



ACADEMIC RESEARCH PRODUCTIVITY IS AN INTERPLAY BETWEEN TEACHER'S ATTRIBUTE AND STUDENT'S CHARACTERISTICS WITH THE INFLUENCE OF INSTITUTIONAL MANDATE.

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Abstract

The study generated the theory in the teaching of research. It utilized the inductive method of theory generation, and the researcher used the narrative inquiry approach. Furthermore, the proponent applied the six phases of Labov's narrative analysis in the stories, as told by the teachers who participated in the study. Six identified different areas in the investigation: abstract, orientation, complicating action, evaluation, resolution, and coda. It created a thematic analysis and adapted the six phases of Braun and Clark. The study's findings revealed three themes: Myself, Myself and others, and myself and the Institution. The extracted narratives in the re-storying of the six professors involved came up with the following hypothesis: Academic research productivity governs teachers' attributes: Academic research productivity influences students' characteristics: And academic research productivity affects institutional mandates. This theory emerged as stated: Academic research productivity is an interplay between teacher's attributes and student's characteristics with the influence of the institutional sanction.

Keywords: *Academic research, productivity, interplay, teacher's attributes, student's characteristics, influence, and institutional mandate.*

THEORY GENERATION RATIONALE

In developed countries today, Universities recognized research as an integral response to progress. Teaching research is a crucial responsibility of each faculty member in higher education institutions (HEIs). It is consistent with the evidence that research productivity and other factors will contribute to the nation's growth. Globally, Universities today are placing importance on training students to conduct research.

INTRODUCTION

Pedagogical culture refers to investigating and evaluating the different areas of the teaching and learning processes (Coombs, Garner, Kawulich, Newstead, 2009; Rybacki, 1999; Wagner, 2009). A different scenario was found in Asian Countries wherein research culture is still in its infancy. Hence, there is an urgent necessity to increase research productivity. The dilemma lies in how well teachers teach research and the kind of college students these countries have in terms of knowledge and skill in writing and speaking the English Language. Moreover, studies revealed that universities in emerging nations participated in solid teacher roles and engaged less in research. The challenge is in the regional areas because they need to increase the number of research outputs and produce quality and excellent research to boost their research products. There was no exemption to the rule because the Philippines went through these challenges. Thus, a study on the typology of HEIs in the country of Bernardo (2003) found that in the 223 HEIs as a sample, there were only 15 who met the requirements for the graduate-capable HEI category, and only two HEIs met the standards for doctoral/research university categories. It showed that the majority of the HEIs were teaching institutions.



Hence, this study aimed to generate a theory relevant to the approaches to teaching research methods from the stories of research methods teachers in a university.

SIGNIFICANCE OF THE STUDY

This study benefits the professors teaching research methods; insights and guidance on some teaching techniques and strategies for teaching the subject, therefore providing the professors' concepts on pedagogy and andragogy. This study benefits the students and guides them on the different processes of conducting research.

DESIGN

This study employed the narrative inquiry approach; apply the inductive method for theory generation. The many definitions and approaches to narrative inquiry all have the common element of "storytelling." The storytelling may be autobiographical, biographical, testimonial, or another form. Thus, a narrative is a spoken, written, or visual story that could present various discursive formats, serve multiple purposes, and approach in diverse analytical and interpretive ways. (DePoy & Gitlin, 2016). The narrative had become one of the popular postmodern methods because it yielded a contextually embedded text or set of images that could be subject to multiple interpretations and discursive analysis.

Involve classifying and delineating story configurations in a wide field of study. It is one of the most influential theories written in 1972 by sociolinguist William Labov. In his research essay, he developed the six features of narrative inquiry. (1) he isolated recurrent story features in face-to-face storytelling; (2) abstract was the how of the beginning or the starting point); (3) orientation is describing and telling who and what does it involved with as well as when and where; (4) complicating action is telling what happened; the resolution is describing what happened at the end; (5) evaluation is to tell, so what?; (6) coda was telling what does it all mean.

