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An Investigation Report on the Status of the Relationship between Teaching and Scientific Research of College Teachers

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Abstract: *Teaching and scientific research are two important aspects of the academic identity of college teachers. Based on this issue, this article conducted a research from the perspective of college teachers' understanding of the relationship between teaching and scientific research, teachers' handling of the relationship between teaching and scientific research, and their influencing factors. The results showed that there is a phenomenon of disconnect between teaching and research in college teachers.*

Keywords: *College teachers; Teaching; Scientific research*

Introduction

It is an important function of modern higher education to cultivate talents, scientific research and serve the society, and the realization of the function can not be separated from the performance of the duties of college teachers to a great extent, because the higher education entrusts with the university teacher two main duties, namely the teaching and the scientific research. However, the cognition of university teachers to teaching and scientific research is quite different. There are three points of view: There is a positive correlation between teaching and Scientific Research; There is a negative correlation between teaching and Scientific Research; Teaching has nothing to do with scientific research. However, in practice, most of the teachers' scientific research activities have little relevance to the courses they teach. Therefore, scientific research can neither promote teachers' teaching level nor solve the problems in teaching. On the other hand, if teaching can promote scientific research, only if the content of teaching is consistent with the direction of scientific research can teachers develop scientific research activities to help teachers find more valuable research topics. According to this, this article mainly selects the teaching staff of XXX university as the sample to carry on the investigation, the investigation mainly carries on around two aspects: First, the university teacher to the teaching and the scientific research relations cognition and the processing; The other is the factors that affect the relationship between teaching and research.

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College Teachers' Cognition of the Relationship Between Teaching and Scientific Research

Teachers' Understanding of the Connotation of Teaching and Scientific Research

The unity of teaching and scientific research for college teachers is one of the ideas of establishing a modern university. However, the correct understanding of the relationship between teaching and research results from teachers'deep understanding of the concepts of teaching and research. The teachers'understanding of the concept of teaching can be divided into three levels: First, imparting fixed and objective knowledge; Second, demonstrating the application of practice to inspire students'perception of knowledge; The third is to show the way of understanding from different perspectives. The survey shows that only 25.5% of the teachers think that teaching is to impart fixed and objective knowledge, while 27.7% of the teachers agree with the view of teaching at the second level and 46.8% of the teachers agree with the view of teaching at the third level. In addition, scientific research is also divided into three levels: First, the use of scientific methods to explore the law of the development of objective things; Second, the researchers to give practical significance to the phenomenon of the process; Third, the process of the collision of ideas between researchers. The survey shows that 51.72% of the teachers hold the view of the first level, 10.34% of the teachers in the second level and 37.93% of the teachers in the third level. From this we can see that teachers have a deep understanding of teaching. Most teachers think that teaching is more than simply imparting knowledge. They pay more attention to the interaction and communication between teachers and students, and regard teaching as a very social work, and it's a subject worthy of special study. On the contrary, teachers'knowledge of Scientific Research is superficial and tends to objectivism that scientific research is simply the application of scientific methods to explore knowledge. The results show that teachers have a social and comprehensive understanding of the concept of teaching, but only a shallow understanding of scientific research, so it can be inferred that the work of teachers in colleges and universities is more focused on teaching.

Teachers' Cognition of the Essential Relationship between Teaching and Scientific Research

Whether there is a connection between teaching and scientific research, and what kind of connection there is, has always been a controversial issue. Therefore, the research on the relationship between teaching and scientific research is also constantly emerging, the two are both opposite and united. In teaching practice, teaching and scientific research are opposed to each other, because the allocation of teachers'time and energy in teaching and scientific research varies from one to another. In the course of teaching, the preparation of lessons, attending classes, answering questions or marking assignments, etc., they all need to invest a lot of time and energy, and in the process of scientific research, Literature Review, project application, thesis writing, they also need a lot of time and energy, but the time and energy of teachers are often limited, teaching and research can not go hand in hand.

In the aspect of pedagogy, teaching and scientific research are unified. On the one hand, scientific research can promote teaching, and college teachers can improve their teaching level through scientific research Through scientific research activities, we can explore ways to adapt to the new era of talent cultivation and

promote the construction of discipline connotation in colleges and universities. On the other hand, teaching is the catalyst of scientific research, and the theory formed by scientific research needs to be verified by teaching practice.

According to the questionnaire survey, 72.41% of teachers believe that teaching and research have a mutual promotion relationship, which is consistent with the results of 10 teachers randomly selected in October 2018. Perhaps it is because most teachers think that there is a positive correlation between teaching and scientific research, 37.93% of teachers agree very much, and 41.38% of teachers agree that "to be a good university teacher, we must do scientific research well first". It can be seen from the concept of teachers, college teachers are more inclined to scientific research is one of the activities must participate.

