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Editorial**Integration of Teaching and Research**

The linking between teaching and research is usually expected and just as often overlooked. Research is one of the primary obligations of a teacher as a scholar. As an academician teacher sometimes sense the attractions of teaching and research as opposing forces. For promotion processes, to advance and contributing evidence-based knowledge to their respective and generic field require teachers' devotion of considerable time to research, publication, and presentation.

How can they maintain the right balance between research and teaching is a major challenge? There is a long debate, whether these two activities complement or contradict each other. Research should and does effect teaching (and vice versa), but the gap between the two can at times seem large. Before teacher settle themselves to the idea that excellence in teaching and research are mutually exclusive, they must consider the similarities between the two activities.

The idea of teachers doing research would only be sustainable if they themselves want to board on it. Teaching and research require similar skills, teacher should understand that improvement and advancement in one area helps into improvement and advancement in the other as well. Teaching and research help teachers to develop meaningful understanding of their own field, refine their communication skills, and improve their skills in selecting and organizing teaching content in a meaningful way.

A teacher must be curious because there is always a possibility that a research question could come up in class and shows new direction for a research. Teachers could see their classroom as a pool of potential research assistants who could contribute greatly to a research specially as

research assistant. Starting small is important and they should do something manageable and within their limits, whether in terms of sample size or the research method and research design that they choose. Teachers need to be comfortable with the research ideas, its applicability, suitability and time management between teaching and research.

In this respect, the institutions' leadership must play a very significant role in allowing teachers to do research. Institutions should provide a supportive environment in which teachers at every stage of their career can flourish. The research environment is improved when there is close collaboration between the academics, industry, and non-government organisations. The institution should foster research collaborations across the world with similar institutes, research institutions, research agencies, funding bodies, industrial and commercial partners, sponsors and supporters.

Finding, problem-solving, critical thinking and creativity are features shared by great research and teaching and thereby fostering a positive learning environment for the students.

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