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# Magnify the Impact of Academic Staff Functioning on Research in Higher Education

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## ABSTRACT

The present study was conducted to assess the impact of academic staff functioning on research in higher education organized by the University Grant Commission. The present study based on to find out research abilities of teachers such as knowledge up-gradation, art of thinking, research skills, technological information environmental awareness and writing skills etc. Primary and secondary data collected and analyzed by appropriate statistical methods. The study carried out during the UGC sponsored Orientation Programme and Refresher Course in their respective ASCs in year 2013-14, for measuring the impact pre-programme and post-programme survey was conducted on the same participants. On the basis of the findings of the research the Z test value inferred that all the parameters had predicted a significant impact on research abilities in orientation and refresher programmes offered by ASCs.

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## Introduction

The National Policy on Education (NPE) 1986 in its programme of action makes a pointed reference to the crucial link between teacher motivation and the quality of education. The NPE recognized the need for improving quality of teaching and research proposed to provide opportunities for professional and career development so that teachers may fulfill their role and responsibility within the system of higher education. It was proposed to enhance their motivation skills and knowledge through systematic orientation in specific subjects, techniques and methodologies, and thereby inculcate in them the right kind of values that would in turn encourage them to take initiatives for innovative and creative work.

- To organize specially designed orientation programmes in pedagogy, educational psychology and philosophy, and socio-economic and political, concerns for all new entrants at the level of assistant professors and assistant librarian;
- To organize such orientation programmes and refresher courses for serving teachers, covering every teacher at least once in three to five years;
- To organize specially designed orientation programmes/ refresher courses in IT for new entrants as well as for in-service teachers; and
- To encourage teachers to participate in seminars, symposia, workshops, etc.

• **Orientation Programme:** Newly appointed Assistant Professors up to eight years of continuous service and all those teachers who require Orientation Programme for getting higher grade working in Universities/Degree Colleges are eligible to participate. Attendance of Orientation Programme should be a condition for confirmation and the same course is counted for getting promotion to senior scale as required under Career Advancement Scheme.

• **Refresher Course:** Participation in Orientation Programme is a pre-requisite for admission to Refresher Course. Thereafter, with a gap of one year they can appear for Refresher Course. Also, there should be a minimum gap of one year between two Refresher Courses.

## Literature Review

Rani Dhawan, (2000), conducted the study titled, "Impact of Academic Staff College's Programmes on Teachers and Students". This study, carried out to find the extent of effectiveness of the courses conducted by Academic Staff college, Gorakhpur University by preparing three types of interview schedules, one each for Principals/Heads of the Departments, past teacher participants and students the main tool of data collection, having a number of variables comprising cognition, attitude, skills, behavior and community service. In her study, she concludes that the orientation and refresher course have resulted in positive change among the teachers and students in cognitive and attitudinal levels.

B.C Das and L.Gogoi (2001) conducted the study titled, "Orientation Programmes of the Academic Staff Colleges in India". They studied the adequacy and the relevance of the existing Orientation Programmes organized by ASCs. According to analysis of data, the researcher concluded that, the formal purpose served during the orientation programmes is excellence in the academic standards of the university and college teachers. Secondly, the orientation programmes are viewed very positively by a majority of teachers.

Savita Rastogi., (2001), in her book entitled, "Teachers Development in Higher Education". "The researcher tried to evaluate the impact, both first-stage and second stage, of courses organized by ASCs. For the purpose of the study the Centre for Professional Development in Higher Education, Delhi University was selected. The courses held since January 1991 to December 1994 have been covered. The study includes the participants' experiences and perceptions regarding the impact of the courses on their knowledge, attitudes, skills, and other relevant behavioral dimensions, as well as the transference of learning to the workplaces of the participants. Santosh Arora., (2002), conducted the study titled, "Orientation Programmes: How Effective are they?"

Table 1. Sample Selected for Survey

S.No	Academic Staff Colleges	Place
1	UGC Academic Staff College, Gujarat University	Ahmedabad
2	UGC Academic Staff College, Aligarh University	Aligarh
3	UGC Academic Staff College, Jamia Millia University	New Delhi
4	UGC Academic Staff College, Rajasthan University	Jaipur
5	UGC Academic Staff College, Himachal Pradesh University	Shimla
6	UGC Academic Staff College, Punjab University	Punjab

The researcher, collected data from 128 participants who had attended Orientation Programme in the Academic Staff Colleges of four universities. In his study, he had recommended a number of facilities to be made available in Academic Staff Colleges and identified problems affecting the quality of orientation programmes. He has also assessed the participants' perceptions about Resource Persons lectures and a number of measures for the improvement of the orientation programme.

#### Objectives of Study

- To study the functioning of Indian ASCs.
- To evaluate the Impact of ASCs functioning on research in higher education.

#### Hypothesis

To measure the significance of the impact of ASCs functioning on research the researcher had tested the NULL Hypothesis-Ho-1.0-.There is no significant impact of ASCs Functioning on Research in Higher Education.

