FOSTERING THE CULTURE OF QUALITATIVE RESEARCH:

A GROUNDED THEORY OF QUALITIFICATION

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Abstract

FOSTERING THE CULTURE OF QUALITATIVE RESEARCH:
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Qualitative research became a field a few decades ago and in the last two decades, it has been steadily growing and expanding to wider and wider regions of the world. Just like any new paradigm shift in any field, the integration of qualitative research has faced challenges, although in many western countries, the resistance has considerably decreased. Much has been written about the challenges of and solutions have been proposed for the integration of qualitative research. Despite that, for higher education institutions that were driven by quantitative research for decades, embracing qualitative research can be suspicious, ignored, discouraged, resisted, challenging, or overwhelming. No known study has been conducted to explore this paradigm shift from the perspective of how universities successfully integrate qualitative research in their research culture.

This grounded theory was undertaken specifically for this reason. Based on the significant progress experienced in the integration of qualitative research in higher education in the Philippines over the last decade, this study was undertaken to learn how an effective integration of qualitative research in the institutional or organizational research culture occurs. Data was collected through 49 individual semi-structured interviews that involved 45 participants: 10 university faculty members, 10 research organization leaders, eight deans, eight doctoral students, five university research directors and vice presidents, and four doctoral graduates. Furthermore, data was collected through written documents, class observations, memos, and existing literature as required in grounded theory.

The study resulted in specific indicators that define a qualitatively strong university, establishing the factors that challenge the integration of qualitative research in higher education, and effective strategies that can be used to promote and integrate qualitative research in their culture.

The major contributions of this study were the taxonomy of qualitification, which is defines five levels of qualitative research integration and the actual theory of qualitification, that is, the theory that explains how higher education institutions effectively embrace qualitative research.

Declaration

I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree. Except where stated otherwise by reference or acknowledgment, the work presented is entirely my own.

AI Acknowledgement

       I acknowledge that I have not used any AI tools to create, proofread or produce any text or ideas related to any draft or final versions of the thesis.

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Dedication

This work is dedicated to all the champions of qualitative research in the Philippines for the work of qualitification they are doing and to my family for their unparalleled support in my whole academic journey.

Acknowledgments

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CHAPTER 1: INTRODUCTION

Qualitative research is a growing field of research that has long been underutilized, underemphasized, and often misunderstood around the world. However, there is a substantive rise in the production of qualitative research studies. There seems to be a growing demand for the integration of qualitative research in many fields and many countries based on the emerging literature over the past decade or so. This grounded theory study helped generate a theory that explains how education institutions and research organizations effectively integrate qualitative research in their research culture. This first chapter of the dissertation states the research problem, the purpose of the study, the research aims and objectives before presenting the nature and significance of the study. Last, the research questions that guided this deep exploration are presented.

Statement of the Problem

To understand the increasing significance of qualitative research in the world today, it is important to start with Rossow's (2016) statement that, "The qualitative research renaissance is in full swing. Brands have figured out that context is the key to understanding what's relevant" (para. 1). While this statement comes from the field of market research, it is equally applicable to many other fields. Numbers alone can no longer tell the whole story because "the story" has become too complex; even from a few individuals, a story is as powerful as large numbers, especially when it comes to addressing complex situations that are related to lived experiences (Lichtman, 2013). Although the growth or spread of qualitative research may be slower in some places than in others, it is most likely here to stay. Indeed, it is a "renaissance" as indicated above. Any renaissance comes with its own challenges and it is no different for qualitative research. Given the importance

of qualitative research in different academic fields around the world today, this study is focused on supporting this "renaissance" by generating a theory that explains how higher education institutions and research organizations successfully integrate qualitative research in their research culture and how this knowledge can be utilized to foster qualitative research in higher education institutions.

Many scholars, at least from the United States, believe that qualitative research as a field started with the publication of The Discovery of Grounded Theory by Glaser and Strauss (1967), although some argue that the title of the "father of qualitative research" should be attributed to the psychologist Paul Felix Lazarfeld (Bailey, 2014) from the European perspective. No matter where scholars think qualitative research originated from and who started the field, it has been accepted as a trustworthy approach to conducting research. Theoretically, many different research methods textbooks and classes in education, social sciences, and other various fields introduce quantitative, qualitative, and mixed-methods research. However, it is common to see a predominant usage of quantitative research in colleges and universities around the world.

Although research in higher education is still predominantly quantitative in many parts of the world, qualitative research is steadily growing in different countries and in various fields (Alasuutari, 2010; Borreani et al., 2004; Mohajan, 2018; Rennie et al., 2002). More and more publishers, books, and journal articles are embracing it as well as a growing number of colleges and universities (Mohajan, 2018; Wa-Mbaleka, 2017). Qualitative research is now seen in different fields such as social sciences (Lune & Berg, 2017; Trainor & Graue, 2013), education (Lichtman, 2013; Luttrell, 2010; Ward & Delamont, 2020), health (Holloway & Galvin, 2016; Tolley et al., 2016), leadership (Klenke, 2016), sports (Sparkes & Smith, 2014), psychology (Harper & Thomson, 2012; McLeod, 2011; Sullivan & Forrester, 2019; Willig, 2013), business (Daymon &

Holloway, 2011), applied linguistics (Heigham & Crocker, 2009), communication (Lindolf & Taylor, 2019), practical theology (Slee et al., 2018; Swinton & Mowat, 2016; Wa-Mbaleka et al., 2021), and even in high school education (Wa-Mbaleka & Gladstone, 2018), and many more. It is no longer an approach for just education, anthropology, and sociology as it once was.

Despite the spread of qualitative research in different fields and the multiplicity of qualitative research books on how to design and produce it, the traditional resistance from embracing it fully continues to be prevalent in many higher education institutions and fields (Daniel, 2016; Shekhar et al., 2019). This can be seen in the overwhelming publications of quantitative research studies in scholarly journals, production of quantitative research theses and dissertations, and presentations of quantitative research studies at research conferences in many countries. Factors preventing people from accepting qualitative research have been established, although many of them simply remain myths that have been debunked (Bogdan & Biklen, 2007; Taylor, 2017b; Taylor et al., 2016). Some of these include qualitative research not being objective, being focused only on few participants, being too localized, being too complex to conduct, not being valid or reliable, and not being scientific enough (Taylor, 2017b; Wa-Mbaleka, 2017; Wa-Mbaleka & Rosario, 2022) among others.

Addressing the challenges of and myths about qualitative research has probably contributed to some degree to the advancement of the field of qualitative research where this has been successful. However, until this study was conducted, there was little or no known systematic evidence of research conducted about what leads to successful integration of qualitative research in colleges and universities. After all, if qualitative research must continue spreading efficiently, it needs to have solid roots in colleges and universities. Stories and lived experiences of institutions and research organizations that have integrated qualitative research have not been systematically

studied to understand what has made them successful. Learning from them helped build the theory of qualitification; that is, the theory explaining how a whole institution comes to embrace qualitative research and integrate it in its institutional system. Qualitative research is believed to be better fitting in addressing complex issues than quantitative research (Creswell & Poth, 2024; Flick, 2023; Lichtman, 2013). Given that there are more and more complex issues coming up every year in most fields, it only makes sense to integrate qualitative research even more in academic institutions to help the ever-increasing complex issues.

Purpose of the Study, Research Aims, and Objectives

To get a clear direction where a researcher is headed, it is important to state clearly the purpose of the study, the research aims, and the research objectives. These must be clearly aligned with the research problem (Wa-Mbaleka, 2018, 2019b). This section discusses these different components of this study.

Purpose Statement

The main objective of this grounded theory study was to build a theory that explains how institutions successfully integrate qualitative research; that is, the theory of qualitification. Such a theory is helpful in fostering the integration of qualitative research in university education, research training, as well as in master's theses, doctoral dissertations, and journal publications. For that to happen, it was important to explore the antecedents of an institution's qualitification. From this exploration, not only was a theory built; but also, some effective strategies were developed that can help higher education institutions and research organizations to integrate qualitative research successfully and eventually address complex issues better. Furthermore, barriers to

qualitification were explored so that institutions planning to implement this theory could know what barriers to eliminate in the process.

This study was conducted at four universities in the Philippines—one from the northern region, two in the central regions, and one in the southern region. The study was based on individual interviews of vice-presidents and directors of research of the selected universities, some faculty who teach qualitative research or who have supervised qualitative research dissertations, current doctoral students writing qualitative research dissertations and fresh doctoral graduates who had successfully completed their qualitative research dissertations. Furthermore, some top leaders of three research organizations were included. One was from the northern, one from the central, and one from the southern regions of the country.

Participants were selected primarily using purposive and snowball sampling, as accepted in qualitative research in general (Creswell & Poth, 2024; Lichtman, 2013; Taylor et al., 2016). In the course of data collection, theoretical sampling was used to meet the rigor of grounded theory (Birks & Mills, 2015). In addition to the interviews, for the purposes of triangulation (Bogdan & Biklen, 2007; Creswell & Poth, 2024), the study also used documents, observations, and fieldnotes as sources of data. As part of the best practices and requirements for grounded theory as a qualitative research design (Birks & Mills, 2015), this study also include analytic memos and the existing literature as sources of data.

Aims and Objectives

This study is a grounded theory that explored what makes universities successful in the integration of qualitative research in their research culture. This study had two major aims and six objectives.

Aim 1: Develop effective strategies that can help higher education institutions and research organizations to integrate qualitative research successfully.

Objective 1: Develop a list of indicators of higher education institutions that are strong in qualitative research.

Objective 2: Develop a list of barriers to qualitification.

Objective 3: Develop a list of best practices that support qualitification.

Objective 4: Make recommendations for higher education institutions and research organizations on how to integrate qualitative research successfully.

Aim 2: Develop the theory of qualitification

Objective 5: Explain how a university effectively integrates qualitative research in their research culture.

Objective 6: Generate a formal grounded theory of qualitification.

Nature and Significance of the Study

Before undertaking a study, it was important to state clearly its nature. After all, no research study should be undertaken unless it plays an important role in improving theory, knowledge, or practice. This section discusses the nature of the study and its significance.

Nature of the Study

This study used the qualitative research approach because it explored a complex phenomenon (Creswell & Poth, 2018; Flick, 2023) referred to here as qualitification. According to qualitative research experts, qualitative research is preferred when a study is focused on a complex issue and when variables are not known or not yet established (Lichtman, 2013; Merriam & Tisdell, 2016). Exploring how an institution integrates qualitative research effectively in their research culture is certainly about exploring a complex phenomenon of which clear variables were

not yet established. Besides, this exploration also involved some kind of process; thus, making it fit for qualitative research, according to Yin (2015).

Qualitative research provides an opportunity to explore an issue in depth (Crabtree & Miller, 2022; Silverman, 2021). The theory of qualitification required an in-depth exploration that was possible only through qualitative research. This in-depth exploration in qualitative research is possible through multiple sources of data, long time spent collecting, analysis, and interpreting data, and a multidimensional approach to addressing the target research problem (Creswell & Báez, 2021; Flick, 2022b). This is why qualitative research was given preference in this study.

Significance of the Study

While qualitative research continues to grow (Mohajan, 2018; Wa-Mbaleka, 2017), there are many higher education institutions that have not made significant progress in integrating qualitative research in their research culture. This grounded theory study aimed at generating a theory of qualitification that explains how universities have successfully embraced qualitative research in the Philippines. The practical result of the study was to generate practical strategies that higher education institutions and research organizations can use to integrate qualitative research in their own research culture. This contribution is substantive in the field of qualitative research as it can contribute to qualitification in several institutions.

The major significance of this study is fivefold. First, the outcome of this study was a formal grounded theory, which is a significant contribution to the field of qualitative research. While many grounded theories have been produced over the years about issues in different fields; this grounded theory is one of the unique ones in the sense that it is generated about qualitative research while using a qualitative research design. Second, in the process of generating the theory, a taxonomy of qualitification was designed to help assess the level of qualitification of higher

education institutions. Third, specific indicators of a university that is strong in qualitative research were identified. Fourth, this study generated a list of barriers that prevent institutions from effectively integrating qualitative research and proposed recommendations for higher education institutions to integrate qualitative research effectively. Last, a list of practical strategies and recommendations to successfully integrate qualitative research in an institution's or organization's research culture is an important contribution to practice in places where research leaders wish to integrate qualitative research but do not know how to go about it.

For grounded theory, the literature review is expected to be minimal in a proposal; this is because the literature is one of the data sources and it is a way to prevent the researcher's thinking process from being influenced by the existing literature (Birks & Mills, 2015). In this study, the literature review was therefore about mapping the production of qualitative research textbooks from SAGE Publications Ltd from the beginning to 2022 in order to study how the production and publication of qualitative research has progressed over the years. The literature review was based on a synthesis of the existing book publications using SAGE's online database.

Research Questions

The theory of qualitification was based on a holistic exploration of what four universities did to integrate qualitative research successfully in their research culture. It is true that just like the design itself, ground theory is emergent and it is not impossible for the study' research questions to be emergent (Birks & Mills, 2015; Corbin & Strauss, 2015; Glaser & Strauss, 1967). However, for the purposes of the proposal of this study, the following research questions were presented as the initial ones:

1. What are the indicators of a qualitatively acculturated institution?
2. What factors motivate a university to embrace qualitative research fully?

3. What theory can be proposed to explain the qualitification of a university?

4. What effective strategies can be proposed for universities to embrace qualitative research?

Based on the recommendations from the proposal defense and on the development of the theory, as well as on the experience of the data collection and analysis, the following became the final research questions:

1. What are the indicators of a university that is strong in qualitative research?

2. What are the major barriers that prevent universities from integrating qualitative research?

3. What factors contribute to a university's qualitification?

4. What role do administrators and champions play in qualitification?

5. What are the best practices that foster qualitative research in a university?

6. What theory can be proposed to explain the qualitification of a university?

There was a reason for each of the research questions. For the first research question, it was important to know the key performance indicators of an institution that is strong in qualitative research so that these could help guide other institutions when they start the process of qualitification. The second research question was about the barriers that make qualitification challenging. For sure, institutions that have moved from being heavily based on quantitative research to being inclusive of both quantitative and qualitative research, have faced challenges on the way. The second research question led to exploring these challenges and barriers and generating some solutions about them. The third research question was about factors that are the catalysts of qualitification. The fourth research question, which was added after all the interviews were coded, was specifically meant to bring to light the role that administrators and qualitative

research champions play in qualitification. It was necessary to set these two groups apart because they came up strongly in the data.

The fifth research question was about establishing the best strategies to foster qualitative research in institutions of higher learning. Establishing these strategies from people who have been successful in qualitification was certainly something that would help in the overall understanding of qualitification. For the purposes of practitioners or people who may implement the outcome of this study, the fifth research question was included to generate best practices that may be useful for the implementation of qualitification. The sixth research question led to the heart of this study: to generate a brand-new formal theory of qualitification. Due to its central role in this study, this research question took much more time than the other research questions.

CHAPTER 2: LITERATURE REVIEW

In most dissertations, it is common to have a thorough review of the literature solely for Chapter 2 (Grant & Osanloo, 2014; Joyner et al., 2013; Randolph, 2009; Roberts & Hyatt, 2019; Wa-Mbaleka, 2018). It is believed to be so important that "writing a faulty literature review is one of the many ways to derail a dissertation. If the literature review is flawed, the remainder of the dissertation may also be viewed as flawed" in most dissertations (Randolph, 2009, p. 1). Literature review helps search and find information about the topic under exploration, evaluate the existing knowledge and sources, develop conceptual or theoretical frameworks, mind maps, and write the thorough review of the literature (Rowley & Slack, 2004). In general, a comprehensive literature review is necessary at the beginning of a study, especially in many social research designs.