RESEARCH ENVIRONMENT

The conduct of study was in one of the universities located in Cebu City, Philippines. Ten teachers were teaching research every semester in the three different colleges of the university. There were ten research subjects offered per semester depending on the number of students from the undergraduate level.

RESEARCH PARTICIPANTS

The six participants of the study were from the ten professors teaching research during the second semester of the academic year 2017-2018. Ten professors were qualified as participants; inclusion criteria among the professors who taught for at least three (3) years and who have research outputs and publications, hold doctoral degrees with ranks as professors, are full-time faculty members in their respective colleges, and currently teaching research at the undergraduate level, six of them were willing to participate in the study, and thus signed the consent form. Two were male, and four were female. They are in their early adult to middle adulthood, ages from fifty-one (51) to three (33) years old.

RESEARCH INSTRUMENT

The study used three instruments to gather the necessary data. The first instrument was a fill-in questionnaire profile asking for data on their age, sex, civil status, educational attainment, number of semesters teaching research in the undergraduate, master's, and doctoral level, their present rank, number of completed research, number of on-going research, number of presented research both local or foreign, number of published research both in local and international, number of paper advisees in the undergraduate, master and doctoral degree.



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DATA-GATHERING PROCEDURE

In the conduct of the study, a letter of request was addressed to the University President and was given personally by the researcher; submitted a capsule proposal to the Director of Research and Development with the consent form for the ethics committee for approval; a letter submitted to the Dean of the College of Teacher Education (CTE). Soon as it was approved, the selected participants received their copy of the questionnaire. And to avoid class disruption, they conduct interviews during their free time. Caution is observed every time to ensure the accuracy and completeness of the desired data and information. Most of all, the researcher assured the anonymity of the participants and the confidentiality of their responses. In the process of the interview, these were the professors who taught research in undergraduate and graduate studies for at least three years. There were 6 of them, the interview lasted for about 45 minutes for the entire duration. These professors participated in local and international research conferences and published research studies in various journals.

DATA ANALYSIS

This study underwent thematic analysis by following these steps: 1. the first step included numerous examinations and making transcriptions. It consisted of reading the transcript several times. (a) the recorded audio was helpful since this process suggested that the researcher pays attention to the details several times. It was a way to go into a deeper engagement of the status of the data and steer in. Read and listened to the audio recorded and gained a fresh understanding. (b) Take note of what was observed and reflect on the experience during the interview process. The comments and points of view were both of significant value. (c) Focus more on the content, philological use, framework, and primary interpretations, i.e., images, codes, recurrences, and breaks. To generate personally, associate annotations with the physical characteristics of the person who conducted the interview. Gender, age, social status, and other attributes contributed to the emotional impact on the participant; second, transcripts convert into developing subjects; this time researcher works more on the summaries instead of the texts. The purpose was to convert notes to themes. The researcher tried to formulate a concise phrase at a slightly higher level of abstraction which may refer to a more psychological conceptualization. Nevertheless, this was still grounded in the detail of the participant's account. This stage is inevitably influenced by having already annotated the transcript.

ETHICAL CONSIDERATION

A consent form signed by each participant before their interview must stipulate all the provisions in writing; also, it's decisive to note that mutual trust and understanding are well-established between the investigator and those involved in the study who signed the consent form. Six research participants were involved in this study; the participants met the inclusion criteria set by the principal investigator; she is an assistant professor at the university and has been teaching for about three years. One benefit of being a part of the study is gaining deeper analysis. To look into the research process and the how of the implementation and evaluation and achieve the product of a methodological investigation. The results could guide them on what approach to the topics in research.

THEORY GENERATION

This study employed the narrative inquiry approach and applied the inductive method for theory generation. The many denotations, annotations, and different approaches to narrative inquiry all have the common element of storytelling. The storytelling may be autobiographical, biographical, testimonial, or another form. Narrative inquiry highlights ethical matters and shapes new theoretical understandings of peoples' experiences. Narrative research shoots from the sagacity that a narrative is an approach of thinking—a manifestation of cultures' depot of information (Bruner 2016). As disputed, the educators' familiarity and understanding of school and classroom training are embedded in the story and dialogue about the preparation, and all the time, and presented in a narrative form.

