A STUDY OF ATTITUDE TOWARDS RESEARCH PROCESS AMONG THE COLLEGE TEACHERS OF NAGALAND IN RELATION TO THEIR SOCIAL COMPETENCY

Ph. D THESIS SUBMITTED TO NAGALAND UNIVERSITYFOR THE AWARD OF DOCTOR OF PHILOSOPHY IN EDUCATION

Submitted by

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(Ph.D/EDU/00186 of 2018)

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This is to certify that the thesis entitled "**A study of Attitude towards Research process among the College Teachers of Nagaland in relation to their Social Competency**" which is submitted herewith for the **Degree of Doctor of Philosophy in Education** of Nagaland University is the result of the original work completed by **Mr. Nzanbemo Tungoe (Regd. No. Ph. D/EDU/00186 of 2018)** under my supervision and guidance. That, to the belief and best of my knowledge, the work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is fit for submission and evaluation.

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DECLARATION

I, **Nzanbemo Tungoe**, hereby declare that this thesis entitled "**A STUDY OF ATTITUDE TOWARDS RESEARCH PROCESS AMONG THE COLLEGE TEACHERS OF NAGALAND IN RELATION TO THEIR SOCIAL COMPETENCY**"is my own work carried out under the supervision of **Dr. Boyillapalli Venkata Rao**, Associate Professor, Department of Education, Nagaland University. The work embodied in this thesis has not been formed earlier the basis of the award of any previous degree in any other university or institute. This thesis is submitted to the Nagaland University for the degree of Doctor of Philosophy in Education.

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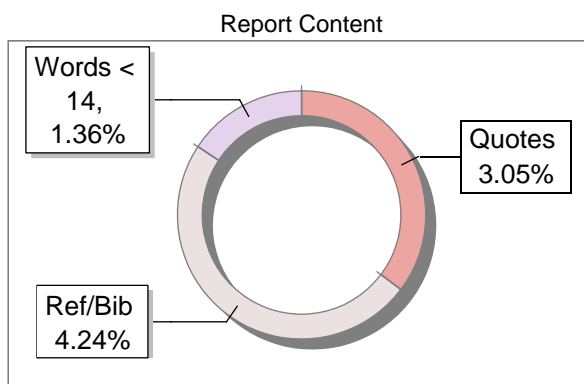
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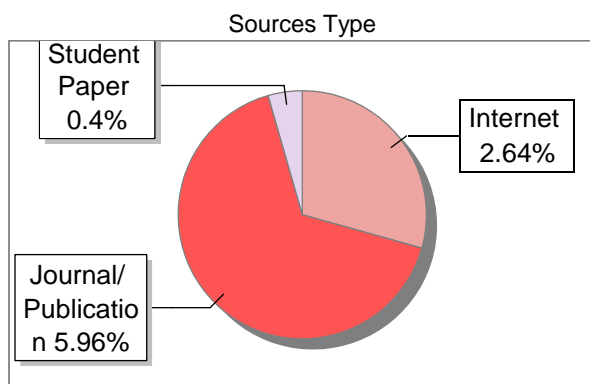
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CHAPTER-I

INTRODUCTION

1.1. Introduction

Research is as important as life itself. It provides the building block upon which societal growth and advancement is linked. Our understanding of the way things are, how things happen and what is responsible for such occurrences is due to the help of research. Research is the process of gathering and analyzing data so as to gain a better knowledge of the phenomenon being investigated (Swindoll, 2012). Research is a systematic examination of a specific subject, problem, or phenomenon in order to develop new knowledge, evaluate existing theories, or explore new ideas. It entails taking a methodical approach to data collection, analysis, and interpretation in order to reach findings or answers. "The goal of research is to better comprehend, solve issues, or contribute to the advancement of knowledge in a certain topic". (Balakumar 2013). The research approach usually starts with defining a specific and targeted research issue or problem. This is followed by a review of the available literature to determine what has already been researched and to identify knowledge gaps. Researchers, then develop a technique for collection of data which may include experiments, surveys, interviews, observations, or other procedures that depend on the nature of the research.

Data is collected and then analyzed using proper methodologies to find patterns, linkages, and insights. Goyette, (A 2022).The findings are thenanalysed in light of the research topic, leading to conclusions that either confirm or contradict existing knowledge. Researchers frequently disseminate their discoveries through papers, reports, or speeches, benefiting the larger academic and professional community. In essence, research is a fundamental activity in many domains, driving innovation, informing policy decisions, and broadening the scope of human knowledge. It is an essential instrument for academic progress, professional activities, and social growth.

Research plays a pivotal role in studying the patterns of attitudes and opinions of people, enabling us to predict and determine future trends and necessary actions. In the modern world, research plays a crucial role in daily life, both directly and indirectly influencing our actions. Our lives are greatly shaped by research and development on a variety of levels, from the things we use to the laws that govern us.

Government and different funding organizations actively support research in order to guarantee excellence and originality. The increasing acknowledgement of the significance of research is evident in the recent spike in enrollment for Ph.D. programmes at Indian universities. (AISHE 2021-22).This increase demonstrates how important research is in India's academic and professional realms. Doctorate holders are given preference in hiring by Indian universities, which is indicative of the importance given to innovative knowledge and research. The main goal of research is multidimensional and includes discovery, documentation, interpretation, and the creation of systems and procedures that improve human knowledge. Numerous disciplines and goals are covered by research, ranging from social studies to science. Even if not every research effort has direct, practical implications, the body of research as a whole advance several fields and broaden our understanding of each. But even with research's tremendous potential and worth, a large percentage of it remains unexplored for practical use. This gap can be attributed to a number of things, including as financial constraints, day-to-day limitations, and the difficulties in connecting theoretical discoveries with real-world application.

However, the research that is successful in becoming useful can have significant and long-lasting effects on society. Research has several benefits for educators in particular. They must make well-informed decisions regarding the management of institutionsand answer to the public for academic achievement of their students. Teachers benefit from research by gaining creative teaching techniques, evidence-based solutions, and a deeper comprehension of educational dynamics. Teachers may improve their teaching approaches, meet the requirements of students with different learning styles, and create a more productive learning environment by keeping up-to-date on the most recent research results.

Additionally, research in education fills in knowledge gaps, identifies best practices, and creates fresh strategies for raising student achievement. Educators who do research or make use of it can apply data-driven decisions, fostering an environment of continuous development in their respective educational institutions. Modern existence would not be possible without research, which accelerates advancement and creativity in a wide range of fields. It contributes in practice improvement, trend analysis and prediction, and the creation of fresh approaches to current problems. Even if not every research project has an immediate application, the knowledge that is discovered as a result of research activities advances society as

a whole. Research has a crucial role in determining the future of education and beyond for educators, since it is an essential instrument for improving teaching effectiveness and guaranteeing student success. Therefore, it becomes highly essential for the college teachers to familiarize themselves with the research methodologies(Creswell, 2012).

The process of conducting research is done to either locate new information or solutions to particular problems. The two words "re" (again) and "search" (find) make up the phrase "research" itself. This suggests that the task entails going over or re-examining a certain area in order to learn fresh details or perspectives. In many professions, research is crucial and can greatly advance one's career and personal development. The Hudson Maxim, which states that "all progress is born of inquiry", perfectly captures the significance of research. Since doubt inspires inquiry, which in turn inspires creativity, doubt is frequently preferable than overconfidence." This statement emphasizes how inquiry can be sparked by doubting and challenging accepted information, which can result in novel insights and inventive solutions. Overconfidence in one's present knowledge can hinder advancement, but an inquisitive and curious mindset can promote lifelong learning and growth. Research is not just limited to the scientific or academic fields; it is a key component in all element of life. Research is essential for generating new technology, better educational programmes, and refining corporate tactics. It entails using a methodical approach to look into and comprehend different phenomena, which might result in the creation of new ideas, items, or answers to issues that already exist.

Research's importance can be evaluated by how it affects advancement and innovation. It gives us the freedom to question the status established, explore into unknown areas, and extend beyond the boundaries of what is understood. To improve results, we can fill in knowledge gaps; create fresh approaches, and sharpened current methods through study. Research promotes critical thinking, problem-solving abilities, and a broader comprehension of the world around us in the context of personal development. It pushes people to look for proof, challenge presumptions, and make thoughtful judgments. In a world that is continuously changing and full of new opportunities and challenges, this process of ongoing learning and adaptation is essential. Ultimately research is the foundation for any field's progress. Through the adoption of an inquiry-based culture and the encouragement of a quest for knowledge, we may stimulate creativity, enhance

procedures, and advance societal progress overall. Research enhances our knowledge and skills and opens doors to a better future, whether it is conducted in academic settings, the workplace, or daily life.

This study focuses on various factors which influence research academics' attitudes. This is an attempt to evaluate the level of interest in research among educators. An important component of any task is attitude, and this is especially true with research. The aim of this study is to examine the steps involved in doing systematic research and to explore how Nagaland teachers at colleges came to recognize the value of research and how to apply it to their particular fields of expertise. Many college-level teachers are engaged in a variety of research projects, but not all of these studies are relevant to solving the issues of the day. As a result, the goal and emphasis of this study are many aspects that influence the researchers' attitude. Teachers may influence meaningful changes in the classroom and in society at large with the support of the research process. The need of the hour is to have teachers who are firmly rooted in the system and who have the attitude to change the world (Eggen & Kauchak, 1999). The study examined how college teachers developed an extensive understanding of how to carry out their own research plans. Additionally, the study seeks to contribute knowledge-based material, individual practice, methodological improvement, responsiveness, responsibility as a teacher, and increased reflection in instructional practices. Without innovation and research, as pointes byForsyth, A and Furlong, A. (2020), higher education could be viewed as little more than a "glorified secondary school."

The capacity to connect effectively with others is known as social competence. It includes abilities like getting along with people, forming and maintaining close relationships, and acting correctly in social situations (Rose-Krasnor 1997). Social behaviors and the mental-emotional processes that support behavioral social competence are all included in this complex construct. Perspective-taking and empathy, for instance, are essential elements that help people comprehend and react to the feelings and opinions of others, improving social relationships. It is common to think that social competency only works in certain contexts and situations. This viewpoint recognizes that a person's perceived social skills can fluctuate greatly depending on the circumstances. For example, a person may be highly socially competent in situations they are comfortable with but struggle in new challenging environment. Furthermore, even in the same situation, different raters

such as parents, peers, and teachers may have differing opinions on how socially competent a person is. These variations in interpretation draw attention to the subjectivity of social competence and the impact of relational dynamics on its assessment. According to Orpinas (2010),'social competency is the ability of an individual to handle interactions at the society level in a positive manner'.

Different social behaviours, such self-control and social initiative, are valued differently in different cultures. For instance, social initiative speaking out and voicing one's ideas with confidence is highly regarded and seen as a sign of social competency in several cultures. Some cultures, on the other hand, could place more value on social skills like self-control and harmony maintenance, seeing them as essential elements of social competence. Thus, understanding social competency necessitates taking into account the cultural setting and the values associated with certain social activities. This cultural contact is essential for appropriately evaluating social competence and for creating successful, culturally sensitive treatments and educational initiatives. In educational settings, educators can better support students from varied origins and create inclusive environments where students can succeed by acknowledging cultural disparities in social competence. Furthermore, social competence encompasses both the internal mechanisms that support a person's public behaviors as well as their hidden ones. Perspective-taking is one cognitive function that helps people predict how other people would feel or act in a particular circumstance, allowing them to modify their actions accordingly. Strong, enduring relationships require the sharing and comprehension of others' emotions, which is a function of emotional processes like empathy. A complicated and dynamic concept, social competence encompasses a variety of actions, mental abilities, and emotional processes. Relationship dynamics, situational situations, and cultural beliefs all have an impact on it. By being aware of these subtleties, we may better comprehend the variety of ways that social competence appears and create plans to improve it in various contexts.

Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings. Given the complexity of social interactions, social competence is the product of a wide range of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to

interpersonal relationships. To further complicate the understanding of this concept, social competence is dependent on developmental characteristics (i.e., expectations of social competence vary by age of person), the specific social situation (i.e., people may be socially competent in one situation but not in another, or people may appear more competent when interacting with a socially skilled partner than with a shy person), and cultural characteristics (i.e., specific acts of social competence are bound by cultural expectations). In an effort to integrate these components, Orpinas and Horne (2010) defined social competence as "a person's age-appropriate knowledge and skills for functioning peacefully and creatively in his or her own community or social environment."

Social competence refers to the social, emotional, and cognitive abilities and behaviors required for effective social adaption. Social competence also includes the ability to understand another person's point of view on a situation, learn from previous experiences, and utilize that knowledge to make adjustments in relationships. There are three critical aspects of social competence: (a) the ability to form positive and healthy connections with others and resolve interpersonal conflicts; (b) the formation of a clear self-identity in general, and a group or collective identity (e.g., national identity) in particular; and (c) an orientation to be a responsible citizen in one's society and a caring citizen in the world. The ability to form pleasant and helpful relationships with all types of individuals is a crucial adaptation skill that must be mastered in order to live comfortably in contemporary society. In particular, one should recognize potential disputes with others and learn a set of interpersonal negotiating methods to employ with peers, adults, and others.Another crucial duty is the formation of a distinct identity, particularly a national identity. Identity encompasses all aspects of the self, including personal identity, group identification, social identity, national or racial identity, vocational or occupational identity, religious identity, and so on. The development of a clear and coherent sense of one's place in society and country is viewed as an important part of a person's identity and psychosocial development.

1.2. Research Process

Research process is a systematic series of steps needed to carry out research effectively (Hassan, M. 2024).This process involves identification of the problems of study, getting background information, use of books, journals, records, published data and other sources related to the study, definition of terms and concepts, defining population of the study, methodology, collection of data, analysis and interpretation of the findings.

The methodical processes required to conduct research properly are called the research process. This process entails defining the study's population, defining terms and concepts, gathering background information, using books, journals, records, published data, and other relevant sources, as well as identifying the study's problems, methodology, data collection, analysis and interpretation of the results. These series of steps are to be followed for the successful completion of any field of study.

The primary goals of research are to guide action, provide evidence, and conduct additional searches in order to significantly advance our understanding of the subject matter. Finding, interpreting, discovering, documenting, and developing information is the goal of research in order to improve and expand knowledge. Society advances and grows as a result of research. Research is what makes it possible to comprehend how things happen systematically, why certain events occur, and how things or objects exist. It also aids in our understanding of research into other people's views and opinions. Research advancements at several levels improve our lives, either directly or indirectly.

In order to provide a scientific inquiry to the solution of problems and to bring appropriate and highest quality research, numerous funding agencies and the government have encouraged and supported research. This is because research is an inevitable aspect of one's life and today's societal demands. The growing number of students enrolling in Ph.D. programs in Indian universities today is evidence of the value of research in all spheres, including the workplace. There are numerous researchers working on different projects at different stages for different goals, but most of their efforts are in vain and very few of them are useful in solving the challenges of the day. This study focuses and aims on different factors which affect the attitude of researchers. Attitude is a prime factor in research. This study makes an attempt to find out the attitude of college teachers regarding research.

1.3. Social Competency

The ability of a person to manage relationships and social interactions in an effective manner is known as social competency. In a broader sense, social competence refers to the capacity to establish and uphold close relationships as well as to get along well with others in a variety of social contexts. It is a collection of abilities required to sustain social relationships with other humans and perform appropriately in groups. The path to social acceptance begins with social skills. It is the result of many different behavioral techniques, emotional intelligence, mental capacities, cultural and personal beliefs, and interpersonal relationships.

Emotions, cultural and personal values, awareness, thoughts, and behavior skills for successful social interaction which are all essential for constructive social adaptation are intimately linked to social competence. Recognizing and comprehending one's own and other people's emotions in various contexts are referred to as the emotional process in social competence. The manipulation of encounters for the purpose of accomplishing one's own goals through effective interpersonal relationships is referred to as personal and cultural values connected to social competency. Cognitive skills related to social competence include problem-solving and problem-identifying, accepting consequences, and adapting to the beliefs of others in order to accomplish desired outcomes. The expression of one's own sentiments without making judgments about the feelings of others is referred to as behavioral skills related to social competence.

The term "social competence" describes a person's capacity to comprehend and adjust to the viewpoints of others on a specific circumstance or event, which can be applied to modifications in social interaction.

The three important aspects of social competence are:

1. The ability of an individual to resolve conflicts that arises among his or her peers and the ability to build healthy and positive interpersonal relationships.

2. The ability of a person to develop self - identity as well as group identity. Identity refers to the complete concept of the personal identity, social identity, group identity, national identity, race identity, religious identity, occupational or vocational identity.

3. The ability of an individual to be a responsible citizen in the society he lives in and respect other citizens of the world.

The development of positive and adaptive relationships with different people is an essential skill necessary for a person to live happily in the society. One should learn

interpersonal negotiations in times of conflict with others. The Development of consistent sense of where you fit in the society and nation is important for psychosocial development of an individual.

Social competency is a critical factor in the effectiveness and well-being of educators, influencing their interactions with colleagues, students, and the broader academic community. In educational settings, social competency encompasses various dimensions, including group climate, group cohesion, and social skills. Understanding these dimensions is particularly important for college teachers in Nagaland, where unique cultural and social dynamics can impact professional interactions and educational outcomes.

In order to be an effective educator, teachers must possess social competency, which affects how they engage with students, co-workers, and the larger academic community. Social competency in educational contexts includes a range of elements, such as group climate, group cohesion and social skills. Comprehending these aspects is especially crucial for college teachers in Nagaland, as distinct cultural and social dynamics may influence professional relationships and academic results.

Group climate refers to the overall atmosphere within a group, shaped by interpersonal relationships, mutual trust, and shared values. A positive group climate fosters collaboration, open communication, and a sense of belonging among teachers (Kothari & Kulkarni, 2018). In academic environments, a supportive group climate can enhance job satisfaction and reduce burnout, ultimately leading to improved teaching effectiveness and student outcomes (Celebi, 2019). For college teachers in Nagaland, understanding the elements of group climate is essential for creating conducive working conditions that support professional growth and collaboration.

Group cohesion is defined as the strength of relationships and the sense of unity among group members. High group cohesion is associated with better teamwork, more effective communication, and greater collective problem-solving abilities (Balogun & Aluko, 2018). In educational settings, cohesive groups of teachers can work together more efficiently, share resources, and provide mutual support, leading to enhanced educational practices and outcomes (Celebi, 2019). In the context of Nagaland, fostering group cohesion among college teachers can contribute to a more unified and effective educational environment.

Social skills are the abilities required to interact effectively with others, including communication, empathy, conflict resolution, and emotional regulation.

These skills are crucial for teachers, who must navigate complex social interactions with students, colleagues, and administrators (Kothari & Kulkarni, 2018). Effective social skills enable teachers to create positive learning environments, manage classroom dynamics, and build strong relationships with students, thereby enhancing their overall teaching effectiveness (Balogun & Aluko, 2018). In Nagaland, where cultural and social contexts play a significant role in shaping interactions, developing social skills among college teachers is particularly important for achieving educational success.

1.4. An outline of Nagaland

Nagaland is a state in Northeastern India with a rich cultural heritage that is distinguished by its rough topography and variety of tribal cultures. Situated amidst hills and mountains, Nagaland spans 16,579 square kilometers and, according to the 2011 census, has 19,78,502 inhabitants, making up 0.16% of India's total population. Referred to as one of the "Seven Sisters" of Northeast India, this region borders Myanmar to the east, Arunachal Pradesh and parts of Assam to the north, Assam to the west, and Manipur to the south. The majority of the state is mountainous, with rocky terrain and green hills dominating the scenery.Situated on the boundaries with the Assam valley, only approximately 9% of Nagaland's total land area is mountainous. Its residents' lifestyles, cultural customs, and social institutions are all shaped by the distinctive topography of the area. Nagaland, home to sixteen major tribes and countless smaller tribes, is well known for its vast cultural diversity. Every tribe adds to the state's cultural tapestry with its unique language, rituals, traditions, and dress. Ao, Lotha, Sumi, Chakhesang, Rengma, Sangtam, Chang, Angami, Phom, Konyak, Khiamniungan, Kuki, Kachari, Pochury, Yimchunger, and Zeliang are some of the important tribes. While each of these tribes is distinct, they all have a strong bond with their homeland, customs, and communal living. The tribes of Nagaland rely heavily on festivals, dances, and songs to preserve and transmit their cultural legacy over successive generations. Even though these tribes speak a variety of languages, English is Nagaland's official language and the main language of instruction. This uniting element encourages higher education and career prospects for the younger generation while also facilitating communication and governance within the state. One of the rare states in India where the majority of people are Christians is Nagaland, where Christianity has a strong hold on the cultural and

social context of the state. This has affected numerous elements of Naga society, including community organizations, social services, and educational institutions. The fact that there is a church in practically every hamlet is evidence of the significance of Christianity in everyday life and its ability to bring different tribes together around a shared religious identity.

The majority of Nagaland's population is employed in agriculture, which drives the region's economy. Rice, maize, millet, pulses, and cash crops like cardamom, tea, and coffee are all grown on the state's lush terrain. The tribes also frequently engage in customary activities like jhum farming, sometimes referred to as shifting agriculture. Nonetheless, initiatives are underway to support more environmentally friendly farming methods that also enhance farmers' livelihoods. Nagaland's tourism industry is also growing, drawing tourists with its stunning scenery, exciting festivals, and rich cultural legacy. Every year in December, the Hornbill Festival is a popular event that highlights Nagaland's diverse culture with traditional dances, music, crafts, and food. In addition to promoting tourism, this celebration helps the Naga tribes feel proud of one another. Nagaland's mountainous topography makes infrastructure development challenging, yet there have been notable advancements recently. Kohima, the state capital, and other large cities like Dimapur functions as the administrative and commercial centers of the region. There are initiatives underway to improve road networks, telecommunications, and healthcare facilities and education in an effort to increase connectedness. The state of Nagaland is a symbol of the power of tradition and the beauty of diversity. Its rich cultural heritage, along with the natural splendor of its mountainous landscape, makes it a fascinating location. Because of the firmness and passion of its people, Nagaland perseveres in thriving despite the difficulties presented by its location and financial limitations. The state's dedication to upholding modernity while maintaining its cultural heritage is evidence of its society's ongoing existence.

1.5. Emergence of Education in Nagaland

Nagaland has a distinct history when it comes to education, starting with the indigenous morung system. The first educational facility for the Naga people was the morung, which resembled a dormitory. It was vital in transferring the knowledge and skills needed for both social and economic life. While girls were taught household skills and traditional crafts, young boys were taught different crafts, hunting

methods, and social conventions. This system offered a comprehensive education that equipped young people for their duties in society and was firmly deep-rooted in Naga culture. After Christian missionaries and British colonists arrived in Nagaland, formal education was introduced. An education system in the western tradition was developed by the British governance in association with missionaries. This was a drastic break from the conventional morung education, emphasizing literacy and formal schooling. Primary schools were founded throughout Nagaland, providing the groundwork for contemporary education. Higher education establishments, however, did not come into existence until over ten years after India attained independence in 1947. Over the years, Nagaland has made significant improvements in education, especially when it comes to literacy rates. As per the 2011 Census, Nagaland had a higher literacy rate of 79.55% compared to the national average of 74.04%. Considering the difficult topography of the state and the early lack of infrastructure, this accomplishment is remarkable. Despite these improvements, Nagaland still has a lot of development to do to improve the infrastructure and quality of education, especially for higher education. In Nagaland, there are both public and private institutions offering higher education, with the private colleges being particularly prevalent. This has expanded the range of educational options, but it has also brought attention to concerns about cost and accessibility. Many of Nagaland's students come from low-income families and are unable to pay the educational expenses of private institutions. Their access to higher education is restricted by this financial barrier, which also keeps educational disparity alive.

Global Open University and Nagaland University are the two major universities located in Nagaland. These institutions are essential to the state's ability to offer possibilities for research and higher education. Three private universities are also present: North East Christian University, the Institute of Chartered Financial Analysts of India (ICFAI) University, and St. Joseph University. These universities have helped to diversify higher education in Nagaland by providing a range of programs. In terms of specialized education, Nagaland is home to the National Institute of Technology (NIT) Nagaland, an engineering college, and the College of Veterinary Science and Animal Husbandry. These establishments offer vital instruction and training in subjects vital to the growth of the state. However, many colleges lack sufficient facilities and resources, and the infrastructure for higher education as a whole is still underdeveloped. Another area of concern is the quality

of education. The quality of education in many schools and colleges is not at par with national levels, despite improvements in literacy rates. To raise the standard of education, more modern curricula, better-trained teachers, and more effective teaching strategies are required. In addition, insufficient financing and facilities for research hinder the advancement of higher education and innovation inside the state.

The public and private sectors must collaborate to raise Nagaland's educational standards and infrastructure in order to meet these problems. This entails making investments in brand-new facilities, renovating current ones, and guaranteeing that everyone, regardless of financial situation, has access to education. For students from low-income families, financial aid programs, grants and scholarships can help make college more affordable. In summary, although Nagaland has achieved notable progress in education, especially in raising literacy rates, there is still more to be done to enhance the standard and availability of higher education. Nagaland can make sure that its young people are ready to contribute to the state's growth and prosper in a world that is becoming more and more competitive by overcoming these issues.

1.6. Higher Education in Nagaland

Early initiatives that established a foundation for the growth of higher education were few tills after India gained its independence. Fazil Ali College, founded in 1959, was the first college in Nagaland. Following the state's official recognition in 1963, Nagaland's formal higher education development gained momentum. The ensuing decades witnessed the formation of colleges in the late 1960s and early 1970s, which largely offered undergraduate programs in arts, science, and commerce. These establishments played a crucial role in catering to the educational requirements of the young people in the state and setting the groundwork for a more advanced educational framework.

The founding of Nagaland University in 1994 marked a critical turning point in the region's higher education system. Established by a parliamentary act, the state's major university has grown to be the foundation of higher education. Numerous undergraduates, graduates, and doctorate degrees in a variety of fields, including the humanities, science, engineering, management, and social sciences, are available at Nagaland University. Its involvement in the affiliation of multiple colleges

throughout the state has been essential in enhancing and standardising the state's higher education system.

Notable has also been the growth of professional and technical education. The region's technical education has benefited greatly from the establishment of the National Institute of Technology (NIT) in Chumoukedima. By providing undergraduate, graduate, and doctorate programs in a range of engineering specialties, NIT Nagaland helps the state produce highly qualified workers. In addition, Nagaland University's School of Agricultural Sciences and Rural Development (SASRD) addresses the particular agricultural opportunities and problems in Nagaland by concentrating on agricultural education and research.

The involvement of the private sector has significantly diversified Nagaland's higher education system. Organizations that cater to both traditional and non-traditional students include the Global Open University (founded in 2006) and St. Joseph University (founded in 2016). In particular, the Global Open University has concentrated on offering adaptable distance learning choices, opening up access to higher education for a wider range of individuals, including working adults and those unable to attend regular sessions.

In Nagaland, higher education still faces numerous of obstacles despite these developments. Infrastructure development is still a major concern since many institutions need major advancements in their technological and material resources. Another enduring issue is finding and keeping qualified faculty members, which is made worse by the state's remote location and scarce resources. Additionally, stable and sufficient money is necessary to sustain operational requirements as well as research initiatives within higher education institutions. Significant obstacles also exist in the areas of equity and access in higher education. For balanced development, it is essential that students from remote and rural areas have access to the same possibilities as those in urban areas. To address these concerns, both the national and the state governments have launched a number of programmes. Initiatives to improve infrastructure and scholarship programs for students from families with limited resources are positive moves. To uphold and enhance academic standards, quality assurance strategies are being used- such as accreditation and frequent evaluation. In Nagaland, the growth of higher education is a dynamic process characterized by notable advancements and persistent obstacles. The community, educational institutions, and political entities working together will be

essential in overcoming these obstacles and advancing the standard and accessibility of higher education in the state. Nagaland's socio-economic development depends on placing a strong emphasis on teachers' ability and their good attitudes toward research.

1.7.All India Survey on Higher Education (AISHE)

All India Survey on Higher Education (AISHE) was initiated in the year 2011 by Ministry of Human Resource Development (MHRD), Department of Higher Education, and Government of India to identify and capture the data of higher education institutions in the country. The survey which is an annual feature is compiled online from the respondent institutions. It is a participatory effort between State Governments, Regulatory Statutory Authorities and the Ministries of Government of India. The main items of data collection under survey are; basic details, programme details, teaching and non-teaching staff, student enrolment, examination results, infrastructure, scholarships and financial. (updated on: April 17th, 2024 at 07:51 am).

The survey which is now an annual feature in 2022-23 survey which commenced from 5th January 2024.

Key results of AISHE 2021-22

- Survey covers all Institutions of higher education in the State, registered with AISHE code in AISHE portal https://aishe.gov.in. Institutions are categorized in 3 broad categories: Universities, Colleges and Standalone Institutions.

- There are 5 Universities, 1 institute of National Importance, 69 Colleges and 24 Standalone Institutions listed under AISHE web portal.

Table No.1.1. Showing the number of Universities and Colleges in Nagaland (AISHE)

Form Type	Type	Total Number
DCF- I	Central University	1
	Private University	4
	Institute of National Importance	1
	Total	**6**
DCF II	**Affiliated Colleges**	**69**
DCF III	Technical/Polytechnic	10
	Nursing	4
	Teacher Training	9
	Paramedical	1
	Total	**24**

DCF= Data Capture Format

- Total enrolment for Higher Education has been estimated to be 51223 with male 23557 and 27666 female. Female constitutes 54.01% of the total enrolment.
- Gross enrolment ratio (GER) in higher education in Nagaland is 18.8 which is calculated for 18-22 years of age group. GER for male population is 16.5 and for female it is 21.2

1.8. RashtriyaUchchtar Shiksha Abhiyan (RUSA)

RashtriyaUchchtar Shiksha Abhiyan is the most ambitious project being undertaken by the Union Ministry of Human Resource Development (MHRD) to provide strategic funding to higher education sector in the country.

The objective of the mission is to improve the quality of higher education sector through sectoral, institutional academic & governance reforms, etc. (updated on: April 17th, 2024 at 07:56 am)

Achievements made under RUSA 1.0 (in the last 5 years)

Ongoing activities under RUSA 2.0

Under RUSA 2.0 a total outlay for ₹ 84 crores was approved for 10 projects which includes the following.

1. Construction of one hostel for ST girls students at Kohima Science College (Autonomous), Jotsoma under Equity Initiative component.
2. Enhancing Quality and Excellence component for Kohima Science College (Autonomous), Jotsoma.
3. Establishment of one New Model Degree College (General) at Tzupaksa, under Mangkolemba Sub-Division of Mokokchung District.
4. Establishment of one new Professional College (Engineering College) at Tzurangsa under Mokokchung District.
5. Establishment of one new Professional College (Professional College of Music & Fine Arts) at Tsiesema under Kohima District.
6. Upgradation of Girls Hostel at Kohima College Kohima.
7. Upgradation of Classrooms at Fazl College, Mokokchung.
8. Upgradation of Library Building at Dimapur Government College, Dimapur.
9. Upgradation of Academic Building at Phek Government College, Phek.
10. Upgradation of Academic Building at Mount Tiyi College, Wokha.

1.9. Significance of the study

The present study is undertaken to study the attitude towards research process among the college teachers of Nagaland in relation to their social competency. The study aims at finding and analysing the preferences and differences between male and female college teachers, rural and urban college teachers, government and private college teachers, the length of teaching experiences and educational qualifications regarding their attitude towards research process in relation to their social competency. Significance of research and its essential role in the growth and development of country is necessary. Hence, the present study aims at recognizing the obstacles of research performance among the college teachers in order to improve the quality and quantity of the research. The main task of the educational institution is research and it requires extensive and in-depth review and analysis of the factors, barriers and attitudes of the research based on social acceptance. The purpose of the study is to explore the process of conducting research and to describe how college teachers came to understand, account for, and apply their own research plans. The process involved in conducting research and the degree to which teachers conduct

research can bring effective change in their own classrooms and to the society. The study analysed the path of teachers conducting research the insights into their understanding of the process of implementing their own research plans. This study also aims at contributing knowledge base of teaching, individual practice, changes their teaching and helps teachers to be more reflective about their instructional practices.

It is fairly well established that social competence is linked to various adjustment indicators. However, few studies seek to contrast strength of links between teacher perceptions of social competence and various adjustment indicators. Identification of the strongest links between aspects of teacher-perceived social competence and school adjustment indicators could help to identify key adjustment risk areas for others. Such identification would provide for more targeted efforts in terms of promotion of social competence.

This study also intends to raise awareness among college teachers about the value of social competence in the classroom and beyond, especially for health, education, and employment outcomes in adulthood. Social competence refers to the qualities that allow us to engage positively with others and control our own emotions. These skills are diverse and include interpersonal skills, confidence, coping skills, self-regulation, and self-awareness.

Social competency is directly linked to various social indicators which help us to interact with other people in a positive way. It plays an important role among teachers to build skills like confidence, self-regulation, self- awareness and adapting others feelings by managing his own emotions. The educational goal of a society or nation is to foster the development of wholesome personality and this wholesome personality can be developed when teachers are socially competent to respond to the different needs of the students. Studies on social competence seek to contrast the strength and weakness between teacher's perception on social competency and other social elements. Thus, this study aims at identifying the links between the aspects of college teachers' perception on social competence and institutional adjustment. The identification of these would provide more clarity in terms of promotion of social competence.

The present study aims at creating awareness among the college teachers, the importance of social competence for the well-being, create conducive environment for the students and to deal with the ups and downs of the classroom along with

issues such as health, education, and even job prospects. By understanding the various dimensions of social competency, the study seeks to provide insights into how social competency can be enhanced to improve professional interactions and educational outcomes in this unique cultural context.

1.10. Statement of the problem

Research acts as a beacon of intellectual curiosity by directing human towards wider insights into the complexities that surround us. Williams, (1979) emphasize on three vital aims of higher education-teaching, research and extension. By exploring these three aims, teacher discovers the development of higher education by realizing the needs of the education system and also fulfilling those who quest for knowledge. Today, research has become an inevitable process in the area of education.

Teachers play a more important role in students' overall development than just teaching content. The idea of social competency, a complex quality involving a range of interpersonal abilities necessary for efficient teaching and learning, is fundamental to our goal. Social competency, which is defined as the capacity to engage meaningfully with people and handle social interaction appropriately, goes beyond the confines of traditional pedagogy to impact classroom dynamics, student-teacher relationships, and overall educational outcomes. Thus, the problem of this study seeks to address and examine the attitudes of college teachers in Nagaland towards the research process, and to investigate the extent to which their social competency influences these attitudes.

1.11. Title of the Study

"A Study of Attitude towards Research Process among the College Teachers of Nagaland in relation to their Social Competency".

1.12. Variables of the study

1. Independent Variable: Social Competency

2. Dependent Variable: Attitude towards Research

3. Demographic Variables:

      i. Gender (Female & Male)

      ii. Type of Institution (Government & Private)

iii. Locality of Residence (Rural & Urban)

iv. Length of Teaching Experience (Above 7 years & below 7 years)

v. Educational Qualifications (PG, PG with UGC NET, Ph.D., Ph. D with UGC NET)

1.13. Conceptual Framework

This framework investigates the relationship between college teachers' attitude toward research and their social competency, with the former being an independent variable and the latter being a dependent variable. This concept proposes that college teachers' viewpoints, ideas, and attitude towards research have a substantial impact on their capacity to engage and communicate effectively in their professional and social contexts. A positive attitude toward research, defined as a strong motivation to engage in research, a perceived importance of research for professional growth, confidence in conducting research, a keen interest in staying up to date on research developments, and active participation in research activities, can improve teachers' social competency. In this context, social competency encompasses the capacity to negotiate group dynamics, maintain cohesion, work collaboratively, settle problems, and demonstrate social skills.

However, the connection between attitude toward research and social competency is complex, influenced by a variety of demographic variables as well as the professional environment. Demographic factors such as gender, type of institution, locality of residence, years of teaching experience, and educational qualifications can influence the magnitude and nature of this relationship, implying that different groups of teachers may have varying levels of social competency based on their involvement in research. These characteristics may have an impact on the relationship between research attitudes and social competencies. For example, more experienced teachers may demonstrate a higher level of social competency based on their attitude toward research due to their ability to analyze information, as compared to less experienced teachers.

Furthermore, the professional environment, which includes institutional support for research, professional development opportunities, teamwork support, workload management, and access to research networks, serves as an intervening element. A supportive environment may enhance the good influence of a research-

oriented attitude on social competency, but a lack of such support may hinder the development of these critical social abilities. This approach emphasizes the need of creating a good research culture within educational institutions in order to improve teachers' social competency, which will eventually contribute to their professional effectiveness and general well-being of the institution in the context of higher education in Nagaland.

1.14. Theoretical Framework

Studies looking into the relationship between research attitudes, skills, and productivity emphasize how crucial these components are to raising academic production. Research productivity among teachers can only be increased by creating a favorable research culture, as studies have repeatedly demonstrated. According to Balogun and Aluko (2018), positive research attitudes strongly influence faculty research production in Nigerian universities. This implies that faculty members are more likely to participate in productive scholarly activities when they have good attitudes towards research. Similarly, among Indian university teachers, Kothari and Kulkarni (2018) found a strong positive link between research attitudes and productivity. These results highlight how crucial it is everywhere to foster a favorable attitude toward research in order to increase academic performance. Research attitudes have an impact on students in addition to teachers. According to Abun, Magallanes, and Foronda (2019), graduate students' affective and cognitive attitudes toward research have a significant influence on their intention to perform research. This implies that encouraging graduate students to have a good attitude about research can motivate them to participate in research in the future. Similar findings were made by Kishokumar (2020), who discovered that graduate teachers who had positive views toward research were more likely to participate in research activities. This emphasizes the significance of fostering such attitudes in order to encourage continued research involvement.

According to Celebi (2019), there is a favorable relationship between teachers' skill levels and their attitudes toward scientific research. This suggests that raising teacher attitudes toward research can help them become more competent researchers, starting positive feedback that increases research output even more. This idea was supported by Cutin (2023), who came to the conclusion that Bohol Island State University's research productivity has improved as a result of good attitudes toward research, which strengthen the effects of enhanced research

competency. All of these studies show that, in a variety of educational environments, research productivity is significantly predicted by good research attitudes.

The close relationship between research attitudes, social competences, and productivity has been proven by numerous studies. Educational institutions can greatly increase research productivity by cultivating a positive research culture. Both individual academic contributions and the total amount of research produced by institutions can be enhanced by putting methods into place to foster positive research attitudes and competencies. These insights highlight the universal significance of encouraging research activities and cultivating a culture that appreciates and supports research, making them relevant and valuable to educational institutions.

1.15. Objectives of the study

1. To study the status of college teachers' attitude towards research.

2. To study the status of Social Competency of college teachers.

3. To analyse the opinion of college teachers in Nagaland regarding their attitudes towards research.

4. To examine the perceptions of college teachers in Nagaland regarding their social competency.

5. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their gender, type of institution, locality of residence andthe length of teaching experience.

6. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their educational qualifications.

7. To investigate whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their gender, type of institution, locality of residence and the length of teaching experience.

8. To find out whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their educational qualifications.

9. To probe whether there is any significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

10. To check whether the college teachers' social competency is a significant predictor of their attitude towards research.

11. To establish regression equations for predicting attitude towards research among the college teachers on the basis their social competency.

12. To suggest measures for improvement of social competency and attitude towards research.

1.16. Research Questions

1. What is the status of college teachers' attitude towards research?

2. What is the status of Social Competency of college teachers?

3. What are the dispositions of college teachers in Nagaland towards research?

4. What are the perceptions of college teachers in Nagaland with regard to Social Competency?

1.17. Hypotheses of the study

1. There is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland.

2. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland.

3. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland.

4. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland.

5. There is no significant difference in the mean scores of attitude towards research (overall) between female and male college teachers in Nagaland.

6. There is no significant difference in the mean scores of General Aspects of Research and Research Process between government and private college teachers in Nagaland.

7. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between government and private college teachers in Nagaland.

8. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between government and private college teachers in Nagaland.

9. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between government and private college teachers in Nagaland.

10. There is no significant difference in the mean scores of attitude towards research (overall) between government and private college teachers in Nagaland.

11. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers residing in rural and urban areas.

12. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers residing in rural and urban areas.

13. There is no significant difference in the mean scores of Relevance of Research in Personal Social Life between the college teachers residing in rural and urban areas.

14. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between the college teachers residing in rural and urban areas.

15. There is no significant difference in the mean scores of attitude towards research (overall) between the college teachers residing in rural and urban areas.

16. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers with above and below 7 years of teaching experience.

17. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers with above and below 7 years of teaching experience.

18. There is no significant difference in the mean scores of Relevance of Research in Personal Social Life between the college teachers with above and below 7 years of teaching experience.

19. There is no significant difference in the mean scores of Difficulties in Research and Research Anxiety between the college teachers with above and below 7 years of teaching experience.

20. There is no significant difference in the mean scores of attitude towards research (overall) between the college teachers with above and below 7 years of teaching experience.

21. There is no significant difference in the mean scores of General Aspects of Research and Research Process among the college teachers with regard to their educational qualifications.

22. There is no significant difference in the mean scores of Usefulness of Research in Professional Career among the college teachers with regard to their educational qualifications.

23. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life among the college teachers with regard to their educational qualifications.

24. There is no significant difference in the mean scores of Difficulties in Research and Research Anxiety among the college teachers with regard to their educational qualifications.

25. There is no significant difference in the mean scores of attitude towards research (overall)between the college teachers among the college teachers with regard to their educational qualifications.

26. There is no significant difference in the mean scores of group climate as a dimension of social competency between female and male college teachers.

27. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between female and male college teachers.

28. There is no significant difference in the mean scores of social skills as a dimension of social competency between female and male college teachers.

29. There is no significant difference in the mean scores competency(overall) between female and male college teachers.

30. There is no significant difference in the mean scores of group climate as a dimension of social competency between government and private college teachers.

31. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between government and private college teachers.

32. There is no significant difference in the mean scores of social skills as a dimension of social competency between government and private college teachers.

33. There is no significant difference in the mean scores of social competency(overall) between government and private college teachers.

34. There is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers residing in rural and urban areas.

35. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers residing in rural and urban areas.

36. There is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers residing in rural and urban areas.

37. There is no significant difference in the mean scores of social competency(overall) between college teachers residing in rural and urban areas.

38. There is no significant difference in the mean scores of group climate as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

39. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

40. There is no significant difference in the mean scores of social skills as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

41. There is no significant difference in the mean scores of social competency (overall) between college teachers with above and below 7 years of teaching experience.

42. There is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers with regard to their educational qualifications.

43. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers with regard to their educational qualifications.

44. There is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers with regard to their educational qualifications.

45. There is no significant difference in the mean scores of social competency(overall) between college teachers with regard to their educational qualifications.

46. There is no significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

47. The college teachers' social competency is not a significant predictor of their attitude towards research.

1.18. Operational definitions of the key terms

1.18.1. Attitude towards Research

In the present study, the term "attitude toward research" describes the general state of mind, emotions, convictions, and perspectives of college teachers on research. It encompasses their excitement, sense of worth, and curiosity in conducting research. It can be quantified by using surveys or questionnaires to figure things like research self-efficacy, anxiety, and perceived importance.

i. General Aspect of Research and research process:

The term "general aspect of research and research process" in this study refers to the fundamental components and important traits that characterise the nature, goal, and methodology of doing research. This entails comprehending the idea of research, as well as its importance, methodology, and prevailing views regarding conducting research.

ii. Usefulness of research in professional career:

The perceived value and impact of research efforts on improving teachers' career development and job performance are referred to in this study as the usefulness of research in professional career.

iii. Relevance of Research in Personal and Social Life:

The relevance of research in personal and social life is defined in this study as the degree to which engaging in research activities influences and enhances teachers' capacity to make significant contributions to society and community development, as well as their capacity to grow personally and critically think fit in the society.

iv. Difficulties in Research and Research Anxiety:

In this study, difficulties in research and research anxiety refer to the challenges and obstacles faced by teachers during the research process, including time constraints and resource limitations. Research anxiety is defined as the feelings of stress, apprehension, and nervousness experienced by teachers when engaging in research activities.

1.18.2. College Teachers

College teachers in the present study refer to individuals employed in colleges in Nagaland. These educators are involved in teaching undergraduate and/or

postgraduate students and also participate in research activities. They are the participants of the present study.

1.18.3. Nagaland

Nagaland is a state in the north eastern region of India. For the purpose of this study, it is the geographical location where the research is conducted, and the college teachers being studied are employed in this region.

1.18.4. Social Competency

The capacity to manage social interactions and relationships in a scenario efficiently by fostering a supportive environment is referred to as social competency. The following important terms were utilized in the present study.

i. Group climate

In the present study, group climate refers to the overall atmosphere within the academic departments or teams where college teachers work. This covers the teachers' perceptions of the emotional tone, degree of support, trust, and openness.

ii. Group cohesion

In the present study, group cohesion is defined as the degree of solidarity, commitment, and unity among college teachers within their academic departments or teams.

iii. Social skills

In the present study, social skills refer to the abilities of college teachers to interact effectively and harmoniously with others in their academic environment. This includes communication, empathy, conflict resolution, and interpersonal relations

1.19. Delimitations of the study

1. The present study is limited to a sample size of 600 college teachers, which includes both government and private institutions in Nagaland.

2. The study focuses exclusively on colleges within Nagaland, restricting teachers from other educational levels.

3. The research is conducted across twenty-nine selected colleges, which have been chosen from a total of nine districts in Nagaland.

