

## EDITORIAL

# TEACHER AS RESEARCH ROLE-MODEL

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At the higher education level, teachers are more effective as role-models. Given the independent nature of higher education, the impact of role-models is far reaching rather they either make or break the future academics and practices of their students. Higher education commission (HEC) of Pakistan is making all its efforts out to popularize 'research-culture' in every higher educational institution (HEI) of the country with a view to transforming into a knowledge economy, which is indispensable for the survival of our higher education at the global level of competition.

Research culture can only become common place if the propagandists i.e. the teachers themselves are preparing and updating themselves to be effective role-models for the learners. HEC has introduced several 'faculty development programs' with the same objective of creating research environment through research-oriented faculties in HEIs of the country. On one hand teachers must learn research tools and techniques and on the other hand communicate their expertise in the seminars, conferences, and workshops for the students and colleagues thereby creating an echo of research culture across the seats of learning in the breadth and depth of the state.

The knowledge and expertise of teachers in research methodologies is fundamental to the objective of becoming research role-model for the students and fellow teachers. All higher education teachers must do this individually and group-wise with utmost attention and by sparing their precious time so that results could be expected with precision and accuracy. If teachers can create the image of researcher-teachers among their pupil, there is natural reaction of following role-models in the same direction. Students can

then be provided facilities and guidance in how to proceed and capitalize on research opportunities in their respective departments, institutions, national and international levels.

As said earlier, teachers as research-models have to demonstrate themselves through different modes of behavior with their students and colleagues. The most dominant behavior is the expression of command over research methodology with focus on the updated knowledge and practices relevant to their field of study and research. The second and equally critical behavior is the readiness of teachers 24/7 to help students and fellow-teachers in any kind of research assignment or inquiry about understanding and/or application of research tools and techniques.

The expertise of teacher in research, matters a lot however after this what makes the difference is the teacher's explicit behavior like cooperation and attention while dealing with student-scholars in handling their research interests and practices. The research role-models have images in the research community and a say in research-related decision-making processes of the institute /department, which is valued and respected thereby motivating the students to be effectively committed.

For higher education in Pakistan, research is the only future therefore all stakeholders in this sector, particularly teachers have no option but to whole-heartedly concentrate on nourishing their research knowledge and skills with an intention to contribute towards research culture in the country and help new generation becoming effective part of the global village and knowledge economy at the national and international levels simultaneously.

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