The objective of narrative research is to apprehend school and classroom practice and tell others about it in such a way as to adapt the usual approach to thinking. According to Gudmundsdottir, the narrative approach moves research on school practice as a ground out of the constrictions that scholastic consciousness has placed upon the community and enables one to move from the place where one belongs—into the dimension of human sciences theorized by Dilthey.' (Clandinin, D.J.; Huber, J., 2010; Richardson, V., 2001; Labov, 2010). It is the classification and delineation of story configurations in a wide field of study; one of the most influential theories was written in 1972 by sociolinguist William Labov. In his research essay, he developed the six features of narrative inquiry. He isolated recurrent story features in face-to-face storytelling: (1) abstract is the how of the beginning or the starting point); (2) orientation is describing and telling who and what does it involved with as well as when and where; (3) complicating action is telling what happened; the resolution is describing what happened at the end; (4) evaluation is to tell, so what?; (5) Resolution is the conclusion (6) coda is telling what does it all mean.

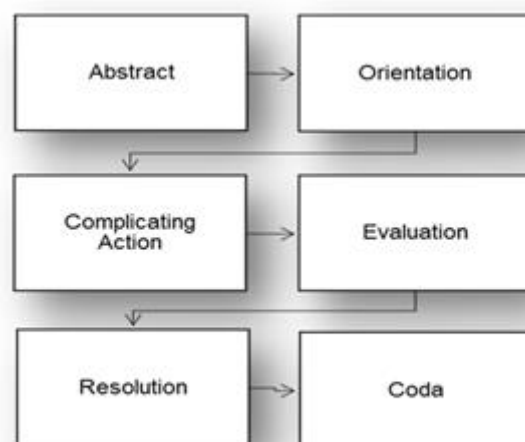


Figure 1
Labov's Model of Story Analysis

The model given in Figure 1 Labov's model of story analysis and it based on his belief that *one cannot understand the development of a linguistic change besides the social life of the community where it occurs*; he postulates that observation and record variations were not enough for a person to comprehend; must be that one could become part of the change process—that should view within the context of change in the community where it must be initiated and implemented.



The word abstraction or abstract refers to an initial part of the storytelling. It could be a concept or a quick summary of events that occurred. It might just be one or two lines that will ignite the reader. The role of abstraction is to draw the interest of the audience interest and get the listener to hear the rest of the story.

The next stage was called orientation. At this stage, the speaker in the storytelling gives listeners information regarding where or the place of the story. A speaker will present and explain who is involved in the story, the setting of the story is valid and comprehensive to the readers, and informs about the time and place where the narration is unfolding. It is where the action complicates and relates to the actual events of the storytelling. Occurrences move ahead in confounding behaviors that can prove a natural action. They may be statements from a spoken-out-loud word or can be considered acts. Evaluation refers to the point or reasons why the re-storying evolved. It is doable in various ways. It could be explicitly specified or may be implicit. Internal evaluations are the ones disclosed at a time when the story was occurring. External evaluations occur outside the immediate action of the tale; for example, after telling it, what happened next? An evaluation technique is an embedded evaluation which is one explanation provided by any one of the people from the storyteller directly. Additionally, it can also be an event from the story.

RE-STORYING TEACHERS' CONFESSIONS (ABSTRACT)

There were untold tales of the six professors, and these are stories that revolutionized a journey worth telling. These were confessions of the storytellers - detailed accounts of the stories of their labor untold that transformed the teaching of research.