#### Research Methodology

To measure the effect of ASCs performance on research, the researcher administered the questionnaire two times, i.e. before the programme starts and after completion of the programme to get feedback from the participants of Orientation and Refresher Programmes of Academic Staff Colleges in India. The study carried out during the UGC sponsored Orientation and Refresher Programmes in their respective ASCs during the year 2013-14. The researcher had visited these Academic Staff Colleges to get feedback from participants. The visited ASCs is mentioned in table 1.01:

#### Sample

Questionnaire includes general and precise questions related to research abilities in higher education. The total numbers of the participants who attend the programme was 485, out of which 460 participants gave the response. Out of 460 respondents, 255 respondents were from the orientation programme and the rest 205 respondents were from a refresher course. Primary and secondary data, analyzed by using appropriate statistical methods like, frequency count, percentage counts, average, weighted average, standard deviation and 'Z' test of significance for finding the impact of ASCs on research abilities of teachers in higher education.

#### Effect of ASCS Functioning on Research Abilities in Higher Education

The questionnaire administered to the participants for measuring the research abilities of teachers in higher education in orientation and refresher programmes. The researcher appraised the parameters with five point rating scale and computed 'Z' score by using the following formula:

$$Z = \frac{X_1 - X_2}{\sqrt{\sigma p \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Here,

Z = z test



$X_1$  = Mean of Post-test Score

$X_2$  = Mean of Pre-test Score

$\sigma p$  = Standard Deviation of Combine mean

$n$  = Number of Respondents

The researcher had administered a questionnaire to the participants of orientation programme organized in Academic Staff Colleges, for measuring the research abilities of teachers. Parameters which take into consideration are Knowledge Upgradation, Art of Thinking, Research Skills, Technological Information Environmental Awareness and Writing Skills. These parameters evaluated on a five point scale two times, i.e. before the commencement of the programme and after the programme. For the finding of effectiveness of the programme, the researcher had evaluated individual parameter of research abilities. Z score computed on the basis of the above method.

#### Result and Discussion

To appraise the accuracy of the findings of research abilities of participants of orientation and refresher course, the researcher had combined these parameters, to find out the overall effect of ASCs functioning on research abilities. Similar parameters were taken for testing the hypothesis to find out the overall effect of research abilities of the participants of orientation and refresher programmes as shows in fig.1

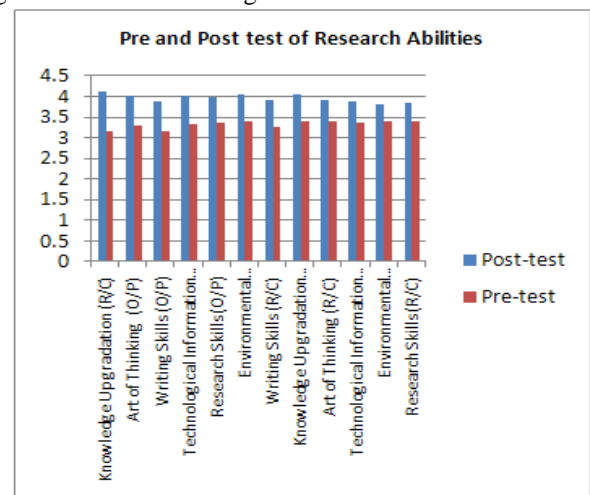


Figure 1. Pre and Post test of Research Abilities

The overall perceptions of teachers on research abilities in higher education regarding the programmer organized by academic staff college were "Excellent" and it helps participants to enhance their research abilities.

### Hypothesis

To measure the accuracy of the overall findings, it was considered necessary to measure the significance level of the same. Therefore, the researcher had tested the null hypothesis:

Ho-1.0- There is no significant impact of ASCs functioning on Research in Higher Education.

The researcher tested the hypothesis by using 'Z' test of significance to testify the hypothesis (Ho-1.0). The 'Z' value of the score found is 5.42, which comes under the rejection region. I.e. greater than the 'Z' value at 5% level of significance is 1.96. Therefore the test is excellent and null hypothesis "There is no significant impact of ASCs functioning on research in higher education" is rejected. This indicates that, there is significant impact of ASCs functioning on research in higher education.

### Conclusion

As a whole, the researcher concludes that, the research in higher education helps in discovery dissemination and interpretation of new knowledge, ideas, and facts to motivate the teachers and librarians. All teachers should be normally engaged to do in research because it essential for their professional identity.

The researcher analyzed that, orientation and refresher course were helpful and effective for teachers of higher education. While measuring different parameters such as knowledge up gradation, art of thinking, research skills, writing skills, technological information, personal attributes, health awareness, environmental awareness, stress management and national and social values. The findings indicated these courses were important and useful for participants.

The researcher had tested the hypothesis of individual parameters, to find out the effect of ASCs functioning on research in higher education in orientation programme, 'Z' test applied to find out the accuracy of the programmes. The results found that, the effect of ASCs functioning on research in higher education of orientation programme and refresher course were effective and it's useful for the participants to enhance their abilities and skills.

The overall perceptions of teachers on research abilities in higher education regarding the programmer organized by academic staff college were "Excellent" and it helps participants to enhance their research abilities and knowledge.

### Suggestions

- Knowledge of modern information should receive more importance.
- Feedback should be regularly obtained to make the programme effective.
- The academic staff college libraries should be rich enough to facilitate skill development of the participants.
- Resource persons should be drawn from different fields.
- Repetition of syllabus from one course to another should be avoided.
- Stress management techniques should be emphasized.
- Professional ethics of teachers, educational technology, the problem of youth, and co-curricular activities should be made a compulsory subject in programmes.
- The number of participants should be less than 30, so that greater interaction can be ensured.

### Scope of the Study

Due to scarcity of resource, the present study is limited to the followings:

- The numbers of ASCs should be increased for the further studies.
- The study should also base on the comparability between two and more than two academic staff colleges.

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