In dissertations, literature review is usually used to "(a) review, update, and critique the literature; (b) conduct meta-analysis of the literature; (c) review, critique, and synthesize the literature; (d) reconceptualize the topic reviewed in the literature; and (e) answer specific research questions about the topic" under exploration (Torraco, 2016, p. 411). In most cases, no one can complete a study without a thorough review of the literature. This is because it is one of the major foundational pillars of a dissertation. However, a thorough review of the literature is neither common nor required in grounded theory.

In grounded theory, the thorough review of the literature in the substantive area of a grounded theory is to be saved for later stages of the exploration, specifically in data collection and data analysis (Birks & Mills, 2015; Glaser, 1992, 1998; Glaser & Strauss, 1967; Tie et al., 2019; Urquhart, 2013). Existing literature is used as source of data to prevent it from "contaminating" the development of the new theory. The next section explains thoroughly why

experts take this stand in grounded theory. For this reason, I decided to conduct a short review of the literature in a unique way. Given that SAGE Publications Ltd. is one of the leading publishers of qualitative research books, if not the leading publisher of qualitative research books, I decided to explore all the books that SAGE published from the beginning all the way to 2022. This exploration covered SAGE publications over 4 decades after their first qualitative research book by Morgan (1983).

To find the list of all published qualitative research books, I formally emailed SAGE to request the list. SAGE willingly sent me the direct link to this list. Additionally, SAGE provided me the steps below on how to access this list in case the direct link ever changed.

Step 1: Go to https://us.sagepub.com/en-us/nam/home

Step 2: Click on "Products".

Step 3: Click on "Books".

Step 4: Drill down to "Qualitative Research" in the "Disciplines" search field.

Any book that SAGE may have published that was not found in their online database on their website was not included. Books included in this study were solely those that were accessible through the method that SAGE provided.

From the exhaustive list of books published by SAGE, the following structure of the literature seemed effective.

1. A quantitative synthesis of published qualitative research books over the years,

2. A thematic analysis of topics used for SAGE publications over the years,

3. The different topics covered in SAGE publications over the years.

This approach was given preference for this dissertation to prevent the grounded theory from being influenced by the existing literature that pertained to this dissertation. However, exploring the

trends of qualitative research through a major publisher is an important undertaking for the general, not specific, knowledge about the theory of qualitification.

The Missing Theoretical Framework

The question of the definition of a theoretical framework in dissertations is one that dissertation writers usually have to deal with (Bloomberg & Volpe, 2012; Joyner et al., 2013; Roberts & Hyatt, 2019; Wa-Mbaleka, 2018). However, as important as this concept is in the dissertation journey, it is not always easy to define (Grant & Osanloo, 2014; Lederman & Lederman, 2015). That is why, it is one of the most misunderstood concepts in the dissertation writing process (Grant & Osanloo, 2014). In fact, in the paper like that of Lederman and Lederman (2015), which was dedicated primarily to defining the theoretical framework (see its title "What Is a Theoretical Framework?: A Practical Answer"), the authors failed to provide a practical answer. Furthermore, it is generally understood that all dissertations require a theoretical framework, such as seen in UNICAF's guide for Chapter 2 of dissertations. This assumption is not true about grounded theory.

A theoretical framework is a synthesis of theories pertaining to a study and the explanation of that connection between the selected theory or theories and the study itself (Wa-Mbaleka, 2018). A theoretical framework is commonly seen as "the foundation from which all knowledge is constructed (metaphorically and literally) for a research study. It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions" (Grant & Osanloo, 2014, p. 12). This definition is an excellent one when the research is a quantitative study. To establish the variables, the research questions, and hypotheses, it is important to look into existing theories that explain certain quantitative relationships or to present the hypotheses that are to be tested in a quantitative study (Creswell & Guetterman, 2018).

Furthermore, "the theoretical framework provides a grounding base, or an anchor, for the literature review, and most importantly, the methods and analysis" (Grant & Osanloo, 2014, p. 12), something that is not necessarily applicable to qualitative research in general and definitely not to grounded theory (Birks & Mills, 2015; Corbin & Strauss, 2015; Tie et al., 2019). While a theoretical framework is expected in most qualitative research designs, it is rarely if ever expected in grounded theory.

In reflecting on the use of theoretical framework in grounded theory, Bryant and Charmaz (2007), two of the leading grounded theory experts, believe that when conducting a grounded theory study, the researchers needs to "go into the field to gather data without a ready-prepared theoretical framework to guide them" (p. 43). From the beginning of the field of grounded theory, the fathers of grounded theory made it clear that it should be undertaken without "a priori assumptions" (Glaser & Strauss, 1967, p. 3) which they considered to be a preconceived theoretical framework. They argued that starting with a theoretical framework was a quantitative research mindset that did not support this new way of approaching research. This tenet still strongly holds today among grounded theory experts.

In this dissertation, the theoretical framework is not existent because the whole purpose of a grounded theory is to build a theory from the data and not from pre-conceived or pre-synthesized theories or theoretical frameworks (Birks & Mills, 2011; Glaser, 1978). It is well-established and generally accepted in the field of grounded theory that "it is impossible to know prior to the beginning of a grounded theory study what concepts will be derived from data and what their relevance to the research will be" (Corbin & Strauss, 2015, p. 49). This stand in grounded theory is based on the reality that starting with a theoretical framework would only restrict the generation of the grounded theory and it could even pollute the mind of the researcher and consequently affect

negatively the development of a grounded theory (Birks & Mills, 2015; Corbin & Strauss, 2015). Most grounded theorists agree with Becker (1986) who advises, "use the literature, don't let it use you" (p. 149). In grounded theory, the researcher is not used by the existing theories and literature, the researcher uses them later in the study, not at the beginning.

In grounded theory, the literature review is not used in the way theoretical framework are understood in quantitative research. Corbin and Strauss (2015) recommend that in grounded theory, literature review—and theoretical framework by extension—is used for constant comparisons, theoretical sensitivity, descriptive materials, development of questions for research observations and interviews, the thought process involved in developing analytic questions, and another way to confirm findings. According to Birks and Mills (2015), in grounded theory, literature and theoretical frameworks are used for theoretical sensitivity, as a source of data, and as a guide to develop theoretical codes. It is for these reasons that "a formal review of the literature is delayed in grounded theory to prevent the researcher imposing existing theories or knowledge on the study processes and outcomes" (Birks & Mills, 2015, p. 22). Theoretical frameworks and literature reviews are not common planning stages in grounded theory. This is the reason why this dissertation also has no theoretical framework and a formal review of the literature that pertain directly to this study. The existing literature is used as a data source and both the literature and selected theories are used in this study for theoretical sensitivity.

The two well-known founders of grounded theories, Glaser and Strauss (1967), strongly advise that "an effective strategy is, at first, literally to ignore the literature of theory and fact on the area under study, in order to assure that the emergence of categories will not be contaminated by concepts more suited to different areas" because "similarities and convergences with the literature can be established after the analytic core of categories has emerged" (p. 37). The

extensive reading on the existing theories and literature is therefore to be saved until later in the grounded theory study. According to Dunne (2011), "the reason behind this call for abstinence from existing literature…[is] essentially related to the desire to allow categories to emerge naturally from the empirical data during analysis, unprohibited by extant theoretical frameworks and associated hypotheses" (p. 114). It is important to emphasize here that grounded theorists do not ignore the importance of the literature review. It is just the place of the literature review is later in the study not at the beginning, as commonly seen in other research studies.

One of the reasons for the split between Barney Glaser and Anselm Strauss, the two founders of grounded theory, is on the place of the review of the literature in a grounded theory research study (Dunne, 2011). In 1990, Corbin and Strauss (1990) recommended the need for the literature review in the early stages of a grounded theory study just as is common to many social research designs. Years later, Glaser (1998, p. 67) took what is most likely the strongest stand ever against conducting comprehensive literature review as a preliminary stage in grounded theory in these terms:

> Grounded theory's very strong dicta are (a) do not do a literature review in the substantive area and related areas where the research is to be done, and (b) when the grounded theory is nearly completed during the sorting and writing up, then the literature search in the substantive area can be accomplished and woven into the theory as more data for constant comparison.

I too subscribe to this stand on the role of theoretical frameworks and literature review in dissertations that use grounded theory. A thorough review of the literature is not and should not be included in grounded theory studies whether they are for conference papers, papers for publication, or dissertations. In fact, a quick glance at some of the leading grounded theory books

shows that they do not have a specific chapter on how to conduct a thorough review of the literature in the preliminary stages of a study (Birks & Mills, 2015; Charmaz, 2014; Corbin & Strauss, 2015; Flick, 2018c; Glaser, 1978, pp. see for instance, ; 1998; Martin & Gynnild, 2011; Urquhart, 2013) as commonly found in social research books.

With the overwhelming evidence presented above, it is safe to conclude that "As a generative and emergent methodology, grounded theory requires the researcher to enter the research field with no … extensive review of literature"; it is the role of the researcher to stay "open to exploring a substantive area and allowing the concerns of those actively engaged therein to guide the emergence of a core issue" (Holton, 2007, p. 269). This approach to theoretical frameworks and comprehensive literature review is in line with the original assumptions of grounded theory. Going against this assumption would only compromise the quality of the grounded theory study. This is why this short chapter does not present a thorough review of the literature as commonly seen in other dissertations; rather, it synthesizes publications that are not the central theme of this dissertation, does not have a theoretical framework, but uses the existing literature as a data source.

Field Description

Although the growth of the field of qualitative research was slow 3 to 4 decades ago, qualitative research has exponentially expanded in different fields and parts of the world (Creswell & Poth, 2024; Wa-Mbaleka, 2017). Qualitative research is known to be most useful in exploring complex issues and when statistics is not effective in addressing the research problem (Lichtman, 2013; Merriam & Tisdell, 2016). It provides a thorough and wholistic exploration of a problem in order to provide comprehensive solutions. This study is a qualitative research study on qualitative research and how people successfully integrate it in their institutional or research organizational

culture. This grounded theory helped build the theory of qualitification. Because this is a grounded theory study, the literature review is not a typical one as seen in other dissertations—for reasons already presented above.

Synthesis of SAGE Book Publications

The synthesis presented in this section is based on an exhaustive list of qualitative research books that were published by SAGE since its first publication in 1983 until 2022. This section is presented in three different dimensions. First, the quantitative synthesis is presented to explore the trends of the qualitative research book publications by SAGE. Next, a thematic analysis of all the SAGE qualitative research books is presented to explore the major topics that have been focused on. This approach was used for the literature review in line with the tenet of grounded theory that substantive literature review should not be conducted on the topic under exploration before data collection. SAGE Publishers was chosen because of its global leadership role in publishing quality qualitative research books.

Quantitative Synthesis of SAGE Published Qualitative Research Books

Although this is a qualitative research study, it was important to explore the frequencies of SAGE book publications over the years. To do so, the table below was designed using five-year periods to synthesize the number of books that SAGE published.

Table 1

Quantitative Synthesis of SAGE Books

Period	Published Books	Number of Publications
1983-1985	(Fielding & Fielding, 1985; Kirk & Miller, 1985; Lincoln, 1985; Lincoln & Guba, 1985; Morgan, 1983)	5
1986-1990	(Adler, 1987; Denzin, 1989; Fine & Sandstrom, 1988; Guba, 1990; Guba & Lincoln, 1989; Jorgensen, 1989; McCracken,	19

	1988; Morse, 1990; Moustakas, 1990; Patton, 1987; Pfaffenberger, 1988; Reason, 1989; Richardson, 1990; Schein, 1987; Schwandt & Halpern, 1988; Shaffir & Stebbins, 1990; Weller & Romney, 1988; Whyte, 1990; Wolcott, 1990)	
1991-1995	(Alasuutari, 1995; Ball & Smith, 1992; Ellis & Flaherty, 1992; Erlandson et al., 1993; Feldman, 1994; Field & Marck, 1994; Fielding & Lee, 1991; Hamel et al., 1993; Hammersley, 1995; Hill, 1993; Holstein & Gubrium, 1995; Josselson & Lieblich, 1993, 1995; Lee, 1993; Lieblich & Josselson, 1994; Martin, 1995; Morgan, 1993; Morrow & Brown, 1994; Morse, 1992, 1993; Morse & Field, 1995; Moustakas, 1994; Psathas, 1994; Riessman, 1993; Shye & Elizur, 1994; Stake, 1995; Thomas, 1992; Weitzman & Miles, 1995; Wolcott, 1994)	29
1996-2000	(Arksey & Knight, 1999; Atkinson, 1998; Barbour & Kitzinger, 1999; Bauer & Gaskell, 2000; Boyatzis, 1998; Braud & Anderson, 1998; Bray et al., 2000; Bryam & Burgess, 1999; Chirban, 1996; Coffey, 1999; Coffey & Atkinson, 1996; Collier, 2000; Crabtree & Miller, 1999; Czarniawska, 1997; deLaine, 2000; Denzin, 1996; Fielding & Lee, 1998; Gahan & Hannibal, 1998; Galasinki, 2000; Glassner & Hertz, 1999; Gomm et al., 2000; Graue & Walsh, 1998; Grbich, 1999; Greenbaum, 1997, 1999; Gummesson, 1999; Heron, 1996; Hertz, 1997; Holmes, 1998; Johnson, 1999; Jones, 1996; Josselson, 1996; Josselson & Lieblich, 1997, 1999; Josselson et al., 1997; Kelle, 1996; Kendall & Whickham, 1999; Kipala & Suzuki, 1999; Krueger, 1997a, 1997b, 1997c; Krueger & King, 1997; Lee, 1998; Lepper, 2000; Lieblich et al., 1998; Mann & Stewart, 2000; Maple, 1997; Miller & Dingwall, 1997; Miller, 1999; Mitchell, 1998; Mithaug, 2000; Moch & Gates, 1999; Morgan, 1996, 1997a, 1997b; Morgan & Krueger, 1997; Morse, 1997; Orbe, 1997; Preskill & Torres, 1998; Ribbens & Edwards, 1998; Richards, 1999; Riggins, 1997; Seale, 1999; Slayden & Whillock, 1998; Strauss & Corbin, 1997; Van Maanen, 1998; Vaughn et al., 1996; Vaz, 1997; Warren & Hackney, 2000; Wood & Kroger, 2000; Yanow, 1999)	71
2001-2005	(Adler et al., 2003; Atkinson et al., 2001; Bloor et al., 2001; Cooke & Cox, 2005; Corbetta, 2003; Czarniawska, 2004; Daiute & Lightfoot, 2003; Denzin, 2001, 2003; Denzin & Lincoln, 2001; Elliot, 2005; Ereaut et al., 2002; Fern, 2001; Freebody, 2003; Goulding, 2002; Hamera, 2005; Have, 2004; Heaton, 2004; Holstein & Gubrium, 2003; Huberman & Miles, 2002; Mariampolski, 2001; Marvasti, 2003; Mathison, 2004; May, 2002; Morse et al., 2001; Myers & Avison, 2002; Northcutt & McCoy, 2003a, 2003b; Paterson et al., 2001; Phillips & Hardy, 2002; Plumber, 2001; Pogrebin, 2002;	45