CHAPTER- II
REVIEW OF RELATED LITERATURE

2.1. Introduction

The process of reviewing related literature includes locating, identifying, and analyzing of documents that contain a wealth of information about the subject matter under investigation. Prior to beginning actual study, a search for relevant literature is required. This phase performs a number of crucial tasks that allow the researcher to learn about the conclusions made in the study area. Any research project must begin with a thorough and methodical evaluation of related literature since it offers a full overview of the body of information, hypotheses, and discoveries pertinent to the topic of inquiry. Lawani, E., U. (2024). This procedure entails locating, identifying, and analyzing a broad variety of academic publications that add to the body of knowledge in the specific field of study. Reviewing related literature before starting the investigation is important for a number of reasons. It enables researchers to place their own research concerns in the larger framework of previously published works, highlighting any gaps in the literature that call for more study. Researchers can determine whether a study has the potential to yield new knowledge or insights by considering its position. According to (Creswell, 2009),a literature review needs to be brief and it should relate in one way or the other, adding meaningful discussions in the study.

Knowledge in any field is built upon the accumulated outcomes of numerous studies conducted over generations, alongside theories designed to integrate and explain observed phenomena. Researchers can better understand the theoretical frameworks and approaches that have formed the area by immersing themselves in related literature. By relating their study findings to accepted ideas and empirical data, this familiarity not only helps researchers understand the significance of their own discoveries but also facilitates relevant scholarly discourse. A crucial part of assessing relevant literature is examining the tactics, methods, and analytical strategies used in earlier research. This examination often reveals insights into the reasons behind contradictory and support findings within the field. Contradictory results are not uncommon in research, and they may arise due to variations in research methodologies, differences in the instruments used, or the diverse theoretical perspectives adopted by researchers. Understanding these usages, it

allows researchers to refine their own approach, potentially resolving inconsistencies and advancing the collective understanding of the subject matter.

According to Swindoll (2012),the review of literature is not merely a process of data collection and analysis but it is also a means to deepen the understanding of the research study and effectively communicate the understanding to others. A strong foundation of knowledge gained from the review of related literature is necessary for the effective delivery of research findings. This foundation ensures that the study's conclusions are supported by empirical evidence and a strong theoretical framework, thereby enhancing the research's credibility. Moreover, a thorough examination of linked literature facilitates the identification of connected works and influential scholars whose contributions have influenced the field's discourse. In order to spot trends, theoretical developments, and new fields of study, researchers can follow the development of ideas and concepts over time. This historical viewpoint sheds important light on the development of knowledge in the field and identifies areas that require more research in order to fully understand current issues or gaps in understanding. Practically speaking, there are procedures involved in performing a review of related literature. In order to determine the extent and emphasis of their literature search, researchers initially formulate their study questions or hypotheses.

Researchers use academic databases like Google Scholar, Pub Med, JSTOR, and others, together with targeted keywords and search techniques to find pertinent literature. In order to ensure the caliber and dependability of the data acquired, journals, respectable publications, and authoritative sources must be given top priority. After locating appropriate research, scholars critically analyze each work to determine its applicability, methodological reliability, and value to the discipline. Researchers can find common themes and areas of agreement or disagreement in the literature by summarizing and synthesizing the most important ideas from each source.

Researchers must also perform reflective analysis in order to compare and contrast findings from other studies in order to identify trends or variations in the literature. This analytical method not only improves comprehension but also provides recommendations for the study's theoretical framework and research strategy. Through the integration of findings from several sources, scholars can create a coherent narrative that positions their study within the wider academic discourse. Furthermore, the analysis of related literature goes beyond a simple list of published

findings; it also includes a critical evaluation of the conceptual frameworks and theoretical perspectives that support the study. Through critical engagement, researchers can examine presumptions, question accepted wisdom, and suggest novel strategies for resolving open-ended problems or unsolved disputes in the field.

Researchers keep an eye out for potential biases and limitations in the body of existing literature as they review related works. In order to address these challenges, objectivity in reporting and a fair assessment of contradicting data or different points of view are necessary. Through a critical evaluation of prior research, scholars can enhance the current study's rigorous methodology and intellectual integrity. Thoroughly reviewing relevant literature is a fundamental part of serious scientific investigation. (Sridhar, M.S 2020) It gives researchers a thorough grasp of the state of knowledge at the moment and influences the formulation of research questions, techniques, and theoretical frameworks. Through the integration of many information sources and a critical assessment of the body of literature, researchers are able to contextualize their own work within the larger field, identify knowledge gaps, and provide fresh perspectives that continue to expand the boundaries of understanding. A survey of relevant literature acts as a crucial motivator for significant research that advances our collective understanding of complicated phenomena across disciplines and advances the continuing development of scholarly discourse.

2.2. Review of related literature on "Attitude towards Research" conducted Abroad

Sabzwari, S., Kauser, S. and Khuwaja, A.K. (2009) carried out an investigation titled "Experiences, attitudes and barriers towards research amongst the junior faculty of Pakistani medical Universities". The primary goal of the investigation was to identify the barriers, one of which was a lack of research training. A cross-sectional study with a self-administered questionnaire was provided to a sample of 220 fellows, instructors, senior instructors, and assistant professors working at medical universities. After data collection, it was analyzed with SPSS version 16. Variables were analysed using statistical approaches (chi-square test). The findings indicate that the majority of the junior professors at Pakistani medical universities who took part in this study have never taken part in research, and just a tiny minority received any training during their undergraduate studies. Gender disparities in engagement with research were also discovered. According to the study, teaching

and training in research should be mandatory for both undergraduate and postgraduate degrees. Faculty should be allowed to participate in research methodological workshops and courses, as well as receive statistical support. Furthermore, having the presence and assistance of supervisors and mentors should be ensured. This work also sets the path for larger-scale studies that examine the quality of research training and the outcomes that result from it.

Monroe and Kumar (2011) conducted a study on "Faculties attitudes towards academic research: a basis for improvement in publication productivity". The primary aim of this study was to investigate how teaching faculty members on campus feel about research in order to increase the number of publications that the university produces. 52 questionnaires representing 16.3% of the intended population were returned after being delivered to five colleges. The results showed that academic researchers are seen favorably by faculty members. However, inexperience is the main cause for their low production in research papers. According to the study, faculty members have a positive attitude toward conducting research, but their lack of expertise makes it difficult for them to generate work that can be published. Targeted mentoring and training initiatives could close this gap and increase publication and research productivity.

Bibi, Lqbal and Masjid (2013) conducted a study on Attitude of prospective teachers towards research: implications for teacher education in Pakistan. Using Papanastasiou's "Attitude towards Research" scale, the study aimed to investigate how teachers felt about research (2005). The utility of research, research anxiety, positive attitudes, life relevance of research to students' daily lives, and difficulty of research are the five sub-scales that make up this five-point Likert scale. The goal was to ascertain whether the scale's original structure made sense in Pakistan. The study's sample comprised 277 prospective teachers in Pakistan, of which 40 were male and 237 were female. Researchers used a one-way ANOVA and t-test to examine the variations in research-related attitudes. The findings showed that teachers, whether male and female, had almost the same views about research in general. On several aspects of the research attitude scale, however, there were notable variations amongst the respondents. These factors were research utility, research anxiety, optimistic outlooks, research relevance to students' day-to-day lives, and research difficulties as assessed by the students. The results reveal that although gender is not a significant factor in affecting attitudes toward research, there

are differences in perception and acceptability among the teachers based on other criteria associated with the sub-scales. This highlights the need for targeted interventions to address these specific areas and improve research attitudes uniformly.

Alpay and Verschoor (2014) conducted a study on the teaching researcher: faculty attitudes towards the teaching and research roles. The study, which included 7000 samples from 62 institutions, sought to determine how faculty members felt about teaching and research in UK higher education. In order to get their opinions on the connection between education and research and to help formulate pertinent questions for deeper case studies on their accomplishments in both teaching and research, STEM academics from a wide range of UK institutions were chosen for the case studies. The study's findings indicated that faculty members place a low value on teaching accomplishment when it comes to research, which points to the necessity of explicitly fostering a teaching community. This is particularly true for financing and publications pertaining to education. It is suggested that a sincere concern for students' academic achievement and the fulfillment derived from their relationships with one another and the course material comes from teaching motivation. Nevertheless, some faculty members place a high priority on institutional (local) recognition of excellent instruction.

Horodnic, L.A., and Zait, (2015) conducted a study on motivation and research productivity in a university system undergoing transition. The purpose of the study was to investigate the relationship between research productivity and intrinsic and extrinsic motivation in Romanian academics that specialize in business administration and economics. A survey questionnaire was disseminated, and the answers were combined with official university records of the production of professorial research. A representative sample was subjected to a Tobit regression model. The findings showed a negative correlation between extrinsic motivation and research productivity and a favorable correlation between intrinsic motivation and productivity. These results suggest that greater research output is correlated with a strong sense of passion for one's profession. Therefore, a more productive research environment is fostered by intrinsic motivation, which is defined by personal interest and satisfaction obtained from the task itself, whereas extrinsic motivation, which is motivated by rewards from outside sources, may impede research production.

Pamatmat (2016) has conducted a study on Research Attitudes of Teaching Personnel in one Philippine State University: Basis for Development and Sustainability towards Excellence. The study, which included 166 permanent teaching staff members, was carried out at Laguna State Polytechnic University. Research activities, research rudimentary duties, research efficacy, research usefulness, and research involvement were the five indicators used to evaluate the attitude of these professionals. Principals and teachers were the two types of respondents to questionnaire checklists used to collect data. The findings demonstrated the research proficiency of Laguna State Polytechnic University's faculty. They are self-assured when undertaking in-depth study and have advanced research skills on par with those of their colleagues. Furthermore, the faculty members view research as an important and worthwhile aspect of their workdays. This encouraging attitude toward research implies that Laguna State Polytechnic University's faculty members actively participate in and contribute to research endeavors in addition to realizing the value of research in strengthening their academic and professional abilities. Their high levels of research efficacy and involvement also demonstrate their dedication to ongoing learning and development. In the end, the study emphasizes the university's robust research culture, which is fueled by the expertise, self-assurance, and understanding of the value of research in professional and educational development among the teaching staff.

Sekerci, A.R., Ilhan, N, Sozbilir, M and Yildirim, A (2017) conducted a study on science and technology teachers' attitudes towards educational research in Turkey. Based on demographic factors like gender, years of teaching experience, and educational qualifications, the study sought to understand the attitudes of educators in Eastern Anatolia, Turkey, toward educational research. 918 science and technology teachers in middle schools in Turkey's Eastern Anatolia region were examined using the survey method. The Teachers Attitude Scale towards Educational Research (TASTER), a Likert scale was used to collect data. The subscales within TASTER comprised three items: the applicability, importance, and need of educational research. The findings demonstrated that, in comparison to male teachers, female teachers had more positive sentiments toward the relevance of educational research. Furthermore, compared to their rural counterparts, teachers in urban regions believe that educational research is more important. Additionally, the study discovered that teachers holding Master's degrees are more likely than those

with simply graduate degrees to believe that educational research may be applied. These results imply that teachers' opinions on educational research are influenced by factors such as gender, location, and educational qualifications. Teachers with postgraduate degrees, those who work in urban areas and female are more likely to acknowledge the value and relevance of research in the classroom. This emphasizes how important it is to provide specialised assistance and chances for professional growth in order to improve the attitudes of male teachers, teachers in rural areas, and teachers with less educational qualifications toward educational research.

Khan, S., Shah and Khan.T, (2018) conducted a study on An Investigation of Attitudes towards the Research Activities of University Teachers. The investigator selected forty teachers from each of the six public sector general universities in Khyber Pakhtunkhwa to participate in the survey, which resulted in 225 responses overall. Data were gathered using an attitude questionnaire and an attitude scale based on a five-point Likert scale. The data were analyzed using one-way analysis of variance (F-test) and Pearson correlation. The findings showed that university teachers have a favorable outlook on research. The sample population as a whole agrees that research is beneficial in both personal and professional contexts. According to the respondents, research efforts are greatly influenced by personal interests, which is consistent with the aim of institutions. Furthermore, all of the respondents agree that incentives have an impact on research. This implies that rewards and recognition may serve as additional catalysts for encouraging teachers to partake in research projects. The study emphasizes how crucial it is to create a welcoming climate for researchers in higher education, where incentives are offered to increase productivity and individual interests are respected. These results highlight the importance of research in promoting university teachers' professional and personal development and highlight the necessity of laws that support and reward research endeavors.

Landsberry, L. (2018) conducted a study on Attitudes towards Research among College Educators. The purpose of the study was to find out how Japanese English language teachers in higher education felt about research, as well as whether or not these teachers conducted research and whether or not they found the process enjoyable. 205 participants from Japan made up the sample, 138 of them were enrolled in postsecondary education. The researcher created an anonymous questionnaire with eight sections that included both closed- and open-ended

questions. This survey comprised unique questions created by the researcher and was based on a previous survey performed by Borg (2009). Google Docs, an online tool, was used to distribute the questionnaire, and a spreadsheet was automatically used to compile the results. According to the study's findings, most college teachers understood the value of doing research for their professional and pedagogical growth. The teachers recognised the value of research in improving their methods of instruction and helping them advance as professionals in the field of education. There was broad agreement on the importance of research activities despite differing degrees of excitement for the research process itself.

The study also provided insights into the motives and attitudes of these teachers towards research. Numerous participants said that conducting research helped them stay current with advancements in their industry, which enhanced their instructional strategies. Several educators also mentioned that conducting research promoted a deeper comprehension of the things they taught and helped them hone their critical thinking abilities. The study did, however, also note the difficulties these teachers had when carrying out their research. The responders frequently mentioned time constraints, a lack of resources, and managing teaching duties with research activity. Notwithstanding these obstacles, there was a general positive attitude toward research, with many teachers expressing a wish for increased institutional funding to assist their research projects. The study emphasized the value of research for pedagogical and professional growth, underscoring its relevance for English language instructors in higher education in Japan. The results highlighted the need for more assistance and materials to enable teachers to overcome obstacles and completely participate in worthwhile research projects.

Navidad, F. C (2018) conducted a study on "Educators' attitude and barriers towards educational research: A basis for research policies and guideline." A cross-sectional study was conducted to assess the fundamental features of educators' attitudes about educational research and associate them with educators' demographic information. The survey included 286 volunteered respondents from chosen from universities/colleges in different parts of the Philippines. Data were analyzed using the t-test, ANOVA, Pearson correlation, Factor Analysis, and Structural Equation Model. According to the study's findings, instruction in research is critical for educators to develop their research skills to comprehend research output. Prioritizing it involves time, effort, and resources to understand and apply research. It

is also vital to note that management's moral support and mentoring have a significant impact on educators' motivation to perform quality research. To reduce or eliminate research barriers, individuals' positive attitudes toward research must be strengthened.

Okoduwa, S.I.R., Abe, J.O., Samuel, B.I. and Chris, A (2018) conducted a study on Attitudes, Perceptions, and Barriers to Research and Publishing among Research and Teaching Staff in a Nigerian Research Institute. The study explores the attitudes, perceptions, and barriers to research and publishing among academic staff in the Nigerian Institute of Leather and Science Technology, (NILEST) Zaria, Nigeria. A structured self-administered questionnaire was distributed among 130 research and teaching staff at the various Directorates in NILEST. Data are presented in frequencies and percentages for questionnaire responses. The study was a cross-sectional descriptive survey using a structured questionnaire. This study revealed a great disparity between the participation in the attitudes toward research activities and publication ofscholarly articles among research and teaching staff in NILEST and significant differences were noted in the attitude towards research with regard to gender. Male teachers were better as compared to female in their attitude towards research.

Fernandez, E. J., Galache, A and Mabelin, S.M. (2019) conducted a study on Research attitudes and capabilities of Faculty in Higher Education Institutions. The purpose of the study was to look into the research talents and attitudes of faculty members at an Archdiocesan university. The study uses a descriptive survey design to collect data from college faculty members using a survey questionnaire. The findings showed that faculty members have a positive attitude toward research and are eager to participate in research activities. They consider research to be advantageous for both their personal and professional growth. This positive attitude implies that faculty members understand the importance of research in improving their methods of instruction, furthering their own academic development, and raising their level of general life satisfaction. According to the study, faculty members view research as an essential part of their work. They think that conducting research develops critical thinking skills, keeps them up-to-date of developments in their profession, and improves their capacity to deliver high-quality instruction. The results highlight how crucial it is to encourage and facilitate faculty members' research endeavors in order to preserve a lively learning environment. Stronger

academic communities and more productive research can result from fostering such favorable attitudes regarding research.

Kishokumar, R. (2020), carried out a study on "teacher's cognitive and affective attitude towards research and their behavioural intention to conduct research". The study sought to investigate the complicated relationship between graduate teachers' cognitive and affective attitudes toward research and their behavioral intentions to participate in research activities. The study used quantitative research technique, with structured questionnaires delivered to graduating teachers in Sri Lanka's Batticaloa district. A total of 118 valid replies were obtained, resulting in a large dataset for study. The data was examined using descriptive statistics, correlation, and multiple regression methods, which are effective for detecting associations and predicting the effect of one variable on other. The study's findings were quite revealing. They found that graduate teachers have a typically positive attitude toward research, both cognitively and affectively. This shows that people not only recognise the significance and value of research, but also have a positive emotional response to participating in research activities. Furthermore, the study discovered an important finding: positive attitudes are powerful indicators of teachers' behavioral intention to undertake research. In other words, the more positive their attitudes toward research, the more likely they are to plan and carry out research in their professional career. This study has significant implications for policymakers and educational leaders interested in developing a strong research culture among teachers. Understanding the attitudes that drive research behavior allows them to design tactics and policies that promote good attitudes while also providing the support and resources needed to encourage teachers to conduct research. The study found a high positive correlation between graduate teachers' cognitive and affective attitudes and their intention to perform research, emphasizing the necessity of addressing both components when devising interventions to increase research participation.

Maravilla, M.C. (2020) conducted a study on teachers' attitudes towards research at palawan state university puertoprincesa. The purpose of the study was to evaluate the attitudes of Palawan State University faculty members toward research while taking into account demographic factors including gender, academic degree, and prior teaching experience. 155 teachers from different university colleges made up the sample. A thorough investigation was carried out to examine the attitudes of

educators concerning a number of factors, including research orientation, rewards influence, individual research interests and alignment with the goal of the institution, research use, and research fear.

Overall, the findings showed that Palawan State University faculty members have a favorable attitude toward research. They demonstrated a great commitment to research, appreciating its advantages and significance. Teachers also noted the impact of honours, speculating that recognition and incentives may encourage teachers to participate in research projects. Another encouraging factor was the researcher's personal interest in the subject, suggesting that many educators have an innate desire to study. Furthermore, there was general agreement that conducting research advances teaching methods and is consistent with the university's mission, supporting both the academic aims of the institution and the professional growth of its faculty. Nonetheless, a noteworthy unfavorable attitude was noted in the study anxiety component. Many educators reported experiencing tension and anxiety when doing research, which could be caused by a lack of confidence, a lack of time, or a lack of tools and support. This suggests that there is a need for techniques to lessen the anxiety associated with research, like giving teachers access to more tools, resources, and support networks to assist them handle their research assignments more skillfully. Fascinatingly, the study discovered that attitudes toward research did not significantly differ based on gender, indicating that views toward research are identical among male and female teachers. On the other hand, notable disparities were noted in terms of educational qualifications and teaching experience. Higher degree holders and more experienced educators had more favorable opinions toward research. This might be as a result of their increased exposure to research activities and evolving comprehension of its advantages. In the final analysis, even though most Palawan State University teachers have a positive attitude toward research, they can still be more engaged and productive in it if they address the problem of research anxiety and offer specialized support to less experienced and less degree-holding teachers. Anxiety can be reduced and a healthier research environment can be fostered by promoting a supportive research culture and providing opportunities for professional development.

Hammad, W. and Ani, W. A. (2021) conducted a study on Building Educational Research Capacity: Challenges and Opportunities from the Perspectives of Faculty Members at a National University in Oman. The purpose of the survey was to find out how University of Oman academic members felt about increasing research capability. Using a qualitative approach, faculty members were interviewed for focus groups in order to gather data. The findings brought to light a number of important obstacles that the faculty had to overcome in order to improve their attitude towards research. The main obstacle that was found was time constrains. Faculty members frequently find it difficult to manage the demands of undertaking research with their personal obligations, administrative tasks, and teaching duties. Their capacity to conduct in-depth research and engage in significant research activities is greatly limited by this shortage of time. Insufficient training in research was another serious problem.

A large number of academic faculty stated that more thorough training courses were necessary to advance their research abilities. They stated that their inability to create high-quality research results is hampered by their lack of experience in academic writing, data analysis, and research procedures. The survey also found that there was a lack of a collaborative research culture. Faculties observed that possibilities and support for multidisciplinary and collaborative research projects are lacking. The exchange of ideas, resources, and expertise is hampered by this isolation, which is detrimental to the development of a dynamic research environment. The study's conclusion emphasized the necessity of tackling these issues in order to improve the University of Oman's capacity building for research. The faculty's research output and general academic advancement might be greatly enhanced by putting techniques like giving intensive research training programs, setting aside time for research, and encouraging a collaborative research culture into practice.

Robinos, J. R., Alcazaren, H.K.G. & Jordan, O.B. (2022)conducted a study on 'An investigation of research self-efficacy, attitudes, and interests among Filipino college faculty: Implications for research productivity enhancement programs. The purpose of the study was to ascertain the attitude of the college teachers and to determine the demographic variables of the respondents. A survey questionnaire was used for the study 49 college faculty in Phillipine University. The findings show that faculty were generally interested, confident and have positive attitude towards

research. A significant difference was observed in the attitude of college faculty only in the demographic variable of age.

Cutin, J (2023) conducted a study on "Investigating the Relationship between Research Competence, Attitude and Productivity among Faculty Members at Bohol Island State University". The purpose of the study was to investigate the relationship between faculty members at Bohol Island State University (BISU) and their research output, attitude, and competence from 2019 to 2022. The researcher employed a co-relational survey approach to gather data from 205 academic members, both temporary and permanent, spread throughout 6 campuses of BISU. The findings indicate that although the faculty members shown strong intellectual and academic aptitude, their productivity in research was comparatively low. Research design formulation, data processing and analysis, and research conceptualization were found to be somewhat competent research skills; data collection skills were found to be the least competent. While several faculty members acknowledged a little degree of research worry and difficulties, overall, they showed a favorable attitude toward research. A positive correlation between research productivity, research competency, and research attitude was verified by Spearman's rho analysis. As a result, in order to increase research productivity, the study recommends developing research competency and research attitude. It also advocates using workshops as a way to support and grow faculty members at BISU.

Firdoos, A., Naz, F.L and Masood, M. (2023) conducted research on Measuring Students' and Teachers' Attitude towards Research at University Level in Pakistan. With the use of a semantic difference scale, the study sought to evaluate teachers' and students' attitudes about research. It collected data from two Pakistani universities, one in the public sector and one in the private sector, using a survey study design. 250 male and female students and 150 male and female teachers that were chosen from these universities made up the sample. The study's main conclusions showed that teachers and students had statistically significant different opinions regarding research. When it came to research, teachers were often more productive and positive than students. This discrepancy shows that educators are extremely important in influencing and serving as role models for students when it comes to their attitudes and actions about research. The study emphasized the value of encouraging instructors to have a positive attitude toward research because they are an important source of guidance and reflection for their pupils. Students' attitudes and motivation

for research are positively impacted when teachers engage in research activities with competence, excitement, and motivation. When professors actively participate in and support research activities, students are more likely to view research as meaningful and relevant to their academic and professional advancement. The study suggested ways to improve teachers' attitudes toward research through mentorship opportunities, professional development programs, and the creation of a welcoming institutional climate in light of these findings. Through the provision of appropriate training, materials, and support, educational institutions may foster a research-focused environment that is advantageous to both educators and learners. As a result, even while the study found a considerable gap in students' and instructors' attitudes toward research, it also highlighted how important teachers are in helping students develop favorable attitudes toward research. A more involved and research-driven learning environment can result from investing in teachers' research skills and attitudes, which will ultimately improve academic results and overall educational quality.

Gunyel, H., and Bilgivar, O. (2023) conducted a study on "Examining Teachers' Attitudes and Views towards Educational Research: Mixed Research". The study's main goal was to investigate teachers' attitudes and practices about educational research. During the 2021–2022 academic years, 532 teachers who were employed by public institutions connected to the Istanbul Provincial Directorate of National Education made up the study sample. The "Teacher Attitude Scale towards Educational Researches (TAASS)" was used to gather quantitative data, and t-tests and ANOVA analysis were used to assess the results. Data were gathered from 20 teachers chosen using the maximum diversity strategy for the qualitative phase. To gather qualitative data, a "Semi-Structured Interview Form" was utilized, and content analysis was the approach used to analyze the data. Regarding the teachers' confidence in, and importance for educational research, teachers' attitudes towards it did not significantly differ based on their gender, according to the study. Regarding the application of educational research, male teachers, however, showed more unfavorable attitude than female teachers. It was shown that teachers generally had positive attitudes regarding educational research. Teachers thought that educational research was very important, and would be useful. In order to improve teachers' participation and use of research in their professional practice, it is critical to provide a conducive atmosphere for educational research, as these studies demonstrate.

Md. Habib A., Malik, S., and Kaabir A.H. (2023) conducted a study on Attitudes towards research and publication among the public University teachers: A case study of Bangladesh. With an emphasis on a case study of Bangladesh, the present study investigated the attitudes of university teachers regarding conducting research and publishing. Data were gathered from 347 teachers at five public universities in Bangladesh using a quantitative research methodology. The results showed that university teachers had generally favorable opinions of publishing and research. This optimistic view is a reflection of an understanding of the value of research and its function in scholarly and professional advancement. But notable differences were noted according to international qualifications and gender. When it came to research and publication, academics with degrees from abroad showed more positive attitudes than their counterparts without them. Gender disparities were also seen, with one gender exhibiting a higher tendency for publishing and conducting research. These differences emphasize the necessity of focused efforts to solve particular difficulties and obstacles that various academic groups encounter. For instance, increasing possibilities for professional growth and international exposure may improve the research involvement of scholars without prior international experience. Support and encouragement tailored to a person's gender may also be required to guarantee fair participation in research and publication activities. The study's conclusions hold great promise for Bangladesh's public universities. Universities can create an atmosphere that supports the production of high-caliber research by identifying and resolving the elements that affect teachers' attitudes about research and publication. This entails putting in place regulations that facilitate research endeavors, offering the infrastructure and resources required, and promoting a climate of cooperation and ongoing education. In summary, university faculties in Bangladesh were typically enthusiastic about research and publication; nevertheless, differences in research participation depending on gender and foreign qualifications need to be addressed. These insights can be used by public universities to foster a more encouraging and fruitful research climate, which will eventually promote knowledge and elevate academic standards.

2.3. Review of related literature on "Attitude towards Research" conducted in India

Tiwari, S.K., and Acharya, S (2014) conducted a study of the attitude and behavior of business school faculty towards research in Indore. This study examines at the attitudes that business management faculty members at a few Management Institutes of Indore and the impact that research has on teaching, and research-oriented practices. A survey was created to evaluate the research-related attitudes and actions of faculty members, and it was distributed to a random sample of the business teachers at a Management Institute of Indore. One hundred fifty faculty members from several business schools in Indore made up the study's sample. A survey was developed to gather data on opinions regarding research, teaching, and the impact of research on teaching, and the amount of time spent on each. The questionnaire was distributed to one hundred fifty faculty members from different business schools located in Indore. The findings demonstrated that the business management faculty is in favor of both publishing and research to enhance instruction and to favorably support the value of research. A moderate and noteworthy positive link was seen between the belief that faculty members are more skilled teachers as a result of their research and publications. The idea that teachers with the highest student evaluations are also the most prolific publishers was likewise strongly and favorably correlated.

Choudary, D. V., Edukondalu, S., Yadagiri, C., and Gowd, K.R. (2015) conducted a study on "a study on behavioral intentions of teaching faculties in engineering colleges towards research and teaching". The study's goal was to shed light on the opinions of teaching faculty members about what drives them to undertake research or keep their attention entirely on the classroom. One hundred faculty members from engineering institutes in the states of Andhra Pradesh and Telangana received questionnaires. The results show that teaching staff members have a variety of reasons for doing research and opinions about it. A sizable fraction of the teaching faculty stated that the possibility of higher pay and career advancement is the main reason they conduct research. According to these answers, conducting research can lead to financial gain, academic success, and professional development. They think that participating actively in research can improve their standing in the academic world and lead to additional prospects for pay increases and promotions. On the other hand, a significant portion of the teachers voiced a great distaste for conducting research. These teachers feel that they are underpaid for the

extra work involved in research and that it is not a necessary component of their work. They perceive that mentoring and teaching students are their main duties and that they would rather concentrate on these tasks free from the additional stress of doing research. A few others said that their interest and drive to conduct research are further lowered by the absence of institutional support and resources.

The study reveals a notable difference in the perspectives of engineering faculty members toward research. Some people view research as an essential part of their job advancement and a way to advance financially and professionally. Many choose to focus on teaching because they believe that research offers little reward and support, making it an unappealing alternative. These results imply that in order to resolve these opposing viewpoints, engineering institutions in Andhra Pradesh and Telangana should improve the incentives, resources, and support offered to research projects. By doing this, they may foster an atmosphere in which faculty members, regardless of whether they want to concentrate on teaching, research, or both, feel inspired and respected. This well-rounded strategy may result in higher levels of faculty satisfaction, better instruction, and a more active research culture in these universities.

Mehta. S., Mehta. D., and Kikani (2017)conducted a study on "The attitudes and practices of faculties towards research". The study concentrated on faculty members at C.U. Shah Medical College and Hospital in Surendranagar to assess their attitudes and behaviours regarding research. For this study, a forty-point questionnaire was developed to assess faculty attitudes and practices concerning research. A total of fifty teaching staff members (33 male and 17 female) completed the questionnaire. Details of the qualitative and quantitative answers were documented in Performa study of several parameters was conducted using normal statistical methods, and the results were discussed. The findings reveal that faculty members have a favorable and healthy attitude toward research, viewing it as advantageous to the institution's growth. The attitude toward research is quite healthy when contrasted to real practice. However, there is a lack of utilization of research related infra-structure and facilities. There is less than desirable research output in the form of poster paper presentation in academic meets and research publications in the journals by medical faculties in teaching institution. Research needs to be improved by means of strengthening the research related infrastructure and research training of faculties.

Research training program for undergraduate and postgraduate students may increase the research awareness and may promote the research activity in institutions.

Agrawal, E. (2019) did a study on A Study on Attitude of B.Ed. Faculty Members towards Research. The purpose of the study was to evaluate the research attitudes of B.Ed. faculty members. 72 faculty members from the B.Ed. departments of ten institutions in the Sambhal district of Uttar Pradesh 37 urban and 35 rural made up the sample. Using stratified random sampling, these universities were chosen. The standardized "Attitude towards Research Scale" created by Sood and Sharma (2012) was used to collect data. Calculating the mean, standard deviation, and significance test were all part of statistical analysis.

The findings showed that there was no statistically significant variation in the attitude of B.Ed. faculty members toward research in relation to their personal attributes, including gender and location (rural versus urban), across all four dimensions and the composite score of attitudes toward research. This result implies that location and gender are not very important in determining how B.Ed. faculty members feel about research. Interestingly, the data indicated that female teachers had a little more positive attitude towards research than their male counterparts, even if the difference was not statistically significant. Although not statistically significant, this pattern may suggest that female faculty members have a greater inclination to engage in research activities. Overall, the study finds that personal traits such as gender and place of residence have no bearing on B.Ed. faculty members' opinions about research. This implies that other elements like institutional support, resource accessibility, or personal interest might have a greater influence on how faculty members view research. These observations emphasize how important it is to establish a welcoming climate for faculty members, regardless of gender or geography, to do research. The general level of research engagement and productivity among B.Ed. faculty members can be further improved by fostering a positive research culture and offering equal opportunities and resources.

Kothai N., and Priya, V (2019) conducted a study on a study on attitude towards research and extension of higher educational institution teachers in Salem district. The primary aim of the study was to examine the connection between teachers' extension activities and their views regarding research in higher education. One hundred teachers from higher education institutions in the Salem district made up the sample. They were chosen at random. The study employed a thorough methodology

to evaluate these teachers' attitudes toward research and their perceptions of the challenges associated with conducting research. The results showed that attitudes toward research were not significantly different based on gender or location. This suggests that teachers of both sexes and from both urban and rural backgrounds have comparable perspectives on research. Additionally, the study did not find any significant differences in these groups' perceptions of the difficulty of research. This implies that teachers' perceptions of the difficulties involved in doing research are unaffected by variables like gender or location. These results demonstrate that attitudes towards research and the perceived difficulty of research are constant across different demographics within the sample of higher education teachers in Salem district. This consistency raises the possibility that institutional variables rather than individual traits like gender and location may be more important in determining how teachers feel about research. The study concludes by emphasizing how crucial it is for all higher education institutions to foster supportive cultures and provide sufficient resources for research. Institutions can promote a more positive attitude toward research, increase faculty participation and total research production, and improve overall research output by removing institutional hindrances and providing equal support to all teachers.

Maqsood Z., Jabeen S.H., Chaudhry N.R., and Sardar I. et.al (2019) conducted a study on attitude towards research of university teachers, a multivariate analysis. In light of gender and educational background, the study sought to investigate how teachers felt about research in terms of its value and research anxiety. Samples from Punjab University were chosen. Inferential analysis and descriptive statistics are used to gain a deeper understanding of the research-related attitudes of the pupils. The Man Whitney U test, the Kruskal Wallis H test, and the mean were used to examine the responses. The study's findings demonstrated that teachers have a good attitude toward research, and there was no significant difference in this regard between male and female students. When compared to their female teachers, the male teachers exhibit higher levels of positivity. When students with different qualifications were compared, a notable disparity was found. Ph. D. and M. Phil. participants outperformed master's students by a large margin. The study's findings also show that there is a weak association between a positive attitude and research anxiety and a large correlation between a positive attitude and research usefulness.

Boruah D. (2020) conducted a study on Attitude of College Teachers towards Research in Nagaon District of Assam. The purpose of the study was to categorize college teachers' attitudes about research into various categories. Using the "Attitude Scale towards Research" created by Dr. Vishal Sood and Prof. Y. K. Sharma (2012), the researcher used a descriptive survey method. Fifty-eight respondents from fifteen government colleges made up the sample. The Z-test, skewness, kurtosis, mean, median, mode, and standard deviation were among the statistical methods applied in the investigation. These techniques provide a thorough examination of the information gathered from the participants. The findings showed that college teachers view research favorably on the whole. This optimistic outlook is important because it has a better impact on society. Research by teachers advances educational methods and advances society in addition to benefiting teachers' professional growth. The study emphasizes how college teachers have a positive attitude toward research and how important it is to encourage and nurture this mindset. Educational institutions can promote significant change and progress in academic and societal contexts by supporting teachers' research activities.

2.4. Review of Related Literature on "Social Competency" conducted Abroad

Shanmugasundaram, U and Mohamad, A.R. (2011) conducted a study on Social and Emotional Competency of Beginning Teachers. The purpose of the study was to examine the social and emotional competences of young teachers in a Malaysian teacher education institute, with a particular emphasis on personal and social components. There were 78 beginning teachers in the sample, 40 of whom were men and 38 of whom were women. The evaluation instrument was the Emotional and Social Competency Inventory Version 3, created by Goleman and Boyatzis (2007). The findings showed that social and emotional skills were positively correlated. The results also showed that beginning teachers had high social and personal competencies. The significance of social and emotional competencies in the formative years of a teaching profession is emphasized by this study. Emotional and social abilities are positively correlated, indicating that these qualities are related and necessary for good instruction. Additionally, the beginning teachers' high levels of competency highlight how well Malaysia's teacher education programs develop these vital abilities. As a result, the study offers insightful information about the social and

emotional skills of new teachers, highlighting the necessity of ongoing assistance and growth in these domains to improve instruction and student results.

Forcina (2012) conducted a study on social emotional competence and teacher stress. The purpose of the study was to determine whether a teacher's social emotional competency, stress levels, and decision to quit all had any bearing on one another. Teachers in Georgia's Southeast region made up the study's respondents. The self-awareness and responsible decision-making SEC components have a direct effect on the stress appraisal or judgment phase. As a result, the present study investigated the unique attribute of SEC and its connections to teacher stress and intention to leave. Information was also obtained about the five SEC dimensions that participants in professional development and pre-service training programs were exposed to. Five instruments were created by the researcher to be used in an online survey. The findings indicated that teachers endure a high level of stress; however, there was a negative correlation between teacher stress and social emotional ability. Additionally, a strong correlation between teachers' stress levels and their intention to quit was discovered. A moderately negative correlation between teacher stress and the SEC component of self-regulation was found using multiple regression analysis. Additionally, a marginally negative correlation between relationship management and teacher stress was discovered. Most teachers said they had never been exposed to exercises in self-awareness or techniques for emotional self-control.

Kanning U. P., Bottcher W. and Herrmann C (2012) conducted a study on "measuring social competencies in the teaching profession-development of a self-assessment procedure". With an emphasis on self-assessment across ten competency domains, the study sought to quantify teachers' social abilities. 480 teachers from the University of Munster in Germany made up the sample. The purpose of the study was to assess the influence of these social competences on teachers' capacity to oversee social processes in the classroom. The findings showed that teachers' deliberate control over social dynamics in the classroom is positively influenced by their social competencies. In particular, it has been discovered that some qualities, such assertiveness and self-expression, greatly improve a teacher's capacity to guide and control student groups. With the help of these competences, teachers may establish their authority when needed, communicate more effectively, and structure their classrooms to make them more conducive to learning. The study concludes by highlighting the vital role that social abilities play in efficient instruction. Teacher

education programs can better equip future teachers to handle the social aspects of their classrooms by cultivating skills like self-expression and assertiveness. This will ultimately improve classroom management and educational outcomes.

Gedviliene (2015) conducted a study on the development of social competence of teachers and students: Self- assessment research. The purpose of the study is to demonstrate how crucial social competence is to the process of self-evaluation. 49 teachers and 142 students from Lithuania and 23 teachers and 86 students from Belgium made up the sample. The main tool utilized to assess the link between and significant variations in the social competency levels of teachers and students in the two areas was a questionnaire. The questionnaire was divided into three sections: the first section covered the collaborative dimension, the second section addressed the acquired competences linked to communication and teamwork, and the third section collected personal information from the students. The degree of social competency between teachers and students from Lithuania and Belgium differed significantly, according to the data. The study concludes by highlighting the significance of social competence within the school setting and emphasizing the necessity of focused interventions to improve these abilities, educational institutions can better promote the development of these critical abilities in both teachers and students by adapting their curriculum to account for the differences in social competences across different areas.

Hakim (2015) conducted a study on Contribution of competence teacher (pedagogical, personality, professional competence and social) on the performance of learning. The goal of the study was to investigate and evaluate how teachers' social, professional, educational, and personal competences affect students' ability to learn. The study included 115 teachers from 25 institutions in Konawe, Southeast Sulawesi, and used a correlation approach with a proportional sample technique. Learning performance was the dependent variable, and four competencies pedagogical, personality, professional, and social were classified as independent factors. The targeted respondents' questionnaire scores were used to gather data. The findings demonstrated the considerable contributions made by all four teacher competencies pedagogical, personal, professional, and social to improving learning outcomes. The degree of dedication teachers shown to carrying out their jobs well can be seen by their growth in both learning material comprehension and classroom management. In

particular, the study discovered that student performance is significantly impacted by teachers' contributions in all four skills. Furthermore, the findings demonstrated that pedagogical competency plays a particularly important role in enhancing learning outcomes. The aforementioned discovery highlights the significance of teachers' proficiency in pedagogical approaches and tactics in cultivating efficacious educational results. The study's findings highlight the necessity for comprehensive teacher development programs by showing that a broad range of competences in teachers is essential for promoting and improving students' learning outcomes.

Hen, Goroshit and Boylan (2016) conducted study on Social- Emotional Competencies among teachers: An examination of interrelationships. The study aimed to find out the relationship between emotional abilities and self-efficacies and empathy among the teachers. This study covers 312 teachers from different institutions. The findings showed that emotional self-efficacy has a positive impact on teachers' empathy directly as well as indirectly. The result also showed that both self-efficacies and empathy are positively related.

Czerniawski, G., Guberman, A. and Macphail, A. (2017) conducted a study on "The professional developmental needs of higher education-based teacher educators: an internationalcomparative needs analysis" including 1,158 teacher educators from higher education institutions in six countries: Belgium, Ireland, Israel, the Netherlands, Norway, and the United Kingdom. The study used a questionnaire to assess the professional development requirements of these instructors. The findings show that the participants are moderately satisfied with their professional learning chances. Interestingly, the study finds that male and female teacher educators have significantly different access to professional learning opportunities. This disparity could be attributed to varied levels of social competency, which include interpersonal skills, flexibility, and collaborative abilities that are required for participation in professional development activities. These competences may shape how educators perceive and use professional learning opportunities, ultimately influencing their professional development and satisfaction.

Parnawi, A. and Taridi, M. (2018) conducted a study on Teachers' Social Competency in Improving Students' Extracurricular Skills. The study focused on the wider effects on academic development, social skills, and school completion in order to investigate how teachers' social competency enhances students' extracurricular

skills in the Batam area. It emphasized the critical role that social competency plays in promoting successful communication between teachers, principals, parents, and students in the school setting as well as in interacting with the community at large. The results emphasized how much teachers' capacity to manage and encourage interactions between various stakeholders affects students' participation in extracurricular activities. This competency includes mentoring, advising, and supporting students in ways that advance their overall development in addition to academic education. The study also stressed the importance of teachers' ability to include extracurricular activities and materials that enhance students' learning experiences outside of the classroom.

Majid, D., Khodayar, A., Javad, P. and Farmahini, F.M (2020) conducted a study on "The exploration of Faculty Members' Competencies in High-quality Teaching". The study sought to assess faculty members' abilities to give high-quality instruction, with a special emphasis on the social factors that contribute to good teaching practices. Using a qualitative research strategy, 12 academic education specialists were chosen using an intentional, theoretical sampling method. Semi-structured interviews were used to collect data, which was then evaluated thematically. The findings emphasise the necessity of selecting persons for teaching positions who have excellent social-communicative abilities, such as empathy, teamwork, and the capacity to establish relationships with pupils. These social skills, together with professional experience, ethical commitment, and a genuine interest in teaching, are essential for creating a helpful and engaging learning environment.

Alla, M., Iryna M.Z., Natalia, L., Liudmyla, B. and Olha, Z (2021) conducted a study on "Implementation of the social component of higher education: Bottom-up approach". The goal of this study was to look into the range of tools available as well as the efficacy of the bottom-up approach to implementing the social component of higher education through perspective development and managerial skills. The findings supported the study's main ideas. The objective of adjusting higher education content to create a positive momentum in students' socialization preparation was done effectively. The most promising method for future research is to determine the feasibility and effectiveness of growing the number of participants in personal and professional development programmes.

Marcial, D. E. (2021) conducted a study on "ICT Social and Ethical Competency among Teacher Educators in the Philippines" highlighting an important aspect of current education. The survey included a varied sample of 383 teacher educators from 76 private and public higher education institutions across the country, providing a comprehensive look at the topic. To measure these educators' skill levels, a survey questionnaire was rigorously constructed using the Philippines' National ICT skill Standard for Teachers, with a focus on their abilities in the social and ethical domains of ICT usage. The results demonstrated that teacher educators generally exhibit a praiseworthy degree of ICT competence in the social and ethical domains, showing that they are not only able to successfully explain and discuss activities connected to these issues but are also well-versed in applying social and ethical practices in their professional work. This shows an effective understanding and practical implementation of ethical principles when using ICT, which is critical for guiding students ethically in the digital era. Furthermore, the study discovered a substantial link between teachers'degree of ICT competency in social and ethical issues and specific demographic parameters, such as the type of institution they work for and their years of teaching experience.

Pena, G. L., Delgado, F. S., Angula, Y. L. and Norambuena, J. M. (2021) conducted a study on "Teachers' Social-Emotional Competence: History, Concept, Models, Instruments, and Recommendations for Educational Quality". The study aims to analyze the theoretical foundation and its relevance to teachers' social-emotional competency. The research adds to academics and education. In terms of academics, this study supplies researchers with the historical course of the SEC concept and its configuration as seen via various theoretical methods, demonstrating its evolution. It brings up the possibility of proposing new theoretical models aimed at developing the three-dimensionality of the SEC concept, with a focus on teacher research. In terms of contribution to education, this study extends beyond socio-emotional learning focussed on students and highlights the importance of SEC in teacher training. This study shifts the perspective of education to see teachers as professionals who require training academically and socio-emotionally for better education and society.

Dervenis, C., Fitsilis, P. and Latrellis, O. (2022) conducted a study on "A review of research on teacher competencies in higher education."The primary purpose of this research is to examine previous studies on teaching staff competencies to assess

whether they are appropriate for the post of university professor. The researchers looked at both the conceptual framework for examining academic ideas and the learning theories, focusing on teaching staff roles and competencies in higher education. Thirty-nine scientific papers were thoroughly assessed from a total of 102 outcomes that fit the preferred reporting requirements for systematic reviews and meta-analyses. The findings present a comprehensive perspective to teacher capacities in higher education, with six basic components and associated attributes. This demonstrated to be a practical framework of teacher skills in higher education for assuring quality teacher selection and career-long professional development. These competences are crucial not just to the teaching and learning process, but also to the workplace and society as a whole, and are increasingly regarded as necessary.

Dung, D.T., and Zsolnai, A. (2022) conducted a study on 'Teachers' social and emotional competence: A new approach of teacher education in Vietnam. In the study, four main emerging impact aspects of teachers' SEC including teachers' well-being and career motivation, teacher-student relationship, classroom management, and the effectiveness of SEL implementation were focused. The study employed content analysis techniques to identify four main aspects regarding the influence of teachers' Social and Emotional Competency. The results shed light on the requirement of training and supports for teachers regarding social and emotional competence in Vietnamese educational context. The finding also shows that the in Vietnamese educational system and teacher training, the concepts of Social and Emotional Competence were new, but this does not imply that they have fully overlooked the subject of improving teachers' well-being and effectiveness throughout their teaching careers.