The way it was in the classrooms

(Orientation). The university professors poured in all their attributes yesterday and today. Many years passed by, and around twenty years ago, professors could still remember the way it was before. The exact place where events cascaded, and it happened right in the classrooms. The school where they taught research stood as their silent witness through the test of time. They shared stories about their attitude toward teaching research for the first stretch. "I was so rigid" because this professor didn't give the students room to change their topics, and all were already ready for them. Another statement from teacher said, "I was scared". These teachers were afraid to teach research because it was their load, and they couldn't go against it.

Fear

(Complicating Action). A revelation told by a professor who said before it was scary to teach research. The professor once had a not-so-pleasant experience'. It was a story in the past when she took a master's program. To understand research was too difficult because of the way it was so general. The professor appreciatively remembered a mentor she described as the tough one in the university. The one who was so keen on numbers, and she took the consequence of naked truth, lacks the skill in solving higher level of statistical analysis. The professor's orientation was not in quantitative research but in qualitative research. More than anything else, the teacher needed a refresher course in statistics before taking the comprehensive examination.

The voice of experience

(Evaluation). These stories were the different voices of research teachers at the start of their journey encountered a lot of difficult times. These were the common scenarios as they performed daily activities in the classrooms. Elicited from the pictures they painted from the beginning to the succeeding years. The road trip began in simplest way until the time when their

skills got improved in teaching research. They needed to change their attitude of fear until moments when they felt confident in their knowledge in research. With these results, professors were able to transcend their mentoring skills. They established effective ways to understand their mentees. They struggled and went all-out to enhance their skills in research. They first got their knowledge from books as their resources. Then, they finally found a better process and identified their coaching strategy. From then on, they were better engaged in their lessons.

According to Braun and Clark (2006), after the re-storying, using six steps through the stories was done by themes and following over again the six steps.

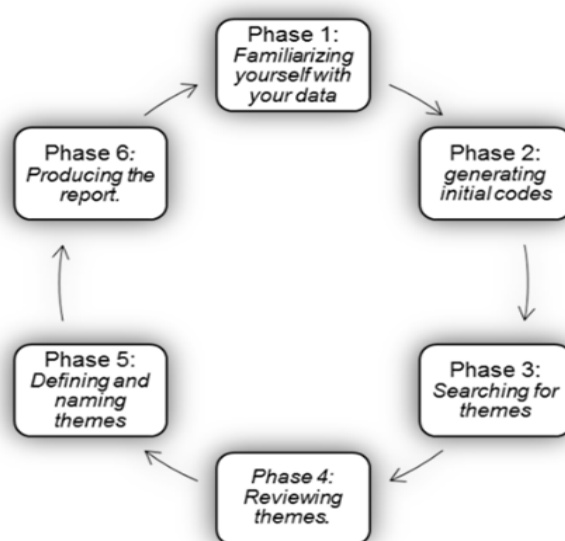


Fig 2. Thematic Analysis (Braun and Clarke, 2006)

Thematic Analysis: Theme 1 “Myself”

An educator goes through training and helps form the attributes that govern the outputs students produce. The premise is that these attributes contribute to yielding quality research products. A teacher unfolds a story that happened at the earliest part of her career as a research teacher.

Professor A

Bookish. The story discloses an experience of a first-time teacher in research. The instructor described herself as bookish as ‘Morrisonian’ style-teaching research by unit. The following significant utterances supported the sub-category:

“I was bookish ‘Madisonian’ style of teaching research by unit. For example, like teaching what is variable- independent and dependent variables, in the case of quantitative research I referred to different references like a typical newbie teaching any subject. I was so idealistic” (Prof A, L 3-6).

Justify. A professor talks about the research skill before she uses it to justify it. First, she goes to the library, lists all the titles, and is so specific. Then reads all research related to the



findings. Compared these with the proposed topics she gave to the students. Before she ends her lecture on identifying and formulating a problem, she discusses topics chapter by chapter as she does with the related studies. The following significant utterances supported the sub-category:

Professor C

“What I did before to justify research, first thing I did is to go to the library. Then, I listed all the titles especially the research I first taught was so specific. I read all the research related to these specific findings especially I have something to compare with my proposed topics. Before, I had to finish the discussions, everything like how to identify problem, to formulate problem, I discussed these topics chapter by chapter. This is how to do related studies” (Prof A 10-16).