	Puchta & Potter, 2004; Rodriguez & Ryave, 2001; Scholz & Tietje, 2001; Seale et al., 2003; Shaw & Gould, 2002; Stebbins, 2001; Stevens et al., 2001; Taylor, 2002; Travers, 2001; Wengref, 2001; Willis, 2004; Yin, 2004, 2005)	
2006-2010	(Alvesson, 2010; Anandalakshmy et al., 2008; Atkinson & Delamont, 2010; Atkinson & Delamont, 2008; Bloor & Wood, 2006; Boeije, 2009; Bourgeault et al., 2010; Bryant & Charmaz, 2007, 2010b; Bryman, 2007; Byrne & Ragin, 2009; Campbell & Groundwater-Smith, 2010; Clandinin, 2006; Crang & Cook, 2007; Daly, 2007; Denzin et al., 2008; Drew & heritage, 2006; Faherty, 2009; Fasset & Warren, 2006; Forrester, 2010a, 2010b; Franzosi, 2009; Gibson & Brown, 2009; Given, 2008; Golden-Biddle & Locke, 2006; Greenwood & Levin, 2006; Gubrium & Holstein, 2008; Hahn, 2008; Hammersley, 2008; Inge & Bailey, 2010; James & Busher, 2009; Kleinman, 2007; Knowles & Cole, 2007; Koshy et al., 2010; Liamputtong, 2007; Lichtman, 2010; Makagon & Neumann, 2008; Markham & Baym, 2008; May & Perry, 2010; Mclntyre, 2007; Mills et al., 2009; Minichiello & Kottler, 2009; Moisender & Valtonen, 2006; Neyland, 2007; Pascale, 2010; Pine, 2008; Reed, 2006; Riessman, 2007; Roulston, 2010; Sagor, 2010; Samaras, 2010; Seale et al., 2006; Shani et al., 2007; Simons, 2009; Stanczak, 2007; Sullivan, 2009; Swanborn, 2010; Tang & Joiner, 2006; Torrance, 2010; Van Djik, 2007; Whitehead & McNiff, 2006; Willis, 2007; Wolcott, 2008)	63
2011-2015	(Altheide & Schneider, 2012; Andrews et al., 2013; Anfara Jr & Mertz, 2014; Atkins & Wallace, 2012; Atkinson, 2015; Banks & Zeitlyn, 2015; Barbour, 2013; Barone & Eisner, 2011; Bazeley, 2013; Birks & Mills, 2015; Bischoping & Gazco, 2015; Bold, 2011; Bradbury, 2015; Braun & Clarke, 2013; Brinkmann, 2012; Brinkmann & Kvale, 2014; Cameron & Panovic, 2014; Cassell, 2015; Charmaz, 2013; Clarke & Charmaz, 2013; Copland & Creese, 2015; Corbin & Strauss, 2014; Czarniawska, 2014; Daiute, 2013; Delamont, 2014; Denzin, 2013; Denzin & Lincoln, 2012a, 2012b, 2012c; Dicks, 2011; Emmel, 2013; Emmison et al., 2012; Ericksson & Kovalainen, 2015; Fitzgerald & Housley, 2015; Flick, 2013; Gibson & Hartman, 2013; Given, 2015; Gobo & Mauceri, 2014; Goodwin, 2012; Gopalan, 2013; Grant et al., 2011; Grbich, 2012; Groundwater-Smith et al., 2014; Gubrium et al., 2012; Guest et al., 2011; Guest et al., 2012; Hamilton & Corbett-Whittier, 2012; Hammersley & Traianou, 2012; Harding, 2013; Herr & Anderson, 2014; Hesse-Beiber, 2011, 2013; Hine, 2012; Hollway & Jefferson, 2012; Holstein & Gubrium, 2011; Hughes, 2012; Janesick,	120

	2015; Jones et al., 2012; Keller, 2012; Kim, 2015; Koro-Ljungberg, 2015; Krueger & Casey, 2014; Kuckartz, 2014; Liamputtong, 2011; Litchman, 2013a, 2013b; Livholts & Tamboukou, 2015; Machin & Mayr, 2012; Maxwell, 2011, 2012; McAteer, 2013; McDonell & McNiff, 2015; McNiff, 2014; Miller et al., 2012; Mills & Birks, 2014; Mills & Durepos, 2012; Morgan, 2013; Morris, 2015; O'Reilly & Kiyimba, 2015; Padgett, 2011; Paris & Winn, 2013; Patton, 2014; Pink, 2012a, 2012b, 2013, 2015; Pink et al., 2015; Punch, 2013; Richards, 2014; Richards & Morse, 2012; Ritchie et al., 2013; Rubin & Rubin, 2011; Rudestam & Newton, 2014; Russel Bernard, 2012; Saldana, 2014, 2015; Salmons, 2011, 2015a, 2015b; Schreier, 2012; Schwandt, 2015; Silver & Lewins, 2014; Silverman, 2013; Stewart & Shamdasani, 2014; Stringer, 2013; Sullivan et al., 2012; Sullivan, 2011; Thomas, 2013, 2015; Thomas & Myers, 2015; Urquhart, 2012; Van Djik, 2011; Walden, 2012; Waller et al., 2015; Willig & Stainton-Rogers, 2012; Witzel & Reiter, 2012; Wodak, 2015; Wodak & Meyer, 2015; Yin, 2011)	
2016-2020	(Atkinson, 2017; Atkinson, 2020; Bailey, 2017; Barbour, 2018; Beck, 2020; Bernard et al., 2016; Billups, 2020; Bloomberg & Volpe, 2018; Boreus & Bergstrom, 2017; Brinkmann & Kvale, 2018; Bryant, 2019; Bryant & Charmaz, 2019; Buttler-Kisber, 2018; Chilisa, 2020; Clarke et al., 2017; Coffey, 2018; Coghlan, 2019; Creswell & Poth, 2017; Denzin & Lincoln, 2017; Derrington, 2018; Drozdova & Gaubatz, 2016; Duesbery & Twyman, 2019; Durdella, 2018; Emmel et al., 2018; Fetterman, 2020; Flick, 2017, 2018a, 2018b, 2018d, 2018e, 2019; Friese, 2019; Gaudet & Robert, 2018; Gerber et al., 2016; Gibbs, 2018; Gobo & Molle, 2017; Greatbatch & Clark, 2017; Harding, 2018; Hennink et al., 2020; Hepburn & Bolden, 2017; Hesse-Beiber, 2016; Holliday, 2016; Holton & Walsh, 2016; Hughes et al., 2018; Hughes & Tarrant, 2020; Hurges & Pennington, 2016; Iphofen & Tolich, 2018; Jackson & Bazeley, 2019; Järvinen & Milk-Meyer, 2020; Johnson, 2016; Kara, 2019, 2020; King et al., 2019; Kozinets, 2020; Lahman, 2017; Largan & Morris, 2019; Ledin & Machin, 2018; Lee & Saunders, 2017; Lester & O'Reilly, 2018; Lindlof & Taylor, 2017; Lyons & Coyle, 2016; Madden, 2017; Madison, 2019; Manfra, 2020; Marshall, 2016; Mason, 2017; McNiff, 2017; Mertler, 2019; Miles, 2019; Miles et al., 2019; Mitchell et al., 2017; Morgan, 2018; Newman & Woodrow, 2016; O'Reilly & Dogra, 2017; Oates & Alevizou, 2017; Ohmer et al., 2018; Padgett, 2016; Pauwels & Mannay, 2020; Peoples, 2020; Pernecky, 2016; Rapley, 2018; Ravitch & Carl, 2020; Rose, 2016; Rossman & Rallis, 2016; Sagor &	105

	Williams, 2016; Salmona et al., 2020; Schubotz, 2020; Shrum & Scott, 2016; Silverman, 2016, 2018, 2020; Sultan, 2018; Tanggaard & Wegener, 2016; Thanem & Knights, 2019; N. Thomas, 2020; R. Thomas, 2020; Tight, 2017; Tight, 2019; Wiggins, 2017; Willig & Rogers, 2017; Wincup, 2017; Woodward, 2020; Yin, 2017)	
2021-2022	(Aarons, 2021; Acocella & Cataldi, 2021; Asdal & Reinersten, 2022; Atkinson, 2022; Aurini et al., 2022; Baker, 2022; Bazeley, 2021; Braun & clarke, 2022; Breny & McMorrow, 2021; Brett & Wheeler, 2022; Crabtree & Miller, 2022; Creswell & Báez, 2021; Dibley et al., 2021; Eichsteller & Davis, 2022; Eichstteller & Davis, 2022; Esposito & Evans-Winters, 2022; Flick, 2022a, 2022b; Forster & Eperjesi, 2021; Johns, 2021; Kara, 2022; Lahman, 2022; Loseke, 2022; Lyons & Coyle, 2021; Marshall et al., 2022; Mayring, 2022; Nassauer & Legewie, 2022; Neale, 2021; Paulus & Lester, 2021; Phoenix et al., 2021; Pink, 2021; Przybylski, 2021; Richards, 2021; Roulston, 2022; SAGE Publications, 2021; Saldaña, 2021; Saldaña & Omasta, 2021; Salmons, 2022; Schoepfle, 2022; Silverman, 2021, 2022; Smith et al., 2022; Stokes, 2021; Stringer & Aragón, 2021; Thomas, 2021; Trivedy, 2021; Vanover et al., 2022; Vindrola-Padros, 2022; Wa-Mbaleka & Rosario, 2022; Way, 2021; Wodak, 2021; Zhao et al., 2021)	52
	TOTAL	**509**

The information presented in the table above shows clearly that that qualitative research has grown over the years. It is reasonable to expect qualitative research to continue to grow and spread in the future. Therefore, learning how to foster it in higher education was an important undertaking. Qualitative research is obviously here to stay. All effort must be made to support qualitification.

The graphical representation in Figure 1 synthesizes further the data presented in Table 1.

Figure 1

Graphical Presentation of the SAGE Books
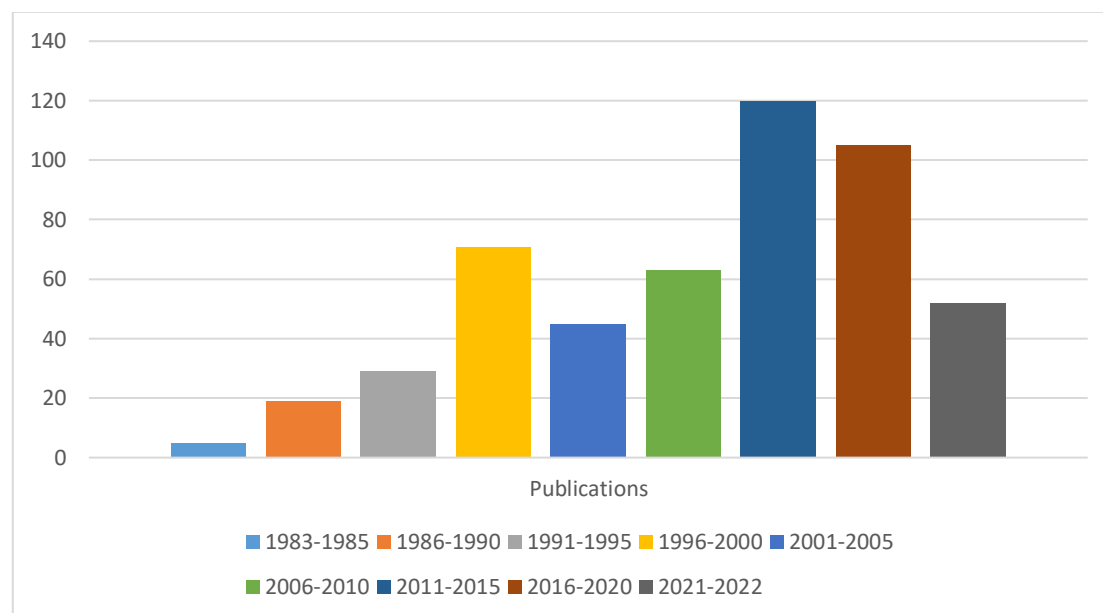
From both the figure and table above, it is clear that the growth of qualitative research has consistently been witnessed over the years. In their first 3 years of qualitative research book publication, SAGE published only five qualitative research books. In 2021 to 2022 alone, 52 were published; meaning, the period going from 2021 to 2025 may have one of the highest numbers of publications in a 5-years period if this yearly speed is sustained. The period going from 2011-2015 had the highest publication with 120 books published by SAGE. It is not clear what prompted this peak. With the trend presented above, it is clear that it has become widely accepted. It has become a well-established field. It is therefore important to explore how people come to embrace it effectively and efficiently through the theory of qualitification and how to foster it in higher education. This theory can help so many higher education institutions still weak in qualitative research to integrate it effectively.

Thematic Analysis of Topics Used for SAGE Publications

A holistic analysis of the qualitative research books that SAGE published up to 2022 led to the classification into seven categories. These included general qualitative research books (GEN), qualitative research design books (DES), general qualitative research methods books (MET-GEN), qualitative data collection methods (MET-COL), qualitative data analysis or interpretation methods (MET-ANI), qualitative research books in specialized fields (SPEC), and qualitative research books on other topics (OTH). The table below synthesizes the frequencies of each type of books over nine periods. It is important to notice that in some rare cases, a book may have been coded twice. For instance, if a book is about how to conduct a case study in nursing, it was coded DES (for design) and SPEC (for the specific field of nursing). Therefore, the total number in the table below is higher than the actual number of publications.

Table 2

Topical Analysis from SAGE Publications

Period	GEN Books	DES Books	MET-COL Books	MET-ANI Books	SPEC Books	OTH Books	Total
1983-1985	3	-	1	1	-	-	5
1986-1990	4	4	6	3	1	1	19
1991-1995	4	10	9	10	4	1	38
1996-2000	9	18	10	12	17	8	74
2001-2005	7	17	9	4	9	4	50
2006-2010	7	27	4	10	13	7	68
2011-2015	26	48	12	21	23	4	134
2016-2020	30	37	8	19	13	3	110
2021-2020	15	21	4	11	13	1	64
TOTAL	105	181	63	91	93	29	563

- GEN: General qualitative research books
- DES: Qualitative research design books
- MET-GEN: General qualitative research methods books
- MET-COL: Data collection methods
- MET-ANI: Data analysis/interpretation methods
- SPEC: Qualitative research books in specialized fields
- OTH: Other qualitative research topics books

The table above shows a consistent growth of publications in the seven major topics under which the SAGE books are classified. Although there is no clear trend over the years, it is interesting to see that no consistent decrease in publication has been seen in any area. It is important to note that the highest number of publications of SAGE qualitative research books has been between 20211 to 2020. Based on the number presented in 2021-2022, it looks like this trend is likely to stay up in the 2021-2025 period.

Spread of Topics in SAGE Publications

The last aspect explored in this synthesis of the literature is how spread the seven selected topics are for the qualitative research books published by SAGE. This exploration was meant to explain either what qualitative research experts are drawn to or the areas that may be more focused on in future publications in order to balance better the topics. Figure 2 presents a graphical representation of the topical trends.

Figure 2

Graphical Presentation of Topics in SAGE Publications
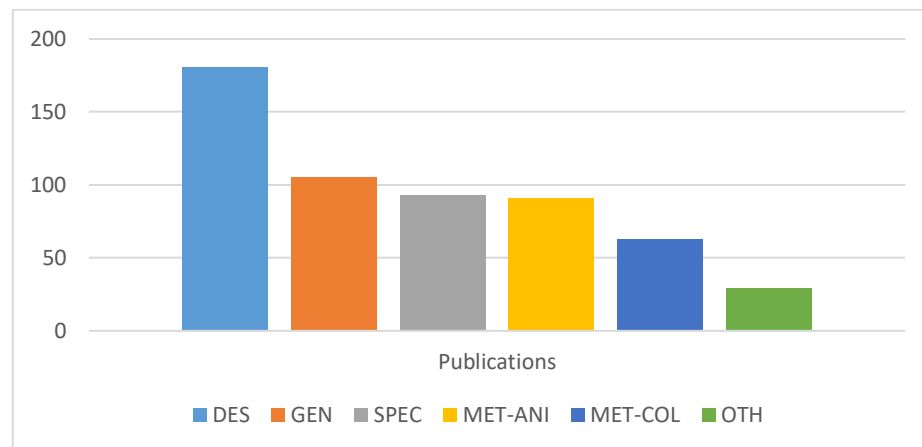
Based on the figure and table above, most of the publications of SAGE books have been on qualitative research designs. Some examples are those pertaining to case study (Yin, 2017), phenomenology (Van Manen, 2014), narrative inquiry (Kim, 2016), grounded theory (Bryant & Charmaz, 2019), action research (Stringer & Aragón, 2021), ethnography (Atkinson, 2022), netnography (Kozinets, 2020), and qualitative research design in general (Marshall et al., 2022). This has helped diversify the way people conduct qualitative research. It has given researchers the necessary flexibility that is part of the essence of qualitative research, which foster multiple realities, multiple interpretations, and multiple ways of accessing reality (Creswell & Poth, 2018; Lichtman, 2013). The fact that the highest category is of qualitative research designs means that different designs may be developing into qualitative research subfields over the years. There seems to be some emergence of qualitative research specializations.