2.5. Review of Related Literature on "Social Competency" conducted in India

Pandey, J. (2023) conducted"A study of Social Competency of Higher Education Teachers." The study conducts an extensive examination of the social competency of higher education teachers in both government and private institutions. Social competency, defined as the capacity to effectively connect with students, co-workers, and the larger educational community, is critical for creating a positive learning environment and improving educational outcomes. The sample of this study consisted of 100 higher education teachers, 55 from government institutions and 45 from private institutions, all of which were located in Udham Singh Nagar and

associated with Kumaun University, Nainital. To assess these teacher' social competency, the study used the social competency Scale, which was designed and standardized by Mishra, K.S. in 2019. This tool assesses several aspects of social competency, including interpersonal communication, empathy, conflict resolution, and teamwork. The study's findings show that there is no significant difference in social competency between teachers in government and private institutions. This implies that teachers in many educational environments learn the same ability to engage effectively in social interactions and form positive connections, emphasizing the universal necessity of social skills in higher education settings.

2.6. Analysis of the review of related literature

Numerous studies have been conducted in India and beyond on attitude toward research and social competency. The researcher reviewed studies on attitudes towards research and studies on social competency. Studies by Garancho and Marpa (2019), Maqsood, Jabeen, Chaudhry, and Sardar (2019) on the attitude toward research variables show that teachers are not fully involved with research, stressing the need for more intervention collaboration for performing research. But there were no significant gender disparities in the attitudes toward research. According to research on the social competency variable by Shanmugasundaram and Mohamad (2011), Forcina (2012), Lane, Pierson, and Givner (2004), and Shanmugasundaram and Mohamad (2011), teachers have good social and personal competencies. Although most teachers acknowledged the value of research, especially at lower educational levels, they might not have completely realized how relevant it was to their own life. Positive attitudes are generally correlated with higher qualifications. Teachers' stress levels and retention are influenced by their social and emotional competences, which are crucial. These skills are necessary for both good instruction and the wellbeing of teachers, and they are respected in a variety of educational settings.

Monroe and Kumar (2011), Alpay and Verschoor (2014), and Horodnic and Zait (2015) found similar trends in faculty attitudes toward research. Monroe and Kumar discovered that, while faculties usually regard academic researchers favorably, inexperience is a significant obstacle to high research production. Similarly, Alpay and Verschoor (2014) noted that faculty members frequently undervalue teaching successes in research settings, indicating a need for greater

support and recognition of teaching. Horodnic and Zait's(2015) findings support this, demonstrating that intrinsic motivation, rather than extrinsic rewards, has a stronger correlation with research output.

Hussian et al. (2016) and Pamatmat (2016) provide additional support for these findings, indicating that, despite a favorable attitude toward research, practical challenges and fear and lack of experience affect research productivity. Hussian et al. underline the need for increased research training and support, but Pamatmat's study finds that teachers at Laguna State Polytechnic University demonstrate strong research proficiency, emphasizing the importance of a conducive research culture. Furthermore, studies by Siamian et al. (2016) and Sekerci et al. (2017) show that demographic parameters like age and education level influence attitudes toward research. Sekerci et al. discovered that educational background influences teachers' judgments of research value; whereas Siamian et al. demonstrated that enhancing resources and assistance can increase student participation in research. Overall, these studies consistently indicate that faculty and students have a positive attitude towards research but face challenges related to motivation, experience, and institutional support. Enhancing support systems and addressing these challenges are crucial for improving research productivity and involvement.

Forcina (2012), Hen, Goroshit, and Boylan (2016), found that emotional self-efficacy and empathy in teachers improved their ability to handle stress and teach well. Similarly, Hakim (2015) found that several abilities, including social competence, improved learning outcomes and classroom management, tying SEC to lower stress and greater professional stability. Kanning et al. (2012) found that teachers with high levels of social competency, such as assertiveness and self-expression, were more competent at managing classroom social dynamics, resulting in increased student involvement. This is consistent with the findings of Parnawi and Taridi (2018), who found that teachers' social competencies fostered more interaction with learners and promoted extracurricular activity, hence improving the overall growth of students. The relationship between SEC and academic achievement is a common concept. Gaur and Malik (2012), as well as Singh (2013), discovered a positive association between student social competency and academic achievement. These findings demonstrate that developing social skills can greatly contribute to academic performance, hence encouraging the incorporation of SEC into educational methods to promote students' overall development and learning outcomes. These

studies all demonstrate the crucial necessity of social and emotional competence in educational contexts, namely its impact on stress among teachers, management of classrooms, and achievement among students.

In the context of Nagaland, study on attitude towards research and social competency among college teachers and its relevance has been limited. Therefore, this study aims to shed light on the importance and impact of research and social competency in the professional and social lives of college teachers in Nagaland. It is essential to understand how teachers perceive about research because it affects their participation in scholarly endeavors, development as professionals, and addition of knowledge to the academic community. Positive attitudes towards research can improve educational outcomes, encourage lifelong learning, and improve teaching techniques. By looking at these areas, the study aims to improve the professional growth of college teachers in Nagaland as well as the general standard of higher education in the area by promoting a culture of research. Social competency plays a crucial role in fostering effective communication, collaboration, and overall professional development. By understanding its significance, educators can enhance their teaching practices and build stronger relationships with students and colleagues. This study seeks to highlight the benefits of social competency and encourage further research in this area to support the growth and development of higher education teachers in Nagaland.

2.7. Research Gap

A large body of literature was found on attitude towards research and social competency on various demographic variables. However, no single studies on combination of these two variables among the higher education teachers were found in international, national and state level. A study on attitude of college teachers toward research is a problem that has received little attention at Indian universities. While research in Indian universities frequently focuses on student learning outcomes, curriculum creation, and pedagogical methods, there is a notable gap in understanding how college teachers view and engage in research activities. The available research frequently focuses on broader educational environments or the attitudes of teachers in primary and secondary education rather than those in higher education. In contrast, while there is a slightly broader focus on professional attitudes toward research in international settings, these studies are frequently included within

larger investigations into institutional research productivity or faculty development programmes rather than focusing explicitly on attitude towards research. As a result, the literature on attitude towards research among the college teachers is not only limited, but also lacks specificity, especially in the context of Indian universities, where the social and institutional variables influencing these attitudes may differ significantly compared to those found in other global educational settings.

Secondly, research on social competency among college teachers is relatively scarce. Social competency, which includes a variety of qualities such as interaction, compassion, teamwork, social skills, group climate and cohesion and adaptation, has become essential for educators; nevertheless, it has not received the specific academic focus it deserves, particularly in higher education. In India, the notion of social competency among college teachers is frequently incorporated under larger discourses about teacher effectiveness or professional development, with no dedicated studies identifying and investigating this competency in detail. Furthermore, when social competency is discussed, it usually occurs in the setting of managing classrooms or interactions between students and educators at the secondary level, rather than in higher education. Globally, there may be certain research investigations on emotional and social development or professional skills among educators; but they are often directed at secondary teachers or teachers at various other levels rather than teachers at colleges, leaving a gap in the literature for higher education teachers.

The interaction of both of these variables, attitude toward research and social competency, is much less researched, both in India and abroad. This scarcity of literature indicates a considerable research gap, especially when it comes to determining how these two elements combine to influence instructional efficacy, professional growth, and academic accomplishments in higher education institutions. The study, which is a humble attempt to address the gap, is to investigate this intersection of attitude towards research in relation to social competency among college teachers in Nagaland. It covers an important and understudied subject, with the potential to provide useful insights that might improve educational practices and policies not solely within the state of Nagaland or India but also in wider global settings. By carrying out this research, the study contributes to a relatively unexplored academic field, filling a significant gap in the knowledge of how college

teachers' attitudes about research and social competency influence their roles as educators and scholars.

CHAPTER-III
METHODOLOGY OF RESEARCH

3.1 Introduction

This chapter provides a detailed description of the research methodology and design for the present study. The chapter describe briefly on the research method that includes the population of the study, sample and sampling techniques for collection of data. It encompasses on the uses and revalidation of a standardized tool, on the development and standardization of tools by the researcher, establishing its validity and reliability. It also covers on the administration of the final tools, data analysis methods and statistical techniques utilized in the study. Additionally, it addresses the ethical considerations adhered to throughout the research process.

3.2. Research Design

It refers to the strategy chosen by the researcher to integrate different components of the study wherein the problems stated in the research are addressed systematically and effectively. The present research adopts a quantitative research, correlation and regression design to systematically investigate the attitudes of college teachers in Nagaland towards research and how they correlate with their social competency. A quantitative approach is appropriate for this study as it allows for the collection of numerical data, which can be analysed statistically to identify patterns and relationships. The choice of a quantitative design is driven by the need to objectively measure the attitudes and social competencies of college teachers, and to determine the extent of the relationship between these variables. Quantitative research uses hypotheses to find the cause-and-effect relationship with predictions which can be tested by employing statistical analysis from the collected data. Quantitative research involves a large sample from the population to measure specific variables which can be expressed in numerical data subjected to statistical analysis to generalize the findings and make inferences to the population.

This study employs a quantitative research method to investigate the attitudes of college teachers in Nagaland towards the research process in relation to their social competency.

The research design chosen for this study allows for the systematic investigation of the relationship between college teachers' attitudes towards research and their social competency. This design is grounded in the positivist paradigm,

which emphasizes objectivity and the use of statistical methods to draw conclusions. The structured nature of quantitative research enables the collection of data that can be quantified and subjected to rigorous statistical analysis, thereby providing a clear and objective understanding of the phenomena under study.

Considering the problem area as "A study of attitude towards research process among the college teachers of Nagaland in relation to their social competency," this study design is useful for exploring the prevalence and distribution of certain attitudes and competencies within a defined population. Furthermore, the use of questionnaires allows for the efficient collection of data from a large number of participants, facilitating the identification of patterns and relationships that may not be evident through qualitative methods alone.

The theoretical framework underpinning this study is based on the fact that individual's attitudes and behaviours are shaped by their social environment, opportunities and cognitive processes. This framework is particularly relevant for understanding how college teachers' attitudes towards research are influenced by their social interactions and competencies.

3.3. Research Method

For the present study, the researcher used a descriptive survey method.According to Best and Kahn (2007), "The term descriptive research has often been used incorrectly to describe three types of investigation that are different. Perhaps their superficial similarities have obscured their difference. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempt to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator". A brief explanation may serve to put each one in proper perspective.

The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as "descriptive survey study". According to Dr. Y.P. Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply gathering and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

A descriptive survey method was used by the investigator to survey the selected college teachers in Nagaland to gather information from the samples by employing two sets of the research tools to test hypotheses and draw conclusions for the study. Furthermore, it examines the relationship and effect among the different demographic variables present in the study. Ethical considerations, including informed consent and confidentiality, were strictly adhered to throughout the research process.

3.4. Sample and Sampling Procedures

The study's participants are college teachers from various institutions in Nagaland (both Government and Private) colleges belonging to Arts, Commerce, Science and Teacher Education affiliated to Nagaland University. The population for the present study is finite but because of its large size, it becomes impossible to study the whole population characteristics. Hence, it is considered to take a representative sample drawing out from the population. As per the report from the department of higher education, Nagaland, the population of college teachers affiliated to Nagaland University is estimated to be approximately 2078 in the year 2023. To meet the required representation, the researcher selects participants, ensuring a representative sample to generalise its findings by considering factors such as gender, type of institution, locality of residence, educational qualification and years of teaching experience.

3.5. Sample Size

As per the population size of 2078, the minimum sample size to be required for the study is 322 at 0.05 level and 498 at 0.01 level (Sansanwal 2020, page 56). To maintain more representativeness of the population, the researcher decided to have a sample size of 600 college teachers from 29 colleges covering 9 districts in Nagaland.

3.6. Sampling Technique

This study utilized simple random sampling to select participants, ensuring a representative sample of Nagaland's college teacher population. The process involved randomly selecting 9 districts, followed by 29 colleges (9 government and

20 private) within those districts. A total of 600 college teachers were then randomly chosen from these colleges, guaranteeing a balanced sample. This approach enhances the study's reliability and validity, enabling more accurate and generalizable findings. The sampling technique involved random number generation, giving each individual an equal chance of selection. The final sample distribution is representative of the broader population, allowing for confident generalizations.

Table No.3.1 showing the representation of college teachers with regard to their demographic variables

Demographic Variables	Categories	N
Gender	Female	321
	Male	279
Type of Institution	Government	91
	Private	509
Locality of Residence	Rural	148
	Urban	452
Length of Teaching Experience	Above 7 years	265
	Below 7 years	335
Educational Qualification	PG	103
	PG with UGC NET	430
	Ph. D	59
	Ph. D with UGC NET	8

3.7. Tools used for the study

In research, the term tools mean, the instrument essential for collection of data through systematic process. The present study utilized two research tools. A standardized questionnaire, "Attitude Scale towards Research" (ASTR) developed by Dr. Vishal Sood and Prof. Y. K. Sharma (2012) but revalidated by the researcher and Social Competence Scale developed and standardised by the researcher.

Attitude towards research Scale developed by Sood and Sharma (2012) was chosen for the present study after intensive review of the related literature. Study

conducted by Agrawal, E. (2019) and Boruah, D. (2020) on attitude towards research among the college teachers found to be suitable in the context of the present study. Hence, the researcher decided to use the tool developed by Sood and Sharma to assess the attitude of college teachers among the college teachers in Nagaland.

Social Competency Scale was developed by the researcher after thorough review of literature and with consultation with experts including college teachers, principals of various colleges and experts from the university.

The Detailed description of the research tool:

Attitude Scale towards Research" (ASTR) developed by Dr. Vishal Sood and Prof. Y. K. Sharma (2012) was revalidated by the researcher and used to examine the attitude of college teachers in Nagaland. The 5-point Likert scale (Strongly agree, Agree, Undecided, Disagree and Strongly Disagree) consists of 42 items in four important dimensions as shown in the table below:

Table No. 3.2. Distribution of statements (both favourable and unfavourable) in four dimensions of Attitude towards Research

Sl. No.	Dimension	Nature of item	Item wise sl. No.	No. of items	Total
1	General Aspects of Research and Research Process	Favourable	22, 24, 36,37, 41	5	
		Unfavourable	1,7,8,11, 12, 16, 21, 25, 29, 31	10	15
2	Usefulness of Research in Professional Career	Favourable	3, 10, 13, 32, 33, 39	6	08
		Unfavourable	5, 38	2	
3	Relevance of Research in Personal and Social Life	Favourable	9, 14, 15, 18, 26, 35, 40	7	08
		Unfavourable	42	1	
4	Difficulties in Research and Research Anxiety	Favourable	2, 4,17, 19, 23, 27, 28, 30	8	11
		Unfavourable	6, 20, 34	3	
	Total Favourable (Positive)		2,3, 4, 9, 10, 13, 14, 15, 17, 18, 19, 22, 23,24, 26 27, 28, 30, 32, 33,35, 36,37, 39, 40, 41,	26	42
	Total Unfavourable (Negative)		1,5, 6, S7,8,11, 12, 16, 20, 21, 25, 29, 31, 34, 38, 42	16	

Table No.3.3. Scoring procedure for "Attitude towards research" scale

Sl. No.	Nature of item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Positive	5	4	3	2	1
2	Negative	1	2	3	4	5

Table No. 3.3, outlines the scoring procedure for "Attitude towards Research" scale consisting of 42 items, the maximum potential score one can achieve is 210 (attained if a respondent selects "Strongly Agree" on all the positive items and "Strongly Disagree" on all the negative items). The lowest possible score is 42 (obtained by rating all 42 items as "Strongly Disagree" on positive items and "Strongly Agree" on negative items). These scores represent the two extremes of the attitude towards research tool, with which higher values suggesting an extremely favourable attitude towards research and lower levels indicating an extremely unfavourable attitude towards research.

The reliability of the scale, 'Attitude Scale towards Research (ASTR) developed by Dr. Vishal Sood and Prof. Y. K. Sharma (2012) was computed by test-retest and split-half reliability. The product moment correlation iereliability index between two tests in test-retest was 0.739 and split-half reliability coefficient for the whole scale was 0.773.

3.8. Establishing the Psychometric properties (re-validation on fresh sample in the present study)

Before administration the Attitude Scale towards Research to the targeted samples of the study, the researcher revalidated the tools to the suitability according to the context of the present samples. For this purpose, an attempt was made to revalidate the scale through content validity and reliability.

a. Reliability: The reliability of the scale was established by Split-Half method. For this the scale was administered on a sample of 160 individuals.

i. Split half reliability: Two sets of items (odd and even) were administered one after another to the same group of college teachers one after another in a gap of 10 minutes. The value between odd and even items is 0.834. Then the reliability for

the whole scale is 0.91 which indicates high internal consistency among the scale items.

ii.Cronbach's Alpha reliability coefficient is 0.88 which is highly reliable for the item inventory, confirming a high internal consistency for the items. The distribution of reliability value is shown below:

Table No. 3.4. Reliability Table (Attitude towards Research)

Reliability Method	N	Reliability co-efficient
Split-half reliability	160	0.91
Cronbach Alpha	160	0.88

b. Validity. Validity of the scale was carried out by content validity and face validity

i. The content validity of attitude scale towards research was established through expert opinion from the university which were found to be highly representative in the domain of attitude towards research. To produce valid results, the content of a test, survey or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement (or if irrelevant aspects are included), the validity is threatened and the research is likely suffering from omitted variable bias. Middelton, F (2023)

ii. Face validity considers how suitable the content of a test seems to be on the surface. It's similar to content validity, but face validity is a more informal and subjective assessment Middelton, F (2023). To establish face validity, the researcher consults various stakeholders including college teachers, college principals to check its suitability for final use.

3.9. Norms for Interpretation of "Attitude towards Research" Scale

Test norms consist of data that make it possible to determine the relative standing of an individual who has taken a test. A z-score is a statistical measure that describes the position of a raw score in terms of its distance from the mean, measured in standard deviation units. A positive z-score indicates that the value lies above the mean, while a negative z-score indicates that the value lies below the mean MC. Leod, S. (2023).

As per the manual of the attitude towards Research Scale, the table below was used for interpretation of the levels of college teachers in the context of the present study.

Table No. 3.5. Showing z-score norms for Attitude towards Research Scale

S.No.	Range of Raw Scores	Range of z-score	Grade	Level of Attitude Towards Research
1.	196 and above	2.01 and above	A	**Extremely favourable**
2.	184-195	1.26 to 2.00	B	Highly favourable
3.	172-183	0.51 to 1.25	C	Above Average favourable
4.	156-171	-0.50 to 0.50	D	**Moderately favourable**
5.	144-155	-0.51 to -1.25	E	Unfavourable
6.	132-143	-1.26 to -2.00	F	Highly unfavourable
7.	131 and below	-2.01 and below	G	**Extremely unfavourable**

3.10. Development and Standardization of Social Competency Scale (SCS)

Social competency is a multifaceted trait encompassing a spectrum of interpersonal skills essential for effective teaching and learning. Greenspan (1981) Social competence is "that portion of an individual's perceived effectiveness in interpersonal situations and social roles which is attributable to qualities of temperament, character and social awareness." According to Orpinas(2010), 'social competency is the ability of an individual to handle interactions at the society level in a positive manner'. In order to investigate social competency among Nagaland's college teachers, the researcher developed and standardized the social competency scale using a methodical, scientific approach. The development of Social Competency follows scientific principles. Since there is no relevant theory of social competencies among teachers in higher education sector, the researcher used an explorative approach. In a first step, experts in the field including teachers from colleges and university were consulted in order to identify the most important social

competencies for the college teachers. The group that consisted of highly respected teachers with successful teaching careers has identified various dimensions, out of which group climate, group cohesion and social skills were proposed for the present study. The researcher constructed and standardized the social competency scale through the scientific and systematic procedure to study social competency among the college teachers in Nagaland. This Social Competency Scale was designed for college teachers of Nagaland for measurement of social competency. The dimensions identified were:

1**. Group Climate:** It refers to the social and emotional perception within a group. It is a collective behaviours, attitudes and mood of group members. It is influenced by factors like group norms, opinion, communication, exclusion, inclusion, conflict resolution, goals and objectives.

2**. Group Cohesion:** It refers to stick together or ties among the members of a group. Cohesion within a group helps to establish an overall group climate. On a societal level, Albrekt Larsen defines social cohesion 'as the belief-held by citizens in a given nation state-that they share a moral community which enables them to trust each other'. It is influenced by factors like Participation, motivation, feedback, avoidance and accepted roles.

3**. Social Skills:** Social skills involve effective communication in social set up. It enables us to foster and maintain meaningful relationships with colleagues, employer and network contacts. It refers to appropriate social behavior in different situation. Factors like communication, self-awareness, self- regulation, empathy and socialization influences social skills.

3.10.1. Development of the Self-Made Scale

The development of the self-made questionnaire involved several stages, including item generation, expert review, and pilot testing. Initially, a pool of items was generated based on a thorough review of the literature on social competency. During the item gathering procedure, a pool of statements was acquired from the literature, interactions with experts from university, principals and college teachers. Seventy-five items in all were gathered. In order to determine if the statement was relevant, experts were consulted on the chosen statements for the relevance test. The item is rated on a scale of 1 to 5. A rating of 5 for positive items signifies "Always," 4 for "Often," 3 for "Sometimes," 2 for "Rarely," and 1 for "Never." For negative

items, the scale is reversed. 1 indicates "Always," 2 means "Often," 3 means "Sometimes," 4 means "Rarely," and 5 means "Never". The items that had a t-value of 1.96 or higher were chosen. Anastasi (1968)defined consistency as the results obtained from the same individuals when they are tested more than once. These items were then reviewed by experts to ensure their relevance and clarity. The revised questionnaire was pilot-tested with a small sample of college teachers to identify any ambiguities or issues with the items. Based on the feedback from the pilot test, further refinements were made to ensure the questionnaire's validity and reliability.

3.10.2. Initial draft of the Social Competency Scale

Initially, the researchers, after comprehensive study of the review of related literature and with consultation with experts, identify three important dimensions and prepare a list of 59 items/statements which were arranged in dimension wise and given to experts from university to critically judge and evaluate the content accuracy, relevance and coverage. The experts' opinions were taken and out of the 59 items, a final set of 39 items werefinalised for the present study.

3.10.3. Pilot Testing

The pilot testing phase was crucial for refining the self-made questionnaire. Participants in the pilot test were asked to complete the questionnaire and provide feedback on the clarity and relevance of the items. This feedback was used to identify and address any issues, such as ambiguous wording or items that did not adequately capture the intended construct.

This self-made questionnaire was developed to measure the social competency of the participants. This instrument was created based on a comprehensive review of the literature and input from experts in the related field.

i. Content validity: To produce valid results, the content of a test, survey or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement (or if irrelevant aspects are included), the validity is threatened and the research is likely suffering from omitted variable bias. Middelton, F (2023). The content validity for the scale was established by carrying out critical discussions with experts at the time of development of preliminary draft. Experts from university were of the opinion that the statements of

the scale were adequate and very relevant to measure social competency of college teachers.

ii. Face validity considers how suitable the content of a test seems to be on the surface. It's similar to content validity, but face validity is a more informal and subjective assessment Middelton, F (2023).Toobtain face validity,the researcher consults various stakeholders including college teachers, college principals to check its suitability for final use.

3.11. Estimation of discrimination power/index of all the items through item analysis

Table No.3.6. Showing t-values of all the items for Social Competency Scale regarding the item analysis

Item No.	t-value	Item No.	t-value	Item No.	t-value	Item No.	t-value
1.	6.813	11.	3.38	21.	5.30	31.	5.64
2.	5.94	12.	7.15	22.	6.16	32.	5.55
3.	7.28	13.	6.95	23.	10.08	33.	2.03
4.	8.28	14.	6.53	24.	9.36	34.	6.93
5.	3.03	15.	6.36	25.	3.84	35.	3.99
6.	10.82	16.	6.45	26.	5.94	36.	7.81
7.	2.62	17.	6.49	27.	4.88	37.	7.08
8.	7.19	18.	7.42	28.	8.27	38.	4.87
9.	5.32	19.	5.96	29.	10.99	39.	7.25
10.	9.67	20.	7.26	30.	8.12	---	---

Table No. 3.6. shows the t-values for each item on the Social Competency Scale based on item analysis. These t-values represent the statistically significant

effect for every item's contribution to assess social competency. Items are numbered 1 to 39, with associated t-values indicating the strength and reliability of each item's ability to distinguish between individuals with varied levels of social competency. Higher t-values indicate that an item is better at differentiating between various levels of social skill.

Table No.3.7. Table showing Scoring Pattern for Social Competency Scale of College Teachers

Nature of item	Always	Often	Sometimes	Rarely	Never
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table No. 3.7, outlines the scoring procedure for "Social Competency Scale of College Teachers" scale consisting of 39 items, the maximum potential score one can achieve is 195 (attained if a respondent selects "Always" on all the positive items and "Never" on all the negative items). The lowest possible score is 39 (obtained by rating all 39 items as "Never" on positive items and "Always" on negative items). These scores represent the two extremes of the social competency scale, with which the higher values suggesting high level of social competency and the least score indicates a low level of social competency.

i. **Item analysis**

After collecting the responded questionnaire, scoring was carried out as per the scoring procedure shown in Table 3.7, the total scoring of each respondent was arranged in descending order. The top 27% of the high scores and the bottom 27% of the low scores were identified and selected for item validity with discriminating index. Garrett (2008), the discriminating value of each item was computed by t-value to determine based on the responses of the highest and the lowest group. Hence, based on the scores, the scale was considered to be valid in terms of its item analysis that retained in the final form of which has a t-value of equal or greater than 1.96 discriminating value at 0.05 level of significance. All the 39 items are capable of

making differentiation between upper and lower groups. Hence, all the 39 items were eligible for final scale i.e. Social Competency Scale (SCS).

Table No.3.8. Distribution of Statements (both positive and negative) in three dimensions of Social Competency Scale (SCS)

S.No	Dimensions of Social Competency Scale (SCS)	Nature of Item	Items with serial numbers	No. of items	Total
1.	Group Climate	Positive	1,2,3,4,6,8,10,13,15,16,17,18	12	19
		Negative	5,7,9,11,12,14,19	7	
2.	Group Cohesion	Positive	21,23,24,25,26,29	6	10
		Negative	20,22,27,28	4	
3.	Social Skills	Positive	30,33,34,38, 39	5	10
		Negative	31,32,35,36,37	5	
4	Social Competency Scale (whole)	Positive items	1,2,3,4,6,8,10,13,15,16,17,18, 21,23,24,25,26,29, 30,33,34,38, 39	23	**39**
		Negative items	5,7,9,11,12,14,19, 20,22,27,28, 31,32,35,36,37	16	

3.12. Establishment of Psychometric properties of "Social Competency" Scale (SCS)

A wide variety of split-half reliability coefficients have been established in the past to facilitate their presumption of parallel tests. For example, Flangan's formula requires simply the basic equivalence assumption. Cronbach's alpha is based on a weaker assumption that the assumption of equivalence is limited and expressed only on parallel items. Webb, et al (2006)

i. Split-half reliability: Two sets of items (odd and even) were administered to 160 college teachers, one after another to the same group in a gap of 10 minutes. The correlation between odd and even items is 0.875. Then the reliability for the whole SCS is 0.933 which indicates high internal consistency of the items of SCS.

ii.Cronbach's Alpha reliability coefficient is 0.911, which is highly reliable for the item inventory, confirming a high internal consistency.

Table No.3.9. Reliability Table (Social Competency)

Reliability Method	N	Reliability co-efficient
Split-half reliability	160	0.933
Cronbach Alpha	160	0.911

3.13. Establishment of Norms for "Social Competency" Scale (SCS)

To convert the social competency scores into various levels, a structured approach that incorporates both the mean (M) and the standard deviation (SD) of the scores, the systematic method ie M+1SD and M-1SD was used. We can determine the level needed for higher levels of social competency by adding one standard deviation to the mean (M+SD). In contrast, subtracting one standard deviation from the mean (M-1SD) serves to define the limit for lower levels of social competency. This technique allows us to categorize the scores into different levels. Scores above M+1SD are thought to indicate a high level of social competency, implying that individuals in this range have significantly high social competency. Scores below M-1SD indicate a low level of social competency. Scores between M-1SD and M+1SD are viewed as indicating a moderate level of social competency.

Table No.3.10. Showing norms for interpretation of level of Social Competency

S.No.	Range of Raw Scores	Level of Social Competency
1	>163	High Social Competency
2	140 to 163	Moderate Social Competency
3.	<140	Low Social Competency

3.14. Statistical techniques that were used for data analysis

The application of statistical techniques in research is crucial for the analysis and interpretation of data. Generally speaking, these methods fall into: descriptive

and inferential statistics. Understanding and presenting a study's findings requires both kinds of information. Frequency and Percentage analysis was used to highlight comparison of various demographic groups. To summarize and characterize the data's central tendency, variability, and distribution shape, descriptive statistics were used, such as mean, median, mode, standard deviation, skewness, and kurtosis. To compare group means and identify significant differences, inferential statistics were employed, such as the independent sample t-test and one-way ANOVA. The study included Pearson Product Moment Correlation to assess the degree and direction of relationship among variables, and regression analysis to predict a dependent variable's value by utilizing one or more independent variables.

CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The present chapter necessitates the importance to analyse the data collected from the samples in order to test the hypothesis and achieve the objectives of the study. This chapter comprises the presentation, analysis and interpretation of the findings resulting from this study. The analysis and interpretation of data is carried out in two phases. The scores obtained from "Attitude Scale towards Research"and "Social Competency" scales were analyzed with the help of IBM SPSS software. Percentages analysis, descriptive statistics such as mean, median, mode, skewness, kurtosis etc. and inferential statistics such as independent sample t-test, one way ANOVA, Pearson Product Moment Correlation and Linear regression analysis were used to analyse and interpret the data.

A key element of the scientific method is a thorough analysis of the data gathered. A crucial part of research is statistical analysis, which involves examining respondent ratings to discover underlying facts. In order to address research questions and make meaning of the results, this procedure includes organizing, examining, and summarizing the data. Researchers can have a deeper understand of the topic they are studying by finding patterns, correlations, and trends in the data through methodical analysis. This comprehensive methodology ensures that the inferences made have basis in empirical data, enhancing the dependability and authenticity of the study results.Data collected for the present study were arranged in a tabulated form using Microsoft Excel- 2007 and analysed using IBM-SPSS-22 software for interpretation of the findings.

4.2. Demographic profile of college teachers

Table No. 4.1.Showing the demographic profile of college teachers with regards to gender, type of institution, locality of residence, length of teaching experience and educational qualifications

Demographic Variables	Categories	N	Percentage
Gender	Female	321	53.5%
	Male	279	46.5%
Type of Institution	Government	91	15.2%
	Private	509	84.8%
Locality of Residence	Rural	148	24.7%
	Urban	452	75.3%
Length of Teaching Experience	Above 7 years	265	44.2%
	Below 7 years	335	55.8%
Educational Qualification	PG	103	17.2%
	PG with UGC NET	430	71.7%
	Ph. D	59	9.8%
	Ph. D with UGC NET	8	1.3%

Table 4.1 shows the demographic variables in the present study comprising of 5 (five) demographic variables- gender, type of institution, locality of the residents of college teachers, length of teaching experience and their educational qualifications. Out of 600 college teachers in the present study, 53.5% were female college teachers and 46.5 were male college teachers. On the second demographic variable, 15.2% were working in government colleges and 84.8% were working in private colleges. The third demographic variable, locality of residence of college teachers, 24.7% of college teachers were residence of rural locality and 75.3% were residence of urban areas. With regard to length of teaching experience, 44.2% of college teachers have teaching experience of above 7 years while 55.8% have teaching experience of below 7 years. In educational qualification variable, 17.2% college teachers have PG, 71.7% were PG with UGC NET, followed by 9.8% of college teachers with Ph. D and only 1.3% of the college teachers have Ph. D with UGC NET.

Figure No. 4.1. Pie-chart showing the demographic profile of the respondents with regard to gender
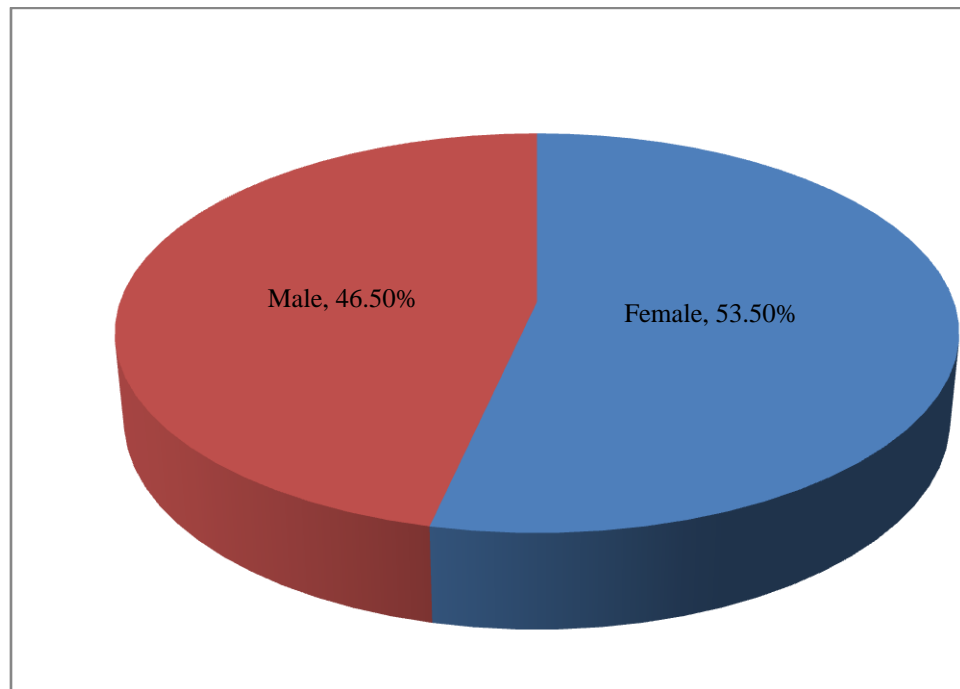
Figure 4.1 depicts the gender distribution of the respondents to the survey. Out of a total sample size of 600 responses, 53.5% were female. This suggests that female respondents made up a slightly higher proportion of the study population than their male counterparts. On the other hand, 46.5% were male respondents, accounting for of the total. The nearly equal number of male and female replies shows that the sample is gender balanced, although with a minor move toward female participants. This distribution serves as vital for understanding the demographic makeup of the study's respondents and laying the groundwork for interpreting the results in with regard to context of gender.

Figure No. 4.2. Pie-chart showing the demographic profile of college teachers with regard to type of institution
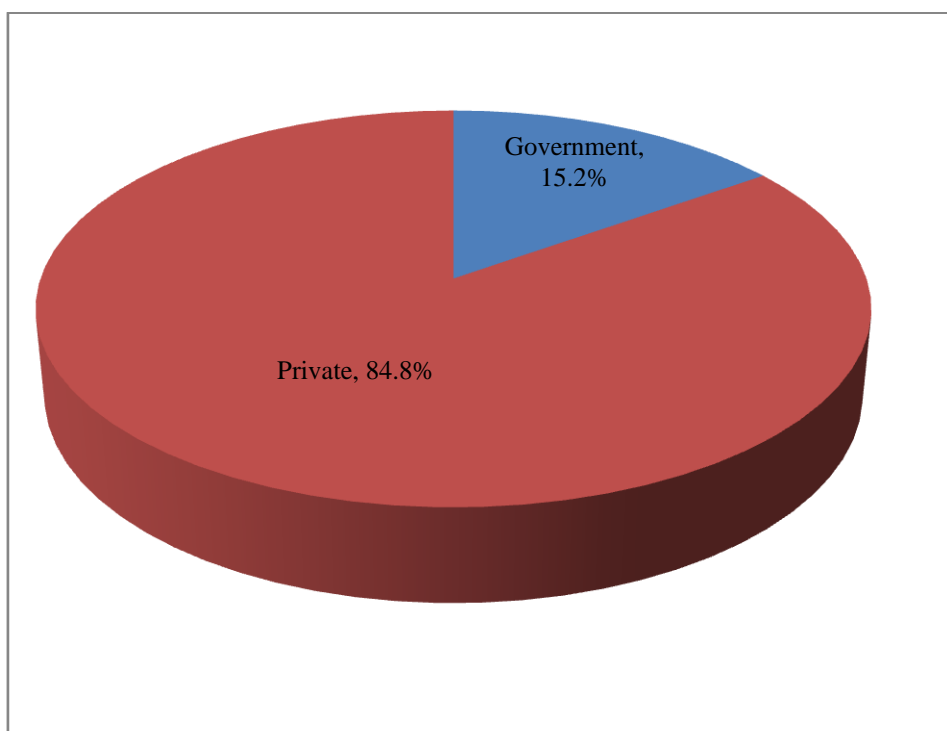
Figure No. 4.2. Represent the distribution of samples with regard to type of institution. Out of a total of 600 respondents, 15.2% were working in government colleges and 84.8% were teachers from private colleges. The distribution with regard to the type of institution was that out of a total of 69 colleges in Nagaland affiliated by Nagaland University according to the report of AISHE 2021-22. The limited number of government colleges 16 restricts the potential pool of respondents. Even with a desire to include more government institutions, the actual availability and willingness of these colleges to participate might be lower due to various factors such as administrative burden, engagement levels. Private colleges form the majority (49 out of 65), their larger representation in the sample (509 out of 600 respondents) helps capture a wider spectrum of experiences and perspectives from the educational landscape in Nagaland.

Figure No. 4.3. Pie-chart showing the demographic profile of college teachers with regard to locality of residence
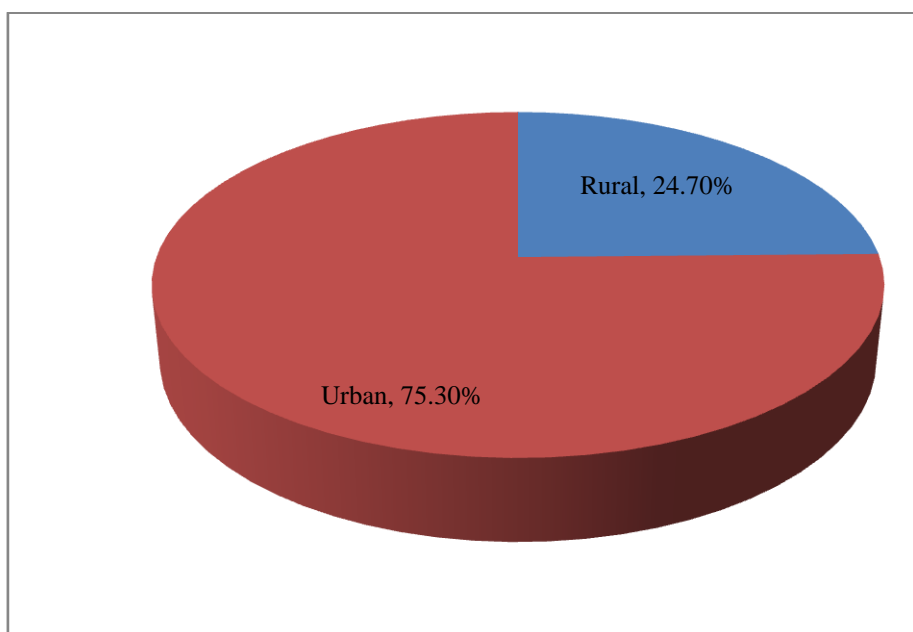
Figure 4.3 depicts the distribution of respondents according to their locality of residence, dividing them into rural and urban populations. According to the data, a smaller share of college teachers (24.7%) lived in rural areas. This indicates that nearly a quarter of the respondents came from rural areas. On the other hand, the vast majority of responders, 75.3%, were college teachers living in urban regions.

Figure No. 4.4. Pie-chart showing the demographic profile of college teachers with regard to length of teaching experience (Above 7 years and Below 7 years)
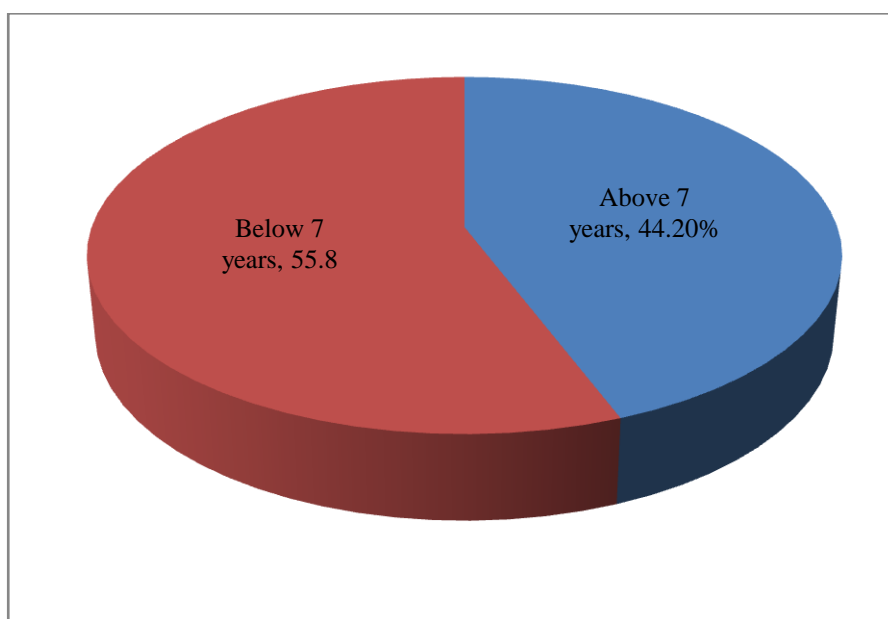
Figure 4.4 shows the distribution of those who responded according to their length of teaching experience. The data from 600 responders shows a relatively even distribution of college teachers with varying levels of teaching experience. 44.2% of responders are college teachers with at least 7 years of experience. This group includes teachers who have been in the profession for a long time and have likely gained extensive experience in many elements of teaching, research, and professional development. Conversely, the majority of respondents, 55.8%, are college teachers with less than 7 years of experience. This category accounts for a significantly bigger proportion of the sample, as it includes relatively newer teachers who are still in the early phases of their careers.

Figure No.4.5. Pie-chart showing the demographic profile of college teachers according to their educational qualification
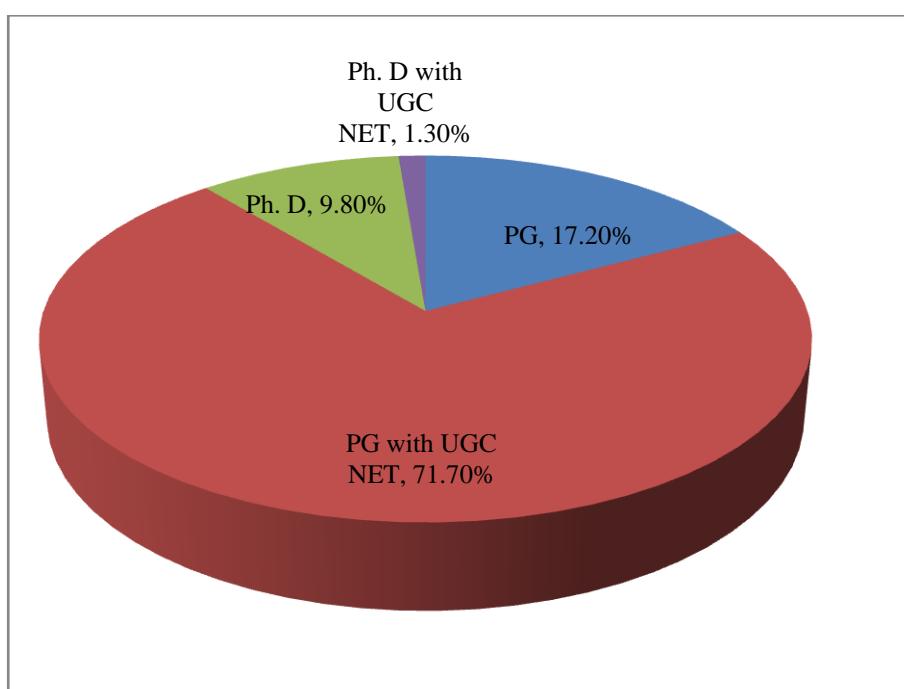
Figure 4.5 illustrates the distribution of respondents based on their educational qualifications, emphasizing the varied degrees of academic accomplishment among the college teachers. The results show a wide range of qualifications, indicating various phases of professional and academic development among the teachers. A relatively small fraction of respondents (17.2%) have a postgraduate (PG) qualification as their highest degree of study. The majority of

respondents (71.7%) holds a postgraduate degree and has passed the University Grants Commission National Eligibility Test (UGC NET). In comparison, 9.8% of respondents have a Ph.D. as their highest degree. A small percentage, 1.35% of the college teachers has Ph. D with UGC NET representing the most academically credentialed participants in the present study.

4.3. Levels of "Attitude towards Research" among the college teachers

Objective-1. To study the status of college teachers' attitude towards research.

Research Question-1. What is the status of college teachers' attitude towards research?

Table No.4.2.Various Level of Attitude towards Research of college teachers

Levels of attitude towards research	Frequency	Percentage
Extremely Favourable	6	1.0
Highly Favourable	27	4.5
Above average Favourable	129	21.5
Moderately Favourable	224	37.3
Unfavourable	147	24.5
Highly Unfavourable	58	9.7
Extremely Unfavourable	9	1.5
Total	600	100

The examination of raw scores collected from college teachers, as shown in Table 4.2, demonstrates a wide range of views towards research. The findings demonstrate that only 1% of college teachers have an extremely favourable attitude toward research, indicating just a small percentage of highly motivated individuals who are fully involved in scholarly activities. Furthermore, 4.5% of college teachers exhibit highly favourable attitude, indicating that slightly larger percentage is likewise strongly inclined toward research, although with lesser degree. A larger proportion, 21.5%, of college teachers have above average favourable attitude toward

research. These teachers are likely aware of the value of research and are somewhat engaged, but not to the greatest extent. The majority of teachers, 37.3%, had a moderate favourable attitude toward research, showing widespread but maybe moderate support.