Attributes. Then, a teacher mentioned the attributes that she possessed and told her story as first-time teacher teaching research. She described the research attitude and the skill she had at first. She was not doing things perfectly, and she struggled throughout the time. But the only thing that made the teacher feel confident and comfortable was her background. In the department, and handled research by team teaching and utilized this strategy. The following significant utterances supported the sub-category:

“At first, I was not doing things perfectly, so there were struggles but the only thing that made me feel confident and more comfortable it’s because I was in the college, I handled research by team teaching, thus, utilized team teaching strategy” (Prof C, L 209-211).

Professor D

Difficulty. One professor spoke about research attitude and openly expressed as teaching research wasn’t easy. The teacher who already have developed research skill and knowledge. Because when she started teaching research, she had her research published. But she finds it different when she teaches it since she had difficulty teaching research rather than doing research which was easier for her. The following significant utterances supported the sub-category:

“As a teacher it wasn’t easy, when I first started teaching research, I already had publications but it’s different when you teach the process rather than you are doing it. So, I find it difficult in myself” (Prof D, L 311- 313).

Professor E

Neophyte. A story narrated by a professor about her being a neophyte at the start of her career as a research teacher. Her attitude during those times filled up with questions about whether she could handle it well. The skill that she relied on was the teaching strategy that her department utilized. It was team teaching wherein she found some topics, to begin with. She prepared her lessons, but it was nerve-racking for her as a starter. The following significant utterances supported the sub-category:

“Being a neophyte in the teaching force there were really those questions like ‘could I handle it well, ‘but since it’s team-teaching endeavor so I was just given some topics to start with, of course I had preparation since it isn’t good that I would be teaching without reviewing, so that was nerve rocking at the start” (Prof E, L 390-393).

My Feelings. A professor tells a story and expresses her feelings, dictating her heart to learn more about quantitative research. Although she preferred qualitative research, the professor opened her mind to exploring research quantitatively. It’s because of my interest in learning how to generate themes. Particularly in line with the area where the teacher is inclined to do. Her beliefs in giving tests like proficiency tests, diagnostic tests, and interventions made her yearn to conduct quantitative research. And to know what happened after the intervention. The teacher likes one-shot experimental or quasi-experimental. However, this is in her field of expertise considers it a pure study. This professor prefers to do the research quantitatively. She stores it in her wish list box, a study she longs to undertake. The following significant utterances supported the sub-category:

“I want to learn more about quantitative research although I prefer qualitative though it’s interesting like generation of themes, but it is also interesting to know in my field of expertise, there is both the quantitative and qualitative side.

“Like I believe in giving test. Like proficiency test, diagnostic test, then, intervention and to know what happened after the intervention and I like that. I like one shot experimental or quasi experimental. However, there is the part in my area that is considered a pure study and I teach these subjects, I like it pure qualitative, but I would love to do long research on ‘ethno’, but I still don’t have the time at this moment. Before I retire, I will have ‘ethno’ study and immerse myself into a speech community” (Prof A, L 113 - 121).

Professor B

I love doing research. One thing that a professor in research wanted to claim every day expressing her love for research. The teacher is teaching this subject, a need to love it. The following significant utterances supported the sub-category:

“I love everything because I need to love the subject that I am teaching” (Prof B, L 206).



Professor C

I love Research. A teacher tells her love of doing research design because it makes her happy when students realize the difference between experimental from other experimental research designs. Looking at their happy faces and big smiles and looking at the expressions on their faces is like telling the teacher they already know how to determine the appropriateness of a design to their topic. The following significant utterances supported the sub-category:

“I love to teach research design because I feel happy when my students could realize the difference between experimental from other experimental designs” (Prof C, L 305-308).

Then, the smile in their faces especially they already could determine the appropriateness of a design to their topic” (Prof C, L 305-308).