The second category of publications was that of general qualitative research books such as Creswell and Poth (2018), Flick (2019), Lichtman (2023), Denzin and Lincoln (2017), and Wa-Mbaleka and Rosario (2022). These are books that most people need when they are new to the field of qualitative research. These books introduce novices to the general concepts and philosophy of qualitative research. They usually present qualitative research from its definition all the way to final report writing. They also tend to introduce a few qualitative research designs.

The next category was made of qualitative research books is about qualitative research in specialized fields. Some of the fields covered with these publications include psychology (Sullivan & Forrester, 2019; Willig & Rogers, 2017), sports and health (Sparkes & Smith, 2014), education (Lichtman, 2023; Ward & Delamont, 2020), public relations and marketing (Daymon & Holloway, 2011). These books have helped experts contextualize qualitative research within their respective fields. In the process, these books help experts use the language specific to their respective fields.

Interestingly, the next two categories were respectively pertaining to data analysis and data collection. It is well known that in qualitative research, data analysis can happen concurrently with data analysis (Bazeley, 2021), and especially in grounded theory (Birks & Mills, 2015). Qualitative data analysis often seems more challenging than data collection (Saldaña & Omasta, 2021; Vanover et al., 2022); it is surprising that data analysis had slightly more books published than data collection. This may be due to the fact that general books and books with specialized fields usually include data collection methods and strategies.

There was a category of other books that could not fit in the five major categories discussed above. This category, however, had the smallest number of publications. This may be because SAGE tends to accept books for publication only if they fit some of these pre-established categories or because prospective authors prefer publishing on topics that they have already read about and of which they have good understanding. Some of the topics in this category included writing for qualitative research publication (Lahman, 2022), qualitative research ethics (Iphofen & Tolich, 2018), and qualitative research in the Asian context (Wa-Mbaleka & Rosario, 2022).

Summary

In grounded theory, the role of literature review is minimal in the early stages. It is based on this assumption that this chapter is shorter than commonly seen in doctoral dissertations. In grounded theory, literature review is used as a data source and in data analysis, as well as in developing theoretical sensitivity—one of the key characteristics of grounded theory. Therefore, literature in this study was used as a data source in Chapters 3 and 4. This decision in grounded theory is so that the study and the researcher are not contaminated by what is already in the field about the topic under exploration. Consequently, this dissertation too does not have a theoretical framework.

The short review presented here simply helped to explore what had been published by SAGE from the beginning; that is 1983 to 2022, as far as qualitative research books are concerned. While this synthesis is important for someone writing a dissertation for a PhD in qualitative research, it is not a substantive review of the literature on the topic under exploration. This approach to this chapter is in line with most grounded theory experts. Because literature is part of the data, it explains why chapters 3 and 4 in this and other dissertations are long.

CHAPTER 3: RESEARCH METHODOLOGY

In academic scholarship, qualitative research has finally reached the stage of being accepted as a trustworthy approach to conducting research. Although many countries may still be struggling in embracing and implementing it, its advance is solidly evident in the scholarly literature. More and more qualitative research literature is rising around the world. Qualitative research is now seen in many different research methods textbooks of various academic fields. It is true that quantitative research may still be predominantly used or promoted in many institutions around the world, but the predominance of quantitative research is decreasing as more and more organizations, institutions, students and faculty embrace qualitative research.

Qualitative research is steadily growing (Alasuutari, 2010; Borreani et al., 2004; Mohajan, 2018; Rennie et al., 2002) although it may still be at a slow pace in many countries. Another observation is the increase in the willingness of publishing houses to publish qualitative research books and journal articles as the use of qualitative research increases in colleges and universities (Mohajan, 2018; Wa-Mbaleka, 2017; Wa-Mbaleka & Rosario, 2022). Such publications are not only providing great qualitative research learning resources, they are also increasing scholars' confidence in conducting and publishing qualitative research.

Despite the spread of qualitative research in different fields and the multiplicity of qualitative research books on how to design and produce it, the traditional resistance from integrating it fully continues to be prevalent in many higher education institutions and fields (Daniel, 2016; Shekhar et al., 2019). This can be seen in the still overwhelming publications of quantitative research studies in scholarly journals, production of quantitative research theses and dissertations, and presentations of quantitative research studies at research conferences in many countries (Venkaya et al., 2022; Wa-Mbaleka & Candelario-Aplaon, 2022; Zubkov & Pondi,

2022). Factors preventing people from accepting qualitative research have been established, although many of them simply remain myths that have been debunked (Bogdan & Biklen, 2007; Taylor, 2017a, 2017b; Taylor et al., 2016). Some of these include, but are not limited to, qualitative research not being objective, being focused only on few participants (therefore not allowing generalization), being too localized, being too complex or too easy to conduct, not being valid or reliable, and not being scientific enough (Taylor, 2017b; Wa-Mbaleka, 2017).

Addressing the challenges of and myths about qualitative research has probably contributed to some degree to the advancement of the field of qualitative research. However, there is little or no known evidence of research conducted about what leads to successful integration of qualitative research in research organizations, colleges and universities. After all, if qualitative research must continue spreading effectively, it needs to have solid roots in research organizations, colleges, and universities. Stories of educational institutions and research organizations that have integrated qualitative research have not been systematically studied to understand what makes them successful. Learning from them certainly helped build the theory of qualitification; that is, the theory explaining how a whole institution comes to embrace qualitative research. After all, qualitative research is meant to be better fit in addressing complex issues than quantitative research (Creswell & Poth, 2024; Lichtman, 2013). Given that in most fields, there are more and more complex issues constantly coming up, it only makes sense to integrate qualitative research even more in institutional research culture.

The main objective of this grounded theory study was to build a theory that explains how institutions successfully integrate qualitative research; that is, the theory of qualitification. This theory is helpful in fostering the integration of qualitative research in university education and training as well as in master's theses, doctoral dissertations, curricula, and journal publications.

For that to happen, it was important to explore the antecedents of an institution's qualitification. From this exploration, not only did a theory emerge; but also, some effective strategies were developed that can help higher education institutions and research organizations to integrate qualitative research successfully, and eventually address more complex issues better. Additionally, barriers that prevent qualitification were established. Furthermore, the indicators were established for universities that are strong in qualitative research.

This chapter is developed in five major sections. The first section discusses the research approach and research design. This section explains why qualitative research was considered as the best approach for this study and why grounded theory, not any other qualitative research design, was preferred to build the theory of qualitification. The second section discusses the population and sampling of the research study. It is true that in qualitative research, the focus is less on the population and much more on the sample.

This section provides a detailed description and rationale of the sample, and the sampling strategies that were used in this dissertation. The third section discusses the instruments and research tools that were used to collect the relevant data needed to develop the intended grounded theory. The fourth section describes the study procedures and ethical considerations for this study. It explains how this study was systematically designed and carried out in a trustworthy way in regards to the best practices in the field of qualitative research. This section walks the readers through what happened in the implementation of this study. The fifth section is about data collection methods and procedures. Last, a summary of the chapter is provided.

Research Approach and Design

Two important pillars of the methodology of a study are the research approach and the research design. Everything else in the research methodology depends on these two big umbrellas.

This section defines both the selected research approach and research design of this dissertation. A detailed explanation is given as to why the selected research approach and design were suitable for this dissertation.

Research Approach

Before any discussion takes place about the research approach of this study, it is important to define what a research approach is. This is especially important because there is sometimes confusion between research approach, research design, and research methods.

Definition of Research Approach

According to Creswell and Creswell (2018), "research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation" (p. 1). According to them, the research approach dictates the different decisions that need to be taken into consideration in designing and executing the study because the research approach implies certain philosophical stances, type of research problem, relevant research procedures, specific research methods for both data collection and data analysis. It is therefore of great importance to think seriously about a specific research approach before diving into the design and execution of a given study. As far as the methodology is concerned, the research approach is the biggest umbrella under which all research studies operate. However, under that umbrella, there are different branches.

Types of Research Approaches

Three major research approaches are well established in social and educational research: quantitative research or quantitative approaches, qualitative research or qualitative approaches, and mixed-methods research or mixed-methods approach (Creswell, 2018; Creswell & Creswell, 2018; Creswell & Guetterman, 2018; Johnson & Christensen, 2020; Mitchell & Jolley, 2012).

These three approaches have three different orientations (Creswell, 2018; Johnson & Christensen, 2020) discussed below. Researchers are expected to follow the best practices of the research approach that they select for their study. The selection must be based on the philosophical assumptions of the study under exploration.

Quantitative research is heavily based on numerical data for the purposes of finding a statistical answer to a problem or predicting certain outcomes based on specific measurable variables (Mitchell & Jolley, 2012). The following assumptions are the basis for the use of the quantitative research approach in a study as posited by Johnson and Christensen (2020) and Creswell and Guetterman (2018): in quantitative research, scholars test theories and hypotheses, seek objectivity, follow a rigorous and predictable structure, observe behaviors under controlled conditions, use primarily the deductive process, use solely numbers and variables, and analyze data to establish statistical relationship between variables. In quantitative research, human error is controlled and anyone is expected to be able to arrive at the same conclusion if the same established steps and formulas are followed under the same conditions. This is why positivism and post-positivism are predominant in quantitative research studies because they follow a pre-established, predictable structure. The primary goal is to follow one set of procedures and methods to arrive at one objective answer. This approach sounds exciting except that human behavior is not static; it is dynamic (Lichtman, 2013); hence, the need for qualitative research.

Qualitative research is based mainly on interpretive and critical worldviews (Creswell & Poth, 2024; Lichtman, 2023; Vargas & Peña, 2022). Johnson and Christensen (2020) and Creswell and Guetterman (2018) posit that in qualitative research, no hypotheses or variables are to be tested because the exploration is about generating theories and variables, exploring complex phenomena in depth, and using a subjective process to construct mental and personal meaning. Qualitative

research is situational, social, contextual, personal, and unpredictable, unlike quantitative research which is based on predictable and well-established procedures and formulas. Qualitative research enables the researcher to examine issues in depth and in breadth in natural, social, or online settings (Ekoto et al., 2022; Rosario, Zubkov, et al., 2022).

Qualitative research primarily follows the inductive process and is based mainly on texts, images, audiovisuals, and much less on numerical data. Qualitative data analysis and interpretation are not primarily about a unique objective answer to the problem based on statistical analysis; it is about coming up with patterns, themes, explanations, and holistic features of a phenomenon (Creswell & Poth, 2018; Lichtman, 2013; Wa-Mbaleka & Rosario, 2022). Qualitative research is a flexible approach that helps researchers to use creative strategies to explore phenomena in depth without the restrictions that statistical formulas pose in quantitative research. However, qualitative research does not usually have the power to generalize over a large population because it is not its primary goal; hence, the need for quantitative research for researchers interested in generalizing over a large population.

While both quantitative and qualitative research approaches have their unique strengths, they both have weaknesses (Creswell & Creswell, 2018). Briefly speaking, quantitative research cannot effectively address complex problems because, in quantitative research, only selected variables and hypotheses can be studied and tested at once. On the other hand, qualitative research does not usually provide the researcher the power to generalize over a given population because it is usually a context-specific exploration. For more details about the weaknesses of these two approaches, readers are referred to Creswell and Guetterman (2018). If a study requires the use of both the quantitative and qualitative methods, then the mixed-methods approach is used. It is meant to capitalize on the strengthens of both quantitative and qualitative research approaches

(Creswell, 2012). Therefore, in a mixed-methods research study, the researcher is expected to collect, analyze, and interpret both quantitative and qualitative research data. The researcher must therefore be proficient in both quantitative and qualitative research to be able to conduct a mixed-methods research study effectively. When conducted well, a mixed-methods study can be expected to have two studies in one; therefore, usually taking longer to complete. For the purposes of this study, qualitative research was the appropriate approach because the study was about a complex phenomenon without any pre-established variables.

Selected Research Approach for this Study

For this study, qualitative research was the selected research approach. Qualitative research is a "way of knowing in which a researcher gathers, organizes, and interprets information obtained from humans using his or her eyes and ears and filters" (Lichtman, 2023, p. 4). This is exactly what happened in this study because of its complexity and because there were no pre-established hypotheses and variables to be tested. I used my eyes, ears, and past academic, scholarly, and professional experiences and training to understand how research organizations and academic institutions move into the adoption of qualitative research. This helped develop the theory of qualitification, which was the heart of this dissertation. Besides, given that this dissertation was for a doctorate in qualitative research, it is was necessary to use the qualitative research approach.

Qualitative research is also defined as a type of research approach that focuses on "how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam & Tisdell, 2016, p. 6). From this definition, four important assumptions were taken in this study. First, the study had to be based on the lived experiences of university administrators, research faculty, research leaders, and research students as experienced in qualitative research teaching, learning, and integration. Second, the interviews helped the

participants to construct their world of the qualitative research culture. Third, the interview helped the participants to articulate what it takes for an institution to be strong in qualitative research. Last, the interviews helped participants reflect on their qualitative research learning and growth, and their future dreams about qualitative research learning, teaching, design, production, and publication.

> A recent definition of qualitative research from the Asian context is that it is:
>
> a creative type of research that uses different research methods to explore human lived experiences or social phenomena in a natural setting in order to come up with interpretation and solutions based on meaning co-constructed by the research participants and the researcher. (Wa-Mbaleka & Rosario, 2022, p. 6)

From this definition, three additional aspects come into the picture. First, qualitative research relies significantly on creativity. It does not follow pre-established formulas as is common to quantitative research. However, despite the creativity that is expected in qualitative research, the researchers are still expected to follow the best practices of the qualitative research design and methods used in a study. This was done through thick description and audit trail as is the common practice in enhancing a qualitative research study's trustworthiness (Creswell & Poth, 2018).

Second, there is an element of co-construction of meaning between the researcher and the participants. This part of the definition connects well with the concept of a qualitative researcher as an instrument (Wa-Mbaleka, 2020b); in the sense that qualitative researchers use their past experience, academic training, and filters to help the participants construct the meaning of their lived experiences. This is also what happened in this study. I co-constructed meaning with the research participants. Last, this definition has a special emphasis on generating solutions to the problem under exploration. The final goal of a qualitative research study should not be just about

understanding the lived experiences but also to learn from them in order to generate solutions to the problems under exploration. Because of this aspect of this definition of qualitative research, this study proposed several teaching, learning, and training strategies to promote qualitification in colleges, universities, and research organizations.

Ontology of Qualitative Research. Ontology is focused on the nature of reality (Creswell, 2018). Ontologically speaking, qualitative research is based on the premise that there are multiple realities about what people experience about a phenomenon (Creswell & Poth, 2017; Glaser & Strauss, 1967; Merriam & Tisdell, 2016). While there may be one reality that can theoretically be reached through positivism, qualitative researchers acknowledge multiple realities, therefore, multiple interpretations of reality. This is because different people experience the same phenomenon differently. The level of liking or disliking something varies from one person to another. This study was based on the assumption that different participants would view qualitification from multiple perspectives. These perspective were respected and even guided the theoretical sampling, one of the pillars of grounded theory (Birks & Mills, 2015; Corbin & Strauss, 2015).