However, 24.5% of college teachers have an unfavourable attitude toward research, implying that nearly a quarter of teachers are doubtful about the importance of research in their occupations. Furthermore, 9.7% have a highly unfavourable attitude, and 1.5% having an extremely unfavourable attitude, indicating a significant reluctance or disinterest in research activities among this minority. These findings underscore the urgent need for focused interventions in Nagaland's higher education institutions to develop a more research-oriented culture.

Therefore, the conclusion to the first research question can be answered that there is a wide range of attitudes toward research among college teachers in Nagaland, with a sizable proportion holding moderate to unfavourable views, emphasizing the need for increased support for research and prospects. As Mehta, S., Mehta, D., and Kikani (2017) point out, efforts to provide adequate facilities, opportunities for financing, and research mentoring are essential for encouraging teachers at colleges to participate and engage in research. Addressing these demands can help higher education institutions create a livelier academic environment that supports teachers' professional development as well as the institution's overall development.

Figure No. 4.6 Pie-chart showing the levels of "Attitude towards Research" among the college teachers of Nagaland

Levels of Attitude towards Research

- Extremely Favourable
- Highly Favourable
- Above average Favourable
- Moderately Favourable
- Unfavourable
- Highly unfavourable
- Extremely unfavourable
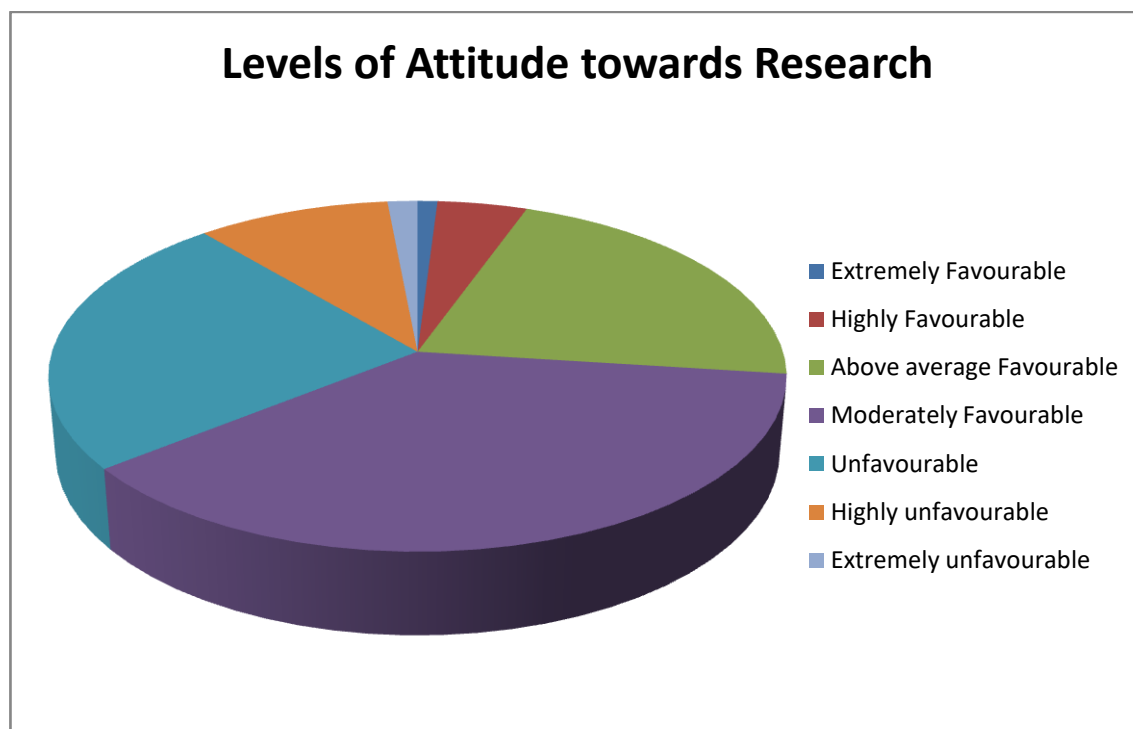
4.4. Levels of "Social Competency" among the college teachers

Objective-2. To study the status of Social Competency of college teachers.

Research Question-2. What is the status of Social Competency of college teachers?

Table No.4.3.Various Levels of Social Competency of college teachers

Levels of social competency	Frequency	Percentage
High Social Competency	82	13.7
Moderate Social Competency	428	71.3
Low Social Competency	90	15
Total	600	100

From the analysis of the scores obtained in table 4.3, out of a total of 600 college teachers, 13.7% college teachers have high level of social competency. 71.3% college teachers have moderate level of Social Competency and 15% college

teachers have low level of Social Competency. The maximum college teachers were concentrated towards moderate level of social competency. A vast majority of the college teachers have a moderate level of social competency. The significant differences observed across the different levels highlight the importance of cultivating social competencies among college teachers to promote a positive engagement to communicate effectively, cultivate positive relationships, and adapt pedagogical strategies to meet the diverse needs of interpersonal skills essential for effective teaching and learning in the college. Thus, the second research question can be understood that most college teachers had moderate social competency, implying that they have the requisite social skills for effective interaction and collaboration. A smaller minority indicate high competency, while others show lower levels, highlighting the need for targeted professional development to improve social skills in teachers.

Figure No. 4.7. Pie-chart showing the levels of "Social Competency" among the college teachers of Nagaland
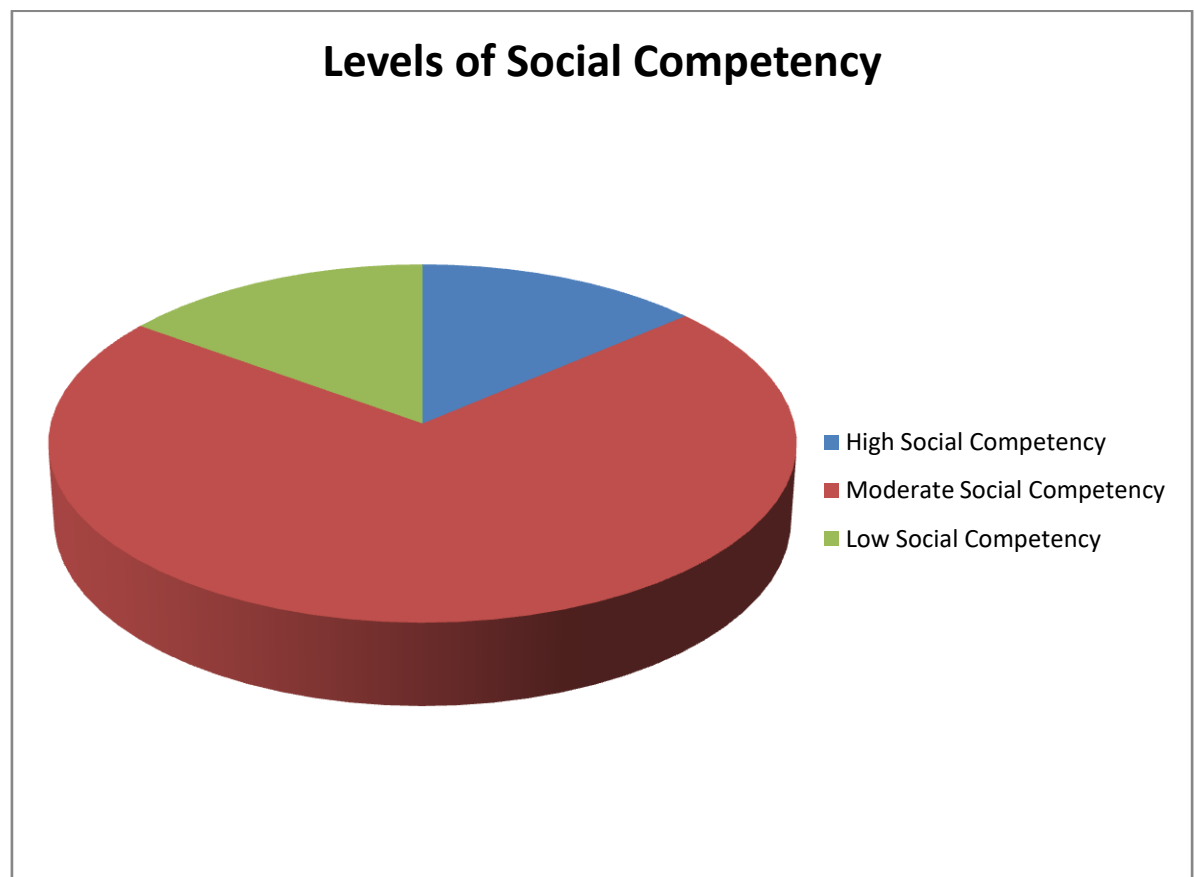
4.5. Frequency and Percentages Analysis on Attitude towards Research (overall and dimension wise)

Objective-3. To analyse the opinion of college teachers in Nagaland regarding their attitude towards research.

Research Question-3. What are the dispositions of college teachers in Nagaland towards research?

The college teachers' attitude towards research in four dimensions was analysis based on percentage of responses. The analysis was done to further comprehend the attitude of college teachers towards research in Nagaland. The analysis was done in dimensions wise in order of general aspects of research and research process, usefulness of research in professional career, relevance of research in personal-social life and difficulties in research and research anxiety.

4.5.1. Frequency and Percentage Analysis on Attitude towards Research items in the dimension of "General Aspects of Research and Research Process"

The Percentage Analysis on Nagaland college teachers' Attitude towards Research to the items in the dimension of general aspects of research and research process was analysed.

Table No. 4.4 Showing frequency and percentage analysis of Nagaland College teachers' attitude towards research in the dimension of general aspects of research and research process (Favourable and unfavourable)

Sl. No.	Item Details	SA	A	U	D	SD
1.	The relationship between the researcher and the research supervisor become very cordial during research process.	114 (19%)	292 (48.7%)	163 (27.2%)	31 (5.2%)	0 (0.0%)
2.	Research work does not impose any extra workload on the students.	54 (9.0%)	172 28.7%)	139 (23.2%)	214 35.7%)	21 (3.5%)

3.	It is very essential to publish the research findings in order to enhance the authenticity and acceptability of research works among academic community.	201 (33.5%)	356 (59.3%)	35 (5.8%)	8 (1.3%)	0 (0.0%)
4.	Identification and selection of suitable research problem requires a good deal of patience and logical reasoning on the part of the researcher.	193 (32.2%)	360 (60%)	27 (4.5%)	17 (2.8%)	3 (0.5%)
5.	It is my strong belief that research requires an expert, accurate and systematic observation.	199 (33.2%)	366 (61%)	27 (4.5%)	7 (1.2%)	1 (0.2%)
6*	Research is merely wastage of time, efforts and money.	2 (0.3%)	9 (1.5%)	18 (3%)	288 (48%)	283 (47.2%)
7.*	Any recent research work is just like 'old wine in a new bottle'.	10 (1.7%)	77 (12.8%)	161 (26.8%)	265 (44.2%)	87 (14.5%)
8.*	Research at any degree level enhances the chances of exploitation/harassment of research students by research supervisors.	8 (1.3%)	39 (6.5%)	136 (22.7%)	314 (52.3%)	103 (17.2%)
9.*	It is not possible to produce quality researches in present scenario.	8 (1.3%)	45 (7.5%)	112 (18.7%)	341 (56.8%)	94 (15.7%)
10.*	Manipulation of data has become the key feature of present research activities in every field.	14 (2.3%)	104 (17.3%)	188 (31.3%)	255 (42.5%)	39 (6.5%)

11.*	Mostly, 'cut, copy and paste' technology is employed in present day research works.	11 (1.8%)	126 (21%)	167 (27.8)	235 (39.2%)	61 (10.2%)
12.*	Collection of data has a demoralizing effect on the researchers.	5 (0.8%)	51(8.5%)	203 (33.8%)	270 (45%)	71 (11.8%)
13.*	It seems like a joke to generalize the research findings obtained from a small sample to the whole population.	18 (3.0%)	110 (18.3%)	165 (27.5%)	238 (39.7%)	69 (11.5%)
14.*	Research works which are carried out by government or semi- government departments have mostly pre-determined conclusions.	10 (1.7%)	75 (12.5%)	220 (36.7%)	236 (39.3%)	59 (9.8%)
15.*	Formulation of research hypothesis makes the researcher aware of intended results and thus, provides a scope for manipulation in research work.	13 (2.2%)	134 (22.3%)	140 (23.3%)	242 (40.3%)	71 (11.8%)

* Indicates unfavourable items SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

From table No.4.4, it was evident that five favourable items and ten unfavourable items were presented to college teachers. A significant percentage of respondents emphasized the positive relationships between researchers and their supervisors, highlighting a supportive environment characterised by constructive criticism, open communication, and mutual respect. The supportive aspect of this relationship helps researchers navigate challenges more effectively, resulting in a more productive research experience. Respondents acknowledged that research

imposes new responsibilities, underscoring its demanding nature. While research is viewed as valuable, it requires considerable time and effort beyond regular academic duties, necessitating a balance with other responsibilities. Despite these challenges, commitment to research is seen as essential for academic and professional growth, offering long-term benefits.

Publishing research findings was strongly supported by respondents, who recognized dissemination as crucial for validating research, enhancing credibility, and contributing to the broader academic discourse. The selection of research problems was acknowledged as requiring thorough investigation and analysis, emphasizing its significance in producing meaningful studies. Careful topic selection ensures the relevance and direction of research, highlighting the importance of strategic planning and critical thinking in the early stages of research. Respondents stressed the need for expertise and precision in conducting research. Systematic observation and rigorous methodologies were viewed as essential for producing accurate and valid results, reflecting the high expectations of integrity and excellence in research. The emphasis on expertise underscores the need for researchers to possess deep knowledge and skills in their fields.

There was strong agreement on the importance of research, with most respondents rejecting the notion that it is a waste of time and resources. This positive attitude highlights research as a driver of innovation and problem-solving, contributing to both academic and societal advancement. Respondents generally believed that current research activities are original and innovative, suggesting that recent findings are advancing knowledge and offering new perspectives. The majority of respondents did not believe that research increases the risk of exploitation or harassment by supervisors, indicating a high level of trust in the ethical standards of the academic environment. Despite potential challenges, respondents were confident in their ability to conduct high-quality research, reflecting a belief in the resilience of the research community and the effectiveness of current research practices. This optimism demonstrates researchers' commitment to maintaining high standards. Opinions on unethical behaviours in research, such as data manipulation, were mixed. While concerns were expressed, the overall sentiment did not suggest that such actions are widespread, indicating a belief in the integrity of researchers. This highlights the importance of ongoing ethical vigilance in research. Views on "cut, copy, and paste" practices in research were divided, with

some respondents concerned about their impact on originality and integrity. These differing perspectives underscore the ongoing debate over research ethics and the need to uphold high standards of authenticity in academic work. Most respondents did not view data collection as a demoralizing aspect of the research process. This positive outlook suggests that, while challenging, data gathering is seen as a necessary and manageable part of research. The recognition of its importance underscores the value of thorough and accurate data collection in producing credible research.

In conclusion, the responses reflect strong positive attitudes toward the research process, emphasizing its role in expanding knowledge, fostering innovation, and addressing societal issues. While some concerns were noted, the overall sentiment is one of confidence in the integrity and relevance of research, highlighting the need for continued support and improvement in the research environment.

4.5.2. Frequency and Percentage Analysis on Attitude towards Research items in the dimension of Usefulness of Research in Professional Career

The Percentage Analysis on Nagaland college teachers' Attitude towards Research to the items in the dimension of Usefulness of Research in Professional Career was analysed.

Table No.4.5. Showing frequency and percentage analysis of Nagaland College teachers' attitude towards research in the dimension of usefulness of research in professional career (Favourable and unfavourable)

Sl. No.	Item details	SA	A	UD	D	SD
1.	Research is useful for my professional career.	249 (41.5%)	313 (52.2%)	28 (4.7%	9 (1.5%)	1 (0.2%)
2.	Research is very useful for every profession.	236 (39.3%)	282 (47%)	66 (11%)	12 (2%)	4 (0.7%)
3.	The skills that I have acquired through research will be helpful for me in the future.	218 (36.3%)	316 (52.7%)	53 (8.8%)	13 (2.2%)	0 (0.0%)

4.	Conducting research is an effective means to become a successful educator or teacher.	176 (29.3%)	318 (53%)	71 (11.8%)	28 (4.7%)	7 (1.2%)
5.	Conducting research provides insight into various issues related to one's profession.	227 (37.8%)	310 (51.7%)	44 (7.3%)	17 (2.8%)	2 (0.3%)
6.	Research project and skills should be an integral part of every post graduate course.	155 (25.8%)	354 (59%)	62 (10.3%)	27 (4.5%)	2 (0.3)
7.*	Research has nothing to do with my field of study of course.	0 (0%)	9 (1.5%)	52 (8.7%)	358 (59.7%)	181 (30.2%)
8.*	I don't think that research is essential to improve the process and practice of education at any level.	4 (0.7%)	28 (4.7%)	86 (14.3%)	364 (60.7%)	118 (19.7%)

* Indicates unfavourable items SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Based on the table No .4.5., the perception of the college teachers regarding the usefulness of research in their professional careers is evident that:

College teachers generally acknowledge the importance of research in their professional lives, viewing it as an essential component of their growth and effectiveness. A vast majority agree that conducting research is beneficial to their careers. They perceive that research is essential to career advancement, and overall professional improvement. Furthermore, there is considerable evidence that research benefits all professional fields. Many college teachers recognise that the skills and knowledge gained from research are valuable across various fields. This widespread acceptance emphasises the value of research competencies such as problem-solving and analytical thinking, which are viewed as valuables that improve career prospects and contribute to success in a variety of professions.

The capacity to conduct research is seen as universally useful skills that apply to a wide range of professional contexts. College teachers also highlight the long-term value of research-based skills. The majority believe that the competences and knowledge gained through research activities, such as analytical skills, critical thinking, and problem-solving ability, will be beneficial in their future careers.

Furthermore, conducting research is regarded as an efficient means of becoming a great educator or teacher. A significant number of college teachers believe that research improves their teaching effectiveness by extending their understanding of educational practices and improving instructional strategies.

College teachers also strongly believe that research provides useful insights into a variety of professional difficulties. The majority feel that research is useful in understanding the complexities and issues that arise in professional contexts. This perception emphasises the practical importance of research in informing decision-making and solving issues in real life. College teachers see research as a tool that not only enhances academic knowledge but also provides practical insights necessary for effective problem solving and professional development. This acknowledgement underlines the importance of research in addressing issues at work and contributing to professional advancement.

College teachers strongly support the integration of research projects into postgraduate courses. Majority feel that including research activities in higher education curricula improves both academic and practical learning. Most college teachers strongly disagree that research has nothing to do to their study of course. There are widespread disagreement highlights that research is highly relevant and valuable in all field of study. This indicates recognition of the importance of research in advancing knowledge, solving problems, and guiding practices within specific fields.

Finally, there is a firm belief in the importance of conducting research to improve educational procedures and practices. Many college teachers disagree with the notion that research is not essential to improve the process and practice of education at any level. They believe that research is critical to identifying successful teaching methods, addressing educational difficulties, and developing the field of education.

Overall, the percentage analysis shows that college teachers have a positive impression on usefulness of research in professional career. They appreciate the

usefulness of research in skill development and professional growth, and the advancement of education. The strong support for integrating research into education and the acknowledgment of its benefits across various fields underscore the central role of research in academic and professional contexts.

4.5.3. Frequency and Percentage Analysis on Attitude towards Research items in the dimension of Relevance of research in personal-social life

The Percentage Analysis on Attitude towards Research to the items in the dimension of Relevance of research in personal-social life was analysed.

Table No. 4.6. Showing frequency and percentage analysis of Nagaland College teachers' attitude towards research in the dimension of relevance of research in personal-social life (Favourable and unfavourable)

Sl. No.	Item details	SA	Agree	U	D	SD
1.	I feel that society gets benefited from research.	247 (41.2%)	314 (52.3%)	28 (4.7%)	5 (0.8%)	6 (1.0%)
2.	I feel that knowledge acquired through research is more useful in my life as compared to knowledge gained through reading some literature.	160 (26.7%)	260 (43.3%)	103 (17.2%)	74 (12.3%)	3 (0.5%)
3.	I employ research approaches in my professional as well as personal life.	98 (16.3%)	258 (43%)	200 (33.3%)	39 (6.5%)	5 (0.8%)
4.	Research is highly relevant and beneficial for my life.	153 (25.5%)	354 (59%)	75 (12.5%)	18 (3.0%)	0 (0.0%)
5.	Research makes us systematic and hardworking in our daily lives.	133 (22.2%)	346 (57.7%)	96 (16%)	25 (4.2%)	0 (0.0%)
6.	Research develops originality among individuals.	161 (26.8%)	340 (56.7%)	76 (12.7%)	23 (3.8%)	0 (0.0%)

7.	I believe that research-oriented thinking plays an important part in our everyday life.	135 (22.5%)	386 (64.3%)	58 (9.7%)	19 (3.2)	2 (0.3%)
8.*	Completed research projects/works just become the property of libraries and has nothing to do with their social implications.	111 (18.5%)	314 (52.3%)	108 (18%)	59 (9.8%)	8 (1.3%)

* Indicates unfavourable items SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

From, table No. 4. 6., it is evident that, College teachers are largely positive about the societal benefits of research. They acknowledge the importance of research in increasing knowledge, addressing societal concerns, and promoting innovation. Furthermore, most people prefer research-based insights to literature-based knowledge. This preference suggests that the knowledge gained from research is very useful and applicable in practical situations. While some respondent's express skepticism or believe that literary knowledge is likewise valuable, the majority opinion emphasizes the perceived relevance of research in offering relevant and helpful insights. Many respondents acknowledge the application of research methods in both professional and personal life. The implementation of research methodologies is regarded as beneficial, yet many are uncertain of their importance. This suggests a need for stronger interactions and presentations on how research skills can help with everyday issue solving and decision-making. The importance and advantages of research are widely recognised, with the majority believing it as a necessary for personal and professional development, as well as societal advancement. This positive perspective highlights the importance of research in promoting innovation and advancement.

Respondents additionally highlighted the importance of research in establishing a structured and consistent mindset. The majority opinion is that conducting research fosters discipline, organisation, and a strong work ethic. Furthermore, research has linked with fostering originality and creativity. The vast majority of respondents believe that research promotes creative thinking and the production of new ideas. The general agreement on this issue indicates the view that

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research makes a substantial contribution to the development of novel solutions and approaches. Furthermore, there is widespread acceptance of the value of research-based thinking in everyday life. Respondents believe that having a research-oriented attitude improves their problem-solving, decision-making, and critical thinking abilities. This viewpoint emphasises the practical use of research ideas like methodology and evidence-based reasoning in everyday settings. The use of these skills is regarded as advantageous for navigating complicated situations and making informed decisions. Finally, while some believe that completed research projects may not necessarily have immediate impact on society; there is acceptance of the need for more effective delivery of research findings.

Overall, the data strongly supports the idea that research is highly appreciated for its societal contributions, role in promoting creativity and a strong work ethic, and significance in professional and personal growth. Positive perspectives highlight the importance of research in expanding knowledge and solving real-world problems, while also emphasising the need for better communication regarding its practical applications and societal benefits.

4.5.4. Frequency and Percentage Analysis on Attitude towards Research items in the dimension of Difficulties in Research and Research Anxiety

The Percentage Analysis on Attitude towards Research to the items in the dimension of difficulties in research and research anxiety was analysed.

Table No.4.7. Showing frequency and percentage analysis on Nagaland College teachers' attitude towards research in the dimension of Difficulties in Research and Research Anxiety (Favourable and unfavourable)

Sl. No.	Item details	SA	A	U	D	SD
1.	I feel comfortable to get engaged in research and scholarly activities.	123 (20.5%)	334 (55.7%)	111 (18.5%)	31 (5.2%)	1 (0.2%)
2.	I try to engage in discussions about research.	131 (21.8%)	364 (60.7%)	82 (13.7%)	18 (3%)	5 (0.8%)
3.	I can easily understand research reports.	81 (13.5%)	233 (38.8%)	208 (34.7%)	77 (12.8%)	1 (0.2%)

		SA	A	U	D	SD
4.	I would love to work on a research project.	179 (29.8%)	330 (55%)	81 (13.5%)	9 (1.5%)	1 (0.2%)
5.	I am much interested in research and research related activities.	138 (23%)	317 (52%)	127 (21.2%)	18 (3.0%)	0 (0.0%)
6.	I feel at ease with arithmetic and statistical computations in research.	73 (12.2%)	219 (36.5%)	208 (34.7%)	95 (15.8%)	5 (0.8%)
7.	I am confident that I can understand research terminology.	65 (10.8%)	283 (47.2%)	194 (32.3%)	57 (9.5%)	1 90.2%)
8.	I am aware of the steps that I have to follow in pursuing a research project.	93 (15.5%)	334 (55.7%)	130 (21.7%)	42 (7.0%)	1 (0.2%)
9.*	Research makes me nervous and anxious.	7 (1.2%)	80 (13.3%)	122 (20.3%)	300 (50%)	91 (15.2%)
10.*	I become tense when it comes to statistical analysis of research data.	10 (1.7%)	107 (17.7%)	177 (29.5)	259 (43.2%)	47 (7.8%)
11.*	I find it difficult to understand the methodology of conducting research works.	1 (0.2%)	61 (10.2%)	164 (27.3%)	323 (53.8%)	51 (8.5%)

* Indicates unfavourable items SA= Strongly Agree, A=Agree, U=Undecided, D=Disagree and SD=Strongly Disagree

Evident from table No.4.7, respondents have a generally positive attitude toward engaging in research and scholarly activities, with a large majority feeling confident and at ease in these activities. This wide familiarity shows that research is regarded as a practical and valuable activity that enhances knowledge and personal growth. Many respondents were willing to join in research-related discussions, indicating a strong interest in these discussions. The willingness to participate in

these emphasises the value of exchange in creating deeper awareness of various issues and staying up-to-date on advances in research.

While the majority of respondents find reading research reports to be simple, a significant proportion indicate unclear or difficulty in understanding them. This implies that there is a widespread confidence, yet certain people need additional support to understand the content of research reports. Despite these challenges, there is a great deal of excitement for working on research projects. The majority of respondents agreed to participate in such activities, demonstrating a strong commitment to supporting research programs and actively contributing to the academic community.

Many respondents expressed willingness for research and associated activities. However, some respondents are uncertain about their engagement, showing that, while there is general desire, there may be concerns or a need for greater clarity on the benefits and participation in research activities.
Confidence with mathematics and statistical computations in research varies; some respondents are confident, while others report uncertainty or discomfort. This version emphasises the need for further training or resources to build confidence and competence in statistical analysis in research.

Most respondents are confident in their understanding of research terminology, although significant proportions are either unsure or unfamiliar with these terms. This shows that, while many people are comfortable using research terminology, there is still room for improvement in terms of training or familiarizing some people with research terminology. The majority of respondents are confident in their understanding of research methodology, indicating that they have a solid grasp of the principles. However, small percentage finds it difficult, emphasizing the need for support to ensure that college teachers are confident in their understanding. Although most respondents are aware of the stages involved in initiating a research project, a sizable proportion of them are still unsure. This suggests that, while most people are familiar with the procedure, some may need further assistance with their understanding of the research steps.

Respondents report relatively low levels of nervousness or anxiety about research, implying that the majority are at ease with the process. However, opinions on the difficulties of statistical analysis are mixed. While some respondents are at ease with these tasks, others feel tense or anxious. This split indicates that, while

many people are confident, others may require further assistance to feel more at ease with statistical analysis. Overall, respondents have a strong foundation of confidence and positive attitudes toward research. While some areas, such as understanding complex methodologies or statistical analysis, may require additional support, the overall enthusiasm and willingness to engage in research activities reflect a positive and proactive approach to academic and research activities.

4.6. Frequency and Percentages Analysis on Social Competency (Overall and dimension wise)

Objective-4. Toexamine the perceptions of college teachers in Nagaland regarding their social competency.

Research Question-4. What are the perceptions of college teachers in Nagaland with regard to Social Competency?

College teachers in Nagaland and their Social competency in three dimensions was analysis based on percentage of responses. The analysis was done to further comprehend the social competency level among the college teachers in Nagaland. The analysis was done in dimensions wise in order of group climate, group cohesion and social skills.

4.6.1. Frequency and Percentage Analysis on Social Competency items in the dimension of "Group Climate"

The Percentage Analysis on Nagaland college teachers' social competency to the items in the dimension of group climate was analysed.

Table No. 4. 8. Showing frequency and percentage analysis of Nagaland College teachers' social competency in the dimension of Group Climate (Favourable and unfavourable)

Sl. No.	Item details	Always	Often	Sometimes	Rarely	Never
1.	I consider the opinion of others before making decision.	141 (23.5%)	263 (43.8%)	180 (30%)	16 (2.7%)	0 (0.0%)
2.	I am ready to sacrifice my time and personal comforts for the sake of others.	84 (14%)	250 (41.7%)	219 (36.5%)	37 (6.2%)	10 (1.7%)
3.	I can easily join ongoing discussion.	118 (19.7%)	281 (46.8%)	162 (27%)	33 (5.5%)	6 (1.0%)
4.	I can address a gathering confidently.	99 (16.5%)	279 (46.5)	169 (28.2%)	47 (7.8%)	6 (1.0%)
5.	I enjoy integrating with people from different culture.	227 (37.8%)	264 (44%)	94 (15.7%)	12 (2.0%)	3 (0.5%)
6.	I support constructive ideas presented by others.	295 (49.2%)	226 (37.7%)	60 (10%)	19 (3.2%)	
7.	I can express my views appropriately in group.	124 (20.7%)	286 (47.7%)	166 (27.7%)	22 (3.7%)	2 (0.3%)
8.	I listen to others point of view without interrupting.	246 (41%)	251 (41.8%)	76 (12.7%)	13 (2.2%)	14 (2.3%)
9.	I try to resolve conflict amicably.	186 (31%)	298 (49.7%)	87 (14.5%)	19 (3.2%)	10 (1.7%)
10.	I can control my temper in conflict situation by remaining calm.	142 (23.7%)	290 (48.3%)	151 (25.2%)	13 (2.2%)	4 (0.7%)

11.	I usually compromise in conflict situation by changing my own ideas.	86 (14.3%)	194 (32.3%)	237 (39.5%)	63 (10.5%)	20 (3.3%)
12.	I try collaborating different activities with my colleagues.	156 (26%)	283 (47.2%)	130 (21.7%)	30 (5.0%)	1 (0.2%)
13.*	I feel more alone and less included in a group.	8 (1.3%)	38 (6.3%)	200 (33.3%)	256 (42.7%)	98 (16.3%)
14.*	I usually get into arguments to prove my point of view.	13 (2.2%)	31 (5.2%)	184 (30.7%)	264 (44%)	108 (18%)
15.*	I think a lot about what other people think of me.	12 (2.0%)	59 (9.8%)	232 (38.7%)	226 (37.7%)	71 (11.8)
16.*	I tend to compare myself with other people.	15 (2.5%)	41 (6.8%)	222 (37%)	221 (36.8%)	101 (16.8%)
17.*	Usually, I am not clear how to interact with people from other cultures.	4 (0.7%)	27 (4.5%)	193 (32.2%)	266 (44.3%)	110 (18.3%)
18.*	I feel embarrassed and scared in a group of new people.	12 (2.0%)	39 (6.5%)	191 (31.8%)	256 (42.7%)	102 (17%)
19.*	I continue talking even after others lose interest.	6 (1.0%)	29 (4.8%)	121 (20.2%)	245 (40.8%)	199 (33.2%)

From table 4.8, respondents strongly favor openness and involvement when making decisions. Most people value varied perspectives and information, and they tend to seek others' opinions before making decisions. This approach highlights the

necessity of collaborative decision-making and the value of diverse perspectives in obtaining well-rounded and informed decisions.

Respondents demonstrate a high level of selflessness, with many ready to give up their time and personal comforts for the sake of others. This indicates a community-oriented perspective, yet others maintain a balance by valuing their own well-being with helping others. Most respondents found it easy to participate in ongoing discussions. This level of confidence in participating suggests great communication skills and a willingness to contribute to discussions. Confidence in public speaking is similarly high, with the majority of respondents feeling comfortable addressing groups. While some people have trouble with public speaking, the overall level of comfort shows that they are competent in this area. Respondents often appreciate interacting with people from other cultures, indicating a significant openness and appreciation for diversity. The willingness to engage with people from all backgrounds demonstrates an inclusive attitude and an understanding of the value that other points of view bring to the discussion.

A collaborative spirit is evident, as many respondents appreciate constructive ideas put forth by others. This openness to new ideas and teamwork shows a culture of collaboration and creativity. Another favorable attribute among respondents is their confidence in expressing their ideas effectively in groups. During group conversations, the majority of participants feel at ease and effective in presenting their perspectives. This confidence in skills to communicate encourages active involvement and productive discussion. Listening skills are also strong, with most respondents preferring understanding others without interrupting. When conflicts arise, the majority of respondents prefer to resolve them amicably, displaying their commitment to peaceful conflict resolution. This tendency emphasises the value of maintaining peaceful relationships and resolving issues constructively. Controlling one's anger in conflicts situations helps to resolve conflicts gently and preserve pleasant relationships.

Flexibility in conflict situations is obvious, with many respondents willing to compromise by changing their views. This adaptability demonstrates a combination of flexibility and firmness, suggesting openness to new ideas while remaining committed to one's beliefs. Collaboration with colleagues is prevalent, indicating a strong preference for teamwork. This high level of collaboration indicates that most people value working together and using their collective strengths to achieve

common objectives. A sense of belonging is essential for both personal well-being and productive group relationships. The majority of respondents preferred peaceful communication over disputes to make their point. This inclination for pleasant experiences demonstrates a desire to sustain constructive discussion while avoiding unnecessary conflicts. This method encourages a good and respectful communication culture. Respondents' sensitivity to other people's perspectives differs with some being more influenced by external perceptions. This spectrum represents varying levels of concern about how others view them.

Similarly, self-assessment against peers differs, with some people constantly comparing themselves to others and others focusing less on such comparisons. These differences highlight different perspectives on external validation and self-evaluation. Comfort with relationships across cultures is often strong, demonstrating confidence and ease in dealing with people from various cultural backgrounds. This constructive approach to multicultural communication promotes greater understanding and collaboration. The capacity to communicate fluently with people from various backgrounds is critical for creating inclusive and varied environments. Most respondents feel at ease in new social situations, although a small percentage may experience social anxiety. This variety of comfort levels demonstrates the various levels of confidence people have in unexpected situations. Regardless, general comfort in new groups suggests great social skills and flexibility. Most responses show consideration for others' interest and sensitivity to conversation process, indicating an understanding of group dynamics. This behavior indicates a regard for social indicators and successful engagement, helping to more respectful and interesting relationships.

Overall, respondents' positive attitudes and behaviours demonstrate a solid foundation of openness, collaboration, and effective communication. These characteristics are critical for creating a positive and productive environment in both personal and professional experiences. The emphasis on understanding, adaptability, and respect for other viewpoints emphasizes the significance of these characteristics in developing peaceful and effective relationships.

4.6.2. Frequency and Percentage Analysis on Social Competency items in the dimension of "Group Cohesion"

The Percentage Analysis on Nagaland college teachers' Social competency to the items in the dimension of group cohesion was analysed.

Table No.4.9. Showing frequency and percentage analysis of Nagaland college teachers social competency in the dimension of "Group Cohesion" (Favourable and unfavourable)

Sl. No.	Item details	Always	Often	Sometimes	Rarely	Never
1.	I can join ongoing activity without being told.	59 (9.8%)	179 (29.8%)	248 (41.3%)	86 (14.3%)	28 (4.7%)
2.	I am strongly committed to a shared mission.	252 (42%)	259 (43.2%)	64 (10.7%)	23 (3.8%)	2 (0.3%)
3.	Working in a team inspires me to do my best.	339 (56.6%)	211 (35.2%)	41 (6.8%)	9 (1.5%)	0 (0.0%)
4.	I believe that working together as a team brings innovative ideas to the solution of problems.	367 (61.2%)	190 (31.7%)	32 (5.3%)	7 (1.2%)	4 (0.7)
5.	I avoid using the terms and words that degrades others feelings.	299 (49.8%)	220 (36.7%)	50 (8.3%)	26 (4.3%)	5 (0.8%)
6.	I am comfortable to provide constructive feedback in group activities.	164 (27.3%)	287 (47.8%)	117 (19.5%)	25 (4.2%)	7 (1.2%)
7.*	I have difficulty starting a conversation.	11 (1.8%)	48 (8.0%)	244 (37.3%)	229 (38.2%)	88 (14.7%)
8.*	I frequently feel thwarted because I am unable to accomplish my task ontime.	5 (0.8%)	32 (5.3%)	181 (30.2%)	299 (49.8%)	83 (13.8%)

9.*	I avoid speaking to the members of the college management when I meet them outside the campus.	10 (1.7%)	16 (2.7%)	83 (13.8%)	253 (42.2%)	238 (39.7%)
10.*	I feel awkward to adjust to the social norms in a new environment.	9 (1.5%)	31 (5.2%)	187 (31.2%)	260 (43.3%)	113 (18.8%)

From table No. 4.9, Respondents exhibit a moderate amount of open participation in ongoing activities, with many taking the initiative on their own. This suggests that some people have a tendency to interact and contribute without asking, while others may require a little encouragement to get involved. Respondents have a strong feeling of togetherness and dedication, with the vast majority committed to a common objective. The high level of commitment shows the group's cohesion and alignment with common goals, stressing their coordinated effort to attain shared goals and promote a collaborative team atmosphere. Working in a team atmosphere seems to be highly motivating for most respondents, with large majorities inspired to perform their best while working with others. This positive response in team settings suggests that cooperation improves individual performance and commitment, making collaborative initiatives more fruitful and meaningful. Teamwork is commonly seen as an essential source of creative responses among respondents. The concept that working together leads to creative problem-solving emphasizes the importance of teamwork in resolving difficulties and producing successful solutions. This understanding emphasizes the value of collaboration in developing creativity and generating new ideas. Many respondents emphasise respectful communication, making an effort to avoid using language that degrade the feelings of others. This commitment to good and respectful dialogue helps to create a friendly and inclusive workplace in which everyone feels appreciated and respected.

Respondents are also motivated in providing constructive criticism. Many people feel comfortable offering and accepting feedback, which is critical for personal development and efficient teamwork. This openness to constructive criticism demonstrates a desire to improve and collaborate effectively within the group. Starting conversations can be difficult for certain respondents, with a sizable proportion finding it difficult to begin discussions. Despite this, many people manage

to engage in communication, indicating varied levels of comfort with starting conversations. This range implies that while some may need to focus on overcoming this difficulty, others are more comfortable initiating interactions. Some respondents find time management stressful because they are frequently or occasionally thwarted by task delays. Nonetheless, many respondents are able to overcome and manage their tasks effectively. This emphasizes the significance of developing effective time management abilities in order to reduce discomfort and increase productivity. Interactions with college administration outside of campus reflect varying levels of comfort among respondents. While some prefer to make these meetings official, others welcome informal talks. This implies that, while some people value formal boundaries, others are fine working with management in a variety of circumstances. Adjusting to social standards in new environment can be problematic for certain respondents, showing that adaption can be difficult. Others, however, find it easier to make this change. This variation highlights the variety of experiences people have when navigating unfamiliar social circumstances, as well as the importance of support for those who struggle with adaptation.

Overall, respondents are highly committed and inspired by team interactions, revealing the favorable influence of cooperation on motivation and performance. Communication and adaptation challenges are acknowledged, reflecting a wide range of comfort levels and experiences in maintaining good group dynamics. Despite these problems, the overall trend indicates a favorable attitude toward teamwork, respectful communication, and dedication to common goals.

4.6.3. Frequency and Percentage Analysis on Social Competency items in the dimension of "Social Skills"

The Percentage Analysis on Nagaland college teachers' social competency to the items in the dimension of social skills was analysed.

Table No. 4. 10. Showing frequency and percentage analysis of Nagaland college teachers' social competency in the dimension of social skills (Favourable and unfavourable)

Sl. No.	Item details	Always	Often	Sometimes	Rarely	Never
1.	I try to make a positive impression by what I say when I meet new people.	206 (34.3%)	248 (41.3%)	116 (19.3%)	26 (4.3%)	4 (0.7%)
2.	I have a personal standard and rules that I stick no matter what.	134 (22.3%)	244 (40.7%)	161 (26.8%)	45 (7.5%)	16 (2.7%)
3.	I call others for help when I need it.	213 (35.5%)	231 (38.5%)	132 (22%)	21 (3.5%)	3 (0.5%)
4.	It is better to remain calm when someone shows bitterness towards you.	230 (38.3%)	245 (40.8%)	108 (18%)	16 (2.7%)	1 (0.2%)
5.	I usually think before I act.	325 (54.2%)	206 (34.3%)	53 (8.8%)	13 (2.2%)	3 (0.5%)
6.*	I think more about my failures than my successes.	12 (2.0%)	50 (8.3%)	186 (31%)	237 (39.5%)	115 (19.2%)
7.*	I easily get annoyed when someone pointed out my mistake.	8 (1.3%)	20 (3.3%)	175 (29.2%)	280 (46.7%)	117 (19.5%)

8.*	I get irritated when someone strongly opposes my view point.	5 (0.8%)	14 (2.3%)	190 (31.7%)	303 (50.5%)	88 (14.7%)
9.*	I speak whatever comes to my mind without thinking.	1 (0.2%)	36 (6.0%)	128 (21.3%)	260 (43.3%)	175 (29.2%)
10.*	I find it hard to talk effectively in ongoing discussion.	8 (1.3%)	32 (5.3%)	224 (37.3%)	249 (41.5%)	87 (14.5%)

From Table 4.10, the vast majority of respondents seek to make a positive impression when meeting new people, highlighting the significance of making a good first impression. This demonstrates a strong desire to develop positive relationships from the start. Respondents are clearly committed to their particular principles, with many following their own norms and guidelines. This demonstrates a strong sense of discipline and commitment to self-imposed guidelines, while there is considerable variation, with some individuals frequently or rarely adhering to their own standards. Respondents' collaborative and supportive attitudes are significant, as many seem comfortable seeking out to others for assistance when necessary. This willingness to seek help implies a high level of comfort in relying on others for support, promoting a sense of mutual relationships. When presented with bitterness from others, most respondents choose to remain calm, exhibiting patience and emotional control. This attitude demonstrates a willingness to handle unpleasant relationships constructively, which can lead to better outcomes in stressful situations. Respondents make thoughtful decisions on a regular basis. This tendency for thoughtful consideration emphasizes the significance of purposeful activities and the value put on making well-informed decisions.

Respondents differ in their approach to balancing failures and success. While some people tend to focus on their flaws, others strike a better balance, emphasizing both accomplishments and disappointments. This diversity of ideas reflects many approaches to human development and self-reflection. Feedback might be difficult for some, and a portion of respondents feel annoyed when their mistakes are pointed. However, many others handle feedback more easily, indicating a mixed response to

criticism and emphasizing the necessity for constructive feedback mechanism. Some respondents struggle with sensitivity to opposing perspectives, which can lead to discomfort when their opinions are strongly opposed. Nonetheless, some remain unaffected by opposing viewpoints, displaying varied degrees of openness to debate and discussion. Respondents frequently use mindful communication, with many rarely or never speaking without thinking. This deliberate approach to communication emphasizes the need for considered speech and efforts to prevent quick expressions, while some people do speak unconsciously at times. Many people struggle to communicate adequately during ongoing talks. This signifies the need for improve communication skills in group settings.

Overall, the summary demonstrates a wide range of social skills among respondents. Many people develop at providing good impressions, following personal ideals, and requesting help when necessary. They maintain their cool in stressful situations and prioritize deliberate decision-making and communication. However, some people struggle to manage criticism, strike a balance between accomplishments and disappointments, and communicate successfully in group settings. This diversity highlights the many approaches to social interactions and feedback, reflecting the group's distinct strengths and opportunities for improvement. The overall trend remains positive, with a strong emphasis on developing healthy relationships, making informed decisions, and providing collaborative support.

4.7. Checking Normality on "Attitude towards Research" score

In order to ascertain the nature of distribution on the variable- attitude towards research with demographic variables such as gender, type of institution, locality of residence, length of teaching experience, descriptive statistics were examined such as mean, median, mode, standard deviation, skewness and kurtosis. This examination is helpful in understanding the variability and shape of the distribution of the data which helps in finding and interpretation of results accurately.

4.7.1. Distribution of Attitude towards Research Scores (dimension wise)

To determine the nature of the distribution of attitudes toward research scores, descriptive statistics such as mean, median, mode, standard deviation, skewness, and kurtosis were used.

