is a strategy that uses the most readily accessible objects or persons as subjects for the present study.

SAMPLE SIZE:

The sample size was up to 338 respondents who are the working in Dr. NGP College.

TOOLS FOR ANALYSIS:

- Simple percentage

ANALYSIS AND INTERPRETATION:**TABLE 4.1 GENDER OF THE RESPONDENTS**

GENDER	NO. OF RESPONDENTS	PERCENTAGE
Female	225	67%
Male	113	33%
TOTAL	338	100%

INTERPRETATION:

338 100% The above table shows that 33% of the respondents are male and 67% of the respondents are female.

TABLE 4.2 SHOWING AGE OF THE RESPONDENTS

AGE	NO. OF RESPONDENTS	PERCENTAGE
Upto 25	85	25%
26-35	114	34%
36-45	68	20%
Above 45	71	21%
TOTAL	338	100%

INTERPRETATION:

The above tale shows that 25% of the respondents are in the age group of upto 25, 34% of the respondents are in the age group of 26-35, 20% of the respondents are in the age group of 36-45 and 21% of the respondents are in the age group of above 45.

FINDINGS:

- Majority of (67%) of the respondents are female.
- Most of (34%) of the respondents are in the age group of 26-35.
- Most of (34%) of the respondents have 1-3 years as their year of experience in the college. Majority of (54%) of the respondents have 15,001-20,000 as their monthly income level.

- Most of (38%) of the respondents said that based on expertise process as teaching workload assigned.
- Most of (49%) of the respondents said that more than 12 hours as hours per week did spend on research-related activities

SUGGESTIONS:

- The institution should ensure a flexible workload structure that accommodates both research goals and teaching responsibilities.
- Faculty should be encouraged and supported to participate in national and international conferences, with financial incentives and sufficient research time provided.
- Faculty should incorporate their research findings into lessons to improve student learning outcomes, while maintaining teaching quality.
- The institution should foster peer collaboration, multidisciplinary research, and provide ongoing faculty development through training initiatives.

CONCLUSION:

This study highlights the critical balance between teaching and research responsibilities among faculty members. The findings reveal that while a majority of faculty members perceive fair distribution of workload and maintain active engagement in both teaching and research, there are notable areas for enhancement. The incorporation of research into teaching, flexibility in workload management, and consistent participation in academic conferences are essential to improving overall faculty performance. Moreover, the adoption of innovative teaching strategies remains limited, indicating a need for more frequent use of modern pedagogical approaches. Institutional policies play a pivotal role in influencing faculty behavior, especially in the adoption of new teaching methods and research practices.

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