Epistemology of Qualitative Research: Epistemologically speaking, qualitative researchers embrace subjective knowledge. This premise that derives directly from the ontological stand of qualitative research is based on the fact that qualitative research is context-specific (Litchman, 2013b; Yin, 2015). For this reason, in most qualitative research designs, generalization of the findings is context-bound. Furthermore, it is because of this reason that random sampling is not used in qualitative research. The focus is on systematically bringing together the subjectivities from different research participants to create a deep understanding of the issue under exploration

(CohenMiller et al., 2022; Handa, 2022; Wa-Mbaleka, 2020b). In this study, every participant's contribution was welcomed with respect. Multiple voices and perspectives were heard.

In qualitative research, the researchers focus on "understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world" (Merriam & Tisdell, 2016, p. 3). Their understanding is filtered through their personal past experiences, training, philosophy, bias, beliefs system, and other personal filters. From the meaning that participants constructed in this study, a theory was generated to explain how qualitification happens in research organizations and universities. The collective meaning of the individual experiences of the different participants guided the development of this grounded theory.

Axiology of Qualitative Research Methods. Axiology deals with the value that is expected or brought into the research study. While positivists believe that research is value-free, qualitative research is believed to be value-laden (Creswell & Poth, 2024). In most qualitative research studies, the researchers have a specific value they are pursuing and this depends on their beliefs systems, past experience, future goals, education, training, among others. After all, since the researcher is generally considered an instrument in qualitative research (Creswell & Poth, 2024; Wa-Mbaleka, 2020b), qualitative research cannot philosophically be expected to be value-free. For instance, this study was undertaken because of the intrinsic interest I have in seeing qualitative research grow all over the world. For many years before this study was designed, I had been teaching and training students and faculty in qualitative research in different parts of the world. I genuinely believe in the power of qualitative research in addressing current social problems and wish to see it strengthened in the academe around the world.

Importance of Qualitative Research

Qualitative research has become important over the years because the world has become more and more complex (Wa-Mbaleka & Rosario, 2022). It provides "opportunities to examine issues in depth that yield a clearer understanding of what is happening in certain circumstances and how changes can be made to meet the needs" (Lichtman, 2023, p. xv). It is obvious that with the current health, social, political, and economic challenges around the world; qualitative research has a strong role to play in generating complex solutions. Statistics alone is not able to address holistically the complex problems that the world is facing today (Marshall et al., 2022). This is why it was important to understand how education and research institutions can effectively integrate qualitative research in their culture to empower researchers to address complex problems.

Research Design

Qualitative research offers different research designs. Unlike research approaches, "research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design" (Creswell & Creswell, 2018, p. 12). Basically, under the highest umbrella of "research", there are three approaches: quantitative, qualitative, and mixed-methods approaches. For each approach, there are different designs. In qualitative research, there are several designs (Creswell & Poth, 2018), including, but not limited to, action research, case study, phenomenology, ethnography, narrative inquiry, photovoice, grounded theory, documentary research, appreciative inquiry, discourse analysis, Delphi study, arts-based research, autoethnography, netnography, critical research, and interpretive description (Wa-Mbaleka & Rosario, 2022).

Definition of Grounded Theory

For this study, grounded theory was selected. Grounded theory is "the discovery of theory from data—systematically obtained and analyzed in social research" (Glaser & Strauss, 1967, p. 1). It is grounded because it has to be grounded in data. Unlike other qualitative research designs, the primary goal of a grounded theory is the construction of a new theory. Grounded theory follows a "systematic, inductive, and comparative approach for conducting an inquiry for the purpose of constructing theory" (Bryant & Charmaz, 2010a, p. 1). The combined systematic, inductive, and comparative dimensions of qualitative research are unique to grounded theory as opposed to other qualitative research designs that are open to much more flexibility.

The primary aim of this study was "to generate theory that is grounded in, or emerges from, the field" (Lichtman, 2023, p. 78) as it pertains to the integration of qualitative research into the research culture of educational institutions and research organizations. Before this theory of qualitification existed; there was a need to understand how research organizations and academic institutions move successfully into the integration of qualitative research in their research culture. Therefore, grounded theory was chosen as the most appropriate design for this study.

Explaining Why Grounded Theory Was Selected

Based on the detailed description of the different qualitative research designs (see Creswell & Poth, 2018; Wa-Mbaleka & Rosario, 2022), none of them was useful for this study, other than grounded theory. For instance, this study could not be an action research study because it was not primarily meant to generate practical solutions for a local problem (Mertler, 2019; Stringer & Aragón, 2021). It is not a case study because it was not meant to explore one or different cases in depth (Thomas, 2021; Yin, 2018). It is not a phenomenological study because it was not primarily focused on shared intense lived experiences of the research participants (Beck, 2020; Moustakas,

1994; Van Manen, 2014). It is not an ethnographic study because the primary focus was not the description and understanding of a culture of a selected group of people (Atkinson, 2022; Fetterman, 2020). It is not a photovoice because it was not purposed to using photos to understand sad lived experiences of participants in order to empower them to improve their own lives (Rosario, Rosario, et al., 2022; wang, 1999; Wang & Burris, 1997; Wang, 2006).

Furthermore, it is not a documentary research study because it was not primarily focused on analyzing documents to understand a selected topic (Tight, 2019). It is not an appreciative inquiry because it was not solely focused primarily on exploring the best practices of an organization or institution (Cooperrider, 2008; Hammond, 2013) although this was part of this study. It is not a discourse analysis because its main aim was not to analyze words and sentences to understand what people are communicating (Machin & Mayr, 2012; Wertz et al., 2011). It is not critical research because this study was not meant to challenge the status quo of existing practices in order to empower people (Creswell, 2013). It is not a Delphi study because it was not geared towards achieving a consensus on a specific topic based on expert participants' opinions (Boucaud & Sossah, 2022; Hanafin, 2004; Hsu & Sandford, 2007; Linstone & Turoff, 1975). It is not an arts-based research study because it was not primarily driven by arts and the interpretation of meaning based on arts (Leavy, 2017; Prabjandee & Nilpiron, 2022).

This study is a grounded theory study because the primary goal of this study was "the development of theory grounded in qualitative data…" or theory building although "secondary goals may be achieved through GT (such as data analysis)" (Biaggi & Wa-Mbaleka, 2018, p. 4). More than just focusing on lived experiences that are the basis of many qualitative research designs, grounded theory's central focus is on the theoretical statements that participants' lived

experiences generate (Flick, 2018b; Qureshi & Ünlü, 2020). This requires ground theory researchers to have theoretical sensitivity, a concept that is discussed later in this chapter.

Types of Grounded Theory

There are different classifications of grounded theory (see for instance, Birks & Mills, 2015; Bryant & Charmaz, 2019; Charmaz, 2014; Corbin & Strauss, 2015; Enriquez & Lumowa, 2022; Flick, 2018b; Glaser & Strauss, 1967; Holton & Walsh, 2016; Qureshi & Ünlü, 2020; Tie et al., 2019; Urquhart, 2013). In this study, two of them were considered. The first one distinguishes between substantive and formal grounded theory (Glaser & Strauss, 1967). This classification was there from the very beginning of grounded theory. Substantive grounded theory is one that is applicable to a specific field of inquiry because it focuses on a specific domain and is linked closely to the research context (Glaser, 2004, 2007b). For instance, a grounded theory study in the field of psychology, nursing, education, business, or anthropology counts as a substantive grounded theory.

On the other hand, there is formal grounded theory. It aims to generate a theory that cuts across fields and covers a broader research context (Glaser, 2004, 2007b; Glaser & Strauss, 1967). Although this study was conducted in the Philippines, it was designed to be a formal grounded theory. It was the goal of the qualitification theory to be applicable beyond the Philippines and in many different academic fields—based on the different grounded theory best practices that were followed (as seen in the rest of this chapter and the next).

Another classification of grounded theory relates to classical or classic grounded theory, Straussian grounded theory, and constructivist grounded theory (Enriquez & Lumowa, 2022). Table 3 synthesizes the difference between these three.

Table 3

Distinction Between Different Types of Grounded Theory

Types of Grounded Theory	Major Proponents	Major Characteristics
Classical, classic, or Glaserian grounded theory or emerging design	• Barney Glaser • Judith A. Holton • Isabelle Walsh	• Objectivist not constructivist view of qualitative research data in theory development • Highly structured procedures
Straussian grounded theory or systematic design	• Anselm Strauss • Juilet Corbin • Melanie Birks • Jane Mills	• A prescriptive and more practical approach to grounded theory
Constructivist grounded theory	• Kathy Charmaz • Anthony Bryant	• Data is "constructed" not "discovered" • Acceptance of "relativity, subjectivity, and reflexivity" (Enriquez & Lumowa, 2022, p. 179) in grounded theory

The current study followed the philosophy behind the Straussian grounded theory for three major reasons. First, I strongly believe in the basic assumption that qualitative research is subjective and it is not and never should its purpose be objectivity (Creswell & Poth, 2024; Lichtman, 2023; Merriam & Tisdell, 2016). This is the reason why this study did not follow the classic grounded theory. Second, as a novice grounded theory researcher, I needed practical steps to follow to carry on this study. The Straussian grounded theory is considered the most practical of the three.

Third, the Straussian grounded theory seems to expand on the classic grounded theory to make it more accessible and practical to novice users of grounded theory. Because of the practicality of the implementation of the formal theory that resulted from this grounded theory study, it was important to take practical steps that can effectively be followed and implemented by institutions that wish to integrate qualitative research in their research culture. More

specifically, Birks and Mills (2015), who seem to fit well under the Straussian grounded theory philosophy, took the lead in this exploration. They too were chosen for the reasons of practicality and clarity of the presentation and guidance in grounded theory.

Fundamental Principles of Grounded Theory

For a study to qualify as a quality grounded theory study, it must meet a number of fundamental principles. Below, there is a list that Qureshi and Ünlü (2020, p. 2) and Biaggi and Wa-Mbaleka (2018, pp. 7-8) have put together as a synthesis from different leading experts on grounded theory experts. This study attempted to meet all the principles.

1. Grounded theory starts with a broad research focus or question. This was achieved through the research questions that were set forth at the beginning (see Chapter 1). The research questions were revised and new ones added based on the data as expected in grounded theory.

2. The literature review is delayed for later stages and usually counts as a data source. The literature was brought in after the data collection and data analysis of the primary data. Before that point, readings were solely focused on designing and conducting qualitative research. Nothing was substantively included in the readings about how qualitification happens in educational and research institutions.

3. Data collection and analysis in grounded theory happen simultaneously. This happened as described in the next chapter. Preliminary data analysis was done during and between the different individual interviews. The steps that were taken towards the development of the theory are discussed in the next chapter.

4. The study must have three levels of coding in data analysis: open coding, axial coding, and selective coding. These three stages of data analysis grounded theory were strictly observed as described in the fourth chapter.

5. Constant comparison is a major requirement for a grounded theory. This strategy was used at different stages of the theory development to fine-tune the different codes, categories, and the theory itself.

6. The researcher must write and keep theoretical memos. Theoretical memos were written throughout data collection and extensive data analysis. These memos are presented in the next chapter. They were an integral part of the data of this study.

7. Grounded theory requires theoretical sensitivity. Theoretical sensitivity in this study was enhanced by reading and publishing more qualitative research journal articles and books (e.g., The SAGE Handbook of Qualitative Research in the Asian Context and Qualitative Research for Applied Theology), attending more qualitative research and grounded theory webinars and conferences (e.g., The Qualitative Report 14th Annual Conference and The Asian Qualitative Research Association), and watching talks of grounded theory experts online. Theoretical sensitivity is demonstrated through the memos that are presented throughout the next chapter.

8. Grounded theory requires theoretical sampling. This was achieved by recruiting participants that were not initially supposed to be part of this study but were recruited as a result of the preliminary interviews. In fact, there was one category of participants, which ended up being called qualitative research "champions", that came up in the data. I had to identify them from the data, invite them for the study, and interview them individually.

9. The researcher must discover patterns and their variations. This is clearly demonstrated in the next chapter which shows how categories and patterns were formed and how the different relationships were established between the categories.

10. The researcher must establish relationships among the categories. Clear relationships were established between the different categories as demonstrated in the next chapter.

11. The researcher must consult other researchers to test concepts and their relationships. This was done using the champions to establish the final theory of this study. It was done through member check.

12. The focus of a grounded theory study is much more on concepts, their conditions, interactions, variations, properties, and dimensions and less on describing a phenomenon. For the purposes of this grounded theory that needed to provide also a practical aspect, both the theoretical and the practical aspects were captured and presented.

Population and Sample of the Research Study

It is a common practice in social and educational research like this to discuss the population, the sampling strategy, and the sample. This section is meant exactly to achieve this purpose. It defines each one of these three concepts and then explains how it each was handled in this study. There is, however, some variation to this process because this is a qualitative research study.

Population of this Research Study

Population is the group of respondents on whom the results are to be generalized or a group of participants or respondents from whom a sample is drawn (Creswell & Guetterman, 2018). In qualitative research, the focus is more on in-depth exploration of the selected phenomenon or the development of hypotheses or theories (Creswell & Poth, 2024; Merriam & Tisdell, 2016; Wa-

Mbaleka & Rosario, 2022) and much less on the population. Therefore, the population of this study is not described. This space is used to delve into the sampling procedure and the sample that was drawn for this grounded theory.

As was discussed in the first chapter, however, it was important that the theory that was generated from this study be useful to many different types of people. Among the many people who may find this this theory useful, there are academic institutions that plan to integrate or foster the culture of qualitative research. Additionally, qualitative research faculty, scholars, and students can benefit from the findings of this study. Curriculum designers can also find the outcome of this study useful, especially when it comes to the strengthening or promoting qualitative research in their respective academic institutions. Research organizations that wish to be more inclusive in the use of the different research approaches can also find this study useful.

Sampling Strategy of this Research Study

When conducting a qualitative research study like this one, it is important to think about the following dimensions and questions as pertaining to the data collection: Who? What? Where? When? How? Why? (Merriam & Tisdell, 2016). This thought process usually guides the researcher to the appropriate sampling procedure. As the researcher prepares to recruit participant for the study, it is important to think about these questions in preparation to obtaining a sample; that is, a subset of the group of people from whom one is interested to learn.

There are different types of sampling strategies; that is, different strategies to draw the most important and relevant subset or subgroup from a large group of potential participants to participate in a study (Creswell & Poth, 2024; Merriam & Tisdell, 2016; Wa-Mbaleka, 2018; Wa-Mbaleka & Rosario, 2022; Zubkov & Pondi, 2022). Some of these include purposive sampling, multiple variation sampling, snowball (also known as chain) sampling, convenience sampling,

homogeneous sampling, critical case sampling, theoretical sampling, theory-based sampling, confirming and disconfirming case sampling, extreme or deviant case sampling, typical case sampling, intensity sampling, politically important case sampling, random purposeful sampling, stratified purposeful sampling (sometimes also called criterion-based sampling), opportunistic sampling (for new leads from preliminary data analysis), combination or mixed sampling, among others. Sampling is necessary because in most cases, it is unpractical for a researcher to include all potential participants in one study. The most common sampling strategy used in qualitative research is purposeful or purposive sampling (Lichtman, 2023; Wa-Mbaleka, 2018).