Table No. 4.11. Showing the important statistical constants of the distribution of Attitude towards research (dimension wise)

		General Aspects of Research and Research Process	Usefulness of Research in Professional Career	Relevance of Research in Personal Social Life	Difficulties in Research and Research Anxiety	Attitude towards Research (overall)
N	Valid	600	600	600	600	600
	Missing	0	0	0	0	0
Mean		55.55	33.253	31.76	40.96	161.53
Median		55.00	33.000	32.00	41.00	163.00
Mode		54.00	32.00	33.0	44.0	175.00
Std. Deviation		6.24	3.15	3.63	4.9952	14.5025
Skewness		0.015	-.139	-.21	-.069	-.053
Std. Error of Skewness		.100	.100	.100	.100	.100
Kurtosis		-0.569	-.002	-0.04	-0.25	-0.127
Std. Error of Kurtosis		.199	.199	.199	.199	.199

Multiple modes exist. The smallest value is shown

Table No. 4.11 presents a detailed analysis of the distribution of attitudes towards research, focusing on various dimensions, including "General Aspects of Research and Research Process," "Usefulness of Research in Professional Career," "Relevance of Research in Personal Social Life," and "Difficulties in Research and Research Anxiety." Important statistical constants such as the mean, median, standard deviation, skewness, and kurtosis were computed for each dimension to provide a comprehensive understanding of the data distribution. The mean values represent the average attitude scores for each dimension. The median values, which are close to the mean, confirm that the central tendency of the data is consistent across respondents. The standard deviation, which measures the extent of variation or dispersion in the data, is relatively low for all dimensions, indicating that most teachers' attitudes do not deviate significantly from the mean. Skewness and kurtosis

values provide further insights into the shape of the data distribution. Skewness measures the asymmetry of the distribution and with all values lying between +1 and -1, the data is nearly symmetrical. Kurtosis, on the other hand, measures the "peakedness" of the distribution, and values close to zero suggest that the distribution is similar to a normal distribution, without extreme outliers.

Figure No. 4.8. Graphical representation of Attitude towards research in the dimension of general aspects of research and research process

Figure No. 4.9. Showing P-P plot of the distribution of Attitude towards research in the dimension of general aspects of research and research process

Normal P-P Plot of General Aspects of Research and Research Process
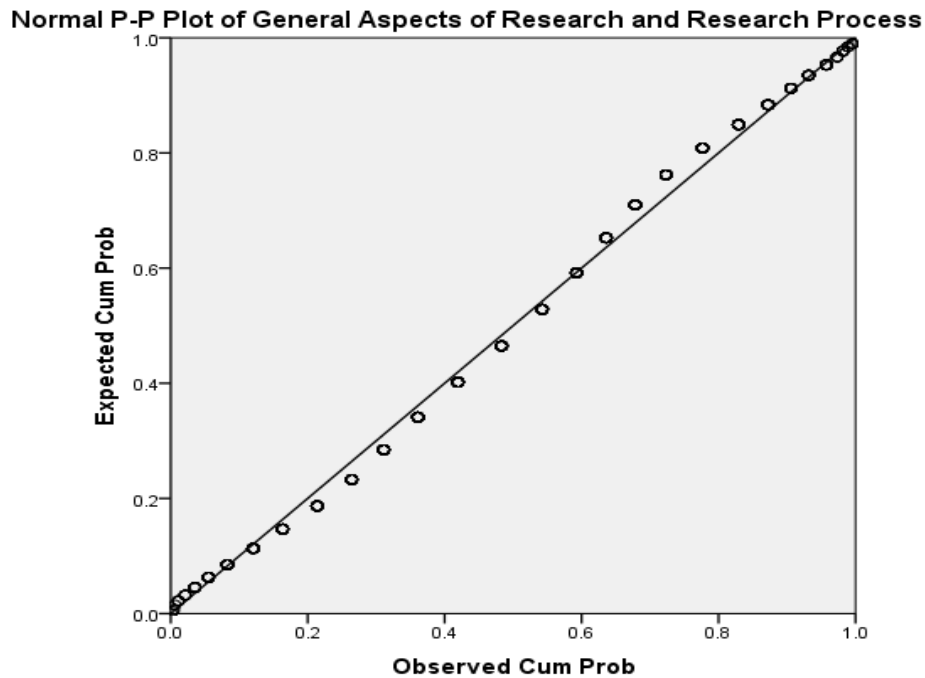
Figures 4.8 and 4.9, along with table 4.11, depict the normal distribution of attitude toward research scores in the dimension 'general aspects of research and research process'. It reveals that the mean is 33.25 and the median is 33.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 32.00, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is -0.139 close to zero, while the kurtosis value is -.002, which is close to the standard value of 0.263. The value of S.D. is 3.15, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data regarding "attitude towards research"

Figure No. 4.10. Graphical representation of Attitude towards research in the dimension of usefulness of research in professional career

Figure No. 4.11. Showing P-P plot of the distribution of Attitude towards research in the dimension of usefulness of research in professional career
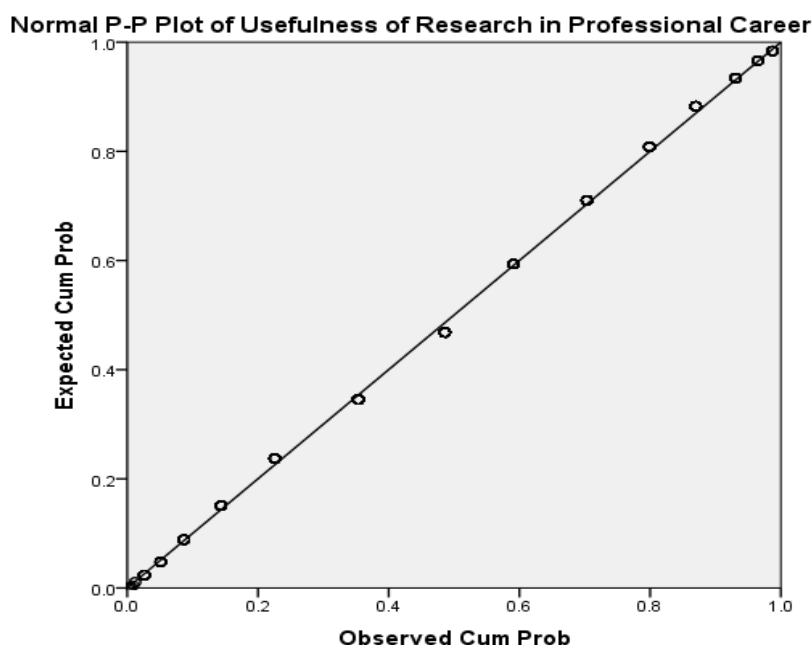
Figure 4.10 and Figure 4.11 along with table 4.11 represents the normal distribution of attitude towards research scores in the dimension 'usefulness of research in professional career. It shows that the mean is 55.56 and median is 55.00

which lie almost at the same point. The distance between the mean and median is quite negligible. The value of mode is 54.00 which are close to the value of mean and median. This indicates that the distribution does not suffer from skewness. The obtained skewness value is 0.100, close to zero and the value of kurtosis is -0.569 which is near to the standard value of 0.263. The value of S.D. is 6.24, where the variability in the scores is sufficient enough to help in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric tests, for analysis of the data.

Figure No. 4.12. Graphical representation of Attitude towards research in the dimension of relevance of research in personal-social life
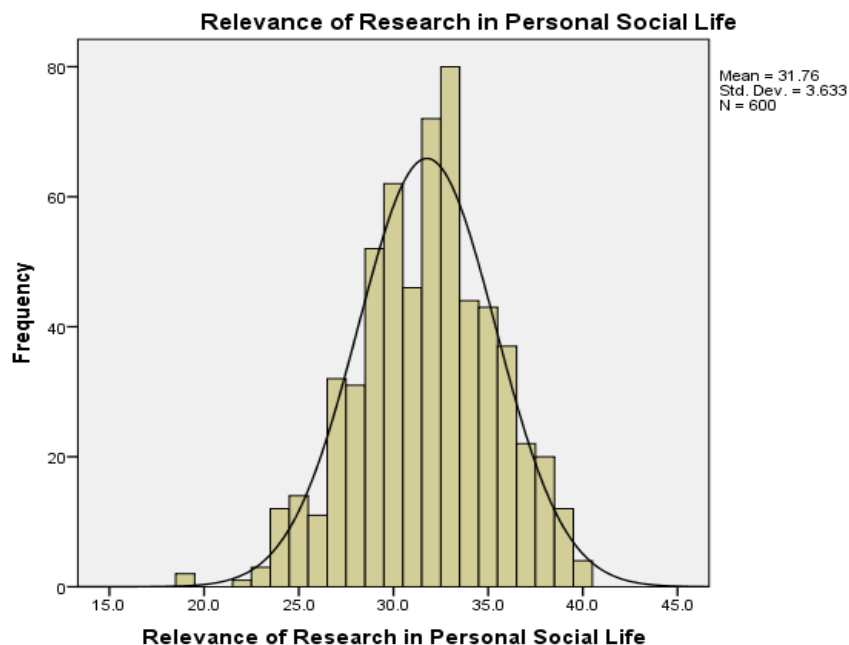
Figure No. 4.13. Showing P-P plot of the distribution of Attitude towards research in the dimension of relevance of research in personal-social life
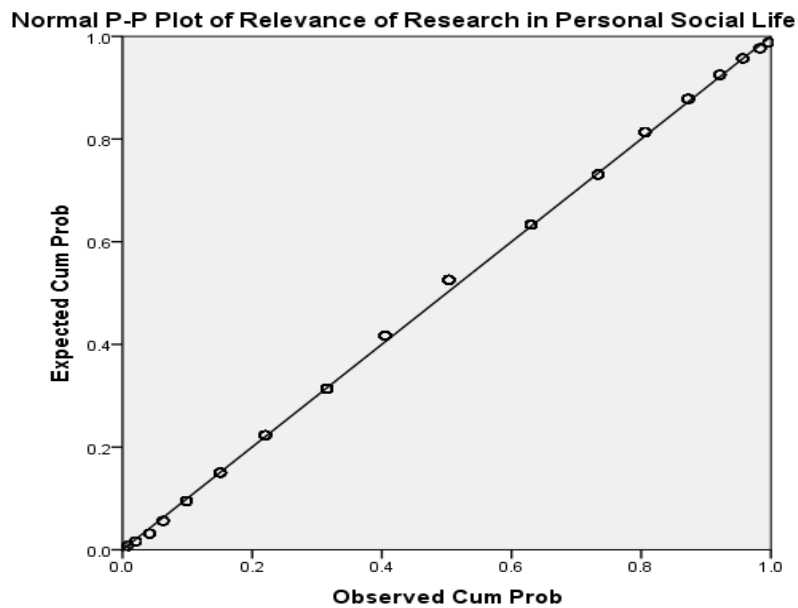
Figure 4.12 and Figure 4.13 along with table 4.11., depict the normal distribution of attitude toward research scores in the dimension 'relevance of research in personal social life'. It reveals that the mean is 31.76 and the median is 32.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 33.00, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is -0.21 close to zero, while the kurtosis value is -0.40, which is close to the standard value of 0.263. The value of S.D. is 3.63, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric tests, for analysis of the data.

Figure No. 4.14. Graphical representation of Attitude towards research in the dimension of difficulties in research and research anxiety
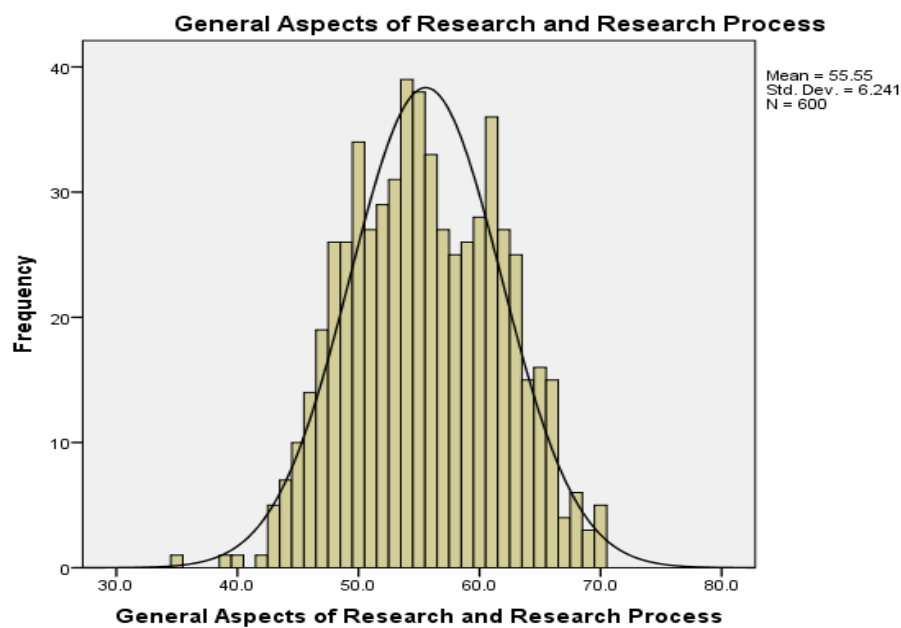

Difficulties in Research and Research Anxiety
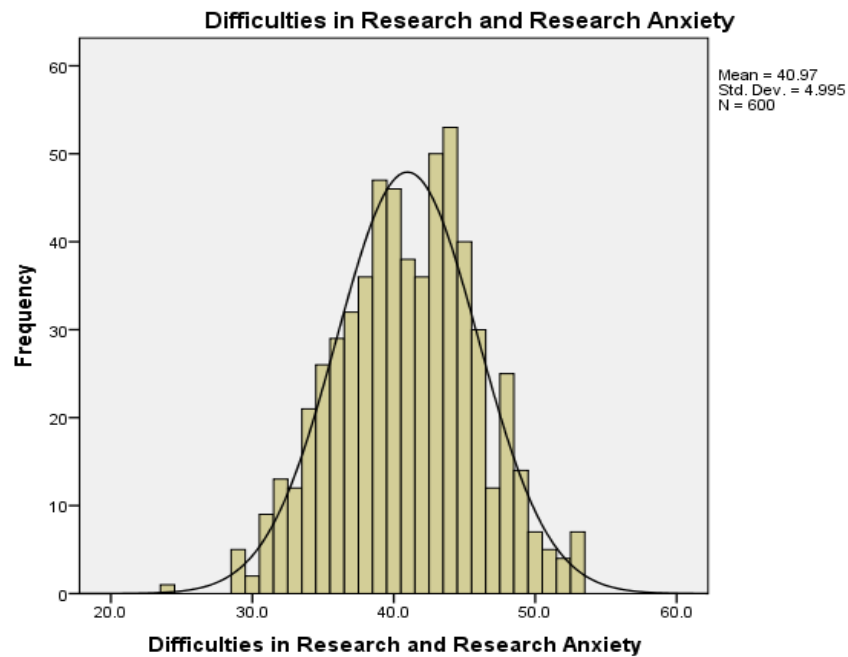
Figure No. 4.15. Showing P-P plot of the distribution of Attitude towards research in the dimension of difficulties in research and research anxiety
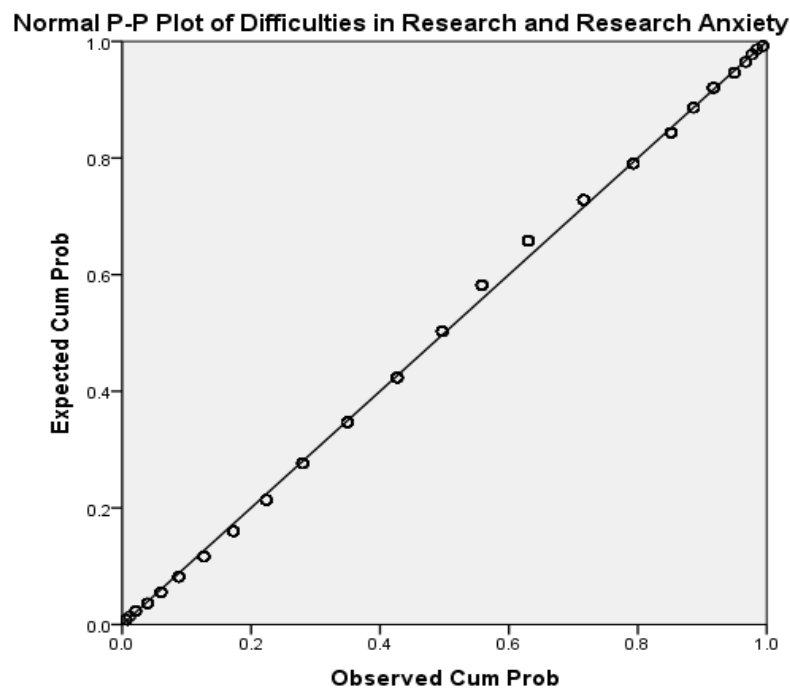
Figure 4.14 and Figure 4.15 along with table 4.11., depict the normal distribution of attitude toward research scores in the dimension 'difficulties in research and research anxiety'. It reveals that the mean is 40.96 and the median is 41.00, which is almost the same. The variation between the mean and median is

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insignificant. The value of mode is 44, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is -0.069 close to zero, while the kurtosis value is -0.25, which is close to the standard value of 0.263. The value of S.D. is 4.99, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric tests, for analysis of the data.

Figure No. 4.16. Graphical representation of Attitude towards research (Overall scores)
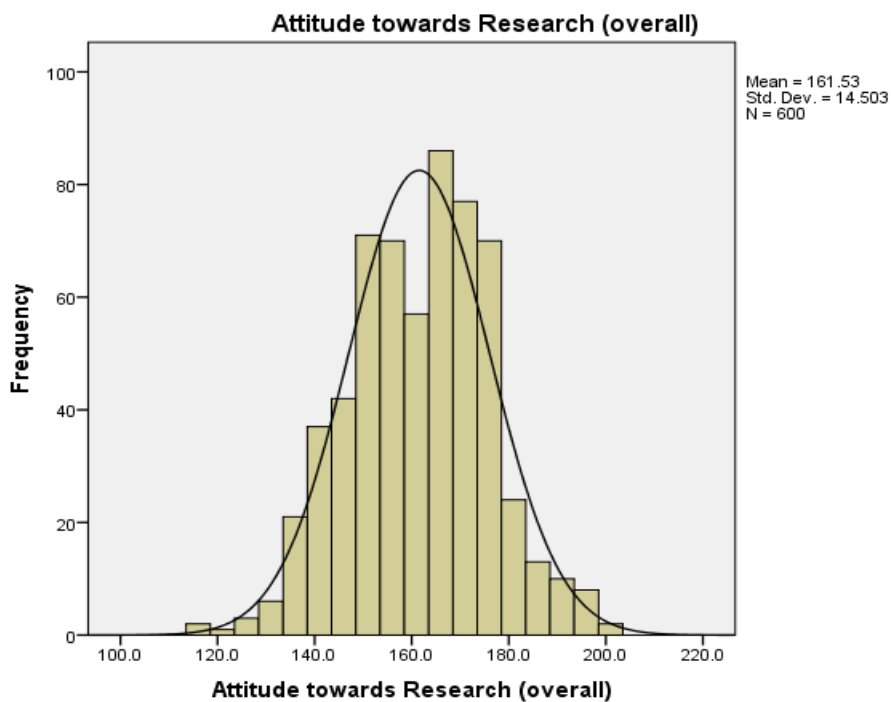
Figure No. 4.17. Showing P-P plot of the distribution of Attitude towards research (overall)
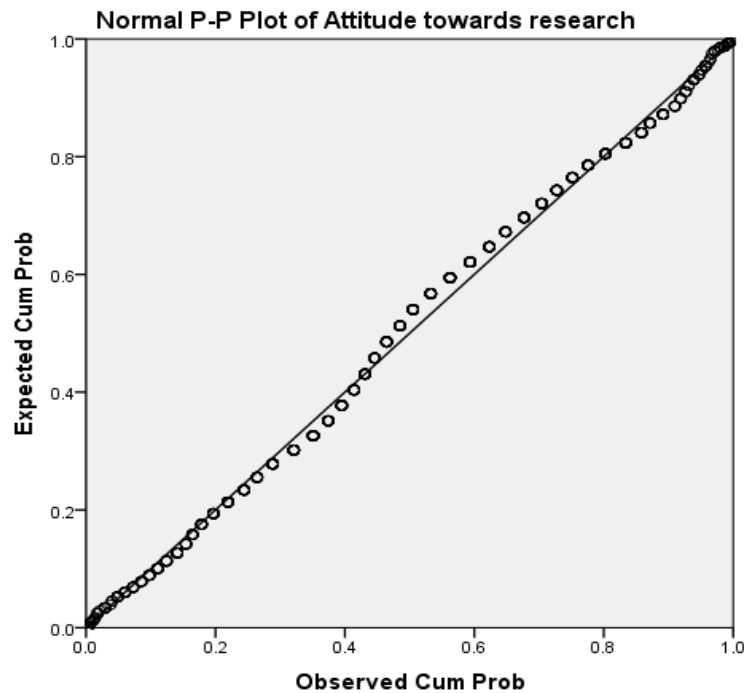
Figure 4.16 and Figure 4.17 along with table 4.11., depict the normal distribution of the overall attitude toward research scores. It reveals that the mean is 161.53 and the median is 163.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 175.00, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is -0.053 close to zero, while the kurtosis value is -0.127, which is close to the standard value of 0.263. The value of S.D. is 14.50, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data.

Objective-5. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their gender, type of institution, locality of residence and length of teaching.

Testing of Hypotheses 1 to 20

4.8. Comparison between Gender (Female and Male) on the measures of attitude towards research

Table No. 4.12. Showing descriptive statistics and t-values of college teachers' attitude towards research with regard to their gender

Sl.No.	Dimensions of Attitude towards research	Gender	N	M	SD	SED	t-value	p-value
1.	General Aspects of Research and Research Process	Female	321	55.48	6.10	0.51	0.32	0.75@
		Male	279	55.64	6.42			
2	Usefulness of Research in Professional Career	Female	321	33.23	3.21	0.25	0.22	0.83@
		Male	279	33.28	3.09			
3	Relevance of Research in Personal Social Life	Female	321	31.46	3.82	0.29	2.26	0.24@
		Male	279	32.12	3.38			
4.	Difficulties in Research and Research Anxiety	Female	321	40.74	5.31	0.40	1.21	0.23@
		Male	279	41.23	4.61			
5.	Overall attitude towards research	Female	321	160.90	15.15	1.19	1.53	0.25@
		Male	279	162.27	13.70			

*Significant at 0.05 level, ** significant at 0.01 level, @ Not significant

Hypothesis-1. There is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland.

Table No. 4.12 indicates that the t- value is 0.32 with p-value 0.75 which is greater than 0.05 level of significance. Hence, it is not significant. So, the null hypothesis-1, "*there is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland"* is accepted. It can therefore be said that female college teachers' were not significantly different from male college teachers concerning their attitude on general aspects of research. The finding was similar to the study conducted by Ghosh and Guha (2018) where it was found that teacher have favourable attitude towards educational research irrespective of gender.

Hypothesis-2. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland.

Table No. 4.12 indicates that the obtained t-value in the domain of Usefulness of Research in Professional Career as a dimension of attitude towards research is 0.22 with p-value 0.83 which is greater than 0.05.Hence, it is not significant at 0.05 level. So, the null hypothesis-2, "*there is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland*" is accepted and it can be said that female college teachers were not significantly different from male college teachers with regard to Usefulness of Research in Professional Career. It implies that gender does not play a significant role in their attitude towards usefulness of research in professional career. The result was similar to the study conducted by Maqsood, Jabeen, Chaudhry and Sardar (2019) where no significant difference was found between male and female in their attitude towards research.

Hypothesis-3. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland.

From table No. 4.12, it shows that the t-value for Relevance of Research in Personal-Social Life as a dimension of attitude towards research is 2.26 with p-value 0.02 which is less than 0.05. Hence, it is significant at 0.05 level. So, the mentioned null hypothesis-3, "*there is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland*" is rejected. Therefore, it can be said that Female college teachers (M=31.46) were significantly different from Male college teachers (M=32.11)

concerning the relevance of research in personal and social life. Male college teachers perceived that the knowledge acquired from research were useful and beneficial in personal life where as female college teachers perceive that completed research work just become the property of libraries.

Hypothesis 4. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland.

Table No. 4.12 depicts that the obtained t-value of difficulties in research and research anxiety is 1.02, with p-value 0.23 greater than 0.05. Hence it is not significant at 0.05 level. So, the null hypothesis-4, "*there is no significant difference in the mean scores of difficulties in research and research anxiety between female and male college teachers in Nagaland*" is accepted. Therefore, it can be said that female college teachers were not significantly different from male college teachers in their attitude towards difficulties in research and research anxiety. It entails that gender does not play a significant role on attitude towards difficulties in research and research anxiety dimension of attitude towards research.

Hypothesis-5. There is no significant difference in the mean scores of attitude towards research between female and male college teachers in Nagaland.

Table No. 4.12 indicates that the obtained t- value for attitude towards research is 1.15, with p-value 0.25 is much greater than 0.05. Hence, it is not significant. So the null hypothesis-5, "*there is no significant difference in the mean scores of attitude towards research between female and male college teachers in Nagaland*" is accepted. It shows that female and male college teachers did not differ significantly. It may therefore be said that both the gender were found to believe the same extend in their attitude towards research. This finding was similar to the findings of Siamian, Mahmoudi, Habibi, Latifi and Gavgani (2016) where it showed that there was insignificant difference between the variables of age, gender and level of education.

Figure No. 4.18 Graph showing the mean scores of Female and Male college teachers with regard to Attitude towards research.
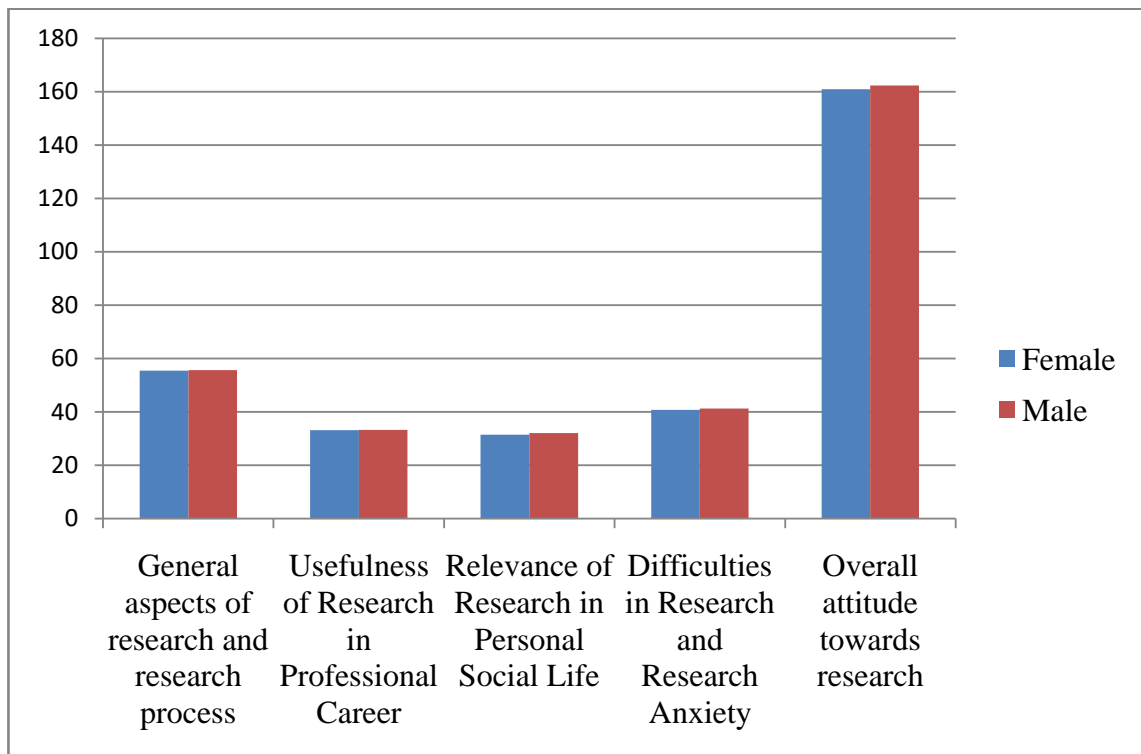
4.9. Comparison between Type of Management (Government and Private) on the measures of attitude towards research

Table No.4.13.Showing descriptive statistics and t-values of college teachers' attitude towards research with regard to Type of Management

Sl.No.	Dimensions of Attitude towards research	Type of Management	N	M	SD	SED	t-value	Sig
1.	General Aspects of Research and Research Process	Government	91	57.75	5.77	0.70	3.68	0.00**
		Private	509	55.16	6.25			
2	Usefulness of Research in Professional Career	Government	91	34.00	3.36	0.36	2.47	0.01**
		Private	509	33.12	3.10			
3	Relevance of Research in Personal Social Life	Government	91	32.64	3.88	0.41	2.50	0.01**
		Private	509	31.61	3.57			
4.	Difficulties in Research and Research Anxiety	Government	91	42.30	4.90	0.57	2.78	0.00**
		Private	509	40.73	4.98			
5.	Overall attitude towards research	Government	91	166.68	15.03	1.63	3.72	0.00**
		Private	509	160.61	14.22			

*Significant at 0.05 level, ** significant at 0.01 level

Hypothesis-6. There is no significant difference in the mean scores of General Aspects of Research and Research Process between government and private college teachers in Nagaland.

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From table No.4.13, in the domain of general aspects of research and research process the obtained t-value is 3.86 with p-value 0.00, which is less than 0.01 level of significance. Hence it is significant. So, the null hypothesis-6, "*there is no significant difference in the mean scores of General Aspects of Research and Research Process between government and private college teachers in Nagaland*" is rejected. It can therefore be said that the government college teachers with mean score of 57.75 were significantly different from private college teachers with a mean score of 55.16 with regards to general aspects of research and research process. Government college teachers identify the importance of accurate and systematic observation in research while private college teachers perceive that research work have pre-determined conclusions.

Hypothesis-7. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between government and private college teachers in Nagaland.

It is evident from table No. 4.13, that the obtained t-value the dimension of usefulness of research in professional career is 2.47 with p-value 0.01 which is less than 0.01 level of significance. Hence it is significant. Therefore, the null hypothesis-7, "*there is no significant difference in the mean scores of usefulness of research in professional career between government and private college teachers in Nagaland*" is rejected. It can be said that the government college teachers with mean score of 34.0 were significantly different from private college teachers with a mean score of 33.12 in the dimension of usefulness of research in professional career. Government college teachers view research to be very useful for professional career while private college teachers view research to have nothing to do with their field of study of course.

Hypothesis-8. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between government and private college teachers in Nagaland.

From table 4.13, it is clear that the t-value is 0.41 with p-value 0.01 in the dimension of relevance of research in personal-social life which is less than 0.01 level of significance. Therefore, it is significant. So, the null hypothesis-8, "*there is no significant difference in the mean scores of relevance of research in personal and social life of between government and private college teachers in Nagaland*" is

rejected. It is understood that government college teachers with mean score of 32.64 were significantly different and better in their attitude towards the relevance of research in personal-social life than private college teachers with a mean score of 31.61 in the dimension of relevance of research in personal andsocial life. Government college teachers identify that research makes them systematic and hardworking while private college teachers' view completed research projects has nothing to do with social implication.

Hypothesis-9. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between government and private college teachers in Nagaland.

An examination of table No. 4.13 clearly shows that the t-value is 2.78 with p-value 0.00 in the dimension of difficulties in research and research anxiety which is less than 0.01 level of significance. Hence it is significant. So, the null hypothesis-9, "*there is no significant difference in the mean scores of difficulties in research and research anxiety between government and private college teachers in Nagaland"* is rejected. It can be understood that government college teachers (M=42.30) were significantly different from private college teachers (M=40.73) in the dimension of difficulties in research and research anxiety. Government college teachers tend to engage themselves in discussions about research while private college teachers view research to be highly complex problems. This can be due to unprepared or lack of sufficient background knowledge, leading to frustration and a sense of inadequacy.

Hypothesis-10. There is no significant difference in the mean scores of attitudes towards research between government and private college teachers in Nagaland.

Table No.4.13, shows that the obtained t-value is 3.72 with p-value 0.00 in the overall attitude towards research is which is less than 0.01 level of significance. Therefore, it is significant. Hence, the null hypothesis-10, "*there is no significant difference in the mean scores of attitude towards research between government and private college teachers in Nagaland"* is rejected. Government college teachers with a mean score of 166.68 were significantly different from private college teachers with a mean score of 160.61 in their attitude towards research. Government college teachers have a favourable attitude towards research compared to private college teachers. This variation can be due to factors like lack of resources, lack of suitable

funding agency and heavy work load in private institution compared to government colleges. The finding was similar to the findings of Singh and Kaur (2015) who conducted research on attitude towards research in relation to type of college. The result revealed that the attitude towards research from Government aided colleges were significantly more as compared to Private colleges.

Figure No. 4.19 Graph showing the mean scores of government and private college teachers with regard to Attitude towards research
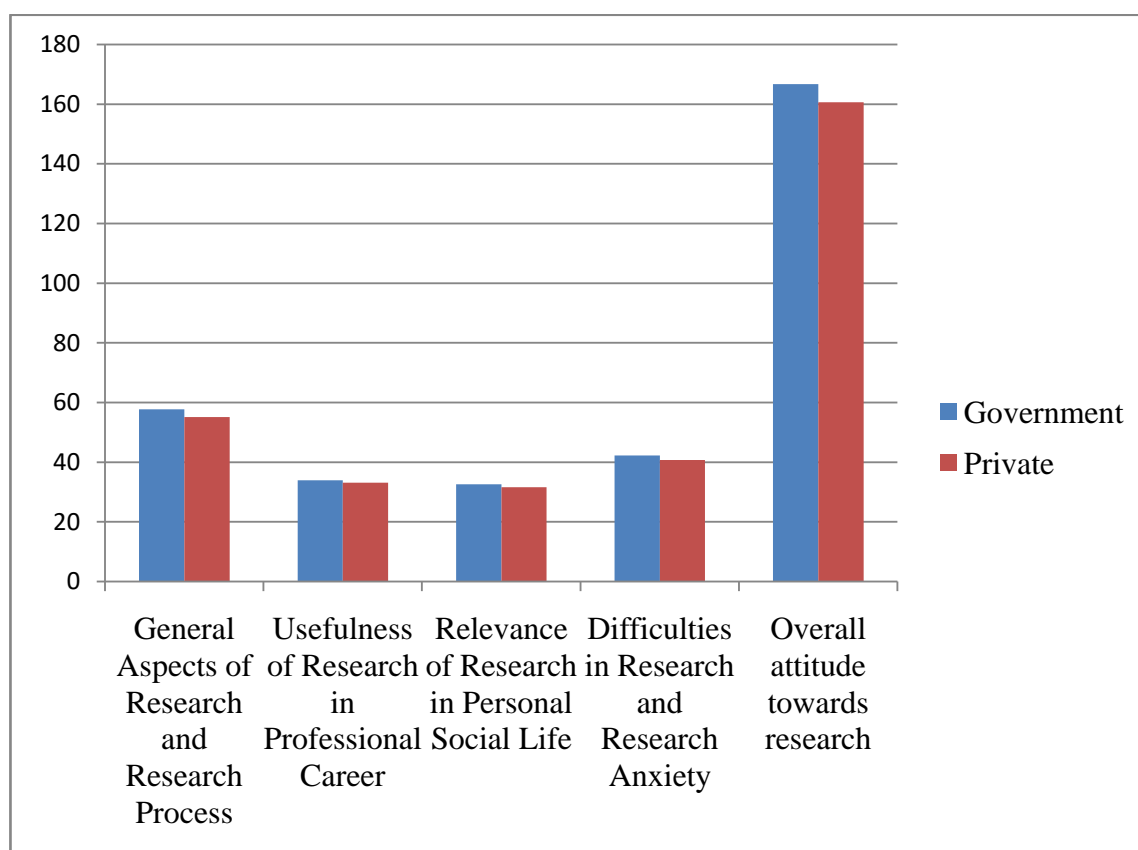
4.10. Comparison between Locality (Rural and Urban) on the measures of attitude towards research

Table No.4.14Showing descriptive statistics and t-values of college teachers' attitude towards research with regard to their Locality of Residence

Sl. No.	Dimensions of Attitude towards research	Locality of Residence	N	M	SD	SED	t-value	Sig.
1.	General Aspects of Research and Research Process	Rural	148	55.85	5.82	0.59	0.66	0.51 @
		Urban	452	55.46	6.38			
2	Usefulness of Research in Professional Career	Rural	148	33.02	3.07	0.30	1.04	0.30@
		Urban	452	33.33	3.17			
3	Relevance of Research in Personal Social Life	Rural	148	31.51	3.61	0.34	0.97	0.33@
		Urban	452	31.85	3.64			
4.	Difficulties in Research and Research Anxiety	Rural	148	40.39	5.04	0.47	1.63	0.10@
		Urban	452	41.16	4.97			
5.	Attitude towards research(Overall)	Rural	148	160.76	14.39	1.37	0.74	0.46@
		Urban	452	161.79	14.55			

@ Not significant

Hypothesis-11. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers residing in rural and urban areas.

An examination of table No. 4.14, shows that the t- value is 0.66 with p-value 0.51 which is greater than the 0.05. Hence, it is not significant at 0.05 level. So, the null hypothesis-11, "*there is no significant difference in the mean scores of general aspects of research and research process between the college teachers residing in rural and urban areas*" is accepted. It shows that resident of rural and urban college teachers do not differ significantly in their attitude towards general aspects of research and research process. Further it can be said that the locality of residence

does not play a significant role in the dimension of general aspects of research and research process.

Hypothesis-12. There is no significant difference in the mean scores of usefulness of research in professional career between the college teachers residing in rural and urban areas in Nagaland

From table No.4.14, it clearly indicates that in the domain of usefulness of research in professional career, the t-value is 1.04, with p-value 0.30 which is greater than 0.05. Hence, it is not significant at 0.05 level. So, the null hypothesis-12,*"there is no significant difference in the mean scores of usefulness of research in professional career between the college teachers residing in rural and urban areas"* is accepted. It shows that resident of rural and urban college teachers do not differ significantly in their attitude towards usefulness of research in professional career. It can be noted that college teachers residing in both rural and urban areas were found to perceive the same attitude towards usefulness of research in professional career.

Hypothesis-13. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between the college teachers residing in rural and urban areas in Nagaland.

Evidence from table No.4.14, the obtained t-value is 0.97 with p-value 0.33, which is much greater than 0.05 in the dimension, relevance of research in personal-social life. Therefore,it is not significant. So, the null hypothesis-13, *"there is no significant difference in the mean scores ofrelevance of research in personal-social lifebetween the college teachers residing in rural and urban areas"* is accepted. It signifies that resident of rural and urban college teachers do not differ significantly in their attitude towards relevance of research in personal-social life. It can be said that locality of residence do not play a significant difference in the attitude of college teachers towards relevance of research in personal-social life.

**Hypothesis-14.**There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between the college teachers residing in rural and urban areas in Nagaland.

From table No. 4.14, the obtained t-value is 1.63 with p-value 0.10, which is greater than 0.05 in the dimension of difficulties in research and research anxiety.

Hence, it is not significant. So, the null hypothesis-14, "*there is no significant difference in the mean scores of difficulties in research and research anxiety between the college teachers residing in rural and urban areas*" is accepted. Therefore, it can be interpreted college teachers whose locality of residence were in rural do not significantly differ from college teachers residing in urban areas in their attitude towards difficulties in research and research anxiety. It can be understood that the locality of residence do not play a significant difference in the attitude towards difficulties in research and research anxiety.

Hypothesis-15. There is no significant difference in the mean scores of attitude towards research between the college teachers residing in rural and urban areas in Nagaland.

An examination of table No.4.14, it shows that the obtained t- value is 0.74 with p-value 0.46 which is greater than 0.05. Hence, it is not significant. So, the null hypothesis-15, "*there is no significant difference in the mean scores of attitude towards research between the college teachers residing in rural and urban areas in Nagaland*" is accepted. It can be said that the college teachers residing in rural areas were not significantly different from college teachers residing in urban areas. Locality of residence does not play a significant influence in the attitude of college teachers towards research.

Figure No. 4.20. Graph showing the mean scores of rural and urban college teachers with regard to their Attitude towards research
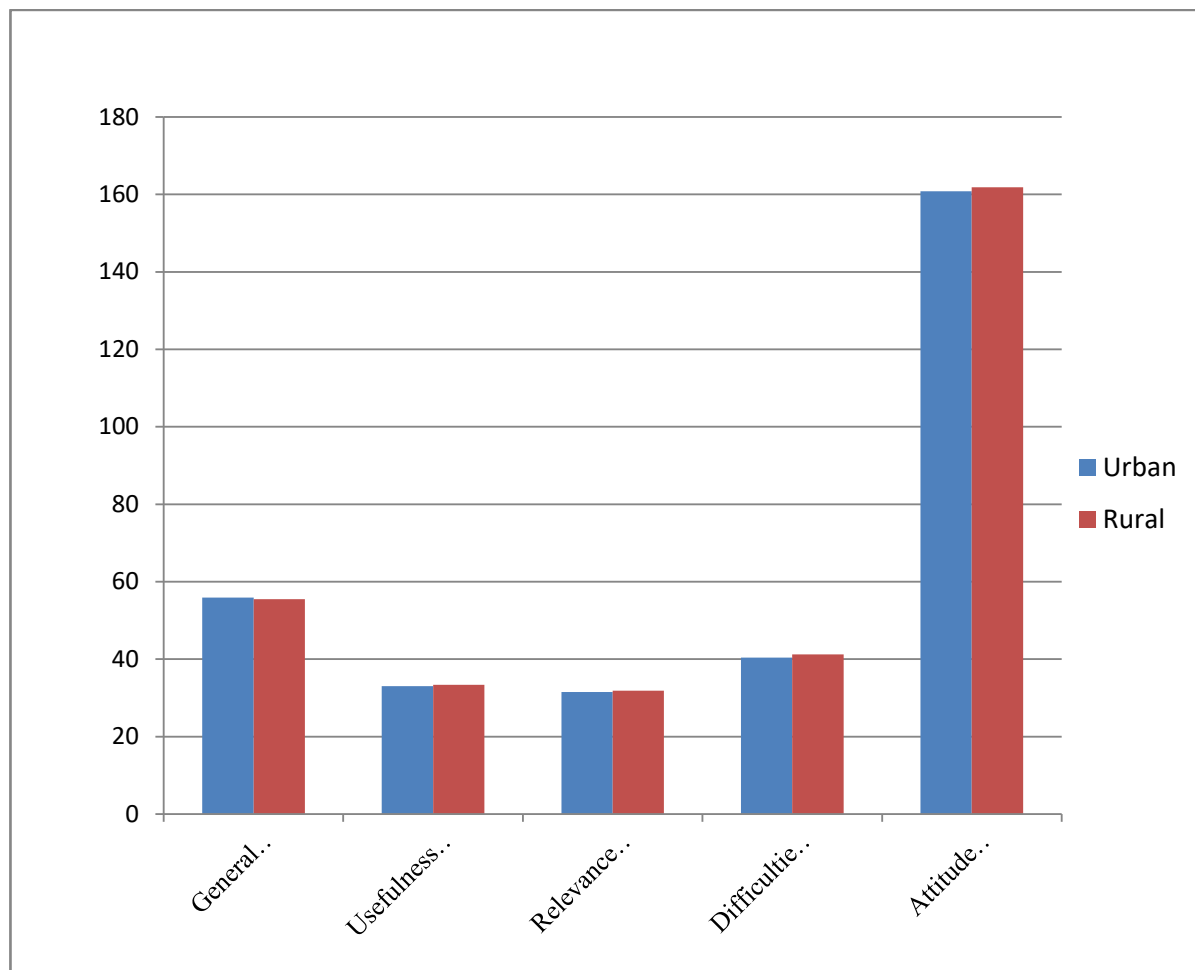
4.11. Comparison between Length of Teaching Experience (Above 7 years and Below 7 years) on the measures of attitude towards research

Table No. 4.15.Showing descriptive statistics and t-values of college teachers' attitude towards research with regard to Length of Teaching Experience

Sl.No.	Dimensions of Attitude towards research	Length of Teaching Experience	N	M	SD	SED	t-value	Sig
1.	General Aspects of Research and Research Process	Above 7Years	265	55.34	6.11	0.51	0.76	0.45 @
		Below 7 Years	335	55.73	6.35			
2	Usefulness of Research in Professional Career	Above 7Years	265	33.22	3.16	0.26	0.22	0.83 @
		Below 7 Years	335	33.28	3.16			
3	Relevance of Research in Personal Social Life	Above 7Years	265	31.84	3.71	0.30	0.46	0.64 @
		Below 7 Years	335	31.70	3.59			
4.	Difficulties in Research and Research Anxiety	Above 7Years	265	41.05	4.97	0.41	0.42	0.68 @
		Below 7 Years	335	40.88	5.02			
5.	Attitude towards research (Overall)	Above 7Years	265	161.45	14.70	1.20	0.12	0.91 @
		Below 7 Years	335	161.59	14.38			

@ Not significant

Hypothesis-16. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers with above and below 7 years of teaching experience.

From table No.4.15, it is evident that in the domain of general aspects of research and research process the obtained t- value 0.76 with p-value 0.45 which is greater than 0.05. Hence, it is not significant. So, the null hypothesis-16, "*there is no*

significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers with above and below 7 years of teaching experience" is accepted. It can be said that college teachers do not differ significantly in their attitude towards research with regard to the length of teaching experience. Therefore, it was understood that college teachers with a teaching experience of above and below 7 years have the same attitude towards General Aspects of Research and Research Process.

Hypothesis-17. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers with above and below 7 years of teaching experience.

Analysis from table No. 4.15, the t-value in the dimension of usefulness of research in professional career is 0.22 with p-value 0.83 which is much greater than 0.05. So, it is not significant. Hence, the null hypothesis-17, *"there is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers with above and below 7 years of teaching experience"* is accepted. Regarding the Usefulness of Research in Professional Career, college teachers with a teaching experience of above 7 years were not significantly different from colleges with below 7 years of teaching experience. Therefore, it can be said that the length of teaching experience has no significant role in the level of attitude towards research in the domain of Usefulness of Research in their professional career.

Hypothesis-18. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between the college teachers with above and below 7 years of teaching experience.