Correlation Analysis of Time and Energy Allocation between Teaching and Scientific Research for College Teachers

In many empirical analyses of the relationship between teaching and research, the definitions of "time" and "workload distribution" are taken into account in defining the concepts of teaching and research. The results show that teachers'time investment in teaching and research is in conflict, and there is an unstable division of labor between them (Wu, 2011). The survey found that 40.86% of teachers spent at least 50% of their working time on teaching activities, compared with 32.24% of teachers who spent 50% of their working time on scientific research activities. Not only that, teachers also believe that the focus of their work content is more inclined to teaching. According to the survey, 58.62% of teachers gave priority to teaching and 34.4% gave equal treatment to teaching and research, while only 6.9% gave priority to research.

The results of random interviews with five full-time professors show that the time allocation between teaching and research is not an equal increase or decrease relationship. In fact, if the teachers increase the time of research activities by one hour, teaching activities would be reduced by only twenty minutes, and teachers would sacrifice personal leisure and family time in exchange for increased research time. For Full Time professors, a small fraction of their time in the classroom can improve academic performance, and more than 20% can actually have a negative effect. As a result, teachers' time allocation for teaching and scientific research is unbalanced. However, scientific research does not take up the same amount of teaching time, but reduces the increased pressure on scientific research through other non-working hours. In addition, certain time of teaching input will also have certain promotion to the scientific research.

An Analysis of the Influencing Factors of the Relationship between Teaching and Scientific Research for College Teachers

How college teachers correctly understand and handle the relationship between teaching and scientific research depends mainly on the effect of its influencing factors, scholars generally believe that teachers' own ideological quality or idea, school policy orientation or working environment, to a large extent, determines teachers' understanding and handling of the relationship between teaching and scientific research. Some teachers believe that as teachers, they only need to teach textbook knowledge well. Preparing lessons, teaching and correcting homework have taken up a lot of time and energy of teachers, resulting in less time

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for them to invest in scientific research activities. On the other hand, the school's policy orientation will change teachers' attitude toward teaching and research. Teachers spend more time and energy on the aspect in which the policy tends, as a result, teaching-oriented college teachers generally "put more emphasis on teaching than on scientific research".

In view of the above theoretical analysis, according to the influence factor of relations between teaching and scientific research for college teachers, we design the corresponding questionnaire. From the statistical result, how college teachers handle the relationship between teaching and scientific research, its influence factor mainly has the following several points: The discipline nature and the school or the department policy are more prominent. 35% of teachers felt that the nature of the subject affected their handling of the teaching-research relationship, while 45.8% felt that their handling of the teaching-research relationship depended critically on the policies of their schools and departments. At present, many colleges and universities tend to attach too much importance to scientific research in the assessment system of teachers and the policies of school development. The survey also shows that 48% of teachers believe that the school's policy reflects the serious phenomenon of "attaching importance to scientific research while neglecting teaching". This is true in every way. At the same time, the research team conducted in-depth interviews with some teachers, most of the teachers reflected in the selection and employment of teachers are also inclined to scientific research achievements, in the promotion of posts are inclined to scientific research, in the distribution of pay tends to scientific research.

It can be concluded that, from the perspective of teachers, the emphasis on scientific research over teaching in colleges and universities is a common phenomenon, not a special case. Therefore, the research team members also randomly selected college teachers to conduct in-depth interviews. 17 respondents believed that the design of the school's teacher evaluation system would also increase the proportion of the assessment of scientific research workload, followed by teaching, in contrast, only 3 teachers believe that the school attaches more importance to teaching than to scientific research in the design of teacher evaluation system. The policy guidance of schools and departments is the guide of teachers' behavior. Under the policy environment of attaching importance to scientific research and neglecting teaching, teachers will adopt corresponding working behavior. Therefore, from the practical point of view, the essence of university teachers' handling the relationship between teaching and scientific research belongs to the internal management behavior of colleges and universities.

To sum up, from the angle of university, the leaders of school and department should be in the same level with teaching, and give full attention to the research work, and take effective measures to encourage teachers to do research. From the teacher's point of view, on the one hand, it is necessary to have a correct understanding of the relationship between teaching and scientific research, and at the same time put this understanding into action. In this way, we can make our teaching content have infinite attraction to students and improve our teaching level.

Concluding Remarks

Through questionnaire investigation and in-depth interview, this paper sums up the relationship between

scientific research and teaching of university teachers, and finds that in fact teaching and scientific research are in a state of disconnection. It is mainly reflected in the following aspects: Most of the scientific research activities carried out by university teachers have nothing to do with education and teaching, still less can not effectively transform their scientific research results into students' learning resources; In the arrangement of work content, teachers deal with the relationship between teaching and scientific research separately, and there is a serious imbalance between scientific research and teaching in terms of time input. Finally, from the perspective of Work Orientation, whether active or passive, teachers are more or inclined to scientific research. Starting from the purpose of running an applied undergraduate school, this paper expounds the necessity of coupling teacher's scientific research with student's innovation and entrepreneurship education. The existence of this disconnection is mainly attributed to the priority of scientific research in the historical dimension, the improper understanding of teaching and scientific research in the conceptual dimension, the omission of government policy design in the institutional dimension, the individual differences of teachers in the teacher dimension, the restriction of energy and the mentality of pursuing profit.

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