Merriam and Tisdell (2016) discuss five major types of purposive sampling strategies: typical sampling, unique sampling, maximum variation sampling, convenience sampling, and snowball sampling. Typical sampling is focused on the "average" or "typical" or "normal" type of participants found in the research context. Unique sampling or atypical sampling calls for the researcher to select participants who have rare characteristics or rare "occurrences of the phenomenon of interest" (Merriam & Tisdell, 2016, p. 97). Maximum variation sampling allows the researcher to choose participants from many different variations of participants such as their backgrounds, status, gender, age, religion, academic attainment, and positions, among many other important descriptors. This type of purposive sampling is based on the assumption that the more diverse the sample is, the more in-depth and comprehensive exploration the study may gain. Convenience sampling is based on the convenience that the research has to connect with the research participants; this may include, but is not limited to time availability, financial means, although it commonly relates to proximity to the research setting, and easy access to the possible research participants. Snowball sampling or chain sampling or network sampling is a strategy that allows the researcher to purposefully select a small initial number of participants who are later

requested to recruit other potential participants (Merriam & Tisdell, 2016; Wa-Mbaleka, 2019b). This sample is especially commonly used when the researcher may not know enough potential research participants.

Theoretical sampling can be viewed as a different sampling strategy that is not necessarily a purposive sampling technique since it is mainly, if not solely, used in grounded theory studies (Corbin & Strauss, 2015; Glaser, 2001, 2004, 2007b). In this study, theoretical sampling is viewed as a separate sampling strategy than just purposive sampling although Merriam and Tisdell (2016) classify it as one of the different types of purposive sampling. No matter how it is classified, all the scholars define it the same way. It is a type of sampling that happens as a result of the preliminary development of a grounded theory. It is "the process of identifying and pursuing clues [or possible research participants] that arise during analysis in a grounded theory study" (Birks & Mills, 2015, p. 181). Theoretical sampling is used when research participants that are involved in a grounded theory study propose new leads of concepts and potential research participants to the researcher in subsequent cycles of data collection.

To start with, this study used purposive sampling because it is a qualitative research study. Specifically, it used atypical sampling because only individuals from research organizations and academic institutions that had successfully integrated qualitative research in their culture were selected. In many countries, such organizations and institutions are not too many; they are atypical. This study also used multiple variation sampling to ensure different perspectives were captured from different categories of people who use or are involved in qualitative research in the selected research organizations and academic institutions. Participants were selected from both private and public universities, university and research organizations, and also from the three major regions of the Philippines (Luzon [north], Visayas [Central Philippines], and Mindanao [South]).

Furthermore, snowball sampling was used because the few identified participants were the ones that proposed additional participants that I initially did not know, given that I am a foreigner in the Philippines. Theoretical sampling was used in both data collection and data analysis as strongly required and expected in all grounded theory studies.

Sample of this Research Study

In this study, I interviewed current and former top leaders of three research organizations, current and former vice-presidents and directors of research of some four selected universities, some faculty who teach qualitative research or who have supervised qualitative research dissertations, current doctoral students writing qualitative research dissertations, and fresh doctoral graduates who successfully completed qualitative research dissertations. The study was conducted in the Philippines. This decision was based on the premise that from 2014 to 2019, I was involved in many different academic and professional activities that promoted qualitative research. As a result, a number of research organizations and universities have been promoting qualitative research. The selection criteria below were taken into consideration in the selection of the research participants.

Three research organizations were included in this study. Each had delivered more than 10 qualitative research trainings and had been in existence in the Philippines for at least 5 years. The minimum of 5 years was set because many organizations that survive 5 years of existence are usually considered stable. For a university to be included in this study, it needed to include qualitative research courses in its curriculum, have at least 5 doctoral dissertations and master's theses that used qualitative research, promote qualitative research through institutionally organized or sponsored qualitative research events (e.g., conferences, seminars, webinars, workshops, or special presentations).

Research organization top administrators who were included in this study were those who were either current administrators or those who led in the recent past (within the past 3 years). For vice-presidents and research directors of the selected universities, they must have served in their administrative positions for at least 1 year to be able to understand fairly well the research culture of the university. Some faculty members who teach qualitative research or who have supervised qualitative research dissertations were also included. Preference was given to scholars who have conducted qualitative research or have published on it so that their knowledge of qualitative research was not just theoretical. Students who were included in this study were current doctoral students writing qualitative research dissertations and fresh doctoral graduates who successfully completed doctoral qualitative research dissertations. These students and graduates were from the four selected universities of this research study.

The question of the reasonable size of the sample in qualitative research has been debated in many resources. Many believe that data saturation is the general standard to determine the size of the sample in many different qualitative research designs (Creswell & Poth, 2024; Ekoto et al., 2022; Lichtman, 2023). For grounded theory, however, an attempt has been made to determine the minimum number of participants. In fact, "25–30 participants is the minimum sample size required to reach saturation and redundancy in grounded theory studies that use in-depth interviews" (Dworkin, 2012, p. 1320). Therefore, the starting number for this study was set at the minimum of 30 participants. This number increased during data collection through theoretical sampling. Below is the formation of the starting sample:

- five current and/or former top administrators of research organizations;
- five vice-presidents for research at the selected universities;
- five research directors at the selected universities;

- seven qualitative research faculty from the selected universities;

- four current doctoral students using qualitative research for their doctoral dissertations;

- four recent doctoral graduates who used qualitative research for their doctoral dissertations.

By the time the study was completed, there were 45 participants as described below:

- five current and five former top administrators of research organizations; for a total of ten;

- two former vice-presidents for research and one current vice-president for research, at the selected universities; for a total of three;

- three current research directors at two of the selected universities;

- eight qualitative research faculty from the selected universities;

- seven current doctoral students using qualitative research for their doctoral dissertations;

- five recent doctoral graduates who used qualitative research for her doctoral dissertations;

- eight university administrators: two graduate school deans, two campus directors, two college deans, one associate dean, one dean of instruction.

- five qualitative research champions (among whom four had already participated in a previous interview).

The change in the formation of the different participants per category was influenced by three factors. First, it was due to the availability of the potential participants. From the cultural orientation that I received about the Philippine culture before the start of the data collection, (a) it had to be someone in leadership to recruit participants for this study within his/her institution or organization, and (b) it would be considered impolite if there were people invited to the study and I did not interview them. So, in some places, I had more and in other places I had fewer participants than initially planned. Second, in some places, they did not have many fresh graduates who completed qualitative research dissertations although they had a few who were in the writing

process using qualitative research. Third, two new categories of participants came up through theoretical sampling; that is, one for the university administrators and another for the champions.

When planning this study, university administrators, other than the vice-presidents for research and research directors, were not considered. This was based on the assumption that the other administrators are not directly involved in the research teaching and production of the university. However, as data collection went on, it became clear that some of these administrators (deans, associate deans, and campus directors) influence the integration of qualitative research into the university's research culture. In fact, in two universities, two deans were the qualitative research champions and this led to an increased qualitification.

Another category of participants that was not included in the original plan is what is referred to as qualitative research champions in this study. Halfway the data collection, it became clear that for qualitative research to be effectively integrated in a university's research culture, there seems to be at least one qualitative research champion who intensely, enthusiastically, and vigorously promote it. Qualitative researchers are people who fully believe in the significant role that qualitative research has in research and inspire their colleagues, administrators, and students about it. They are passionate about it to the point that they wish to see more and more people embracing it. It was necessary therefore to identify them and conduct interviews with them.

Instrumentation of the Research Tools

To conduct any research study effectively, it is important to have specific research tools to be utilized systematically. Thinking about and planning them ahead of the actual study is precursor to quality qualitative research (Wa-Mbaleka, 2017, 2018). It is a common practice to use the following as tools for qualitative research data collection: individual interviews, focus group discussions, observations, written documents, photos, audios, videos, fieldnotes, artifacts,

photovoice among others (Creswell & Poth, 2018; Wa-Mbaleka, 2018; Yin, 2015, 2018). Birks and Mills (2015) provide a longer list of tools for qualitative research data collection: "transcripts of interviews and focus groups, fieldnotes, memos, journals, diaries, log books, questionnaires, surveys, government and organizational policy documents, scholarly literature, novels, articles published in popular media, material posted on web logs, social networking sites and forums, photographic images, videos, artwork, artefacts, architecture, and music" (p. 65). There is endless possibility of tools when it comes to qualitative research tools. Creativity and flexibility are expected in the selection of tools that a qualitative researcher chooses to use to address the research problem.

Data Collection Methods

This study was based on five major data collection methods as synthesized in the table below.

Table 4

Data Collection Methods

Data Collection Methods	Participants	Research Setting
1. Interview	a. Top administrators of research organizations b. VPs for research c. Directors of research d. Deans e. Faculty f. Doctoral students g. Doctoral graduates	a. Headquarters of the research organizations b. Selected universities c. Zoom
2. Documents (research manuals, lists of recent doctoral dissertations, doctoral curricula)	Faculty	Electronic/digital
3. Observations	a. Faculty b. Students	Recordings of virtual classes of two professors of the selected universities

4. Memos	• Researcher	Everywhere throughout data collection and analysis
5. Existing scholarly literature	• Researcher	Physical books and electronic articles and books

Interviews in this Study

Interview is the most expected and commonly used data collection tool in qualitative research (Creswell & Poth, 2018; Lichtman, 2023; Rosario, Zubkov, et al., 2022). It is the most used because it provides an in-depth exploration of an issue or phenomenon in a guided and conversational atmosphere (Rosario, Zubkov, et al., 2022). There are three different well-established types of interviews: structured interviews (or oral questionnaires), unstructured interviews, and semi-structured interviews (Creswell, 2013; Lichtman, 2023).

Structured interviews are basically written questionnaires. These are commonly used when, for various reasons, the participants are unable to write down their answers on questionnaires or surveys. This may be due to the fact that the participant does not know how to read or write, or because a survey is delivered on the phone such as the case of market research. Structured interviews are basically oral questionnaires. In structured interviews, there is one answer for each question. It is evident that structured interviews are objective and allow little to no subjective answers. This type of interview is not preferred in a typical qualitative research study because of its restrictive nature. After all, qualitative research is about the in-depth exploration of phenomena under exploration (Lichtman, 2023). For this reason, structured interviews were not used in this study.

On the other side of the spectrum, unstructured interviews do not start with any pre-planned interview questions. The researcher may have one or no question to start with (Lichtman, 2013). This type of interview is not preferred, especially for novice qualitative researchers. This is

because it can lead to the collection of unrelated data that in the end becomes useless to the study. Structured and unstructured interviews are on two different extremes of the same spectrum and both are not preferred for qualitative research. The middle ground; that is, the semi-structured interview, is therefore preferred among the three types of interviews. It is therefore the one that was used for this study.

The semi-structured interview was given preference in this study because it allows the researcher to have a pre-defined set of interview questions while allowing the research some room for member-checking or probing into the answers from the research participants (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Yin, 2015). Semi-structured interviews allow the researcher to involve participants in in-depth exploration of a topic. In this study, each interview lasted 30-60 minutes on average. Chapter 4 provides more details about each interview and location.

As recommended in qualitative research (Creswell & Poth, 2024; Merriam & Tisdell, 2016; Wa-Mbaleka, 2019b), an interview guide and an interview matrix were designed, validated, and used in this study. In each interview matrix, the first column contains the research questions while the second one contains the actual interview questions to make sure all research questions have relevant interview questions and vice versa (Wa-Mbaleka, 2019b). The progression of the revisions made to the interview questions is presented below in interview matrices. These matrices are not placed in the appendix section because it is important access them quickly when explaining the progress of the revisions that were made. Below is the original draft of the interview matrix before its validation.

Interview Matrix 0

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. How have you integrated qualitative research in your research culture? b. What makes you believe that you have effectively integrated qualitative research in your research culture?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research fully?
3. What factors contribute to a university's qualitification?	What motivated your university/organization to promote qualitative research?
4. What are the best practices that foster qualitative research in a university?	a. If you had to come up with 3 to 5 practical strategies to foster qualitative research in a university/research organization, what would they be? b. What else do you wish to share that could help me understand better what we are discussing?
5. What theory can be proposed to explain the qualitification of a university?	a. What makes a university or a research organization strong in qualitative research? b. What would you do if you were asked to convert a qualitative-research-hostile university into a qualitative-research-friendly university?

Interview Matrix 0 was the original one before the proposal defense. After the proposal defense, changes were made based on the recommendations of the defense panel. Furthermore, the interview matrix was validated by three faculty members who had taught, conducted, and published qualitative research. Two changes occurred. First, there was originally no research question about factors that prevent institutions from integrating qualitative research. This question was not initially included because of the belief that it related to a number of misconceptions about qualitative research that have already been established (see for instance, Taylor, 2017b; Taylor et al., 2016). Second, the last interview questions were revised so that instead of being generic, it would focus the participants to the central topic of this study; that is, the integration of qualitative research in an institutional research culture. As a result, the following interview matrix became the first version used for the first set of the interviews.

Interview Matrix 1

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. How has your university integrated qualitative research in the research culture? b. What makes you believe that your university has effectively integrated qualitative research in the research culture?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors motivate a university to embrace qualitative research fully?	a. What motivated your university/organization to embrace qualitative research? b. What prevents some universities from embracing qualitative research?
4. What are the best practices that foster qualitative research in a university?	a. If you had to come up with 3 to 5 practical strategies to foster qualitative research in a university/research organization, what would they be? b. What else do you wish to share that could help integrate qualitative research in a university/ research organization?
5. What theory can be proposed to explain the qualitification of a university?	a. What makes a university or a research organization strong in qualitative research? b. What would you do if you were asked to convert a qualitative-research-hostile university into a qualitative-research-friendly university?

Interview Matrix 1 was used to conduct the first series of interviews. This was a set of two interviews: one with a graduate school dean and another with a research director of the same private university located outside of Manila, the capital city of the Philippines, which is located in the northern side of the Philippines. This first round of the interviews served as well as a means to pilot the interview guide. After going through the first round of interviews, it became clear that each interview matrix needed to be much more specific to each context while still maintaining the core focus of the study. Furthermore, to make sure participants had the freedom to think about

their whole institution not just about themselves, interview questions were revised to guide them in that thought process.

Interview Matrix 2 shows the revised version that was used at one of the selected universities. The university was located in the central region of the Philippines.

Interview Matrix 2

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	How can you tell that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What motivated your university to embrace qualitative research?
a. What are the best practices that foster qualitative research in a university?	a. If you had to come up with 3 to 5 practical strategies to foster qualitative research in a university, what would they be? b. What else do you wish to share that could help me understand better what we are discussing?
4. What theory can be proposed to explain the qualitification of a university?	b. How have you integrated qualitative research into your institutional/organizational research culture?

After this second series of interviews, it was time to conduct the third series of interviews at a research organization in the central region of the Philippines. This organization offers serval qualitative research trainings to graduate students and university faculty throughout the year. It was therefore an important organization to consider for this study. At this organization, it was only the organization administrators who participated. The questions related to the administrators' own experience conducting qualitive research were removed because one needed not be a qualitative researcher to be an administrator of a research training organization. The interview matrix had to be tailored to the administrators. The revision can be seen below.

Interview Matrix 3

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	How can you tell that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What motivated your organization to embrace qualitative research?
4. What are the best practices that foster qualitative research in a university?	a. If you had to come up with 3 to 5 practical strategies to foster qualitative research in a university, what would they be? b. What else do you wish to share that could help me understand better what we are discussing?
5. What theory can be proposed to explain the qualitification of a university?	a. How have you integrated qualitative research into your organizational research culture?