Examination from table No.4.15, it is shown that the obtained t- value in the dimension of relevance of research in personal social life is 0.46 with p-value0.65 which is greater than 0.05. Hence, it is not significant at 0.05 level of significance. So, the null hypothesis-18, *"there is no significant difference in the mean scores of relevance of research in personal-social life between the college teachers with above and below 7 years of teaching experience"* is accepted. It can be said that the length of teaching experience with above and below 7 years do not differ significantly. Hence, it is understood that both categories of college teachers with a teaching

experience of above and below 7 years have the same level of attitude in the domain of relevance of research in their personal-social life.

Hypothesis-19. There is no significant difference in the mean scores of Difficulties in Research and Research Anxiety between the college teachers with above and below 7 years of teaching experience.

From Table No. 4.15, in the dimension of difficulties in research and research anxiety, the obtained t-value is 0.42 with p-value 0.68 which is greater than 0.05. Hence, it is not significant. So, the null hypothesis-19, "*there is no significant difference in the mean scores of difficulties in research and research anxiety between the college teachers with above and below 7 years of teaching experience"* is accepted. Hence, it is understood that college teachers with a teaching experience of above and college teachers with a length of teaching experience below 7 years have the same level of attitude in the domain of difficulties in research and research anxiety.

Hypothesis-20. There is no significant difference in the mean scores of attitude towards research between the college teachers with above and below 7 years of teaching experience.

Analysis from Table No. 4.15, it is shown that the obtained t- value for attitude towards research is 0.12 with p-value 0.91 which is greater than 0.05.Hence, it is not significance. Therefore, the null hypothesis-20 "*there is no significant difference in the mean scores of attitude towards research between the college teachers with above and below 7 years of teaching experience*" is accepted. College teachers with above 7 years of teaching experience were not significantly different from college teachers whose teaching experience is below 7 years. Further, it is understood that the length of teaching experience has no significant influence/differences in the attitude towards research among the college teachers.

Figure No. 4.21. Graph showing the mean scores of college teachers with a teaching experience of above 7 years and below 7 years with regard to Attitude towards research

4.12. Comparison between Educational Qualifications (PG, PG with UGC NET, Ph. D, and Ph.D. with UGC NET) on the measures of attitude towards research
Objective-6. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their educational qualifications.
Testing of Hypothesis – 21 to 25

Table No. 4.16.Showing descriptive statistics and F-values of college teachers' attitude towards research with regard to their educational qualification

		Sum of Squares	df	Mean Square	F	Sig.
General Aspects of Research and Research Process	Between Groups	939.039	3	313.013	8.33	.000**
	Within Groups	22395.359	596	37.576		
	Total	23334.398	599			
Usefulness of Research in Professional Career	Between Groups	51.975	3	17.325	1.75	.155 @
	Within Groups	5891.518	596	9.885		
	Total	5943.493	599			
Relevance of Research in Personal Social Life	Between Groups	152.684	3	50.895	3.91	.009**
	Within Groups	7751.709	596	13.006		
	Total	7904.393	599			
Difficulties in Research and Research Anxiety	Between Groups	1071.297	3	357.099	15.34	.000
	Within Groups	13874.968	596	23.280		**
	Total	14946.265	599			
Overall Attitude towards research	Between Groups	6577.241	3	2192.414	10.943	.000
	Within Groups	119406.093	596	200.346		**
	Total	125983.333	599			

*Significant at 0.05 level, ** significant at 0.01 level, @ not significant

Evident from table 4.16, the One-Way ANOVA results provide insights into the differences in attitudes towards research across different educational qualification categories (PG, PG with UGC NET, PhD and Ph. D with UGC NET).

1. **General Aspects of Research and Research Process:** The F-value is 8.34 with a significance level (p-value) of 0.000. This indicates a statistically significant difference in attitudes towards the general aspects of research and the research process across the four educational qualification categories. Hence, the hypothesis-21, *"there is no significant difference in the mean scores of General Aspects of Research and Research Process among the college teachers with regard to their educational qualifications"* is rejected. Hence, evident from table 4.17, college teachers' educational qualification with PG consistently shows significant differences in their responses compared to PG with UGC NET and Ph. D groups.

2.**Usefulness of Research in Professional Career**: The F-value is 1.753 with a significance level of 0.155. This p-value is greater than 0.05, suggesting no statistically significant difference in perceived usefulness of research in professional careers among the different educational qualification categories. Hence, the 22nd null hypothesis, *"there is no significant difference in the mean scores of Usefulness of Research in Professional Career among the college teachers with regard to their educational qualifications"* is accepted. Hence it can be said that educational qualifications do not significantly differ among the college teachers in their attitude towards research in the dimension of 'Usefulness of Research in Professional Career'.

3.**Relevance of Research in Personal Social Life**: The F-value is 3.913 with a significance level of 0.009. This indicates a statistically significant difference in the perceived relevance of research in personal social life across the educational qualification categories. Hence, the 23rd null hypothesis *"there is no significant difference in the mean scores of Relevance of Research in Personal-Social Life among the college teachers with regard to their educational qualifications"* is rejected. Differences between college teachers' educational qualification with PG and Ph. D were significant in the dimension relevance of research in personal social life as shown in Table 4.17.

4. Difficulties in Research and Research Anxiety: The F-value is 15.339 with a significance level of 0.000. This shows a statistically significant difference in the difficulties and anxiety related to research among the dif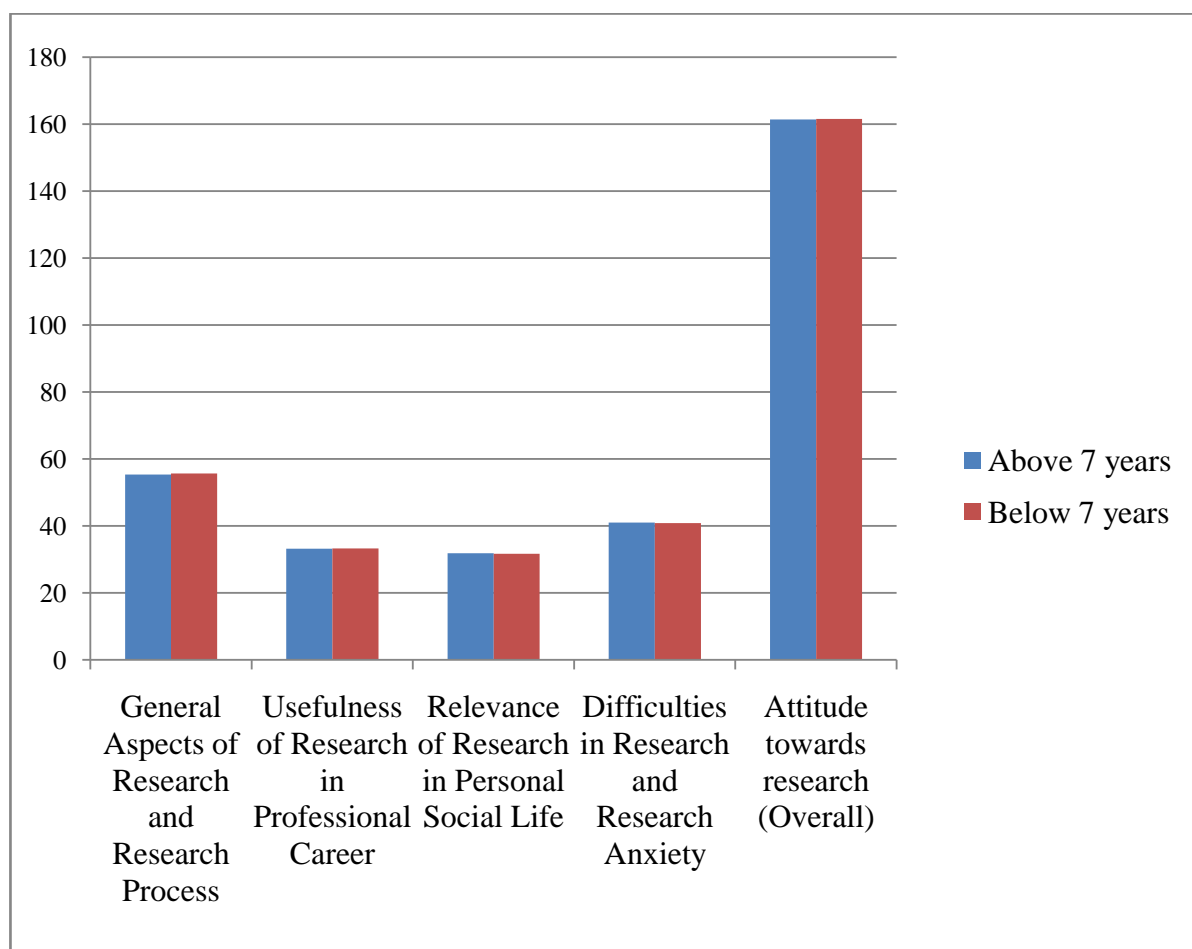ferent educational qualification categories. Hence, the 24[th]null hypothesis, *"there is no significant difference in the mean scores of Difficulties in Research and Research Anxiety among the college teachers with regard to their educational qualifications"* rejected. Differences between college teachers' educational qualification with (PG and PG with UGC NET), (PG and Ph. D) and (PG with UGC NET and Ph. D) groups were significant in the dimension "Difficulties in Research and Research Anxiety"as shown in Table 4.17.

5. Overall Attitude towards Research: The F-value is 10.943 with a significance level of 0.000. This indicates a statistically significant difference in overall attitudes towards research across the educational qualification categories. Hence, the 25th null hypothesis, *"there is no significant difference in the mean scores of attitudes towards research between the college teachers' among the college teachers with regard to their educational qualifications"* is rejected. Significant differences were observed between (PG and PG with UGC NET), (PG and Ph. D) and (PG with UGC NET and Ph. D) as shown in Table 4.17.

The one-way ANOVA results reveal significant differences in various dimensions of attitudes towards research based on educational qualifications, except for the perceived usefulness of research in professional careers.

Table No. 4.17. Tukey HSD Post Hoc analysis

Dimensions of Attitude towards Research		PG	PG with UGC NET	Ph. D	Ph.D with UGC NET
General Aspects of research and research process	PG	---	0.001**	0.00**	0.621@
	PG with UGC NET	---	---	0.07@	1.00@
	Ph. D	---	---	---	0.821@
	Ph.D with UGC NET	---	---	---	---
Relevance of Research in personal and social life	PG	---	0.65@	0.00**	0.82@
	PG with UGC NET	---	---	0.20@	0.99@
	Ph. D	---	---	---	0.93@
	Ph.D with UGC NET	---	---	---	---
Difficulties in research and research anxiety	PG	---	0.004**	0.00**	0.17@
	PG with UGC NET	---	---	0.00**	0.70@
	Ph. D	---	---	---	0.80@
	Ph.D with UGC NET	---	---	---	
Overall (Attitude towards Research)	PG	---	0.00**	0.00**	0.29@
	PG with UGC NET	---	---	0.00**	0.92@
	Ph. D	---	---	---	0.89@
	Ph.D with UGC NET	---	---	---	---

*Significant at 0.05 level, ** significant at 0.01 level, @ not significant

4.13. Checking Normality on "Social Competency" scores

In order to ascertain the nature of distribution on the variable- social competency with demographic variables such as gender, type of institution, locality of residence, length of teaching experience, descriptive statistics were examined such as mean, median, mode, standard deviation, skewness and kurtosis. This examination is helpful in understanding the variability and shape of the distribution of the data which helps in finding and interpretation of results accurately.

4.14. Distribution of"Social Competency" Scores (dimension wise)

To determine the nature of the distribution of attitudes toward research scores, descriptive statistics such as mean, median, mode, standard deviation, skewness, and kurtosis were used.

Table No. 4.18. Showing the important statistical constants of the distribution of Social Competency Scale (dimension wise)

		Group Climate	Group Cohesion	Social Skills	Social Competency
N	Valid	600	600	600	600
	Missing	0	0	0	0
Mean		72.71	39.87	39.15	151.72
Median		73.00	40	40.00	152
Mode		71.00	41.0	40	147.0
Std. Deviation		6.43	3.79	3.88	11.48
Skewness		-.148	-.333	-.238	-.278
Std. Error of Skewness		.100	.100	.100	.100
Kurtosis		.105	-.128	-.371	.083
Std. Error of Kurtosis		.199	.199	.199	.199

Multiple modes exist. The smallest value is shown

Table No. 4.18, presents detailed analyses of the distribution of social competency scale, focusing on various dimensions, including group climate, group cohesion and social skills. Important statistical constants such as the mean, median, standard deviation, skewness, and kurtosis were computed for each dimension to provide a comprehensive understanding of the data distribution. The mean values represent the average attitude scores for each dimension. The median values, which are close to the mean, confirm that the central tendency of the data is consistent across respondents. The standard deviation, which measures the extent of variation or dispersion in the data, is relatively low for all dimensions, indicating that most teachers' attitudes do not deviate significantly from the mean. Skewness and kurtosis values provide further insights into the shape of the data distribution. Skewness measures the asymmetry of the distribution and with all values lying between +1 and -1, the data is nearly symmetrical. Kurtosis value is close to zero suggesting that the distribution is similar to a normal distribution, without extreme outliers.

Figure No. 4.22. Graphical representation of social competency the dimension of group climate
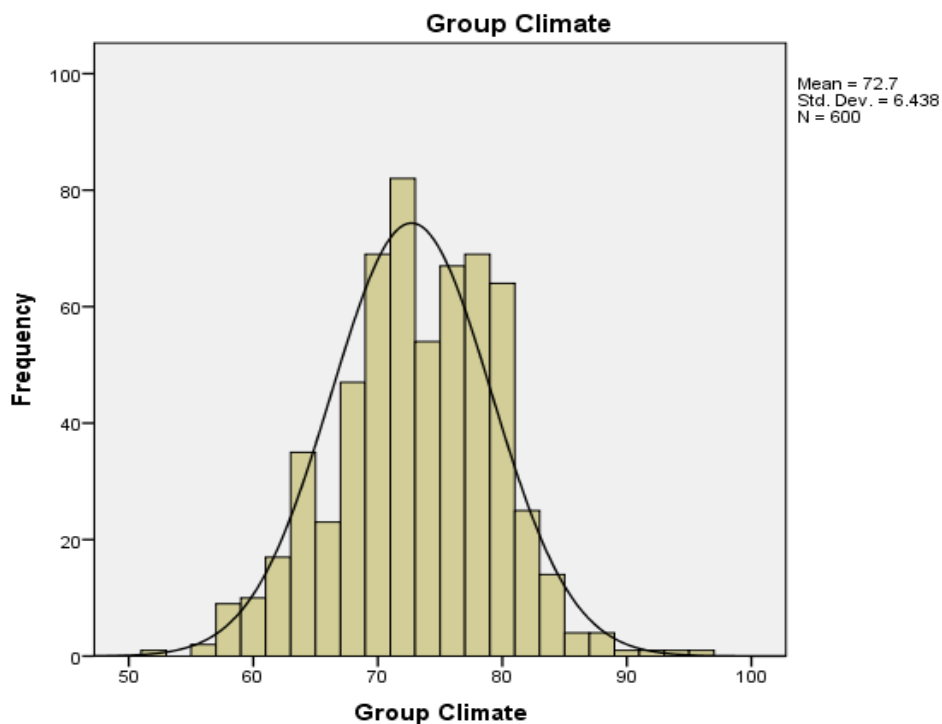
Figure No. 4.23. Showing P-P plot of the distribution of social competency in the dimension of group climate
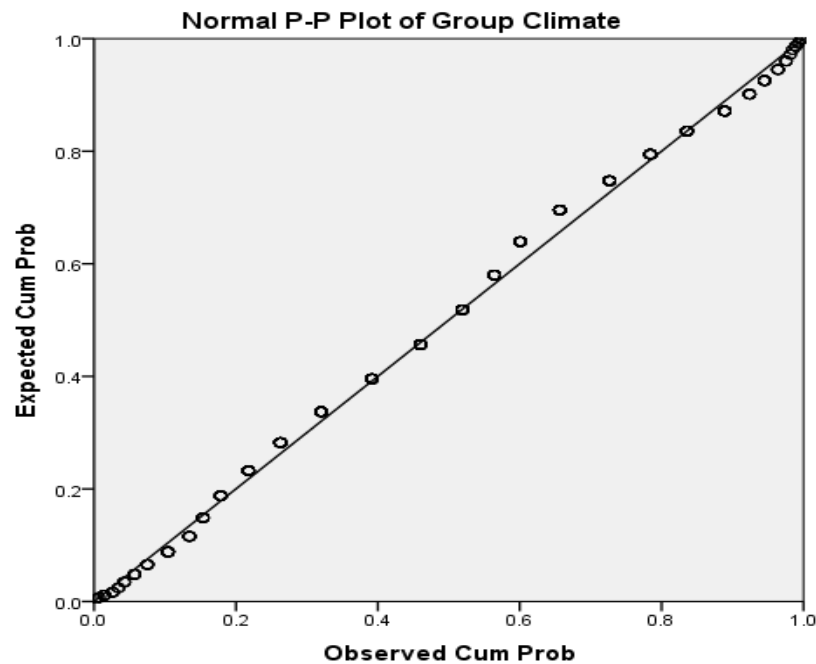
Figure 4.22 and Figure 4.23 along with table 4.18., depict the normal distribution of social competency in the dimension 'group climate' score. It reveals that the mean is 72.71 and the median is 73.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 71.00, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is (-0.148) close to zero, while the kurtosis value is 0.105, which is close to the standard value of 0.263. The value of S.D. is 6.43, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data.

Figure No. 4.24. Graphical representation of social competency in the dimension of group cohesion

Figure No. 4.25 Showing P-P plot of the distribution of Social competency in the dimension group cohesion
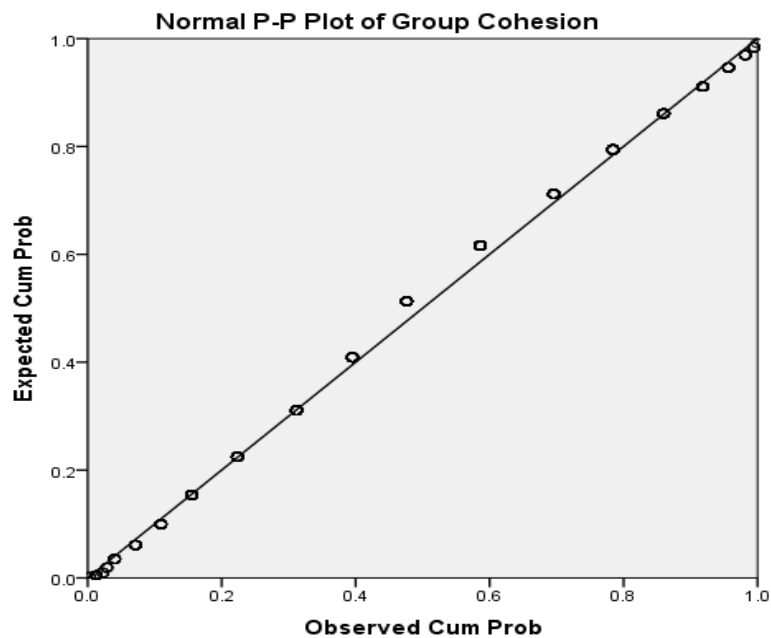
Figure 4.24 and Figure 4.25 along with table 4.18., depict the normal distribution of social competency in the dimension 'group cohesion' score. It reveals that the mean is 39.87 and the median is 40.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 41.00,

which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is (-0.33) close to zero, while the kurtosis value is (-0.128), which is close to the standard value of 0.263. The value of S.D. is 3.80, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data.

Figure No. 4.26. Graphical representation of social Competency in the dimension of social skills
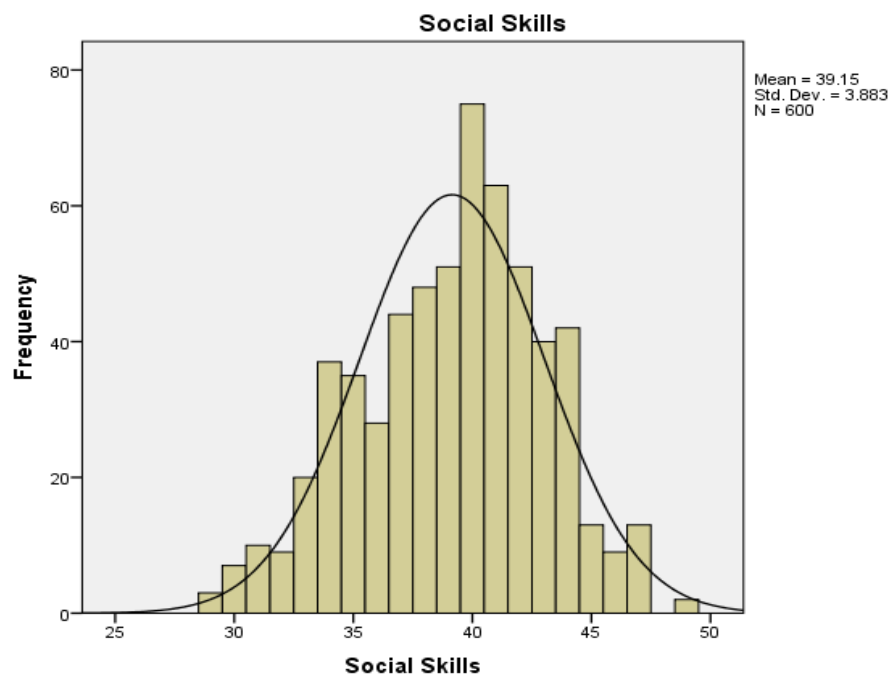
Figure No.4.27. Showing P-P plot of the distribution of social competency in the dimension of social skills

Normal P-P Plot of Social Skills
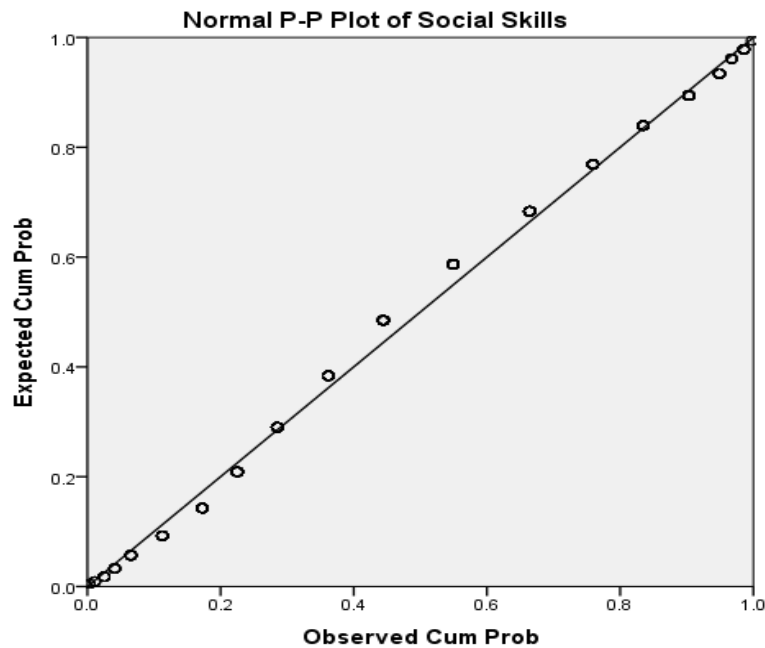
Figure 4.26 and Figure 4.27 along with table 4.18., depict the normal distribution of social competency in the dimension 'social skills' score. It reveals that the mean is 39.15 and the median is 40.00, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 40.00, which is close to the mean and exactly the value of median. This suggests that the distribution is not skewed. The computed skewness value is -0.238 close to zero, while the kurtosis value is -0.371, which is close to the standard value of 0.263. The value of S.D. is 3.88, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data.

Figure No. 4.28. Graphical representation of social competency (Overall scores)
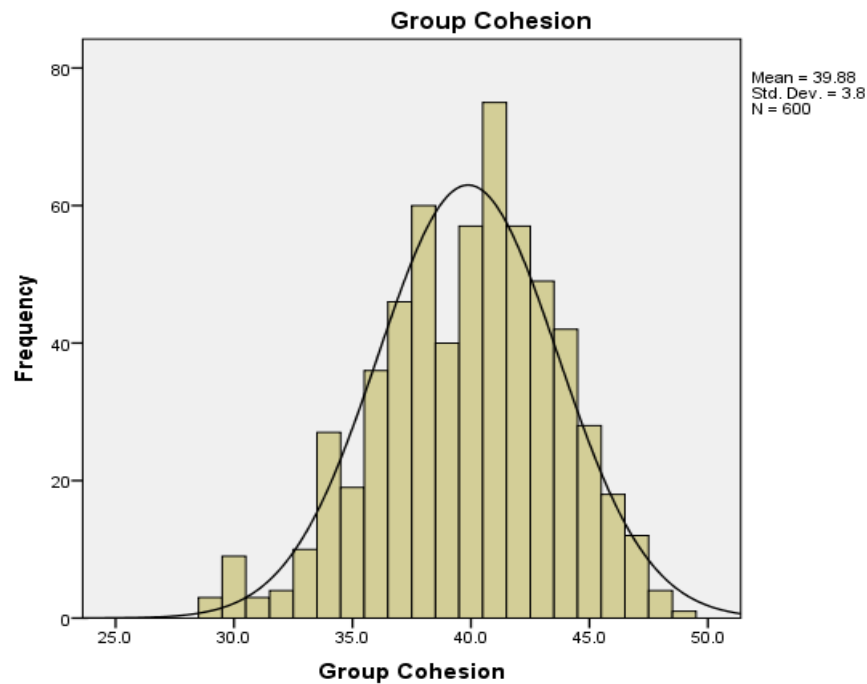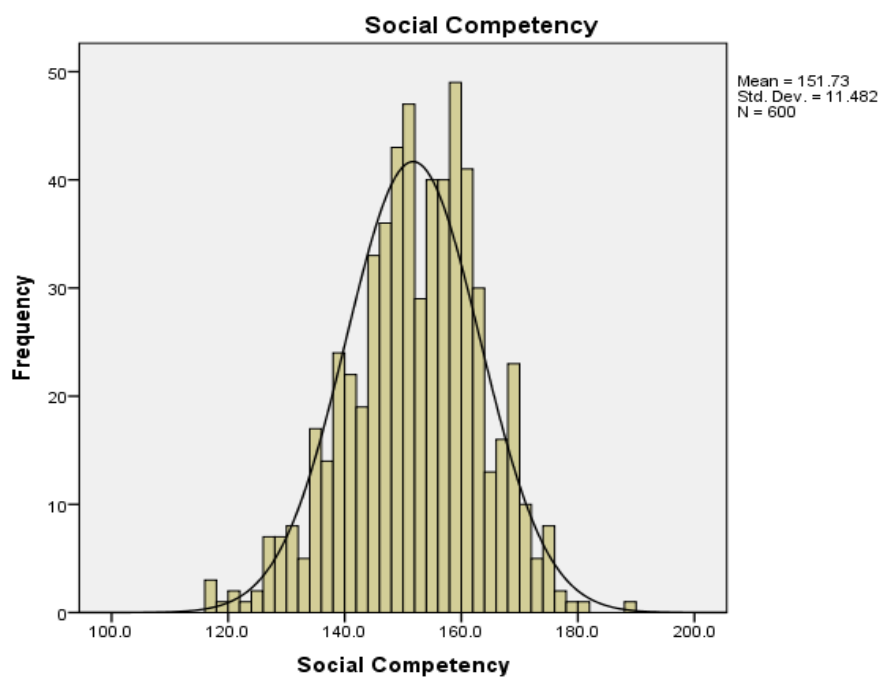

Figure No.4.29. Showing P-P plot of the distribution of social competency (overall scores)
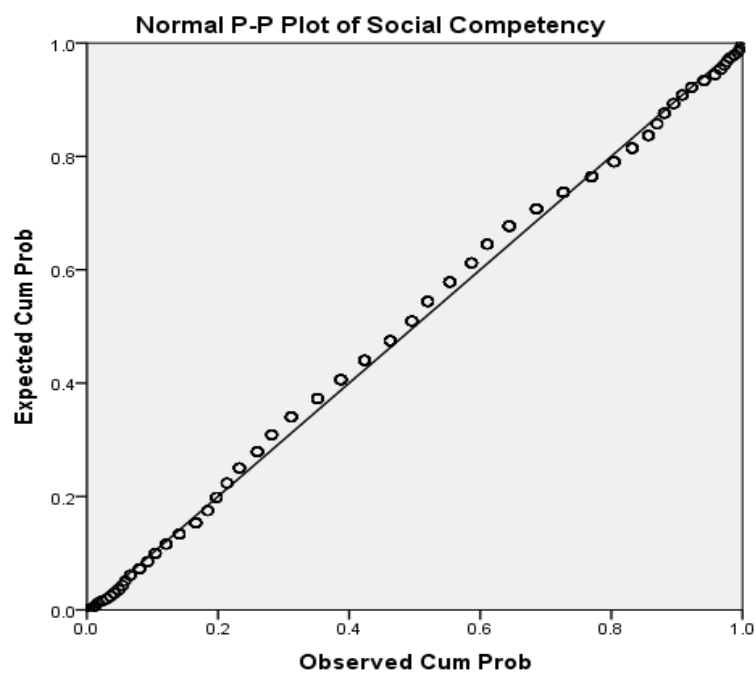
Figure 4.28 and Figure 4.29 along with table 4.18., depict the normal distribution of overall social competency score. It reveals that the mean is 151.73 and the median is 152, which is almost the same. The variation between the mean and median is insignificant. The value of mode is 147, which is close to the mean and median. This suggests that the distribution is not skewed. The computed skewness value is -0.278 close to zero, while the kurtosis value is 0.083, which is close to the standard value of 0.263. The value of S.D. is 11.48, where the variability in the scores is sufficient to assist in inferring that the distribution on the dimension general aspects of research and research process scores symmetrical. The graph line in the P-P Plot shows that the data points are clustered on the 45-degree line and it follows a straight line suggesting that the data is normally distributed. Therefore, on the basis of the above figures on the representation of scores, it can be concluded that the distribution of scores is almost normal. It fulfills the basic assumptions of normal probability distribution. Hence, the researcher used parametric test for analysis of the data.

Objectives-7. To investigate whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their gender, type of institution, locality of residence and the length of teaching experience.

Testing of Hypotheses- 26 to 41

4.15. Comparison between Gender (Male and Female) on the measures of Social Competency

Table No. 4.19. Showing descriptive statistics of college teachers' Social Competency with regard to their gender

S.No.	Dimensions of Social Competency	Gender	N	M	SD	SED	t-value	p-value
1	Group Climate	Female	321	72.16	6.65	0.53	2.24	0.03*
		Male	279	73.33	6.14			
2	Group Cohesion	Female	321	39.76	3.84	0.311	0.78	0.43@
		Male	279	40.00	3.76			
3	Social Skills	Female	321	39.09	4.07	0.32	0.40	0.69@
		Male	279	39.22	3.67			
4	Overall Social Competency	Female	321	151.009	11.85	0.94	1.65	0.10@
		Male	279	152.56	11.0005			

*Significant at 0.05 level, @ Not significant

Hypothesis- 26. There is no significant difference in the mean scores of group climate as a dimension of social competency between female and male college teachers.

From Table No.4.19, it is evident that in the dimension of group climate as part of social competency, the obtained t-value is 2.24 with p-value of 0.03 is less than 0.05. Hence it is significant 0.01 level. So, the null hypothesis-26, "*there is no significant difference in the mean scores of group climate as a dimension of social competency between female and male college teachers*" is rejected. Female college

teachers with mean score of 72.16 were significantly different from male college teachers with a mean score of 73.33. Male college teachers have higher level of competency with regard to group climate as compared to female college teachers. Male college teachers enjoy integrating with people from different culture while female college feels more alone and less included in a group. The result was similar to the findings of Hakim (2015) which shows higher social competency skills in male than female.

Hypothesis-27. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between female and male college teachers.

Table No.4.19 shows that the obtained t-value is 0.78 with p-value of 0.43 in group cohesion, a dimension of social competency which is much greater than 0.05. Hence it is not significant. So, the null hypothesis-27, *"there is no significant difference in the mean scores of group cohesion as a dimension of social competency between female and male college teachers"* is accepted. It can be said that female college teachers were not significantly different from male college teachers with regard to group cohesion, a dimension of social competency. It signifies that gender has no significant role in the college teachers' group cohesion competency.

Hypothesis-28. There is no significant difference in the mean scores of social skills as a dimension of social competency between female and male college teachers.

From Table No.4.19, in the domain of social skills, the obtained t-value is 0.40 with p-value 0.69 which is greater than 0.05. Hence, it is not significant. So, the null hypothesis-28, *"there is no significant difference in the mean scores of social skills as a dimension of social competency between female and male college teachers"* is accepted. It can be said that female college teachers were not significantly different from male college teacher in their social skill as a dimension of social competency. Therefore, both female and male college teachers have no significant differences in their social skills.

Hypothesis-29. There is no significant difference in the mean scores of social competency between female and male college teachers.

As shown in Table No.4.19 the obtained t-value is 1.65 with p-value 0.10 which is greater than 0.05. Hence, it is not significant. So, the null hypothesis-29, "*there is no significant difference in the mean scores of social competency between female and male college teachers*" is accepted. It can be said that female college teachers were not significantly different from male college teacher in their social competency. The level of social competency among the college teachers with regard to gender from this interpretation entails that no significance difference were found statistically in the mean score between female and male college teachers in their social competency. This finding was similar to the study conducted by **Syiem and Nongrum (2014)** which showed no significant difference between female and male in their social competency.

Figure No. 4.30. Graph showing the mean scores of female and male college teachers with regard social competency
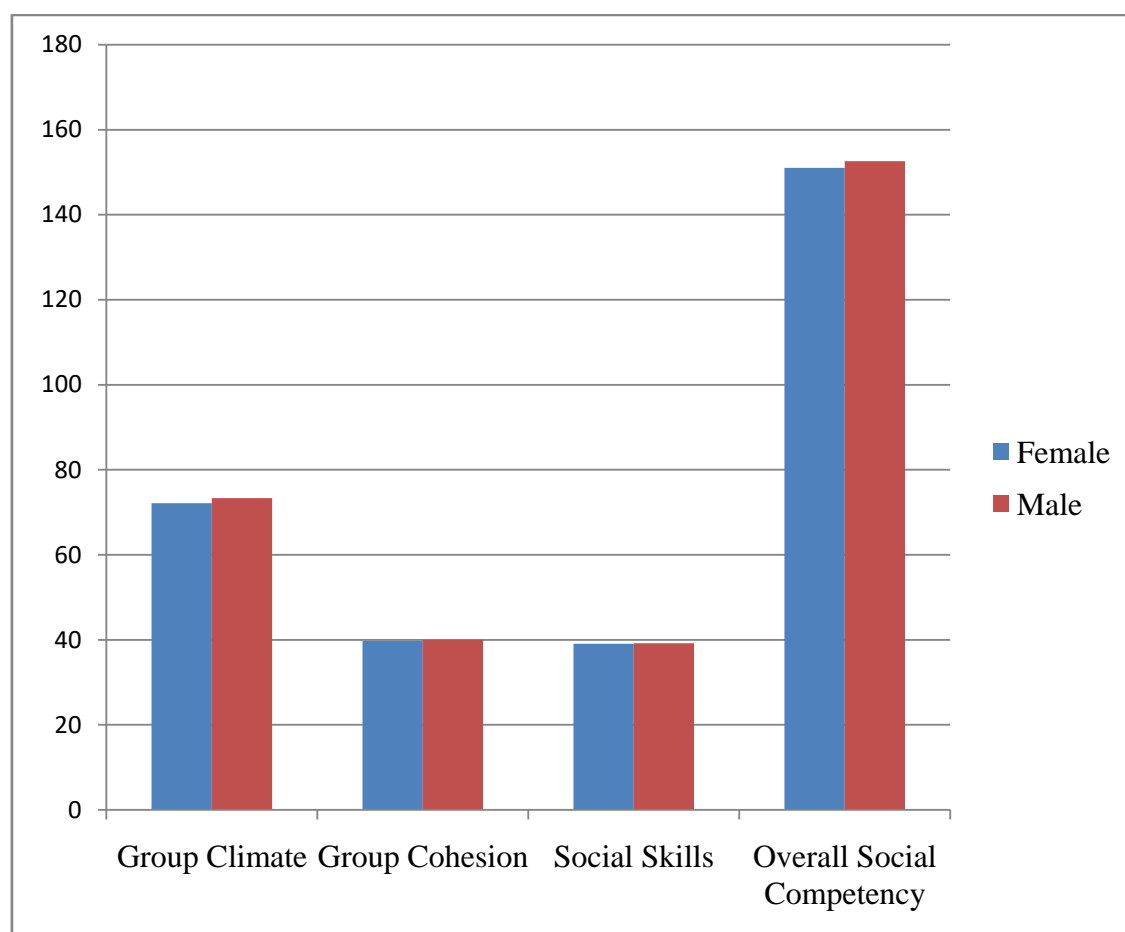
4.16. Comparison between Type of Management (Government and Private) on the measures of Social Competency

Table. No.4.20. Showing descriptive statistics and t-values of college teachers' social competency with regard to the Type of Management

S.No.	Dimensions of social competency	Type of Management	N	M	SD	SED	t-value	Sig
1	Group Climate	Government	91	75.59	6.45	0.72	4.73	0.00
		Private	509	72.19	6.30			**
2	Group Cohesion	Government	91	41.41	3.82	0.43	4.23	0.00
		Private	509	39.60	3.73			**
3	Social Skills	Government	91	40.37	3.79	0.44	3.30	0.00
		Private	509	38.93	3.86			**
4	Social Competency (Overall)	Government	91	157.37	11.97	1.28	5.20	0.00
		Private	509	150.72				**

** significant at 0.01 level

Hypothesis-30. There is no significant difference in the mean scores of group climate as a dimension of social competency between government and private college teachers.

Table 4.20. In the dimension of group climate, the obtained t-value is 4.73 with p-value 0.00, which is significant at 0.01 level. So, the null hypothesis-30, "*there is no significant difference in the mean scores of group climate as a dimension of social competency between government and private college teachers*" is rejected. Government college teachers have higher mean score (M=75.59) than their counterparts with a mean score (M=72.19). Thus, it can be said that government college teachers were significantly different from private college teachers in the domain of group climate. While government college teachers listen to others point of

view, private college teachers seek constant approval from others with an attempt to gain attention.

Hypothesis-31. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between government and private college teachers.

An examination of table 4.20 shows that t-value is 4.23 with p-value 0.00 which is less than 0.01. Hence, it is significant at 0.01 level. Therefore, the null hypothesis-31, "*there is no significant difference in the mean scores of group cohesion as a dimension of social competency between government and private college teachers*" is rejected. Government college teachers were significantly different from private college teachers in their group cohesion. Government college teachers with a mean score of 41.41 have high social competency in the domain of group cohesion than their counterparts with a mean score of 39.60. Government college teachers believed that working together in a team brings innovative ideas to the solution of problems while private college teachers find difficulty to adjust to the social norms in a new environment. This finding is in contrast to the finding of Syiem and Nongrum (2014), where private schools outperformed government schools in the level of social competency.

Hypothesis-32. There is no significant difference in the mean scores of social skills as a dimension of social competency between government and private college teachers.

From table 4.20, it shows that the t-value is 3.30 with p-value of 0.01 which is significant at 0.01 level. So, the null hypothesis-32, "*there is no significant difference in the mean scores of social skills as a dimension of social competency between government and private college teachers*" is rejected. Government college teachers were significantly different (M=40.37) than private college teachers (M=38.93) in their social skills. Government college teachers were able to make positive impression while private college teachers find it hard to talk effectively in an ongoing discussion.

Hypothesis-33. There is no significant difference in the mean scores of social competency between government and private college teachers.

An examination of table 4.20, it shows t-value is 5.20 with p-value 0.00, which is significant at 0.01 level. Therefore, the null hypothesis-33, "*there is no significant difference in the mean scores of social competency between government and private college teachers*" is rejected. Government college teachers with the mean scores of 157.37 have high social competency compared to private college teachers with the mean scores of 150.72. This shows that government college teachers collaborate different activities with their colleagues while private college teachers avoid discussion with the college management outside the purview of the college campus.

Figure No. 4.31. Graph showing the mean scores of government and private college teachers with regard social competency
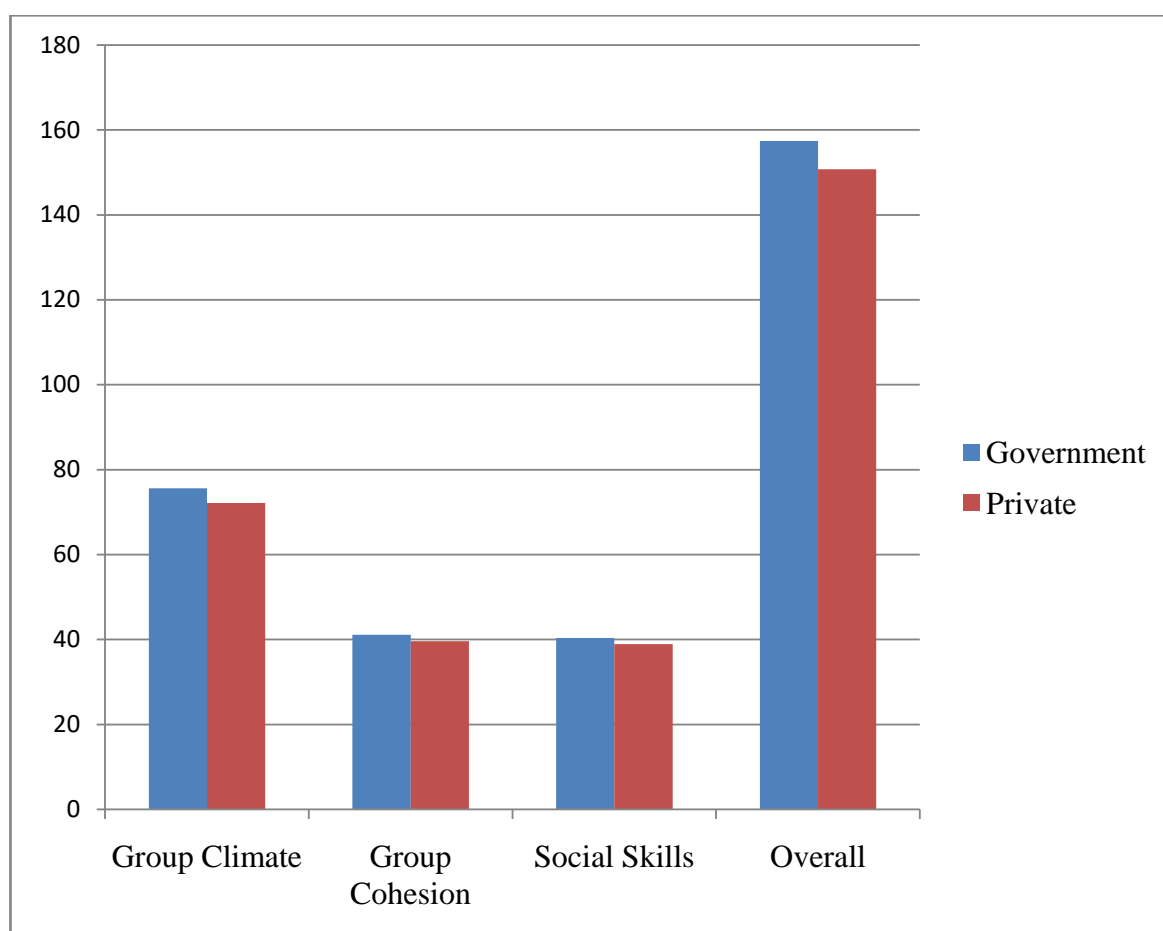
4.17. Comparison between Locality of Residence (Rural and Urban) on the measures of Social Competency

Table. No.4.21.Showing descriptive statistics and t-values of college teachers' Social Competency with regard to their Locality of Residence

S.No.	Dimensions of Social Competency	Locality of Residence	N	M	SD	SED	t-value	p-value
1.	Group Climate	Rural	148	71.73	6.42	0.61	2.13	0.03*
		Urban	452	73.02	6.42			
2.	Group Cohesion	Rural	148	39.87	3.47	.036	0.43	0.97@
		Urban	452	39.88	3.91			
3.	Social Skills	Rural	148	38.93	4.00	0.37	0.80	0.42@
		Urban	452	39.22	3.85			
4.	Social Competency (Overall)	Rural	148	150.52	11.52	1.09	1.48	0.14@
		Urban	452	152.12	11.45			

*Significant at 0.05 level&@ Not significant

Hypothesis-34. There is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers residing in rural and urban areas.

Table 4.21 shows that in the domain of group climate, the obtained t-value is 2.13 with p-value of 0.03 which is less than 0.05. Hence, it is significant at 0.05 level. So, the 34[th]null hypothesis, "*there is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers residing in rural and urban areas*" is rejected. Regarding group climate, the College teachers residing in rural were significantly different from college teachers residing in urban areas. The mean scores of college teachers residing in rural locality is 71.73 as compared to the mean scores of 73.02 against college teachers whose

residence were in urban locality. Hence, it can be said that college teachers whose residence were in urban locality have high social competency in the domain of group climate as compared to college teachers residing in rural locality. It signifies that locality of residence have a significant influence on groupclimate of their social competency.

Hypothesis-35. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers residing in rural and urban areas.

From table 4.21, the obtained t-value in the domain of group cohesion is 0.43 with p-value of 0.97, which is much greater than 0.05. Hence, it not significant. Therefore, the 35[th]null hypothesis, *"there is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers residing in rural and urban areas"* is accepted. College teachers residing in rural locality were not significantly different from college teachers residing in urban locality with regard to their group cohesion.

Hypothesis-36. There is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers residing in rural and urban areas.