Theme 2 “Myself and Others”

Stories continued to unveil ways teachers could enable students to produce globally competent research studies and describe how students responded to the challenges set before and with teaching strategies and methods these teachers apply in their daily activities and must see to it that these are all aligned with the institutional mandates that may affect the products of their research.

Professor A

Myself & My Students. Professor A tells the story of how things are in the first week of the class and sits with the students in the group to include them and ask if they will be doing individual or team research. The professor instructs the students to look for topics; it must be of interest to the students and guides them throughout the formulation of research questions and assists the students in the application of what was in the lecture. Followed by the workshop. These significant utterances supported the sub-category:

“The first thing I do in the first week of the class is to let students find their topics, general topics that they like. Then, I must sit with them in the group because usually I include them and I ask them, ‘what now, would you like to have individual research, or you choose to have team research’? Usually what I do is to start with those who are doing individual research and sit with each of them to formulate the questions with them applying what has been taught in the lecture followed by the workshop” (Prof A, L 58-64).

Students’ Attitude in Research. The professor exposes a story about students who expressed how joyful they were once the teacher approves the topic. The attitude of some students often tells their dependency on the teacher’s help. So, the teacher reminded the students those teachers are there to facilitate and it’s not only the teacher who will be making the problem but for them to finalize the problem of their study. The following significant utterances supported the sub-category:

“There are really students who tell, ‘for many years, only now the topic was approved by the professor’. But I tell them these, because there are many of you in the group and it’s not only the professor who is going to make the problem” (Prof A, L 65-68).

Students’ Outputs. This professor revealed the formula on how to write the best output. She reiterated to the class that it is not only up to the implications. According to the professor the research study is lacking when students only write the implications; the teacher made sure that the research class follow this technique in writing their research study. The following significant utterances supported the sub-category:

“I always tell my students to write an output not only up to the implications because for me, but it is also still lacking if they only write the implications, I made it clear to the students” (Prof A, L 87-89).

Research Skill. Another valuable technique in research writing was shared by a teacher that in the research class when a student is interested in a writer, she advised them to talk to the writer. Students must ask the writer if the writer allow the student - researcher to ask for views and opinions regarding the work of the writer. The following significant utterance supported the sub-category:

“When a student is interested in one writer, I always tell to talk to the writer. Ask the writer if the writer will allow you as the researcher ask for views and opinions regarding the work of the writer” (Prof A),

Theme 3 “Myself and the Institution”

Stories narrated by six professors captured these moments when they invested their talents, skills, time and effort in order to produce excellent research products. Nonetheless, the institution where they came from have sanctions and policies that were mandated. And these are all coming from the moulding clays initiated by the Commission on Higher Education. Subsequently, it came to be when things happened in a spur. The six professors in the years they taught research in the undergraduate level, the thrust and priorities of the school in terms of students’ research outputs jibe with the mandate of CHED.

Professor A

Commission on Higher Education & Research Productivity. In keeping up with the CHEDs mandate that institutional research productivity is monitored and utilized for State Universities and Colleges or SUCs for levelling. The professor said that in six years, “I need to come up with institutional research, but one of the limitations this research teacher had is time, her schedule”. As much as she would try her very best to come up with an output in research, she was able to have it written and presented her research paper. It was funded research of the institution. A schedule was out there set to have it done in a specified time. The center for research and development funded the said project and was published on time as specified. The following significant utterances supported the sub-category:

“In six years, a professor like me must come up with institutional research but then one of my limitations is time, my schedule. So, as

much as I would try my very best to come up with an output in research, I was able to have it written and presented because it was funded research of the institution. A timetable was there set to have it done in a specific duration. With the support of the center for research and development, the funded research and published on time as specified” (Prof A, L 25-39).

National Economic Research Agenda. In line with United Nations Educational Scientific and Cultural Organization or UNESCO is the presence of the National Economic Development Agenda or NEDA and then the National Economic Research Agenda or NERA and the institution’s mandated sanctions and policies helped shaped the academic research productivity. These are basis on which students get the feel and view of the world or the global perspectives. As it is also geared towards the local as it happens simultaneously.