The next series of interviews was at what is considered the university with the strongest qualitative research culture in the central region of the Philippines. It is a public university that has held several trainings of qualitative research for both faculty and students and has produced several qualitative research publications and conference presentations. Many universities from this region were reported to regularly inviting some faculty from this university as qualitative research guest speakers. At this university, research vice-presidents, faculty, and doctoral students were involved in the interviews. So, the interview matrix needed to reflect this diversity. Also, by the time interviews took place at this university, previous data had revealed that administrators truly play an important role in qualitification. So, an additional research question was developed to specifically explore the role administrators play in qualitification. The following interview matrix shows the revision that was made to fit this context.

Interview Matrix 4

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Tell me about the role you play at this university. b. How can you tell that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What motivated your institution to embrace qualitative research?
4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What are the best practices that foster qualitative research in a university?	a. If you had to come up with 3 to 5 practical strategies to foster qualitative research in a university, what would they be? b. What else can you share with me that can foster qualitative research in a university setting?
6. What theory can be proposed to explain the qualitification of a university?	How has your institution integrated qualitative research into your institutional research culture?

The next series of interviews was held at a public university in the southern region of the Philippines. At this university, deans, faculty, and doctoral students were interviewed. The following interview Matrix was used with some minor revisions from the previous matrix.

Interview Matrix 5

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Tell me about the role you play at this university. b. How do you know that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	a. What motivated your university to embrace qualitative research? b. How can you tell that a university is strong in qualitative research?

4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What theory can be proposed to explain the qualitification of a university?	a. What 3 to 5 practical strategies can you use to foster qualitative research in a university? b. What else can you share with me that can foster qualitative research in a university setting?
6. What theory can be proposed to explain the qualitification of a university?	How has your university integrated qualitative research into your institutional research culture?

The next series of interviews was conducted with a private research training organization in the southern region of the Philippines. This organization offers trainings in both quantitative and qualitative research. However, it existed way before the start of the significant spread of qualitative research in the Philippines. In fact, within the last 2 decades, this is probably the only research organization that may have been credited the offering of the first systematic trainings of qualitative research that contributed to the initial spread of qualitative research. This is because the same organization also organizes research conferences where people could freely share their qualitative research studies, something that was not happening much in the Philippines prior to 2013. Only the administrators were interviewed at this organization. The following interview matrix shows the revised version of what was used previously.

Interview Matrix 6

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Tell me about the role you play in this organization. b. How do you know that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What motivated your organization to embrace qualitative research?

4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What are the best practices that foster qualitative research in a university?	a. What 3 to 5 practical strategies can you use to foster qualitative research in a university? b. What else can you share with me that can foster qualitative research in a university setting?
6. What theory can be proposed to explain the qualitification of a university?	How has your organization contributed to the spread of qualitative research?

The next series of interviews took place at the headquarters of the leading qualitative research organization in the Philippines and Asia at that time. This organization had been offering qualitative research webinars, forums, and conferences for 7 years. It is one of the rare research organizations that offered solely qualitative research international conferences in the Philippines at the time of this study. Everywhere where data for this study were collected, many participants mentioned this organization. The present and past administrators of this organization participated in this series of interviews. The following interview matrix is the revised version that was used.

Interview Matrix 7

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Tell me about the role you play(ed) in this organization. b. What has been your involvement with qualitative research? c. How can you tell that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What motivated your organization to embrace qualitative research?
4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?

5. What are the best practices that foster qualitative research in a university?	a. What 3 to 5 practical strategies can you use to foster qualitative research in a university? b. What else can you share with me that can foster qualitative research in a university setting?
6. What theory can be proposed to explain the qualitification of a university?	How has your organization contributed to the spread of qualitative research?

After this series of interviews, it was time to go back to the original private university where the first interviews took place. This was specifically for faculty, doctoral students, and doctoral graduates who had used qualitative research. This university was thought to be the leading one nationally in qualitative research. In fact, the research director of this university indicated that about 70% of theses and dissertations being completely at that university at that time were using qualitative research. So, there was much to learn from there. The following matrix version was used to conduct interviews there with the faculty.

Interview Matrix 8

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Tell me about the role you play at this institution. b. What has been your involvement with qualitative research? c. What are the indicators of a university that is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	What do you think motivated your university to fully embrace qualitative research?
4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What are the best practices that foster qualitative research in a university?	a. What 3 to 5 practical strategies can you use to foster qualitative research in a university? b. What else can you share with me that can foster qualitative research in a university setting?

6. What theory can be proposed to explain the qualitification of a university?	How has your university integrated qualitative research into your institutional research culture?

The following matrix version was used to conduct interviews with the students at the same institution.

Interview Matrix 9

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. What is the research study for your dissertation? b. What motivated you to choose qualitative research for your dissertation? c. How do you know that a university is strong in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	a. How did you learn qualitative research? b. How has your university integrated qualitative research into the institutional research culture?
4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What are the best practices that foster qualitative research in a university?	a. What 3 to 5 practical strategies can you use to foster qualitative research in a university? b. What else can you share with me that can foster qualitative research in a university setting?
6. What theory can be proposed to explain the qualitification of a university?	a. How does a university become strong in qualitative research?

The last series of interviews was with the qualitative research champions. This category came as a result of the theoretical sampling. As more and more data collection went on, it became clear that qualitification can be explained by the zeal, dedication, enthusiasm, and charisma of certain individuals who champion qualitative research at their respective institutions. Each university included in this study had at least one such a champion. Five champions from four universities participated in this study. Three of them had participated in prior interviews. They had

to be requested for a second interview. So, a new set of interview questions was designed to understand their thoughts.

Interview Matrix 10

Research Questions	Interview Questions
1. What are the indicators of a university that is strong in qualitative research?	a. Why do you strongly believe in qualitative research?
2. What are the major barriers that prevent universities from integrating qualitative research?	What prevents some universities from embracing qualitative research?
3. What factors contribute to a university's qualitification?	a. What drives you to inspire and empower others in qualitative research? b. What do you consider as the importance of qualitative research in the presence of quantitative research?
4. What factors contribute to a university's qualitification?	What role do administrators play in fostering qualitative research in a university?
5. What are the best practices that foster qualitative research in a university?	What are your dreams for the future of the field of qualitative research?
6. What theory can be proposed to explain the qualitification of a university?	a. How should universities integrate qualitative research into their institutional research culture? b. What do you consider the best strategies to teach (and/or train others in) qualitative research? c. Is there anything else you wish to share that you haven't shared?

The semi-structured interview was the major means of data collection in this study for reasons already discussed earlier in this section. It helped explore deeply the central topic of this study and contributed significantly to the building of this grounded theory. Other sources had a secondary contribution. They are discussed below.

Documents Included in this Study

Different types of written documents are also possible sources of data (Ekoto et al., 2022; Flick, 2023; Yin, 2018). These could include written documents such as letters, curriculum

documents, written reports of committees, curriculum vita, and diaries among many others. For the purposes of this study, the following documents were requested during data collection to try to understand how qualitification happened:

1. Doctoral program curriculums from three universities (one from the North, one from the center, and one from the South of the Philippines) to see how much qualitative research is integrated in the doctoral programs.

2. List of doctoral theses and dissertations completed in the last 2 academic years at the three institutions above to see the percentage of qualitative research studies at each institution.

3. Latest institutional research handbook.

Each document was checked for accessibility, completeness, accuracy, and relevance to this study. Any information that could link a document to a given institution was removed before data analysis proper begins.

Observations in this Study

Observation is another type of qualitative research methods that was used in this study. Observation allows the researcher to compare and contrast what is learned through interview and how participants behave in reality. Observation allows researchers to capture some subtle data that may escape the interview. It also helps confirm what is learned through other tools and confirm or reject certain meanings that are constructed in the study (Hennink et al., 2020; Marshall et al., 2022; Silverman, 2022). There are participative or active and silent observations (Creswell & Poth, 2018). In participative observation, the researcher can actively engage the people being observed in questions and conversations. In silent observation, the researcher quietly observes.

In this study, silent observation was requested from the five champions who happened to have come from four universities. To make sure the researcher's presence did not have any impact

on how qualitative research classes were taught and how students in those classes behaved during the observation, a creative approach was used. In many parts of the world, 2020-2022 was a period of national lockdowns that sent many classes to Zoom instructional delivery and other similar virtual meeting platforms. So, I requested the five champions who all teach qualitative research at their respective universities to share their class recordings from their teaching between 2020 and 2022. Everyone who was asked to share voluntarily their recordings had been identified as a champion. Therefore, such a person would be one of the best people in his or her university in teaching qualitative research. Furthermore, I sent this request after the interviews for the champions were already completed; which had helped me establish a good rapport with them to make them comfortable enough to share voluntarily their class recordings. Only two champions were able to contribute their video recordings. The other three either did not have any archived recordings or they were shy to share them because they knew that their teaching used a mixture of English and the local language, which I would not have understood. Observations focused mainly on the following dimensions:

- Relevance of class topics to qualitative research: both faculty were champions, seasoned qualitative research experts, faculty, and qualitative researchers. They were well-known qualitative research trainers all over the country. They had conducted and published a lot of qualitative research studies.

- Accuracy of class presentation based on quality qualitative research knowledge: the classes were based on leading resources in the field of qualitative research.

- Students' understanding of qualitative research topics: the students' active participation and the required class assignments in the classes that were observed provided some evidence of students' good understanding of qualitative research.

- Effectiveness in qualitative research teaching: both faculty used multiple strategies to teach qualitative research; some of them are referred to in Chapter 4.

- Efficiency in qualitative research teaching: quantity and quality of qualitative research knowledge were both evident in the teaching of the two faculty.

The first faculty (P45) had been teaching, conducting, and publishing qualitative research for more than 25 years. For the second one (P37), it had been more than 10 years. Both of them had completed their dissertations in the field of education with a dissertation using qualitative research. For each faculty, I observed recordings that were about 6 hours in length. The major topics taught in P45's classes included introduction to qualitative research, philosophical assumptions, theoretical framework, qualitative research vocabulary, selection of the appropriate qualitative research design, debriefing, case study, and historical research. For her classes, there were many different concepts, methods, and designs that were focused on in the classes that were observed. P37 shared recordings focused on the overview of qualitative research, hermeneutic phenomenology, transcendental phenomenology, appreciative inquiry, observations, and focus group discussions.

Use of Memos in this Study

Fieldnotes, commonly referred to as memos in grounded theory, are an important tool commonly used in grounded theory. They are usually created during and after data collection in order "to retain details of the physical environment, to record your immediate responses to the interaction and to capture participant non-participant behavior that will not be revealed through transcription" (Birks & Mills, 2015, p. 76). Memos can never be ignored in grounded theory because, not only do they help the researcher to recall important information that is recorded, they help in data analysis and interpretation (Urquhart, 2013).

Memos are considered "the storehouse of ideas generated and documented through interacting with data" (Tie et al., 2019, p. 4). They help the researcher as much as the computer does in handling recorded data. This is because data analysis in qualitative research in general and especially in grounded theory goes on for a long time and happens most of the times when the researcher is thinking about hir or her study. Memos are usually classified into descriptive and interpretive memos (Birks & Mills, 2015). Descriptive memos help capture exactly what is being said or observed. Interpretive or analytical memos help the researcher produce preliminary or supplementary analysis or interpretation. As expected, in this study, I used both types of memos during, after, and about the interviews, the class observations, and document analysis. Different memos are presented in the next chapter as part of the verification process.

Use of Existing Scholarly Literature in this Study

As was discussed at the beginning of Chapter 2 of this study, a thorough review of the literature is not expected for grounded theory studies. Existing literature is used as a source of data. When used as source of qualitative research data, existing scholarly literature helps with data "analysis…and should be treated the same as data from any other sources that has relevance to your developing theory" (Birks & Mills, 2015, p. 78). In the process of analyzing data in this study, I searched for relevant scholarly literature that would help in the unfolding development of the grounded theory of this study. This literature was collected after most data analysis was done to allow the data from other sources such as interviews, observations, and documents to lead the preliminary steps of data analysis and interpretation.

For a scholarly work to be included as literature for data source, it had to be a scholarly book or journal article. For articles, they must have gone through peer review. They must have been published in 2010 or later. This time period was preferred because by 2010, qualitative

research literature had started to grow exponentially and resources produced were focused on making qualitative research more practical and more accessible in the readership.

Validation of the Tools

Just like in any research study, it is important to validate the research tools before the actual data collection (CohenMiller et al., 2022). This is usually done using two major strategies: evaluation of the tools by experts and pilot study (Creswell, 2013; Lichtman, 2023). In this study, the data collection tools (together with the research title, problem statement, purpose statement, and research questions) were evaluated by least qualitative research experts. They were all university faculty who teach and are passionate about qualitative research.

Pilot Study

There are five major reasons why a pilot study is needed in qualitative research (Yin, 2009) and it is for these reasons that a pilot study was conducted in this study. A pilot study helps refine the data collection plan, including the completeness and appropriateness of content of the research tools as well as the data collection methods and process. Second, the pilot study provides relevant questions and their sequence. It also helps generate a clearer conceptualization or visualization of the study. Additionally, it helps refine the interview protocol. Last, it provides the researcher an opportunity to try different approaches in collecting qualitative research data.

The pilot study of this exploration was mainly focused on the interview guide. Two people who met the selection criteria fully completed the interview. The pilot participants both worked at one of the selected universities. After the pilot interview, I held a 20-minutes session to help the participant of the pilot study reflect on the interview and make recommendations for improvement. After the pilot study, some minor revisions were made to the interview guide before the series of interviews began in different locations (see interview matrices presented earlier in this chapter).

Study Procedures and Ethical Assurances

Just like in any research study, it was important for this study to be planned well before data collection. Furthermore, all research must strictly adhere to the highest ethical standards (Lahman, 2017; Tolich & Anito Jr., 2022; Wa-Mbaleka, 2019a); so, an effort was made to try to uphold the highest ethical standards. This section discusses these two important elements of this study—procedures and ethics. Specifically, this section has four major subsections: study procedures, ethical assurances, study's trustworthiness, and researcher's reflexivity.

Study Procedures

After the ethics clearance, the data collection of this study began with cultural guidance, then proceeded to individual interviews in the selected research organizations and universities, and then document collection, and then class observations.

Cultural Orientation

When conducting research in a context that is culturally different from the researcher's, it is important and highly recommended for the researcher to seek cultural guidance or cultural orientation from the experts of the culture that is predominant in the target research setting (Wa-Mbaleka et al., 2022). Cultural orientation was important not simply because it is expected for the rigor of qualitative research but also because the study involved the highest number of participants and regions that any other qualitative research study I had conducted in the Philippines before. Furthermore, it was necessary because it had been already three years since I moved out of the Philippines. Additionally, given the influence I had had on qualitative research in the Philippines in previous years, it was necessary to demonstrate the best practices of conducting qualitative research.

For this cultural orientation, I selected two Filipino faculty who oriented me on the best practices of conducting research in the Philippine context (see invitation letter in Appendix C). The two faculty members were from one of the selected universities included in this study. They both knew qualitative research, have conducted and taught qualitative research, presented qualitative research at conferences, and published qualitative research papers and chapters. I first requested one of them and as she was trying to address my questions, one of her colleagues volunteered to be part of this cultural orientation because she found it interesting. Being passionate about qualitative research herself, it is possible that she wanted to experience how it is done.

In the cultural orientation, I specifically asked eight questions that were pertinent to conducting this study in a culturally-responsible and culturally-sensitive way. The orientation provided guidance and information about what is expected from a foreign scholar in the Philippine context (e.g., respect for local cultures, professionalism, excellence, and ethical practice). The two professor explained that for a Filipino to participate in a study, especially in a university setting, the top administration must be involved in the recruitment process. This is obviously not considered an indirect coercion; it is a way to respect the elders and people in a position of power. They explained that women are highly respected in society; therefore, as a male researcher, I needed to show them more respect and more appreciation that what may be common in other parts of the world. Giving some simple tokens of appreciation was highly encouraged; which I abode by through the offering of a copy of my qualitative research book to each of the research participants. Respect was highly emphasized throughout the orientation because it is considered the factor that creates strong relationships that facilitate research.