Analysis from table 4.18, the obtained t-value in the dimension of social skills is 0.80, with p-value 0.42, which is greater than 0.05.Hence, it is not significant. So, the 36th null hypothesis, *"there is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers residing in rural and urban areas"* is accepted. College teachers residing in rural locality were not significantly different from college teachers residing in urban locality with regard to their social skills.

Hypothesis-37. There is no significant difference in the mean scores of social competency between college teachers residing in rural and urban areas.

Examining table 4.21, it shows that the obtained t-value in the level of social competency is 1.48 and p-value is 0.14, which is greater than 0.05. Therefore, it is not significant. Hence, the 37[th]null hypothesis, *"there is no significant difference in the mean scores of social competency between college teachers residing in rural and*

urban areas" is accepted. It implies that college teachers residing in rural locality have the same social competency to the college residing in urban locality. It can be said that there is no significant difference in social competency of college teachers with regard to their locality of residence.

Figure No. 4.32. Graph showing the mean scores of rural and urban college teachers with regard social competency
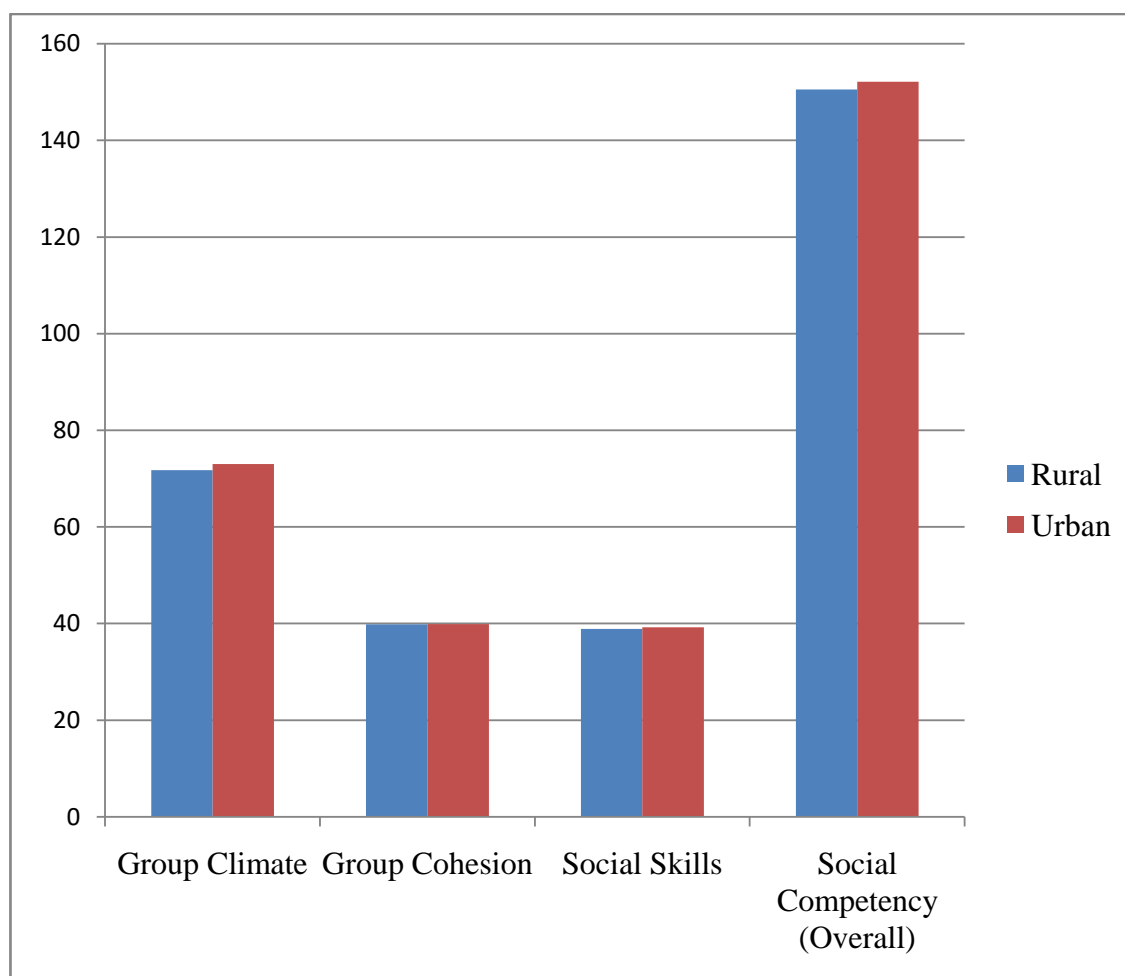
4.18. Comparison between the length of teaching experience (Above 7 years and Below 7 years) on the measures of Social Competency

Table No. 4.22. Showing descriptive statistics and t-values of college teachers' Social Competency with regard to their length of teaching experience

S.No.	Dimensions of Social Competency	Length of Teaching Experience	N	M	SD	SED	t-value	Sig
1.	Group Climate	Above 7 Years	265	73.36	6.34	0.53	2.25	0.02*
		Below 7 Years	335	72.17	6.47			
2.	Group Cohesion	Above 7 Years	265	40.61	3.74	0.31	4.27	0.00**
		Below 7 Years	335	39.29	3.75			
3.	Social Skills	Above 7 Years	265	39.33	3.84	0.32	1.01	0.31@
		Below 7 Years	335	39.00	3.91			
4.	Social competency (Overall)	Above 7 Years	265	153.29	11.27	0.94	3.02	0.003**
		Below 7 Years	335	150.46	11.49			

*Significant at 0.05 level, ** significant at 0.01 level, @ Not significant

Hypothesis-38. There is no significant difference in the mean scores of group climate as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

Analysis from table 4.22, it is evident that in the domain of group climate, the obtained t-value is 2.25 with p-value 0.02 which is less than 0.05. So, it is significant at 0.05 level. Hence, the 38th null hypothesis, "*there is no significant difference in the mean scores of group climate as a dimension of social competency between the college teachers with above and below 7 years of teaching experience*" is rejected. College teachers with a teaching experience of above 7 years were significantly different from college teachers with a length of teaching experience below 7 years in their group climate. It can further be said that the mean score of college teachers with

a length of teaching experience of above 7 years is 73.36 and the mean score for college teachers with a teaching experience of below 7 years is 72.17. Hence it can be said that college teachers with more teaching experience shows higher levels of social competency in the dimension of group climate as compared to those college teachers with less teaching experience. College teachers with more teaching experience were strongly committed to a shared mission and college teachers with less teaching experience feels uncomfortable in a group of new people.

Hypothesis-39: There is no significant difference in the mean scores of group cohesion as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

Table 4.22, shows that the obtained t-value is 4.27 with p-values of 0.00 in the domain of group cohesion which is less than 0.01. Hence, it is significant at 0.01 level. So, the 39[th]null hypothesis, "*there is no significant difference in the mean scores of group cohesion as a dimension of social competency between the college teachers with above and below 7 years of teaching experience*" is rejected. It can further be said that the mean score of college teachers with a length of teaching experience of above 7 years is 40.61 and the mean score for college teachers with a teaching experience of below 7 years is 39.30. Hence, it can be said that college teachers with more teaching experience shows high social competency in the dimension of group cohesion as compared to those college teachers with less teaching experience. College teachers with more teaching experience acknowledge the spirit of team work as a measure to solution of problems whereas, college teachers with less teaching experience are found to be uncomfortable speaking to the college management.

Hypothesis-40: There is no significant difference in the mean scores of social skills as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

Evidence from table 4.22, the obtained t-value is 1.01 with p-value of 0.31 which is greater than 0.05.Hence, it is not significant. So, the 40[th]null hypothesis, "*there is no significant difference in the mean scores of social skills as a dimension of social competency between the college teachers with above and below 7 years of*

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teaching experience" is accepted. Thus, it can be interpreted that the length of teaching experience has no significant influence on social skills of college teachers.

Hypothesis-41: There is no significant difference in the mean scores of social competency between college teachers with above and below 7 years of teaching experience.

Table 4.22 shows that the t-value is 3.02 with p-value 0.003 which less than 0.01.Hence, it is significant at 0.01 level. So, the 41st null hypothesis, "*there is no significant difference in the mean scores of social competency between college teachers with above and below 7 years of teaching experience"* is rejected. Regarding social competency college teachers with a teaching experience of above 7 years were significantly different from college teachers with a length of teaching experience of below 7 years. It can further be said that the mean score of college teachers with a length of teaching experience of above 7 years is 153.29 and the mean score for college teachers with a teaching experience of below 7 years is 150.46. Hence, it can be said that college teachers with more teaching experience shows high social competency as compared to those college teachers with less teaching experience. It can be said that more teaching experience enriched the capability to address gathering confidently while teachers with lesser teaching experience usually think of what other people think of them.

Figure No. 4.33. Graph showing the mean scores of college teachers with a teaching experience of above 7 years and below 7 years with regard social competency
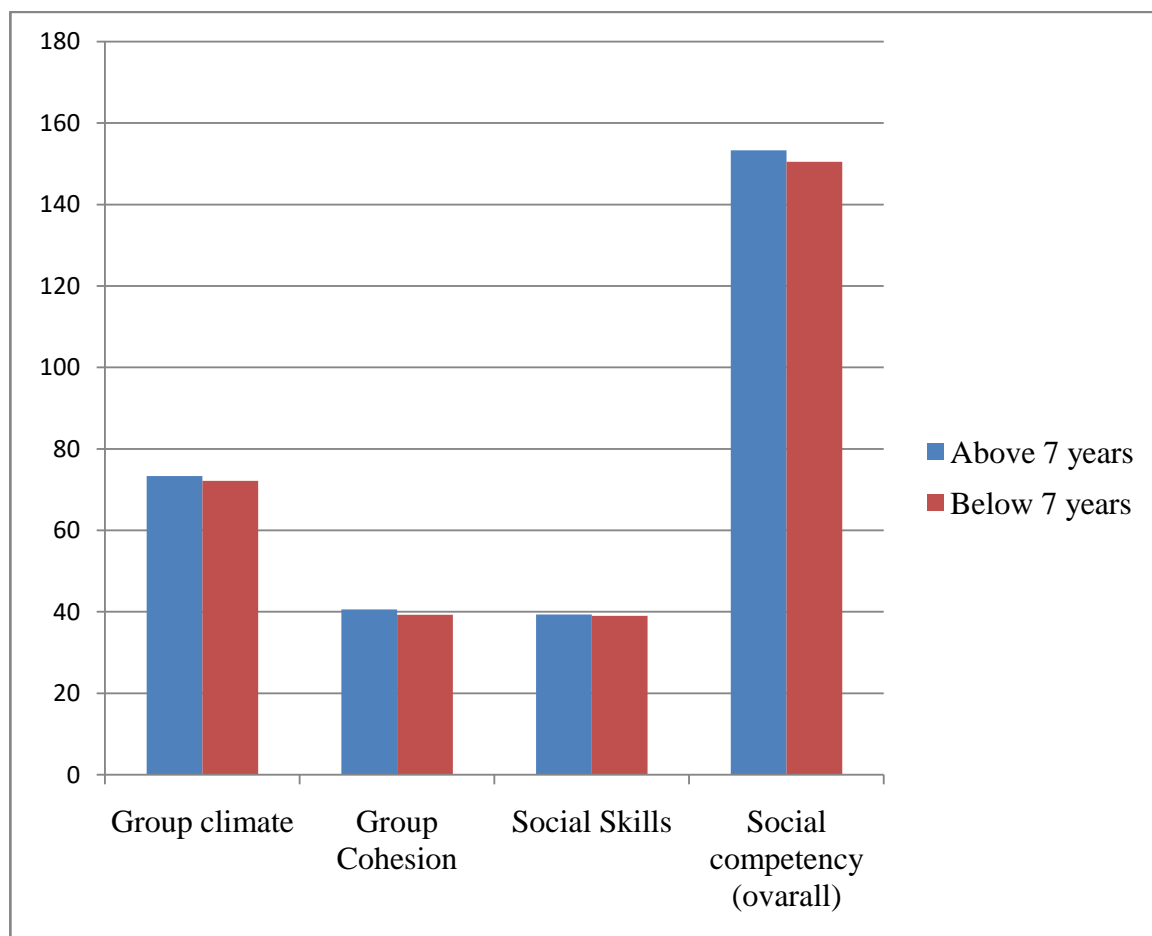
Objective-8. To find out whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their educational qualifications.

4.19. Comparison between educational qualifications (PG, PG with UGC NET, Ph. D and Ph. D with UGC NET) on the measures of Social Competency

Table No.4.23. Showing descriptive statistics and F-values of college teachers'
Social Competency with regard to their educational qualifications

Social Competency and its dimensions		Sum of Squares	df	Mean Square	F	Sig.
Group Climate	Between Groups	610.100	3	203.367	5.005	.002**
	Within Groups	24216.685	596	40.632		
	Total	24826.785	599			
Group Cohesion	Between Groups	110.337	3	36.779	2.567	0.54@
	Within Groups	8538.537	596	14.326		
	Total	8648.873	599			
Social Skills	Between Groups	344.963	3	114.988	7.888	0.000**
	Within Groups	8688.130	596	14.577		
	Total	9033.093	599			
Social Competency (Overall)	Between Groups	2666.590	3	888.863	6.943	0.000**
	Within Groups	76302.128	596	128.024		
	Total	78968.718	599			

** significant at 0.01 level, @ not significant

The table No. 4.23 presents the results of a One-Way ANOVA analysis
examining the differences in social competency dimensions (Group Climate, Group
Cohesion, Social Skills, and Overall Social Competency) across four educational
qualification categories (PG, PG with UGC NET, PhD, and PhD with UGC NET).

1. Group climate: The F-value of 5.005 with the p-value of 0.002 indicates a statistically significant difference in group climate across the four educational qualification categories. So, the null hypothesis- 42, *"there is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers with regard to their educational qualifications"* is rejected. College teachers' educational qualification with PG consistently show significant differences in their responses compared to PG with UGC NET and Ph. D groups, in the dimension 'Group climate' as shown in table 4.24.

2. Group Cohesion: The F-value of 2.567 with p-value of 0.054 suggests that the difference in group cohesion across the educational qualification categories is not statistically significant at the 0.05 level. So, the null hypothesis-43, *"there is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers with regard to their educational qualifications"* is accepted. Hence, it can be said that educational qualifications do not significantly differ in social competency in the dimension of 'group cohesion'.

3. Social Skills: The F-value of 7.888 and p-value of 0.000 indicate a statistically significant difference in social skills across the educational qualification categories. Hence, the 44th null hypothesis, *"there is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers with regard to their educational qualifications"* is rejected. Differences between college teachers' educational qualification with PG shows differences in responses compared to PG with UGC NET and Ph. D in the dimension 'Social Skills' as shown in table 4.24.

4. Social Competency (Overall): The F-value of 6.943 with p-value of 0.000 indicates a statistically significant difference in overall social competency across the educational qualification categories. Hence, 45th null hypothesis, *"there is no significant difference in the mean scores of social competencies between college teachers with regard to their educational qualifications"* is rejected. College teachers' educational qualification with PG showing significant difference in responses compared to PG with UGC NET and Ph. D. in the overall social competency as shown in table 4.24.

TableNo.4.24. Tukey HSD Post Hoc analysis

Dimensions of Social Competency	Educational Qualifications	PG	PG with UGC NET	Ph. D	Ph.D with UGC NET
Group Climate	PG	---	0.02*	0.00**	0.43@
	PG with UGC NET	---	---	0.18@	0.91@
	Ph. D	---	---	---	0.99@
	Ph.D with UGC NET	---	---	---	---
Social Skills	PG	---	0.00**	0.00**	0.36@
	PG with UGC NET	---	---	0.08@	0.95
	Ph. D	---	---	---	0.98@
	Ph.D with UGC NET	---	---		
Overall (Social Competency)	PG	---	0.00**	0.00**	0.12@
	PG with UGC NET	---	---	0.16@	0.62@
	Ph. D	---	---		0.98@
	Ph.D with UGC NET	---	---	---	

**significant at 0.01 and @not significant

4.20. Correlation Analysis between the (overall and dimension wise) of attitude towards research and social competency (overall and dimension wise)

Objective-9: To probe whether there is any significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

The table No. 4.25below presents the correlations between different dimensions of attitude towards research and various aspects of social competency among 600 participants. Each value in the table is a Pearson correlation coefficient (r), which measures the strength and direction of the relationship between all of the variables were significant with p<0.01.

Table No.4.25.Showing correlation among all variables (with four dimensions) and social competency (with three dimensions)

S.no.		Mean	SD	N	1	2	3	4	5	6	7	8	9
1	General aspects of research and research process	55.56	6.24	600	1	0.38 **	0.59 **	0.58 **	0.86 **	0.44 **	0.23 **	0.42 **	0.47 **
2	Usefulness of research in professional career	33.25	3.15	600		1	0.64 **	0.38 **	0.67 **	0.34 **	0.36 **	0.31 **	0.42 **
3	Relevance of research in personal-social life	31.77	3.63	600			1	0.53 **	0.82 **	0.46 **	0.34 **	0.37 **	0.49 **
4	Difficulties in Research and Research Anxiety	40.97	4.99	600				1	0.81 **	0.42 **	0.23 **	0.38 **	0.44 **
5	**Overall Attitude towards research**	161.53	14.50	600					1	0.52 **	0.34 **	0.47 **	**0.566 ****
6	Group	72.7	6.4	60						1	0.5	0.4	0.90

#													
	Climate	1	4	0							1 **	9 **	**
7	Group Cohesion	39.88	3.80	600						1		0.39 **	0.74 **
8	Social Skills	39.15	3.89	600								1	0.74 **
9	Overall Social Competency	151.73	11.48	600									1

** Correlation is significant at 0.01 level (2-tailed)

Interpretation of selected correlations:

1. General Aspects of Research and Research Process:

There is a positive correlation between "General Aspects of Research and Research Process" and "Overall Attitude towards Research."

Correlation coefficient (r = 0.860): This number, which is close to one, indicates a significant positive correlation between the two variables. When one variable rises, the other usually follows. Significance ($p < 0.01$): The relationship is statistically significant, with a probability of less than 1% probability to error. This confirms the reliability of correlation.

There is a moderately positive relationship between 'Group Climate' and 'General Aspects of Research and Research Process'. The correlation coefficient of 0.439 indicates that as Group Climate improves, attitude towards research in the dimension of general aspects of research and research process tends to increase, and vice versa. The p-value is less than 0.01, indicating that this link is statistically significant, with a very low probability that it is due to chance. Similarly, there is a moderate positive correlation between 'Social Skills' and 'general aspects of research and research process', with r-value of 0.417. This suggests that higher Social Skills are associated with an increase in the variable general aspects of research and research process or vice versa. The p-value below 0.01 also indicates statistically significant, reinforcing that this relationship is unlikely to be due to random variation.

The correlation between Group Cohesion and general aspects of research and research process is low, with r-value of 0.232. This variable shows a lower positive link than but still statistically significant ($p < 0.01$). Despite the decreased connection, there is still a significant, positive link between the two variables.

2. Usefulness of Research in Professional Career:

Strong positive correlation with Relevance of Research in Personal Social Life ($r = 0.635$, $p < 0.01$) indicating that as relevance of research in personal-social life increases, its perceived usefulness of research in professional career also increases. Overall Attitude towards Research ($r = 0.672$, $p < 0.01$) which highlights a strong positive correlation.

Moderate positive correlation with Group Cohesion ($r = 0.364$, $p < 0.01$) and Social Skills ($r = 0.307$, $p < 0.01$).

The findings indicate strong positive correlations between the perceived usefulness of research in a professional career and its relevance to personal-social life and overall attitude towards research, suggesting that as teachers see research as more relevant and have a positive attitude, they also perceive it as more professionally valuable. Additionally, there are moderate positive correlations with group cohesion and social skills, implying that better social competencies are somewhat related to a higher perceived usefulness of research in a professional context, though less strongly.

3. Relevance of Research in Personal Social Life:

Strong positive correlation with Overall Attitude towards Research ($r = 0.822$, $p < 0.01$).Moderate positive correlation with Group Climate ($r = 0.455$, $p < 0.01$) and Social Skills ($r = 0.366$, $p < 0.01$).

The findings reveal a strong positive relationship between the relevance of research in personal-social life and overall attitude toward research, implying that as teachers perceive research to be more relevant to their personal and social lives, their overall attitude toward research improves. Furthermore, there are moderate positive correlations with group climate and social skills, implying that a positive group environment and improved social skills are correlated with perceiving research as more relevant to one's personal and social life, though these relationships are not as strong as the overall attitude toward research.

4. Difficulties in Research and Research Anxiety:

Strong positive correlation with Overall Attitude towards Research ($r = 0.808$, $p < 0.01$).

Moderate positive correlation with Group Climate ($r = 0.423$, $p < 0.01$) and Social Skills ($r = 0.384$, $p < 0.01$).

The data show a substantial positive correlation between difficulties in research and research anxiety and overall attitude toward research, implying that as teachers face more difficulties and anxiety linked to research, their entire attitude toward research is considerably impacted. Furthermore, there are moderate positive correlations with group climate and social skills, implying that a supportive group environment and improved social skills are somewhat related to the level of research difficulties and anxiety experienced, though these relationships are less than the overall attitude toward research.

5. Overall Attitude towards Research:

Strong positive correlation with all dimensions of Social Competency, particularly Group Climate ($r = 0.523$, $p < 0.01$) suggesting a strong positive relationship with a more favourable attitude towards research and Overall Social Competency ($r = 0.566$, $p < 0.01$) indicating the link of social competency with a positive attitude towards research.

The findings demonstrate a strong positive correlation between overall attitude toward research and all measures of social competency, particularly group climate, implying that a more positive attitude toward research has a strong connection with a supportive group climate. There is also a strong positive relationship between overall social competency and a more positive attitude toward research, highlighting the importance of social skills in shaping positive perceptions and engagement with research activities.

6. Overall Social Competency:

Very strong positive correlation with Group Climate ($r = 0.895$, $p < 0.01$).

Strong positive correlation with Group Cohesion ($r = 0.749$, $p < 0.01$) and Social Skills ($r = 0.740$, $p < 0.01$).

The data show a very strong positive correlation between overall attitude toward research and group climate, implying that a highly supportive and good group environment is directly related to a favorable attitude toward research. There are also

considerable positive associations between group cohesion and social skills, implying that successful teamwork and good interpersonal abilities are significantly associated with a positive attitude toward research. This highlights the significance of supportive group dynamic and social competencies in cultivating a positive research attitude.

The statistically significant positive correlations suggest that a positive attitude towards research (across various dimensions) is associated with higher social competency. The strongest relationships are between the overall attitudes and social competencies, indicating that individuals with a more positive overall attitude towards research tend to have better social skills, group cohesion, and overall social competency.

Table No.4.26: Pearson Correlations coefficients between attitude towards research and Social Competency

		Overall Social Competency	Overall Attitude towards research
Pearson Correlation	Social Competency	1.000	.566
	Attitude towards research	.566	1.000
Sig. (1-tailed)	Social Competency		.000
	Attitude towards research	.000	
N	Social Competency	600	600
	Attitude towards research	600	600

Hypothesis-46. There is no significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

From table 4.26, it is evident that the correlation coefficient between attitude towards research and social competency is 0.566 which is positive and significant at 0.01 level. Hence, the 46th null hypothesis, "*there is no significant relationship between Attitude towards research and social competency of college teachers in Nagaland*" is rejected. Further the percentage of commonness between attitude

towards research and social competency is 32. Therefore, it can be said that attitude towards research and social competency among the college teachers were found to be positively related. Social Competency contributes significantly towards positive attitude towards research. This explains that the higher the social competency of college teachers, the better the perceived attitude towards research among the college teachers. Specifically, as teachers' social competency tend to be higher, their attitude towards research becomes more positive and this relationship is not due to random chance.

4.21. Regression Analysis

Objective-10: To check whether the college teachers' social competency is a significant predictor of their attitude towards research.

Hypothesis-47. The college teachers' social competence is not a significant predictor of their attitude towards research.

Table No. 4.27. Model Summary[b]

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.566[a]	.320	.319	11.9655	.320	281.934	1	598	.000**

a. Predictors: (Constant), Social Competency
b. Dependent Variable: Attitude towards Research

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Table No. 4.28. ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	40365.492	1	40365.492	281.934	.000[**]
	Residual	85617.842	598	143.174		
	Total					
		125983.333	599			

a. Dependent Variable: Attitude towards Research
b. Predictors: (Constant), Social Competency

The Model Summary Table No. 4.27 provides an overview of the regression model where R indicates the correlation coefficient (0.566) indicates a moderate to strong positive significant relationship between attitude towards research and social competency. R Square, the coefficient of determination (0.320) shows that 32.0% of the variance in attitude towards research can be explained bysocial competency. Adjusted R Square, adjusted for the number of predictors (0.319), which is very close to R Square, indicating a good fit. Std. Error of the Estimate indicates the standard deviation of the residuals (11.9655) measures the average distance between the observed and predicted values. The ANOVA table assesses the overall significance of the model whereas the F-statistic (281.934 with $p<0.01$) tests the significance of the model, A high value indicates that the model is statistically significant.

Table No. 4.29. Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	53.055	6.479		8.189	.000			
	SC TOTAL	.715	.043	.566	16.791	.000	.566	.566	.566

a. Dependent Variable: Attitude towards Research

The Coefficients table No. 4.29 provides detailed insights into the impact of the predictor variable on the dependent variable. The unstandardized coefficient for the constant (B = 53.055) represents the intercept of the regression line, indicating the expected value ofattitude towards research when thesocial competency is zero. The unstandardized coefficient for the social competency (B = 0.715) represents the slope of the regression line, indicating that for each one-unit increase in social competency, the attitude towards research increases by 0.715 units. The standardized coefficient (Beta = 0.566) signifies a strong positive relationship between the variables, meaning that a higher social competency is associated with higher attitude towards research. The t-value (16.791) tests the significance of the predictor, and a high t-value suggests that the predictor is a significant contributor to the model. Finally, the significance level (Sig. = 0.000) confirms that the predictor's (social competency) effect on the dependent variable (attitude towards research) is statistically significant. The regression analysis indicates that the college teachers' social competency is a significant predictor of attitude towards research of college teachers in Nagaland. The model explains 32% of the variance in attitude towards research, with a strong positive relationship. The predictor's effect is statistically significant, and the model as a whole is also statistically significant. Hence, the 47th null hypothesis "*the college teachers' social competence is not a significant predictor of their attitude towards research*" is rejected.

Objective-11: To establish regression equation for predicting attitude towards research of college teachers on the basis of their social competency.

As per the table No. 4.27 (coefficients), the regression equation for predicting social competence on the basis of attitude towards research of college teachers as follows:

"Attitude towards research of College Teachers = 53.055 + 0.715 x College teachers' Social Competency."

It can be said that, 53.055 is the intercept of the regression line. It represents the baseline level of attitude towards research for college teachers when their social competency is zero. In other words, if a college teacher has no social competency, their expected attitude towards research score would be 53.055.

0.715 is the slope or the regression coefficient for the college teachers' social competency. It indicates that for each one-unit increase in social competency score, attitude towards research of college teachers is expected to increase by 0.715 units.

This positive coefficient suggests that a more positive social competency is associated with higher attitude towards research among college teachers. It shows that there is a positive relationship between these two study variables: as college teachers' social competency improves, their attitude towards research also tends to increase.

For using this regression equation, the user should get scores of college teachers in respect of social competency and attitude towards research by administering the same tools as used in this study.

CHAPTER-V

SUMMARY, FINDINGS, DISCUSSION, SUGGESTIONS, RECOMMENDATIONS AND CONCLUSION

5.1 Overview of the Chapter

This chapter provides a comprehensive discussion on the findings and summary from the research conducted on the attitudes towards research and social competency among higher education teachers in Nagaland. It aims to synthesize the findings presented in objective-wise, interpret their significance, and offer suggestions for future research and practice. Furthermore, recommendations for future research are presented. This chapter provides a comprehensive analysis of the data, connecting the study's outcomes to broader theoretical and practical contexts. The present chapter offers a thorough examination of the data, establishing links between the study's findings and wider theoretical and practical frameworks.

5.2. Introduction

Research is as important as life itself. It provides the building block upon which societal growth and advancement is determined. Our understanding of the way things are, how things happen and what is responsible for such occurrences is due to the help of research. Research is the process of gathering and analyzing data in order to gain a better knowledge of the phenomenon being investigated (Swindoll, 2012). Research plays a pivotal role in studying the patterns of attitudes and opinions of people, enabling us to predict and determine future trends and necessary actions. In the modern world, research plays a crucial role in daily life, both directly and indirectly influencing our actions. Our lives are greatly shaped by research and development on a variety of levels, from the things we use to the laws that govern us. Governments and different funding organizations actively support research in order to guarantee excellence and originality. The increasing acknowledgement of the significance of research is evident in the recent spike in enrollment for Ph.D. programs at Indian universities (AISHE 2021-22). This increase demonstrates how important research is in India's academic and professional realms. Doctorate holders are given preference in hiring by Indian universities, which is indicative of the importance given to innovative knowledge and research. The main goal of research is

multidimensional and includes discovery, documentation, interpretation, and the creation of systems and procedures that improve human knowledge. 'The goal of research is to better comprehend, solve issues, or contribute to the advancement of knowledge in a certain topic' (Balakumar 2013). Numerous disciplines and goals are covered by research, ranging from social studies to science. Even if not every research effort has direct, practical implications, the body of research as a whole advance several fields and broaden our understanding of each. But even with research's tremendous potential and worth, a large percentage of it remains unexplored for practical use. This gap can be attributed to a number of things, including as financial constraints, real-world limitations, and the difficulties in connecting theoretical discoveries with real-world application. However, the research that is successful in becoming useful can have significant and long-lasting effects on society. Research has several benefits for educators in particular. They must make well-informed decisions regarding the management of schools and answer to the public for the academic achievement of their students. Teachers benefit from research by gaining creative teaching techniques, evidence-based solutions, and a deeper comprehension of educational dynamics. Teachers may improve their teaching approaches, meet the requirements of students with different learning styles, and create a more productive learning environment by keeping up to date on the most recent research results.

Additionally, research in education fills in knowledge gaps, identifies best practices, and creates fresh strategies for raising student achievement. Educators who do research or make use of it can apply data-driven decisions, fostering an environment of ongoing development in their respective educational institutions. Modern existence would not be possible without research, which accelerates advancement and creativity in a wide range of fields. It contributes in practice improvement, trend analysis and prediction, and the creation of fresh approaches to current problems. Even if not every research project has an immediate application, the knowledge that is discovered as a result of research activities advances society as a whole. Research has a crucial role in determining the future of education and beyond for educators, since it is an essential instrument for improving teaching effectiveness and guaranteeing student success. Therefore it becomes highly essential for the college teachers to familiarize themselves with the research methodologies (Creswell, 2012).

The process of conducting research is done to either locate new information or solutions to particular problems. The two words "re" (again) and "search" (find) make up the phrase "research" itself. This suggests that the task entails going over or re-examining a certain area in order to learn fresh details or perspectives. In many professions, research is crucial and can greatly advance one's career and personal development. The Hudson Maxim which states that "all progress is born of inquiry," perfectly captures the significance of research. Since doubt inspires inquiry, which in turn inspires creativity, doubt is frequently preferable than overconfidence." This adage emphasizes how inquiry can be sparked by doubting and challenging accepted information, which can result in novel insights and inventive solutions.

Overconfidence in one's present knowledge can hinder advancement, but an inquisitive and curious mindset can promote lifelong learning and growth. Research is not just limited to the scientific or academic fields; it is a key component in all element of life. Research is essential for generating new technology, bettering educational programs, and refining corporate tactics. It entails using a methodical approach to look into and comprehend different phenomena, which might result in the creation of new ideas, items, or answers to issues that already exist. Research's importance can be evaluated by how it affects advancement and innovation. It gives us the freedom to question the status established, explore into unknown areas, and extend beyond the boundaries of what is understood. To improve results, we can fill in knowledge gaps, create fresh approaches, and hone current methods through study.

Research promotes critical thinking, problem-solving abilities, and a broader comprehension of the world around us in the context of personal development. It pushes people to look for proof, challenge presumptions, and make thoughtful judgments. In a world that is continuously changing and full of new opportunities and challenges, this process of ongoing learning and adaptation is essential. Ultimately research is the foundation for any field's progress. Through the adoption of an inquiry-based culture and the encouragement of a quest for knowledge, we may stimulate creativity, enhance procedures, and advance societal progress overall. Research enhances our knowledge and skills and opens doors to a better future, whether it is conducted in academic settings, the workplace, or daily life.

This study focuses on a number of factors that influence research academics' attitudes. This is an attempt to evaluate the level of interest in research among

educators. An important component of any task is attitude, and this is especially true with research. The goal of this study is to examine the steps involved in doing systematic research and to explore how Nagaland teachers at colleges came to recognize the value of research and how to apply it to their particular fields of expertise. Many college-level teachers are engaged in a variety of research projects, but not all of these studies are relevant to solving the issues of the day. As a result, the goal and emphasis of this study are many aspects that influence the researchers' attitude. Teachers may influence meaningful change in the classroom and in society at large with the support of the research process. The need of the hour is to have teachers who are firmly rooted in the system and who have the attitude to change the world (Eggen & Kauchak, 1999).The study examined how college teachers developed an extensive understanding of how to carry out their own research plans. Additionally, the study seeks to contribute knowledge-based material, individual practice, methodological improvement, responsiveness, responsibility as a teacher, and increased reflection in instructional practices. Without innovation and research, Forsyth, A and Furlong, A. (2020) pointed out; higher education could be viewed as little more than a "glorified secondary school."

The capacity to connect effectively with others is known as social competence. It includes abilities like getting along with people, forming and maintaining close relationships, and acting correctly in social situations (Rose-Krasnor 1997). Social behaviors and the mental and emotional processes that underpin behavioral social competence are all included in this complex construct. Perspective-taking and empathy, for instance, are essential elements that help people comprehend and react to the feelings and opinions of others, improving social relationships. It's common to think that social competency only works in certain contexts and situations. This viewpoint recognizes that a person's perceived social skills can fluctuate greatly depending on the circumstances. For example, a person may be highly socially competent in situations they are comfortable with but struggle in new challenging environment. Furthermore, even in the same situation, different raters such as parents, peers, and teachers may have differing opinions on how socially competent a person is. These variations in interpretation draw attention to the subjectivity of social competence and the impact of relational dynamics on its assessment. Social competency is defined and interpreted differently depending on cultural background. Different social behaviors, such self-control and social

initiative, are valued differently in different cultures. For instance, social initiative speaking out and voicing one's ideas with confidence, for example is highly regarded and seen as a sign of social competency in several cultures. Some cultures, on the other hand, could place more value on social skills like self-control and harmony maintenance, seeing them as essential elements of social competence. Thus, understanding social competency necessitates taking into account the cultural setting and the values associated with certain social activities. This cultural lens is essential for appropriately evaluating social competence and for creating successful, culturally sensitive treatments and educational initiatives.

In educational settings, educators can better support students from varied origins and create inclusive environments where all students can succeed by acknowledging cultural disparities in social competence. Furthermore, social competence encompasses both the internal mechanisms that underpin a person's public behaviors as well as their hidden ones. Perspective-taking is one cognitive function that helps people predict how other people would feel or act in a particular circumstance, allowing them to modify their actions accordingly. Strong, enduring relationships require the sharing and comprehension of others' emotions, which is a function of emotional processes like empathy. A complicated and dynamic concept, social competence encompasses a variety of actions, mental abilities, and emotional processes. Relationship dynamics, situational situations, and cultural beliefs all have an impact on it. By being aware of these subtleties, we may better comprehend the variety of ways that social competence appears and create plans to improve it in various contexts.

Social competence is defined as the ability to handle social interactions effectively. In other words, social competence refers to getting along well with others, being able to form and maintain close relationships, and responding in adaptive ways in social settings. Given the complexity of social interactions, social competence is the product of a wide range of cognitive abilities, emotional processes, behavioral skills, social awareness, and personal and cultural values related to interpersonal relationships. To further complicate the understanding of this concept, social competence is dependent on developmental characteristics (i.e., expectations of social competence vary by age of person), the specific social situation (i.e., people may be socially competent in one situation but not in another, or people may appear more competent when interacting with a socially skilled partner than with a shy

person), and cultural characteristics (i.e., specific acts of social competence are bound by cultural expectations). In an effort to integrate these components, Orpinas and Horne (2006) defined social competence as "a person's age-appropriate knowledge and skills for functioning peacefully and creatively in his or her own community or social environment."

Social competence refers to the emotional, social, and cognitive abilities and behaviours required for effective social adaptation. Social competence also includes the ability to understand another person's point of view on a situation, learn from previous experiences, and apply that knowledge to changes in social interactions. There are three critical aspects of social competence: (a) the ability to form positive and healthy interpersonal relationships and resolve interpersonal conflicts; (b) the development of a clear self-identity in general, and a group or collective identity (e.g., national identity) in particular; and (c) the orientation to be a responsible citizen in one's society and a caring citizen in the world. The ability to form pleasant and helpful relationships with all types of individuals is a crucial adaptation skill that must be mastered in order to live comfortably in contemporary society. In particular, one should recognize potential disputes with others and learn a set of interpersonal negotiating methods to employ with peers, adults, and others. Another crucial duty is the formation of a distinct identity, particularly a national identity. Identity encompasses all aspects of the self, including personal identity, group identification, social identity, national or racial identity, vocational or occupational identity, religious identity, and so on. The formation of a strong and consistent feeling of where you fit into your society and country is viewed as a significant aspect of identity and psychosocial development of a person.

5.3 Significance of the study

The present study is undertaken to study the attitude towards research process among the college teachers of Nagaland in relation to their social competency. The study aims at finding and analyses the preference and difference between male and female college teachers, rural and urban college teachers, government and private college teachers, the length of teaching experience and educational qualifications regarding their attitude towards research process in relation to their social competency. Significance of research and its essential role in the growth and development of country is necessary. Hence, the present study aims at recognizing

the obstacles of research performance among the college teachers in order to improve the quality and quantity of the research process. The main task of the educational institution is research and it requires extensive and in-depth review and analysis of the factors, barriers and attitudes of the research based on social acceptance. The purpose of the study is to explore the process of conducting research and to describe how college teachers came to understand, account for, and apply their own research plans. The processes involved in conducting research and the degree to which teachers conduct research can bring effective change in their own classrooms and to the society. The study analyzed the path of teachers conducting research the insights into their understanding of the process of implementing their own research plans. This study also aims at contributing knowledge base of teaching, individual practice, changes their teaching and helps teachers to be more reflective about their instructional practices.

It is fairly well established that social competence is linked to various adjustment indicators. However, few studies seek to contrast strength of links between teacher perceptions of social competence and various adjustment indicators. Identification of the strongest links between aspects of teacher-perceived social competence and school adjustment indicators could help identifying key adjustment risk areas for others. Such identification would provide for more targeted efforts in terms of promotion of social competence.

Social competence refers to the skills that help us to interact in positive ways with others and manage our own emotions. These skills are varied and include among others our relationships skills, confidence, coping skills, self-regulation and self-awareness.Social competency is directly linked to various social indicators which help us to interact with other people in a positive way. It plays an important role among teachers to build skills like confidence, self-regulation, self- awareness and adapting others feelings by managing his own emotions. The educational goal of a society or nation is to foster the development of wholesome personality and this wholesome personality can be developed when teachers are socially competent to respond to the different needs of the students. Studies on social competence seek to contrast the strength and weakness between teacher's perception on social competency and other social elements. Thus, this study aims at identifying the links between the aspects of college teacher's perception on social competence and

institutional adjustment. The identification of these would provide more clarity in terms of promotion of social competence.

The present study aims at creating awareness among the college teachers, the importance of social competence for the well-being, create conducive environment for the students and to manage the ups and downs in the classroom and beyond, including health, education and even employment outcomes. By understanding the various dimensions of social competency, the study seeks to provide insights into how social competency can be enhanced to improve professional interactions and educational outcomes in this unique cultural context.

5.4. Title of the study

"A Study of Attitude towards Research Process among the college teachers of Nagaland in relation to their Social Competency"

5.5 Variables of the study

1. Independent Variable: Social Competency
2. Dependent Variable: Attitude towards Research
3. Demographic Variables:
 Gender (Female & Male)
 Type of Institution (Government & Private)
 Locality of Residence (Rural & Urban)
 Length of Teaching Experience (Above 7 years & Below 7 years)
 Educational Qualifications (PG, PG with UGC NET, Ph.D., Ph.D with UGC NET)

5.6. Objectives of the Study

1. To study the status of college teachers' attitude towards research.
2. To study the status of Social Competency of college teachers.
3. To analyze the opinion of college teachers in Nagaland regarding their attitude towards research.
4. To examine the perceptions of college teachers in Nagaland regarding their social competency.
5. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to

their gender, type of institution, locality of residence and length of teaching experience.

6. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their educational qualifications.

7. To investigate whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their gender, type of institution, locality of residence and length of teaching experience.

8. To find out whether there is any significant differences in the mean scores of social competency (including 3 dimensions) of college teachers with regard to their educational qualifications.

9. To probe whether there is any significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

10. To check whether the college teachers' social competency is a significant predictor of their attitude towards research.

11. To establish regression equation for predicting attitude towards research of college teachers on the basis of their social competency.

12. To suggest measures for improvement of social competency and attitude towards research.

5.7. Research Questions

1. What is the status of college teachers' attitude towards research?

2. What is the status of Social Competency of college teachers?

3. What are the dispositions of college teachers in Nagaland towards research?

4. What are the perceptions of college teachers in Nagaland with regard to Social Competency?

5.8. Hypotheses of the study

1. There is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland.

2. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland.

3. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland.

4. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland.

5. There is no significant difference in the mean scores of attitude towards research (overall) between female and male college teachers in Nagaland.

6. There is no significant difference in the mean scores of General Aspects of Research and Research Process between government and private college teachers in Nagaland.

7. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between government and private college teachers in Nagaland.

8. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between government and private college teachers in Nagaland.

9. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between government and private college teachers in Nagaland.

10. There is no significant difference in the mean scores of attitude towards research (overall)between government and private college teachers in Nagaland.

11. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers residing in rural and urban areas.

12. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers residing in rural and urban areas.

13. There is no significant difference in the mean scores of Relevance of Research in Personal Social Life between the college teachers residing in rural and urban areas.

14. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between the college teachers residing in rural and urban areas.

15. There is no significant difference in the mean scores of attitude towards research (overall) between the college teachers residing in rural and urban areas.

16. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers with above and below 7 years of teaching experience.

17. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between the college teachers with above and below 7 years of teaching experience.

18. There is no significant difference in the mean scores of Relevance of Research in Personal Social Life between the college teachers with above and below 7 years of teaching experience.

19. There is no significant difference in the mean scores of Difficulties in Research and Research Anxiety between the college teachers with above and below 7 years of teaching experience.

20. There is no significant difference in the mean scores of attitude towards research (overall) between the college teachers with above and below 7 years of teaching experience.

21. There is no significant difference in the mean scores of General Aspects of Research and Research Process among the college teachers with regard to their educational qualifications.

22. There is no significant difference in the mean scores of Usefulness of Research in Professional Career among the college teachers with regard to their educational qualifications.

23. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life among the college teachers with regard to their educational qualifications.

24. There is no significant difference in the mean scores of Difficulties in Research and Research Anxiety among the college teachers with regard to their educational qualifications.

25. There is no significant difference in the mean scores of attitude towards research (overall) between the college teachers among the college teachers with regard to their educational qualifications.

26. There is no significant difference in the mean scores of group climate as a dimension of social competency between female and male college teachers.

27. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between female and male college teachers.

28. There is no significant difference in the mean scores of social skills as a dimension of social competency between female and male college teachers.

29. There is no significant difference in the mean scores competency(overall) between female and male college teachers.

30. There is no significant difference in the mean scores of group climate as a dimension of social competency between government and private college teachers.

31. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between government and private college teachers.

32. There is no significant difference in the mean scores of social skills as a dimension of social competency between government and private college teachers.

33. There is no significant difference in the mean scores of social competency (overall) between government and private college teachers.

34. There is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers residing in rural and urban areas.

35. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers residing in rural and urban areas.

36. There is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers residing in rural and urban areas.

37. There is no significant difference in the mean scores of social competency(overall) between college teachers residing in rural and urban areas.

38. There is no significant difference in the mean scores of group climate as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

39. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

40. There is no significant difference in the mean scores of social skills as a dimension of social competency between the college teachers with above and below 7 years of teaching experience.

41. There is no significant difference in the mean scores of social competency(overall) between college teachers with above and below 7 years of teaching experience.

42. There is no significant difference in the mean scores of group climate as a dimension of social competency between college teachers with regard to their educational qualifications.

43. There is no significant difference in the mean scores of group cohesion as a dimension of social competency between college teachers with regard to their educational qualifications.

44. There is no significant difference in the mean scores of social skills as a dimension of social competency between college teachers with regard to their educational qualifications.

45. There is no significant difference in the mean scores of social competency (overall) between college teachers with regard to their educational qualifications.

46. There is no significant relationship between Attitude towards research and social competency of college teachers in Nagaland.

47. The college teachers' social competency is not a significant predictor of their attitude towards research.

5.9. Overview of related literature

The review of related literature involves a systematic identification, location and analysis of documents that contain a large number of information relating to the field of study. The search for related literature is necessary before the actual conduct of research. This stage serves several important functions which enable the researcher to get information about the findings in the field of study. A thorough review of related literature enables researchers to place their questions in perspective. One should determine whether one's endeavors would be likely to add knowledge in a meaningful way. Knowledge in any field of area consists of a large number of accumulated outcomes of numerous studies conducted by researchers of different generations and the theories designed to integrate this knowledge and to explain the observed phenomena. The study of related literature places researchers in a better position to interpret the significance of their own result. Becoming familiar with theory in the field and with previous research prepares researchers for fitting the findings of their research into the body of knowledge in the field. A critical review of related literature often leads to insight into the reason for contradictory results in any area. Contradictory results are not uncommon. The reason for inconsistencies may be found in the kinds of approaches adopted for solving the problem, or the kinds of instruments employed, methodologies used or analyses made. Swindoll (2012) in his study states that review of literature is the process of collecting and analyzing the

data and also to contribute the understanding of the study and then to communicate the understanding to others.