However, this professor said she is not even certain of the way these are customized or immersed, or even embedded in a sequence where it is appreciated by the students. In addition, the professor made sure all she does for research is aligned including the rationale of the study. The teacher made the students justify it along with the Sustainable Development Goals or SDGs and must be addressed in their studies. The following significant utterances supported the sub-category:

“I basically start with United Nations, there is the presence of the National Economic Development agenda or NEDA and then the National Economic Research Agenda or NERA and then the institution. Along these areas, students would get the feel and the view of the global going towards the local. But I doubt I cannot assure you I cannot make sure if they assimilated, or absorbed, or integrated or any way appreciated the sequence because you know these children. I make sure it’s aligned. In the rationale also I make them justify which of the Sustainable Development Goals or SDGs are being addressed by their study” (Professor A, L 70- 77).

SURVIVAL AT THE PRESENT TIME

(Resolution). Then, at the present time they strived and survived. Teachers looked for effective methods and strategies in teaching so students could produce quality research products. These were their mentoring and coaching style. From the struggles, they were striving to become better for them to survive professionally. A teacher spoke about continuous change of teaching techniques in research. This was a story about the teacher’s first activity, and it is always in a form of play. It’s a game when the teacher asks students to cook ‘humba’, a way to break the ice.

As they continued to look for better strategies and methods in the teaching of Research, the classroom activities were done to make a continuous change. Continuous changes in assessment was carried on by another teacher who said that part of the teacher’s evaluation was critiquing which the teacher had in her classes every quarter. In every after lecture, workshop and after workshop are consultations wherein, she tells them why they’re wrong. So, this is a way to do mentoring technique through a series of workshops. After they revise, they need to do it and revise again.



The characters of the students proved to be a great challenge for these teachers in research. Students were able to make quality outputs however for some they hardly were able to finish their research study.

A teacher shared these experiences regarding changes. It's about the demands of the students. A teacher tells this story about students who asked for more time to do their study. Most students tell various reasons why they cannot, and they say these were attributed to the lack of training when they were in high school. They hated English, hated Language. They say, they were not exposed to writing, it's taxing, and their grammar is terrible. The story continued, the teacher said students complained that it was too much. 'But at least they came up with a good perspective of the qualitative output', the professor remarked. The following significant utterances supported the sub-category:

Professor F

"Some would say that these were attributed because of lack of training when they were in high school and they hated English, hated Language" (Prof F, L 544-546).

"They were not exposed to writing even in high school they always say that it's taxing because they are not expose to writing, their grammar is terrible" (Prof F, L 542-544).

"I have students who complain, Sir that's too much. But at least they really must come with a good perspective of the qualitative output" (Prof F, L 645-646).

Proposition. The following the logical statements which came from the stories and are linked to the concepts of teaching research and are based on the stories of the six professor in research:

Proposition 1: Academic Research Productivity is governed by the teacher's attributes

One of the attributes that teachers possess is their attitude towards research. There are teachers who enjoy doing research and find it pleasant while others it makes them feel anxious because it scares them. On the other hand, teachers think research is interesting while some teachers are not confident because they are in trouble with numbers. Some say research is difficult and the concept of research is difficult to understand however others say they love research because research is an indispensable training in the professional life of a teacher. Teacher's Attitude as well as their interpersonal relationship towards teaching their students research factor are factors that influence the academic environment (Omolar, S., 2015). An attitude can influence a person's performance positively or negatively. The attitude of a teacher and their interpersonal relationship could consciously or unconsciously greatly affect students' academic performance. It has been established that teachers' attitudes highly influence students' interest in learning.

Proposition 2: Academic research productivity is influenced by students' characteristics.

Teachers no matter how well they teach research when students failed to understand the concepts, it is expected they produce fewer quality outputs, or they even failed to finish their outputs. One common scenario in the classroom as derived from the experiences of the teachers who taught research that some students hate and they do not like research because they don't like

numbers, they don't know how to write and express themselves in English and they hated language. There are students who said their teacher in research couldn't let them understand the basic concepts in research. Their teacher doesn't possess research skills in content knowledge and students don't understand. Or the subject is boring since the research teacher cannot teach the subject using effective teaching strategies and fun activities.

Proposition 3: Academic Research Productivity is affected by the institution's trust and priorities.

As characterized by the knowledge society or knowledge economy analyst, the university is a place where it is not only a generator of knowledge, but it educates the young thinkers and not only to transmit culture but an agent for the growth of a nation's economy. It is an exploration in a growth workroom and a machinery where the country designs its human capital in order to dynamically contribute in the international economy. According to United Nations Economic Socio-Cultural Organization or UNESCO's World Declaration on Higher Education for the Twenty-first Century, higher education institutions are among the major units that are tasked to produce, communicate, publish, and apply information. They are the key element of the nation's research and advancement structure. From the standpoint of instruction, dynamic and high-quality research fortifies and sustains degree-level educational environment.

The Theory

Based on the three propositions the following theory emerge as stated: **Academic research productivity is an interplay between teacher's attribute and student's characteristics with the influence of institutional mandate.**

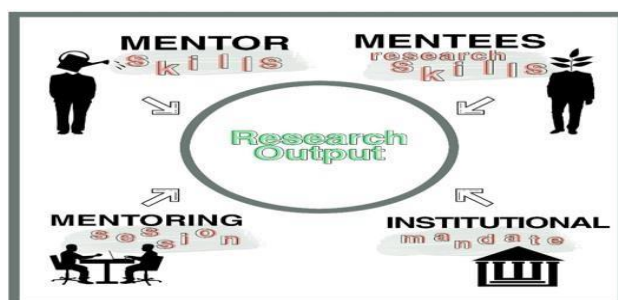


Fig. 3 Theory Generated

Teacher's attributes were overtly retold by the six professors as they travelled on from their earliest experiences in teaching research. Time came when they tried to change themselves to achieve a positive research attitude. While in the past, the research attitude of being scarred but overtime it turned to as an attitude of enthusiasm at present.

The research skills they have developed through years of toil and persistency made them what they are now. The skills they have in research honed their students to become researchers like them. They shared valuable experiences on how they managed to develop high quality research from their own work as well as the research their students.

The knowledge in the content of research predominantly became their masterpieces. Though many of these teachers said that teaching research wasn't easy because at the beginning of their career, content knowledge was then a difficult topic to teach. As they continued to search for better methods and techniques in teaching research content, teachers become competent in terms of their research knowledge.

A teacher's mentoring skill is comparable to a plant nurtured everyday by teachers who taught research for the first time. Later, as they moved on through years of experience, teachers



found out a better way of dealing their students. Research teachers discovered that mentoring was a way for them to make a follow up. Students have their own way of telling their stories as teachers give them time for consultation. As they present the problem of their study, research mentor gives the student advice regarding their difficulties. There is a synergy of motivational activities initiated by the teachers. In this manner, students are encouraged to create and produce quality academic research.

Research mentoring become a potent tool in teaching difficult students. In the advent of improved teacher-student interpersonal relationships, these results radically reverted to a milestone of excellence. Thus, research productivity increases when students put-in all efforts in research presentation, as well when their research are accepted in the international journal. Therefore, all things are well done for these students in research.

Teachers and students as they align their research outputs to the mandates of the Commission on Higher Education as well as make it jibe with the Institutional policies, these agencies would be an arm to achieve more research products and quality research products are according to prescribed international standard.

The theory can be validated through the following hypotheses:

Hypothesis 1: Academic research productivity is governed by the teacher's attributes.

Hypothesis 2: Academic research productivity is influenced by students' characteristics.

Hypothesis 3: Academic research productivity is affected by the institution's research thrust and priorities.

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