In the context of Nagaland, study on attitude towards research and social competency among college teachers and its relevance has been limited. Therefore, this study aims to shed light on the importance and impact of research and social competency in the professional and social lives of college teachers in Nagaland. It is essential to understand how teachers perceive about research because it affects their participation in scholarly endeavors, development as professionals, and addition of knowledge to the academic community. Positive attitudes towards research can improve educational outcomes, encourage lifelong learning, and improve teaching techniques. By looking at these areas, the study aims to improve the professional growth of college teachers in Nagaland as well as the general standard of higher education in the area by promoting a culture of research. Social competency plays a crucial role in fostering effective communication, collaboration, and overall professional development. By understanding its significance, educators can enhance their teaching practices and build stronger relationships with students and colleagues. This study seeks to highlight the benefits of social competency and encourage further research in this area to support the growth and development of higher education teachers in Nagaland.

5.10. Research Design

This study employs a quantitative approach method using a cross-sectional survey design to investigate the attitudes of college teachers in Nagaland towards the research process in relation to their social competency. A quantitative approach is appropriate for this study as it allows for the collection of numerical data, which can be analysed statistically to identify patterns and relationships. The choice of a quantitative design is driven by the need to objectively measure the attitudes and social competencies of college teachers, and to determine the extent of the relationship between these variables. Quantitative research uses hypotheses to find the cause-and-effect relationship with predictions which can be tested by employing statistical analysis from the collected data. Quantitative research involves a large sample from the population to measure specific variables which can be expressed in numerical data subjected to statistical analysis to generalize the findings and make inferences to the population.

5.11 Research Method

The researcher conducted the present investigation using a descriptive survey method of research. According to Best and Kahn (2007), "The term descriptive research has often been used incorrectly to describe three types of investigation that are different. Perhaps their superficial similarities have obscured their difference. Each of them employs the process of disciplined inquiry through the gathering and analysis of empirical data, and each attempt to develop knowledge. To be done competently, each requires the expertise of the careful and systematic investigator. "A brief explanation may serve to put each one in proper perspective."

The method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends invariably is termed as "descriptive survey study". According to Dr. Y.P. Aggarwal (2008) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply gathering and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships.

A descriptive survey method was used by the investigator to survey the selected college teachers in Nagaland to gather information from the samples by employing two sets of the research tools to test hypotheses and draw conclusions for the study. Furthermore, it examines the relationship and effect among the different demographic variables present in the study. Ethical considerations, including informed consent and confidentiality, were strictly adhered to throughout the research process. The study's participants are college teachers from various institutions in Nagaland (both Government and Private) colleges belonging to Arts, Commerce, Science and Teacher Education affiliated to Nagaland University. The population for the study is finite but because of its large size, it is not possible to study the whole population characteristics. Hence, it is considered to take a representative sample drawing out from the population.

5.12. Sample and Sampling Procedures

The study's participants are college teachers from various institutions in Nagaland (both Government and Private) colleges belonging to Arts, Commerce, Science and Teacher Education affiliated to Nagaland University. The population for the study is finite but because of its large size, it is not possible to study the whole

population characteristics. Hence, it is considered to take a representative sample drawing out from the population. As per the report from the department of higher education, Nagaland, the population of college teachers affiliated to Nagaland University is estimated to be 2078 in 2023. To meet the required representation, the researcher selects participants, ensuring a representative sample to generalise its findings by considering factors such as gender, type of institution, locality of residence, educational qualification and years of teaching experience.

5.13. Sample Size

The sample size for this final study comprised 600 college teachers from various institutions across Nagaland. As per the population size of 2078, the minimum sample size 322 (0.05 level) or 498 (0.01 level), required for representation of participants were included in the present study. It included a balanced mix of male and female college teachers, government and private college, rural and urban residence, educational qualification andyearsof teaching experience. This diversity ensures that the findings are representative of the broader population of college teachers in Nagaland. Hence the researcher decided to have a sample size of 600 college teachers from 29 colleges covering 9 districts in Nagaland.

5.14. Sampling Technique

This study employed a stratified random sampling technique to select participants. Initially, the researcher has selected 9 districts randomly in Nagaland. Out of these 9 districts,29 colleges (out of a total of 75 colleges in Nagaland) were identified for a representative sample through a simple random sampling technique. (9 government colleges and 20 private colleges) in Dimapur, Chumukidema, Kohima, Wokha, Mokokchung, Kiphire, Longleng, Mon and Phek. A total of 600 college teachers were selected for final data collection, ensuring a balanced and representative sample. This approach enhances the reliability and validity of the study by ensuring that the sample is representative of the broader population, thus enabling more accurate and generalisable findings.

5.15. Tools used for the study

The present study utilized two research tools.

1. A standardized questionnaire, "Attitude Scale towards Research" (ASTR) (2012) developed by Dr. Vishal Sood and Prof. Y. K. Sharma but revalidated by the researcher in the context of Nagaland. The 5-pointLikert scale (Strongly agree, Agree, Undecided, Disagree and Strongly Disagree) consists of 42 items in four important dimensions namely: Attitude towards general aspects of research and research process; Attitude towards usefulness of Research in Professional career; Attitude towards relevance of research in personal and social life and Attitude towards difficulties in research and research anxiety. The reliability for the whole scale is 0.91 which indicates high internal consistency among the scale items. Cronbach's Alpha reliability coefficient is 0.88 which is highly reliable for the item inventory, confirming a high internal consistency for the items.

2. Social Competency Scale: The researcher constructed and standardized the social competency scale through the scientific and systematic procedure to study social competency among the college teachers in Nagaland. This Social Competency Scale was designed for college teachers of Nagaland for measurement of social competency in respect of three dimensions viz. As per the review of related literature, explored the three dimensions namely group climate, group cohesion and social skills.Hence, based on the t-values of item analysis, the scale was considered to be valid in terms of its item analysis that retained in the final form of which has a t-value of equal or greater than 1.96 discriminating value at 0.05 level of significance. All the 39 items were capable of making differentiation between upper and lower groups. Hence, all the 39 items were eligible for final scale i.e. Social Competency Scale (SCS).

Content validity: To produce valid results, the content of a test, survey or measurement method must cover all relevant parts of the subject it aims to measure. If some aspects are missing from the measurement (or if irrelevant aspects are included), the validity is threatened and the research is likely suffering from omitted variable bias. Middelton, F. (2023). The content validity for the scale was established by carrying out critical discussions with experts at the time of development of preliminary draft. Experts from university were of the opinion that the statements of the scale were adequate and very relevant to measure social competency of college

teachers. Face validity considers how suitable the content of a test seems to be on the surface. It's similar to content validity, but face validity is a more informal and subjective assessment Middelton, F. (2023).Toobtain face validity,the researcher consults various stakeholders including college teachers, college principals to check its suitability for final use. Two sets of items (odd and even) were administered one after another to 300 the same group of college teachers one after another in a gap of 10 minutes. The correlation between odd and even items is 0.875. Then the reliability for the whole SCS is 0.933 which indicates high internal consistency of the items of Social Competency.

Cronbach's Alpha reliability coefficient is 0.911, which is highly reliable for the item inventory, confirming a high internal consistency. To convert the social competency scores into various levels, a structured approach that incorporates both the mean (M) and the standard deviation (SD) of the scores. The systematic method ie M+1SD and M-1SD was used. We can determine the level needed for higher levels of social competency by adding one standard deviation to the mean (M+SD). In contrast, subtracting one standard deviation from the mean (M-1SD) serves to define the limit for lower levels of social competency. This technique allows us to categorize the scores into different levels. Scores above M+1SD are thought to indicate a high level of social competency, implying that individuals in this range have significantly high social competency. Scores below M-1SD indicate a low level of social competency. Scores between M-1SD and M+1SD are viewed as indicating a moderate level of social competency.

5.16. MAJOR FINDINGS AND DISCUSSION

1.   The results of this study show that college teachers in Nagaland have a wide variety of attitudes regarding research. Just 1% of college teachers view research in an extremely favourable attitude, which shows a very high level of devotion and excitement. The leading-edge of research engagement in the academic community is represented by this group. In the same way, 4.5% of college teachers have a highly favourable attitude towards research. Even if they are not as involved as the previous category, these teachers nevertheless have a very good attitude toward research activities and probably make a substantial contribution to the academic output of their institutions. A higher percentage of college teachers (21.5%) have above

average favourable average attitude toward research. When opportunities and resources arise, these teachers may engage in research activities and are generally supportive of research projects. The majority of college teachers (37.3%) fit into the category of moderately favourable. This group probably understands the value of research, but they might encounter obstacles that keep them from participating fully in it, like a lack of funds, time, or support. On the other end of the spectrum, 24.5% of college teachers have unfavourable attitude towards research. These teachers may feel that conducting research is time-consuming or unrelated to their duties as teachers. Addressing the concerns and obstacles faced by this group is crucial for improving their engagement with research.

The proportion of teachers at colleges who have a highly unfavourable attitude toward research is lower, at 9.7%. It's possible that these teachers dislike research or believe that it doesn't fit with their career objectives. Lastly, 1.5% of college teachers are classified as having an extremely unfavourable attitude toward research, which suggests a considerable dislike for research-related tasks. The results highlight the necessity of focused efforts to encourage a more research-friendly culture in Nagaland's higher education institutions. Mehta, Mehta, and Kikani (2017) assert that in order to promote increased participation and engagement of college teachers in research and scholarly activities, it is imperative to provide appropriate infrastructure, financing opportunities, and research mentorship.

2. The study shows that college teachers in Nagaland have a wide range of social competency levels, with a significant percentage of the sample showing moderate to high levels of social competency. In particular, 13.7% of college teachers have high social competency, 71.3% have moderate social competency, and 15% have low social competency. According to this distribution, most college teachers have a moderate level of social competency, which is important for both professional relationships and effective instruction. College teachers tend to focus on a moderate degree of social competency, which emphasizes the need for focused treatments to improve these abilities even more. Varieties of skills are included in social competency, such as group climate, group cohesion, social skills, adaptation, empathy, connection building, and effective communication. These abilities are necessary to handle the various needs of students, promote student participation, and establish a welcoming and inclusive learning environment. Kanning U. P., Bottcher W. and Herrmann C (2012) highlight the vital role that social abilities can play in

efficient instruction. Faculty Development Programmes can better equip teachers to handle the social aspects of their classrooms by cultivating skills like self-expression and assertiveness. This will ultimately improve classroom management and educational outcomes.

3. College teachers have generally good attitudes toward research, valuing helpful researcher-supervisor relationships, the necessity of publicizing findings, and careful topic selection. While acknowledging research problems and ethical concerns, the majority believe in its importance for academic and societal growth, demonstrating a dedication to high quality and innovation. College teachers generally acknowledge the importance of research in their careers, skill development, and instructional effectiveness. They appreciate research for its practical applications, professional development opportunities, and incorporation into education. Strong support exists for incorporating research into courses, highlighting its importance in professional as well as academic settings.

College teachers often appreciate research for its societal advantages, inventiveness, and practical applications. They appreciate research because it fosters creativity, regulation, and problem-solving skills. While others question its immediate societal impact, the overall sentiment emphasises the value of research in both career and personal growth, underlining the need for greater understanding of its benefits. They often have a good attitude toward research, expressing confidence and eagerness to participate in intellectual pursuits. While most people find research easy, some have difficulty understanding reports and statistical analysis. There is a need for more support and training in these areas, although overall enthusiasm for research is high.

4. College teachers are very open and collaborative when making decisions, and they value varied opinions and effective communication. They demonstrate high degrees of selflessness, confidence in public speaking, and adaptability in confrontation. Most people enjoy cultural variety and have excellent listening skills. Their good attitudes about teamwork and adaptability reflect a desire for effective and polite interactions in both personal and professional settings. They are highly committed and motivated in team settings, with many taking the lead and respecting joint efforts. They encourage respectful communication and helpful feedback, while

some people struggle with initiating talks and managing their time. Overall, their good views toward teamwork and dedication demonstrate the value of collaboration and effective communication. Many college teachers emphasise establishing a good impression and sticking to personal ideals, which demonstrate discipline and commitment. They are supportive and calm when dealing with problems, and they place a premium on making sound decisions. However, there is a variety of feedback reactions, awareness to opposing viewpoints, and communication issues, indicating a range of social abilities and possibilities for development.

5.   There is no significant difference in the mean scores of attitude towards research in the three dimensions of attitude towards research which is supported from the finding of Hussian, Qayyum and Akhter (2016), were no significant difference were found with regard to gender. However, there is a significant difference in the dimension of relevance of research in personal and social life. Male college teachers were significantly better than female college teachers concerning the relevance of research in personal-social life. Male college teachers tended to view the knowledge acquired from research as practical and advantageous for personal development and social interactions. They believed that the skills and insights gained from research could be directly applied to real-life situations, enhancing their personal growth and social standing. This perception likely motivates them to value and engage in research activities more earnestly, recognizing its tangible benefits beyond the academic environment. In contrast, female college teachers often perceived research as an academic exercise with limited personal or social relevance. They felt that once research was completed, it primarily served as material for library archives rather than offering practical applications in their daily lives. This perception comes from various factors, including societal expectations, workload, and possibly limited opportunities to translate research findings into personal or social benefits. This finding is in contrast to the findings of Sekerci, A.R., Iihan, N, Sozbilir, M and Yildirim, A (2017) which shows that, in comparison to male teachers, female teachers had more positive attitudes toward the relevance of educational research.

 6.   There exists a significant difference in all the four dimensions of attitude towards research among college teachers with regard to the type of institution they are affiliated with. Government college teachers outperformed their private college counterparts in all the four dimensions. Government college teachers recognise the

importance of accurate and systematic observation in research, viewing it as an essential component for their professional growth. This significant discrepancy demonstrates the differing levels of participation and importance put on research by teachers from various institutional backgrounds. These findings highlight the need for specific interventions and support to improve the research culture in private colleges, ensuring that all teachers, regardless of institutional affiliation, realize and embrace the value of research in their professional growth. This finding is supported by Kumar (2015) which found that government colleges outperformed their private colleges in terms of mean score, indicating a more favorable disposition toward research.

7.   Across the four dimensions (general aspects of research and research process, usefulness of research in professional career, relevance of research in personal and social life and difficulties in research and research anxiety) of the study, college teachers' attitudes toward research were not significantly affected by their residential location, whether rural or urban. This result indicates that college teachers, irrespective of whether they reside in rural or urban settings, exhibit comparable levels of interest, perceived utility, motivation, and perceived hurdles regarding research. The uniformity in attitudes suggests that the factors shaping teachers' perspectives on research are more closely tied to broader educational and institutional contexts rather than geographical location. It implies that teachers, regardless of their living environment, recognise the importance and challenges of engaging in research activities. This finding is significant because it highlights that initiatives to improve research attitudes and engagement among college teachers can be effectively applied across different residential settings without the need for location-specific adjustments. The consistency in attitudes emphasises the influence of institutional policies, support systems, and educational culture over geographical factors, thereby guiding policymakers and educational leaders to focus on enhancing institutional frameworks to foster a positive research environment for all educators.This finding is in contrast to the finding of Sekerci, A.R., Iihan, N, Sozbilir, M and Yildirim, A (2017) which found out that compared to rural counterparts, teachers in urban regions believe that educational research is more important.

8.   The length of teaching experience did not significantly affect college teachers' attitudes toward research across all four dimensions examined. This suggests that teachers, regardless of years of teaching experience, have similar attitudes toward research. The dimensions of attitude toward research, which include General Aspects of Research and Research Process, Usefulness of Research in Professional Career, Relevance of Research in Personal Social Life, Difficulties in Research and Research do not change with years of teaching experience. Maravilla, M.C. (2020) contradicts the present findings where notable disparities were noted in terms of academic teaching experience. This suggests that factors other than teaching experience, like institutional support, resource accessibility, or personal motivation, may be more important in influencing teachers' attitudes toward research.

9.   There is a significant difference in various dimensions of attitudes towards research based on educational qualifications, with the exception of the perceived usefulness of research in professional careers. This suggests that while educational qualifications significantly influence certain aspects of attitudes towards research. However, they do not impact how teachers perceive the usefulness of research in their professional careers. This consistent perception of the utility of research across different qualification levels indicates a shared recognition of its importance for professional development among teachers, regardless of their highest degree obtained. However, the variations in other dimensions highlight that teachers with different educational backgrounds may experience varying levels of engagement, enthusiasm, and challenges related to research activities. These findings underscore the need for tailored support and professional development programs that address the specific needs and barriers faced by teachers at different educational levels, fostering a more inclusive and supportive research culture across the academic community. Maravilla, M.C. (2020) support the present findings where notable disparities were noted in terms of academic degree and teaching experience. Higher degree holders and more experienced educators had more favorable opinions toward research. This might be as a result of their increased exposure to research activities and evolving comprehension of its advantages.

10.   There exists a significant difference in social competency in the domain of group climate. Male college teachers have high level of social competency with

regard to group climate as compared to female college teachers. Male college teachers enjoy integrating with people from different culture while female college feels more alone and less included in a group. The result was similar to the findings of Hakim (2015) which shows higher social competency skills in male than female. The findings of the study revealed that there were no significant differences in the domain group cohesion and social skills among the college teachers with regard to gender. This finding in the two dimensions of social competency (group cohesion and social skills) was similar to the study conducted by Syiem and Nongrum (2014) which showed no significant difference between female and male in the level of social competency.

11.   The study found that there were significant differences between government and private college teachers mean scores in terms of group climate, group cohesion, and social skills-the three elements of social competency. Comparing teachers at government colleges to those at private colleges, government college teachers showed higher levels of social competency. This result stands in contrast to the study conducted by Syiem and Nongrum (2014) which found that institutions in private teachers scored better in terms of social competency than their government teachers' counterpart. The disparity can be attributed to a number of things, such as the institutional cultures, resources, and possibilities for professional growth that differ between government and private colleges. Government colleges may provide more structured settings and strong support networks to help teachers develop their social skills. On the other hand, private colleges may experience issues like greater job instability or less collaborative cultures, which could impact social competency negatively.

12.   According to the study, college teachers who reside in urban locality have better social competency in the dimension of group climate than those who live in rural areas, which suggests that living in an urban location enhances social competency in group situations. However, there was no significant difference between teachers from rural and urban areas in the dimension of group cohesion and social skills. This suggests that although living in an urban area improves the general atmosphere within the group, certain aspects of social competency are not influenced by the location. The results highlight the important influence that living environment

has on college teachers' social dynamics and competency, especially with relation to group climate. The area where one resides has a significant impact on how socially competent one is in the area of group climate. In spite of this, teachers in rural and urban areas demonstrate comparable degrees of group cohesion and social skills. Thus, while urban teachers benefit from a better group climate, other dimensions of social competencies such as group cohesion and social skills remain constant across different localities. In contrast to the present finding, Satishkumar, Seenivasan, Ananda, Kumar and Bobin (2017) and Nonglait, W.L., and Myrthong, E.B. (2018) found no significant differences based on locality.

13.The analysis of the length of teaching experience demonstrates a substantial relationship between length of service and social competency, particularly in the domains of group climate and cohesion. This shows that college teachers with more teaching experience have higher levels of social competency in generating a favourable group climate and maintaining group cohesion. These experienced teachers are more likely to build inclusive and collaborative classroom environments, effectively manage group dynamics, and foster a sense of belonging among pupils. These findings have substantial consequences, highlighting the value of teaching experience in building the social abilities required for effective group management and cohesion. As teachers gain experience, they grow better at navigating the complexity of group relationships, resolving disagreements, and encouraging cooperative learning. This improved ability to control group climate and cohesion leads to a more productive and harmonious educational environment, which benefits both students and teachers. However, it is worth noting that the study found no significant difference in social skills among college teachers based on their teaching experience. This shows that, while teaching experience may increase in particular components of social competency, such as group climate and cohesion, it does not always result in a significant improvement in overall social competency.

Social skills, which include communication, empathy, and interpersonal interactions, may be influenced by a broader range of factors beyond just teaching experience, such as individual personality traits and the quality of interactions with colleagues and students. Hence, the length of teaching experience plays a crucial role in enhancing specific dimensions of social competency related to group climate and cohesion among college teachers. However, its impact on general social skills

appears to be limited. This highlights the need for targeted professional development programs that not only focus on enhancing social competency through experience but also address the broader spectrum of social skills necessary for effective teaching and learning. Nonglait, W.L., and Myrthong, E.B. (2018) found no significant differences based on the number of years that a teacher has taught, with the exception of those who have taught for one to five years and eleven to fifteen years.

14.   Across a range of educational qualifications, the study finds statistically significant differences in Group Climate, Social Skills, and Overall Social Competency. This suggests that improved social competency in these domains is linked to educational qualifications of college teachers. Teachers who possess advanced educational qualifications are more likely to exhibit higher social skills and more effective group climate, both of which enhance their overall social competency. However, there were no significant differences in group cohesion among various levels of teachers' qualification. While social skills and group climate are highly influenced by educational qualifications, teachers' ability to create and preserve group cohesion is not greatly impacted by their educational qualification. These results show how important educational qualifications are in influencing different aspects of social competency, but they also imply that variables other than educational qualifications affect group cohesion.

15.   The study showed a statistically significant positive relationship between college teachers' attitudes towards research and their social competency. Specifically, the correlation coefficient shows a strong relationship, implying that as teachers' attitudes toward research improves, so does their level of social competency. Furthermore, a 32% common variance, or shared variance, has been discovered between attitude toward research and social competency. This high level of commonness demonstrates that nearly one-third of the variation in social competency among college teachers can be attributed to their views towards research. This conclusion highlights the critical role that a favourable attitude toward research has in developing social competency among teachers. Teachers who have high level of social competency are more likely to show a positive attitude towards research.This can be attributed to the fact that a proactive and passionate levels of social skills often lead to research productivity.

Teachers who engage in research activities not only expand their knowledge and competence, but also improve their capacity to communicate positively and effectively with students, colleagues, and the larger academic community. Furthermore, the link between attitude toward research and social competency emphasizes the necessity of cultivating a healthy social environment in educational institutions. When teachers view social competency as a vital and meaningful part of their professional lives, they are more likely to develop diverse set research attitudes. Consequently, a positive research mindset does not only benefit individual teachers in their professional growth but also contributes to a more cohesive and productive educational setting.

The results of the study highlight the need for educational institutions to cultivate and support social skills among their faculty. The significant positive correlation between attitude toward research and social competency among college teachers demonstrates the multifaceted benefits of fostering a positive research mindset. Teachers who are passionate about and involved in social settings not only advance their professional development, but they also improve their overall attitude towards research, which are essential for creating effective and supportive learning environments. To enhance their faculty's research and professional competencies, educational institutions should promote and cultivate a healthy social skill. Dubey, R and Agarwal, P (2020) study's conclusions supported the present study which demonstrated a strong positive correlation between student-teachers' attitudes about teaching and their social competency

16. The study found that college teachers' social competencyshows up as a major determinant of their attitude towards research. The model shows a strong positive relationship between attitude towards research and social competency, with 32% of the variance in attitude towards research being explained by it. This suggests that teachers who are socially competent with positivity and initiative are more likely to demonstrate better attitude towards research. This relationship implies that teachers' involvement in social settings benefits their professional development as well as their perceived research attitude, which improves relationships and increases their overall efficacy in their roles. The results highlight the significance of cultivating a positive research attitude, as it is a critical factor in molding and enhancing college teachers' social competency.

5.17. Suggestive measures for improvement of "Attitude towards Research" and "Social Competency" among the college teachers

The findings of the study underscore the need for targeted interventions to promote a research friendly culture in Higher Education institutions of Nagaland. The following are some of the suggestions for improvement of attitude towards research and social competency in the context of Nagaland's college teachers.

1. Promote a Research-Friendly Culture: To create a research-friendly culture within Nagaland's higher education institutions, facilities must be improved, funds secured and strong mentorship provided. Institutions should foster a culture that values research by incorporating it into teaching procedures and promoting awareness of its advantages. This enabling environment will motivate faculty members to participate in research, improve their research output, and contribute to the larger academic community. Creating such a culture will encourage inquiry and creativity throughout the educational system.

2. Encourage Faculty Engagement: Investing in faculty development programmes that include research-focused workshops, seminars are critical to encourage research engagement. Institutions can encourage faculty to conduct more research by providing them with access to these resources. These programs should prioritize incorporating research into teaching and provide rewards for research accomplishments. This method will not only boost research quality, but will also encourage faculty members to be more committed to academic achievement and professional development.

3. Invest in Research Infrastructure: Sufficient allocation to research infrastructure is critical for assisting faculty research efforts. It involves providing necessary resources such as modern research facilities, funding for research initiatives, and access to research equipment. By improving infrastructure, institutions can encourage high-quality research and allow college teachers to take on initiatives. Proper investment will guarantee that researchers have the resources they need to undertake significant studies, expanding knowledge and improving the academic standing of the institutions.

4. Encourage Collaborative Research: Forming partnerships with research institutions, government, and funding agencies can significantly expand research opportunities. Collaborative research endeavors can bring extra resources,

knowledge, and support, broadening the scope and impact of academic research. These relationships will allow college teachers to get access to wider networks, share information, and engage on larger-scale projects. Engaging with a variety of stakeholders will boost the research ecosystem, resulting in more innovative and influential research outcomes for both academia and society.

5. Improve Social Competence: Developing social competencies among college teachers is critical for building an effective and inclusive learning environment. Professional development programmes should aim to improve communication, group climate, cohesion, teamwork, interpersonal andsocial skills. Teachers who develop these qualities can better engage with students, create a pleasant classroom environment, and encourage student success. Investing in social skills training will result in more effective teaching techniques, improved teacher-student relationships, and a more supportive educational atmosphere, all of which help student development.

6. Continuous Assessment and Evaluation: Continuous assessment and evaluation of research and professional development programmes is critical to guarantee its efficacy and relevance. Institutions should regularly assess and change their strategy in response to feedback and developing demands. This continuous review method will aid in identifying areas for improvement, overcoming obstacles, and adapting to changes in the academic scene. By maintaining a dynamic approach, institutions can improve programme quality and better meet staff and student needs, resulting in a healthy academic community.

5.18. Recommendations from the study

The recommendations were based from the analysis and findings of the study as well as suggestions for improvement highlighted from various studies. The following recommendations could be considered to improve the attitude of college teachers and social competency among the college teachers in Nagaland.

a. Recommendations regarding attitude towards research

Advancing the research culture of the college teachers in Nagaland and to create an environment conducive to research inquiry and knowledge creation, it requires an intensive collaborative effort from the policymakers, stakeholders and educational institutions. Several key initiatives can be implemented to promote

research engagement and empower college teachers to pursue research initiatives more actively.

1. Research Grants

Allocating substantial amount of funding for research grants enables college teachers to undertake research projects, access resources, and cover expenses throughout the process of research and dissemination of knowledge. These grants can support both individual and collaborative research endeavors, encouraging college teachers to explore new research avenues and address pressing societal challenges.

2. Workshops and conferences

Organizing workshops and conferences, training sessions and seminars on research methodologies, literature review, techniques of data analysis, and elements on academic writing can enhance the research skills and capabilities of college teachers. These capacity-building initiatives provide opportunities for professional development, foster peer learning and collaboration, and equip faculty members with the tools and knowledge needed to conduct high-quality academic research.

3. **Interdisciplinary Collaborations:**

Encouraging interdisciplinary and multidisciplinary collaborations among the college teachers within and outside the institutions facilitates cross-disciplinary exchange of ideas, promotes innovative research approaches, and addresses complex issues from different perspectives. By breaking down disciplinary isolation and promoting collaboration across departments and institutions, educators can explore diverse expertise and resources to tackle interdisciplinary research and create dynamic solutions.

4. **Prioritizing Scholarly Activities:**

Prioritizing and acknowledging scholarly achievements through awards, honors, and recognition programs can motivate and incentivize college teachers to excel in their research pursuits. Recognizing excellence in conference presentations, research publications, grant acquisitions, and community engagement activities not only facilitates the contributions of faculty members but also fosters a culture of excellence and continuous improvement within the academic community.

5. **Promoting supportive Policies:**

Introducing supportive policies that prioritize research, such as research leave and incentives that value research productivity can encourage faculty members to allocate time and resources towards research activities. In addition, establishing

research centers, laboratories, and libraries equipped with the latest facilities and resources further facilitates research productivity and collaboration among college teachers.

6. **Open Access and Knowledge Sharing:**

Encouraging college teachers to disseminate their research findings through open-access publications, conference presentations, public lectures and community outreach activities enhances the visibility and impact of their research. By promoting knowledge sharing and public engagement, educators can contribute to the standardization of knowledge and foster greater societal impact through their research endeavors.

By implementing these initiatives in a collaborative and coordinated manner, educational institutions, policymakers, and stakeholders can create an enabling ecosystem that empowers college teachers to actively engage in research, contribute to knowledge creation, and drive positive change within the higher education landscape in Nagaland.

b. Recommendations regarding social competency

1. **Professional Development Programmes**:

Develop targeted professional development programs aimed at enhancing social competency skills among college teachers focus on areas such as effective communication, interpersonal skills, cultural sensitivity, and conflict resolution.

2. **Peer Learning and Mentoring**:

Facilitate opportunities for peer learning and mentoring encourages collaborative activities, peer observations, and sharing of best practices to promote continuous learning and skill development.

3. **Cultural Competence Training**:

Offer training sessions or workshops on cultural competence and diversity awareness to help college teachers better understand and navigate the diverse cultural backgrounds of their students. This can foster inclusive teaching practices and improve relationships with students from different cultural backgrounds.

5. **Feedback Mechanisms:**

Implement feedback mechanisms, such as peer evaluations or student feedback surveys, to provide teachers with constructive feedback on their social competency skills. Encourage self-reflection and continuous improvement by

providing opportunities for teachers to receive feedback on their interpersonal interactions and communication styles.

5.19. Educational implications

Understanding the link between teachers' attitudes toward research and their social competencies is essential for higher education institutions. This finding suggests that interventions aiming at improving teachers' social competency may also improve their attitude towards research, resulting in better teaching outcomes and a more positive learning environment. Teachers who have a positive attitude towards research are more likely to exhibit actions that foster a helpful and inclusive learning environment. As a result, they are more prepared to communicate effectively, form strong relationships with students, and keep control of the classroom environment. Furthermore, as attitudes toward research and social competences are inextricably linked, progress in one area might lead to progress in another. Encouraging a positive social competency through workshops, seminars, or counselling can assist teachers in better connecting with students, colleagues, and administrators, consequently increasing their attitude towards research.

Participating in research activities improves critical thinking, collaboration, and communication abilities, all of which are essential components of social competency. Teachers that actively participate in research are more likely to be thoughtful, open-minded, and innovative, resulting in a more dynamic and interesting classroom environment. On the other hand, a teacher who enhances their social competency through professional development programs may notice a change in their attitude toward research. As people gain empathy, patience, and understanding, they may be more likely to see research as a useful tool for personal and professional development. Improved social competencies can result in improved collaboration with research partners, more effective dissemination of research findings, and a stronger understanding of the role of research in educational practice. This reciprocal interaction emphasizes the significance of a comprehensive approach to teacher development that fosters both research mindsets and social competencies. Recognizing and cultivating this relationship enables higher education institutions to pursue focused measures that enhance individual teacher performance while also contributing to a more harmonious and effective educational environment. Institutions can create comprehensive professional development

programs that combine research training with social skills courses. Providing opportunities for teachers to participate in collaborative research projects, conferences, and peer mentoring can help to build a culture of continually learning and growth.

Furthermore, institutions can establish support networks that encourage teachers to share their research findings and social competency practices with one another. Establishing communities of practice in which teachers can discuss issues, share ideas, and share success might help to reinforce positive attitudes toward research and social competency. These initiatives not only improve individual teacher performance, but also foster a sense of community and collective efficacy among faculty members. This complete technique may ultimately result in improved student learning experiences, higher teacher satisfaction, and overall institutional success.

Teachers with good social competences and a favourable attitude toward research are more likely to establish, engage in inclusive classrooms that meet the different needs of their students. This, in turn, leads to improved student success, increased student involvement, and a more favourable educational environment. Furthermore, teachers who feel supported and appreciated by their institution are more likely to express work satisfaction and professional fulfilment, which lowers turnover rates and fosters long-term commitment to the institution. Finally, the interaction of teachers' attitudes toward research and social competencies is an important aspect in improving overall educational quality. Higher education institutions can establish a supportive and empowered environment for teachers through targeted initiatives that address both areas, resulting in improved teaching outcomes and a positive learning environment, ultimately leading to institutional success.

Aligning with NEP 2020, institutions can effectively integrate research and social competency training to support holistic development, as emphasized by the policy. NEP 2020 stresses the importance of continuous professional development, advocating for a well-rounded approach that enhances both academic and social skills. By fostering positive attitudes toward research and providing opportunities for collaborative projects, institutions contribute to the policy's goal of advancing research capabilities and promoting innovation within higher education. Developing teachers' social competencies ensures the creation of inclusive and engaging learning

environments, aligning with NEP 2020's focus on improving educational quality and student outcomes.

Furthermore, establishing supportive ecosystems, such as professional development programs and communities of practice, aligns with NEP 2020's vision of creating a collaborative academic environment. These initiatives help enhance teachers' overall well-being and job satisfaction, addressing the policy's emphasis on educator retention and professional fulfilment. By focusing on inclusivity and equity, institutions ensure that teachers with strong social competencies are better equipped to meet diverse student needs, supporting NEP 2020's goal of fostering an equitable educational system. Overall, this alignment enhances the overall effectiveness of educational practices and supports NEP 2020's objectives of quality, innovation, and inclusivity in higher education.

5.20. Suggestions for further research

The present study has thrown light and insight into the attitude of college teachers towards research and its importance on social competency, some suggestions in line with the present studies can be conducted as given below:

1. A similar studies can be carried out on higher secondary teachers.

2. A comparative study of a similar type can be carried out in other states to ascertain regional variations.

3. Apart from the attitude towards research and social competency, study can be carried out in teaching competency and emotional competency in relation to attitude towards research.

4. An investigation into the influence of professional development programs on the research attitudes and social competencies of college teachers.

5. A longitudinal study to examine changes in teachers' attitudes towards research and their social competencies over time, considering factors such as tenure and academic rank.

6. An exploration of the relationship between teachers' research productivity and their effectiveness in fostering student engagement and academic success.

7. An analysis of the impact of institutional support and resources on college teachers' attitudes towards research and their social competencies.

8. A study on the role of mentorship in shaping the research attitudes and social competencies of early-career college teachers.

9. An examination of the relationship between teachers' attitudes towards research and their ability to incorporate research-based teaching methods in the classroom.

10. A cross-cultural study comparing the research attitudes and social competencies of college teachers in different countries.

11. An investigation into the effects of collaborative research projects on the social competencies and professional relationships among college teachers.

5.21. Conclusion

This study examines firmly into the attitudes of college teachers about research in Nagaland, providing insights that go far beyond academia. Its findings have major implications for a wide range of stakeholders, including government and educational institutions, working to advance higher education in Nagaland. This study provides a foundation for policymakers to build evidence-based strategies for fostering a culture of inquiry, innovation, and excellence in higher education institutions across Nagaland by understanding faculty members' perceptions, motivations, and challenges regarding research. These insights are useful tools for developing policies and activities that support individual faculty members' research efforts while also cultivating an atmosphere favorable to collective intellectual participation and advancement. Furthermore, by recognizing and addressing the study's challenges, stakeholders find it possible to pursue current opportunities and undertake focused interventions aimed at strengthening Nagaland's research culture. This proactive approach allows stakeholders to take advantage of the region's intellectual resources, driving the creation of a growing research ecosystem defined by collaboration, knowledge exchange, and multidisciplinary exploration. This, in turn, promotes Nagaland as a center of innovation and intellectual discovery, drawing people and creating chances for long-term development.

Exploring the findings of this study enables stakeholders to play an important role in determining the future of higher education in Nagaland and creating an atmosphere conducive to research excellence, ultimately paving the road for the state's sustained success and prosperity. The findings show a link between positive attitudes toward research and social competency. Academic publications, conference presentations, and workshops can all help to improve college teachers' social competencies. Policymakers, educational leaders, and practitioners can all play an important role in making decisions and promoting evidence-based strategies for

teacher professional development. By supporting efforts that combine research with social competency, stakeholders may ensure that teachers are more prepared to engage with students and peers, improving the overall quality of education in Nagaland. Through continuous efforts, Nagaland may establish a strong academic community that contributes meaningfully to both the local and global knowledge environments. Furthermore, research activities that promote social competency can increase teachers' communication, teamwork, and conflict resolution skills. These skills are critical for fostering a healthy and dynamic learning environment. Educational leaders can organize workshops and training sessions to help teachers acquire these abilities, ensuring that they are well-prepared to address their students' different needs.

Finally, this study emphasises the necessity of developing a positive mindset toward research among Nagaland college teachers. Stakeholders can implement initiatives that encourage research and improve social competency by addressing the stated difficulties and taking advantage of the opportunities. This complete strategy not only benefits individual faculty members, but also helps to the broader progress of higher education in Nagaland. Nagaland may position itself as a leader in innovation and intellectual discovery by creating a culture of research excellence and social competency, resulting in long-term regional development and prosperity.

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NAGALANDUNIVERSITY(*A Central University*)
DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA-797004

Esteemed College Faculty Members,

      I am **Mr. Nzanbemo Tungoe,** a Ph.D. Research Scholar with Registration Number Ph.D/EDU/00186 (27-08 2018)affiliated with the Department of Education at Nagaland University. Currently, I am engaged in a research project titled **"A STUDY OF ATTITUDE TOWARDS RESEARCH PROCESS AMONG THE COLLEGE TEACHERS OF NAGALAND IN RELATION TO THEIR SOCIAL COMPETENCY"**. In light of this, I kindly request your valuable time and collaboration to provide responses to the items/statements in the two research tools (scales), which do not entail right or wrong answers/responses. Your participation as research subjects (sample) in this study is crucial for its success, and your cooperation will be sincerely appreciated. I assure you that all the information gathered will be treated with the utmost confidentiality and used solely for research purposes.

    Thanking You.

Nzanbemo Tungoe	**Dr. Boyillapalli Venkata Rao**
Ph.D. Research Scholar	**(Research Supervisor &**
	Associate Professor in Education)

Part A: Personal Information

Name of the College with address:

Gender   : Male (   )/Female ( )

Type of Institution/College: Government ( )/Private ( )

Locality of Residence   : Rural (   )/Urban (   )

Length of Teaching Experience (in years):

Educational Qualification (*including UGC-NET If any)* :

NAGALAND UNIVERSITY (*A Central University*)

DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA-797004

RESEARCH ATTITUDE SCALE: Comprising 42 items on a five-point scale, please go through each item and place a tick mark in the appropriate cell/box by selecting one of the responses. Ensure that no item is left unanswered.

Sr. No.	Statements	Responses				
		Strongly Agree	**Agree**	**Undecided**	**Disagree**	**Strongly Disagree**
1*	Research is merely wastage of time, efforts and money.					
2.	I feel comfortable to get engaged in research and scholarly activities.					
3.	Research is useful for my professional career.					
4.	I try to engage in discussions about research.					
5.*	Research has nothing to do with my field of study of course.					
6.*	Research makes me nervous and anxious.					
7.*	Any recent research work is just like 'old wine in a new bottle'.					
8.*	Research at any degree level enhances the chances of exploitation/harassment of research students by research supervisors.					
9.	I feel that society gets benefited from research.					
10.	Research is very useful for every profession.					
11.*	It is not possible to produce quality researches in present scenario.					
12.*	Manipulation of data has become the key feature of present research activities in every field.					

Sr. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13.	The skills that I have acquired through research will be helpful for me in the future.					
14.	I feel that knowledge acquired through research is more useful in my life as compared to knowledge gained through reading some literature.					
15.	I employ research approaches in my professional as well as personal life.					
16.*	Mostly, 'cut, copy and paste' technology is employed in present day research works.					
17.	I can easily understand research reports.					
18.	Research is highly relevant and beneficial for my life.					
19.	I would love to work on a research project.					
20.*	I become tense when it comes to statistical analysis of research data.					
21.*	Collection of data has a demoralizing effect on the researchers.					
22.	The relationship between the researcher and the research supervisor become very cordial during research process.					
23.	I am much interested in research and research related activities.					
24.	Research work does not impose any extra workload on the students.					

Sr. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25.*	It seems like a joke to generalize the research findings obtained from a small sample to the whole population.					
26.	Research makes us systematic and hardworking in our daily lives.					
27.	I feel at ease with arithmetic and statistical computations in research.					
28.	I am confident that I can understand research terminology.					
29.*	Research works which are carried out by government or semi-government departments have mostly pre-determined conclusions.					
30.	I am aware of the steps that I have to follow in pursuing a research project.					
31.*	Formulation of research hypothesis makes the researcher aware of intended results and thus, provides a scope for manipulation in research work.					
32.	Conducting research is an effective means to become a successful educator or teacher.					
33.	Conducting research provides insight into various issues related to one's profession.					
34.*	I find it difficult to understand the methodology of conducting research works.					

Sr. No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
35.	Research develops originality among individuals.					
36.	It is very essential to publish the research findings in order to enhance the authenticity and acceptability of research works among academic community.					
37.	Identification and selection of suitable research problem requires a good deal of patience and logical reasoning on the part of the researcher.					
38.*	I don't think that research is essential to improve the process and practice of education at any level.					
39.	Research project and skills should be an integral Part of every post graduate course.					
40.	I believe that research-oriented thinking plays an Important part in our everyday life.					
41.	It is my strong belief that research requires an expert, accurate and systematic observation.					
42.*	Completed research projects/works just become the property of libraries and has nothing to do with their social implications.					

NAGALAND UNIVERSITY (*A Central University*)
<u>**DEPARTMENT OF EDUCATION, KOHIMA CAMPUS, MERIEMA-797004**</u>
SOCIAL COMPETENCY SCALE (SCS) for COLLEGE TEACHERS:

Comprising 39 items on a five-point scale, please go through each item and place a tick mark in the appropriate cell/box by selecting one of the responses. Ensure that no item is left unanswered.

Sl. No.	Statements	Always	Often	Sometimes	Rarely	Never
1.	I consider the opinion of others before making decision.					
2.	I am ready to sacrifice my time and personal comforts for the sake of others.					
3.	I can easily join ongoing discussion.					
4.	I can address a gathering confidently.					
5.*	I feel more alone and less included in a group.					
6.	I enjoy integrating with people from different culture.					
7.*	I usually get into arguments to prove my point of view.					
8.	I support constructive ideas presented by others.					
9.*	Most of the time, I think about what other people think of me.					
10.	I can express my views appropriately in group.					
11.*	I tend to compare myself with other people.					
12.*	Usually, I am not clear how to interact with people from other cultures.					
13.	I listen to others point of view without interrupting.					
14.*	I feel embarrassed and scared in a group of new people.					
15.	I try to resolve conflict amicably.					
16.	I can control my temper in conflict situation by remaining calm.					
17.	I usually compromise in conflict situation by changing my own ideas.					

Sl. No.	Statements	Always	Often	Sometimes	Rarely	Never
18.	I try collaborating different activities with my colleagues.					
19.*	I continue talking even after others lose interest.					
20.*	I have difficulty starting a conversation.					
21.	I can join ongoing activity without being told.					
22.*	I frequently feel thwarted because I am unable to accomplish my task on time.					
23.	I am strongly committed to a shared mission.					
24.	Working in a team inspires me to do my best.					
25.	I believe that working together as a team brings innovative ideas to the solution of problems.					
26.	I avoid using the terms and words that degrades others feelings.					
27.*	I avoid speaking to the members of the college management when I meet them outside the campus.					
28.*	I feel awkward to adjust to the social norms in a new environment.					
29.	I am comfortable to provide constructive feedback in group activities.					
30.	I try to make a positive impression by what I say when I meet new people.					
31.*	I think more about my failures than my successes.					
32.*	I easily get annoyed when someone pointed out my mistake.					
33.	I have a personal standard and rules that I stick no matter what.					
34.	I call others for help when I need it.					
35.*	I get irritated when someone strongly opposes my view point.					
36.*	I speak whatever comes to my mind without thinking.					
37.*	I find it hard to talk effectively in ongoing discussion.					
38.	It is better to remain calm when someone shows bitterness towards you.					
39.	I usually think before I act.					

NAGALAND UNIVERSITY

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List of publications:

1. "Social Competency Scale for College Teachers in Nagaland: Development and Standardization" *International Journal of Creative Research Thoughts* & Impact Factor: 7.97, 12(8), 807-818{August 2024. ISSN: 2320-2882, UGC approved journal}.http://www.ijcrt.org/papers/IJCRT2408409.pdf

2. "An investigation of college teachers' attitude towards research in Nagaland". *International Education and Research Journal (IERJ)*, *10*(8). 65-69. {August 2024, E-ISSN:2454-9916}https://ierj.in/journal/index.php/ierj/article/view/3580

3.

List of paper presentations:

1. Presented a paper on "A study on Attitude of college teachers towards Research in Nagaland" in Multidisciplinary National Seminar under the theme "Emphasis of Technology in the National Education Policy-2020 for Transforming Education and Research" organised by Kumar B.Ed. College, Dhanbad, Jharkhand on 29th and 30th May 2024.

2. Presented a paper on "Assessing Social Competency among College Teachers in Nagaland: A quantitative study" in Multidisciplinary National Seminar on the theme "Health, society, Environment & Sustainable Development of Jharkhand" organised by Bokaro Mahila College in association with TOUCAN Research and Development. Bengaluru, Karnataka on 24th and 25th June 2024.