Recruitment Process

After the cultural orientation was completed, then the recruitment process of the participants took place using the steps presented in Table 5.

Table 5

Recruitment Process

Steps	Top administrators of research organizations	VPs & Directors of research	Faculty & Students	Doctoral Graduates
1. Secure permission to collect data from a research organization or university.	☒	☒	☒	
2. Send the introduction letter to the potential participants.	☒	☒	☒	☒
3. Set up interview date and time.	☒	☒	☒	☒
4. Obtain signed written informed consent.	☒	☒	☒	☒
5. After interview, go through the previous steps for theoretical sampling.		☒	☒	☒

The recruitment involved five steps for the five groups of people who participated in this study. The four groups involved in this study were (a) current and former top administrators of research organizations, (b) current and former university vice presidents and directors of research, (c) faculty and doctoral students, and (d) doctoral graduates of the selected universities. The first step was to secure permission to collect data from the target research organization or university based on the selected criteria (see Appendix A). This step was need for all the groups except the group of the doctoral graduates because they no longer had any binding relationship with the selected university or research organization.

The second step was to send the letter of introduction to the potential participant. This letter was the beginning part of the Informed Consent Form (See Appendix B) because, as was indicated earlier, groundwork of recruitment was already done by the university-appointed or research organization-appointed person. So, this letter was simply to follow up on potential participants who are already conditionally agreed to participate. They simply needed to see the terms of the informed consent before deciding on whether to participate or not. Except two people, all who were invited to be part of the study agreed to participate and actually did fully participate. For the two who did not participate: one had agreed but during the time scheduled for the interview, something came up that he needed to take care of. As for the second one, she never responded to the email request sent to her. It is possible it went to her spam box. There was no other way of reaching her.

The third step was to obtain the interview date, time, and place. A month or more before data collection, I obtained permission from the gatekeepers to collect data at their respective universities and research organizations. This had to be done about the same time for the face-to-face interviews because this study required international travel. Once I was appointed the research study person by the institution or the research organization, I immediately started coordinating with them to find the most convenient dates and times during the duration of my stay in the Philippines. The specific place to conduct the interview for each selected university or research organization was provided once I was on the ground. For those whose interviews were done on Zoom, a mutually-agreed date and time was set based on the availability of the participants. All in all, about 15-20% of interviews were on Zoom while the rest, 80-85%, was face-to-face in the Philippines.

The fourth step was about obtaining the informed consent. Most of the informed consents were written and a few participants preferred to have theirs simply orally recorded right at the beginning of the interview. Although the informed consent form was sent earlier, it was usually signed right before the interview. This was done so that participants had enough time to read, think about the form, and ask any questions they could have before eventually signing it. Everyone who participated had no questions about the informed consent. This led to believe that it was fully understood.

The final step was to go over the theoretical sampling. This involved two specific aspects. First, as face-to-face interviews went on, some interviewees pointed to some potential participants who could provide more information about the topics that were being discussed. The second strategy that was used was the formation of the group of qualitative research champions. These were people referred to over and over again at the selected universities for having had a positive influence on the university's qualitative research integration. They were then recruited for interviews to understand better the topic under exploration. After the recruitment was done, the interview proper and other types of data collection took place. All the interviews with the qualitative research champions were conducted on Zoom after the general individual interviews were completed.

Ethical Assurances

It is common for qualitative research textbooks to discuss ethical considerations because quality qualitative research depends on ethical practices in addition to other trustworthiness indicators (Merriam & Tisdell, 2016). Ethics is required much more in qualitative research than in quantitative research (Brinkmann & Kvale, 2018; Wa-Mbaleka, 2019a) because qualitative research requires the researcher to be in close proximity with the research participants than what

is commonly found in quantitative research. Qualitative researchers are expected "to be rigorously ethical" (Saldaña, 2012, p. 37). Saldaña recommends a high ethical standard to be "rigorously ethical with your participants and treat them with respect; rigorously ethical with your data and not ignore or delete those seemingly problematic passages of text; and rigorously ethical with your analysis by maintaining a sense of scholarly integrity" (p. 37). Treating all the participants with dignity, being inclusive of all the data, and maintaining scholarly integrity in data analysis and interpretation are to be upheld in qualitative research. Ethical practices in qualitative research are there not solely to keep information private and confidential but also about respect, dignity, rigor, and integrity in the whole study. This takes the qualitative researcher way beyond the common ethical practices expected in many quantitative research studies.

This study took into consideration these ethical principles and the ethical standards that are well established in qualitative research in general (Wa-Mbaleka, 2019a) and those that are relevant to the Asian context (Tolich & Anito Jr., 2022). The strategies discussed below that come from both Tolich and Anito Jr. (2022) and Wa-Mbaleka (2019a) were followed to ensure the highest ethical standards were upheld in this study. For general ethical practices, following Wa-Mbaleka (2019a, pp. 118-120) and Gaikwad and Gaikwad (2022):

1. I protected the participants, myself, and the research setting. I did not allow any harm to happen to the selected universities, research organizations, the participants or myself. The study had no known risk to anyone who was involved. All the interviews were conducted in safe environments. Some were in faculty or dean's offices, others were in classrooms, one set of three interviews was in a mountain resort selected by the research organization leaders, one was in a hotel office, and a few were conducted on Zoom.

2. I avoided any potential emotional and spiritual harm to the research participants by not engaging in any discussion that could cause such harm. There was no topic that could cause any negative emotional stress and no such an emotional stress was observed during the interviews. The study did not ask about participants' spiritual beliefs; therefore, there was no encounter where spirituality was discussed.

3. I did not involve anyone in any risk. No risk was anticipated in this study. Before data collection, I had assessed the risk and concluded that if there was any known risk in participating in this study, it would be no more than minimal.

4. I ensured reciprocity in the sense that all participating universities and research organizations could receive one free qualitative research talk from me and that they would receive a copy of the major findings of this study once it is completed. The free talk on qualitative research was offered in two universities that requested them. The rest of the participating entities either did not have the need of such a presentation at that time or preferred to have that at a later date.

5. I ensured that all the participants were treated with dignity irrespective of their status, position, gender, sexual orientation, race, religion or any other demographic descriptors. During the interview, I consciously acted as professionally and as friendly as possible. I decided to abide by the institutional guidelines and to operate within the confines of the best local cultural practices.

6. I treated all the participants with respect and with a grateful attitude.

7. I worked only with those who voluntarily agreed to participate in this study. They all gave informed consent before participating in the study (see Appendix B for the informed consent).

8. I kept the participants' data and information as well as the identity of the selected universities and research organizations private and confidential. There was, however, some allowance for any participant to require their actual names to be included in this study but there was no such a request.

9. In qualitative research, removing participants' names from the data is not enough because their identity may still be guessed from the direct quotes used in the final report (Bazeley, 2013). In this study, all the effort was made to remove any detail that may reveal the identity of the participants.

10. This study did not use photographs of the research settings because these can easily reveal the identity of some people. Besides, such photographs were not necessary for this study.

11. For bias to be reduced (since it cannot be and is not expected to be eradicated in qualitative research), member check, triangulation, and audit trail was used.

For best ethical practices in the Asian context, following Tolich and Anito Jr. (2022) and Wa-Mbaleka et al. (2022), I also:

1. sought cultural guidance from two Filipino faculty members to learn the best practices in conducting qualitative research interviews in the Philippine context.

2. went through cultural orientation and applied the best practices of gifting as it pertains to research in the Philippine context.

3. ensured that sensitive content was not included in the final report because this research topic did not necessitate sensitive data.

4. created an acceptable and safe working atmosphere that was conducive to successful in-depth interviews.

Furthermore, collected raw data was kept on a password-protected laptop and is intended to be kept there for a minimum of 5 years according to UNICAF's policy. No special groups of participants were included in this study because this inclusion was not necessary for this study. Therefore, no special process in securing informed consent was not necessary. Before participants took part in this study, they were asked to read, understand, and sign the informed consent form (see Appendix B). Everyone voluntarily participated with full informed consent.

Study's Trustworthiness

In quantitative research, quality in a research study is assured through validity and reliability tests (Creswell, 2008). In qualitative research, this is done through what is known as trustworthiness of the study (Denzin & Lincoln, 1994; Nowell et al., 2017). Trustworthiness helps establish and foster rigor in qualitative research. It is evaluated on six dimensions: credibility, consistency, dependability, transferability, confirmability, and utilization (Korstjens & Moser, 2018; Nowell et al., 2017; Patton, 2015; Wa-Mbaleka, 2018, 2019b). Following Wa-Mbaleka (2019b), Table 6 synthesizes these six dimensions and how they were addressed in this study.

Table 6

Study's Trustworthiness

Trustworthiness Dimension	Assessment Question	What Was Done in this Study
a. Credibility or authenticity	How congruent are the findings of the study with reality?	• I tried my best to present credible data. • I conducted member check where the qualitative research champions checked the completeness and accuracy of the data analysis and interpretation. • I spent as much time as necessary in data collection to make sure all that was necessary to explore this topic in-depth was achieved. While the most intensive part of data collection took about 4

		months, some supplementary documents were collected for 4 additional months. • I used triangulation (corroboration of sources) through the use of interviews, observations, documents, review of the literature, and memos. • I provided the researcher's positioning (or reflexivity) below to expose my bias in order to keep it in mind and try to keep it in check throughout the study. • I included discrepant cases in the sense that all the data was reported, including data that did not necessarily align with the opinions of the majority.
b. Consistency	Is there any methodological evidence that can make the research findings somewhat replicable (or at least meaningful)?	• I used triangulation and researcher's positioning or reflexivity • I used audit trail (seen details as presented in Chapter 3 and Chapter 4); that is, a thorough documentation of the process undertaken throughout this study.
c. Dependability	What evidence is provided to make readers comfortable enough to depend on the researcher's interpretation despite the researcher's subjectivity?	• I conducted member check.
d. Transferability	Can findings of this study be applied to other situations (without random sampling)?	• I used thick description and provided enough details in order to give the readers the power to generalize to their own contexts and to arrive at the proposed grounded theory. • I used audit trail.
e. Confirmability	Is there any evidence of some level of neutrality and reasonable freedom from known research bias?	• I used the researcher's reflexivity. • I used several direct quotes and provided enough evidence for different claims, categories, and propositions. • I presented competing claims where they were available. • I followed the rigor of grounded theory. • I conducted rigorous data collection and analysis based on the best practices and strategies from different qualitative research and ground theory experts.
f. Utilization or application	Is there any clear value of the study to the	• Findings of this study are considered intellectually and physically accessible;

	participants, researcher, and research consumers?	that is, following the scholarly rigor and making the findings of this study accessible for potential readers. The latter is intended furthermore to be done through scholarly publication and conference presentations after the completion of the dissertation. • The study generated practical recommendations that can help with qualitification.

Researcher's Reflexivity

It is well known and accepted that qualitative research is subjective (Creswell & Poth, 2024; Lichtman, 2013). It is not the job of qualitative researchers to eliminate bias. In fact, a qualitative researcher is known to be an instrument (Wa-Mbaleka, 2020b); meaning, the qualitative researcher uses "his or her eyes and ears and filters" (Lichtman, 2013, p. 4) to collect, analyze, and interpret data (Wa-Mbaleka, 2020b). In many cases, the qualitative researcher cannot and is not expected to remove completely his or her bias. However, qualitative researchers are expected to be open with their bias by stating it clearly upfront and trying to keep it in mind throughout the study. This is the process well known as researcher's positioning or researcher's reflexivity. Below is the researcher's reflexivity that guided this study.

I am an American scholar who has lived in, worked in, and traveled to many different countries. This world travel experience helps me to see things from multiple perspectives. This global perspective, however, could have had some impact in capturing the subtleties in meaning that the participants constructed. This is where member check came in handy. I worked in the Philippines from 2011 to 2019, where I was one of the pioneers who contributed significantly to the integration of qualitative research in the research culture at the national level. I spoke about

qualitative research and delivered qualitative research conference presentations, seminars and workshops in different universities, research organizations, and other research events.

I have been teaching qualitative research since 2012 and I enjoy teaching and conducting qualitative research much more than quantitative research. I have published several qualitative research journal articles and books, including The SAGE Handbook of Qualitative Research in the Asian Context (Wa-Mbaleka & Rosario, 2022), Qualitative Research for Practical Theology (Wa-Mbaleka et al., 2021), and the article entitled Ethics in Qualitative Research: A Practical Guide (Wa-Mbaleka, 2019a). These various experiences helped me develop qualitative research expertise that was useful in this study. However, because this study was a qualitative research study about qualitative research, I made sure to dig much deeper than what I knew before. Furthermore, now that the field of qualitative research has expanded worldwide, my approach to this study was mainly driven by the American perspective of qualitative research, which tends to be a lot more practical and methodical.

My 8 years of work in the Philippines was mainly spent on an international university campus; not fully immersed in the Philippine culture. For this study, I certainly had much to learn about the Philippine culture that was necessary to conduct this study effectively. Additionally, it is true that the Philippines is a predominantly Catholic (Christian) country. Although I am a Christian, I do not subscribe to the Catholic faith. I needed to be open to the difference of opinions of faith, when that came up in the interviews. Furthermore, due to different schools of qualitative research, different scholars in the Philippines could have different views from mine. I needed to have an open mind to be able to learn from all the participants despite this diversity of qualitative research philosophical orientations. Last, as much as I am excited about qualitative research, some of my participants turned out not to be equally excited about it. Therefore, I needed to suspend any

judgment when that happened, although it was on rare occasions. It seemed to have happened solely with few participants whose academic background was in engineering.

Data Collection and Analysis

It is well known that in qualitative research, data analysis starts when data collection begins (Bazeley, 2013; Miles et al., 2019; Yin, 2015). This section discusses both together because of the overlap that exists between the two in qualitative research. This practice is also common and expected in grounded theory, especially that theoretical sampling and constant comparison are some of the major requirements of grounded theory (Birks & Mills, 2015; Bryant & Charmaz, 2019; Corbin & Strauss, 2015; Glaser, 2007b; Tie et al., 2019; Urquhart, 2013)—two of the prerequisites that most grounded theory experts agree on. Before presenting the steps taken concurrently in data collection and analysis, it is important to reflect on how the data was triangulated. Data triangulation is expected in all qualitative research studies because it is one of the means of improving the study's trustworthiness as was presented earlier.

Table 7 displays how the sources were triangulated with the research questions.

Table 7

Triangulation Matrix

Research Questions	Interviews	Classroom Observations	Documents	Existing Literature	Memos
1. What are the indicators of a university that is strong in qualitative research?	☒	☒	☒	☒	☒
2. What are the major barriers that prevent universities from integrating	☒	☒	☒	☒	☒

qualitative research?					
3. What factors contribute to a university's qualitification?	⊠		⊠	⊠	⊠
4. What role do administrators and champions play in qualitification?	⊠				
5. What are the best practices that foster qualitative research in a university?	⊠	⊠	⊠	⊠	⊠
6. What theory can be proposed to explain the qualitification of a university?	⊠	⊠	⊠	⊠	⊠

Based on the table above, all the data sources contributed to generating answers to the four research questions. Two research questions, however, did not need all the data sources to be addressed.

Data Collection Plan

For effective data collection, a data collection plan is necessary (Wa-Mbaleka, 2018, 2019b). Below are the steps that were followed to collect data for this study as proposed in qualitative research literature (Ekoto et al., 2022; Wa-Mbaleka, 2018, 2019b).

1. Secure the IRB approval.

2. Secure permission to collect data from the university or research organization leadership (see Appendix A).

3. Go through Filipino culture orientation.

4. Recruit the participants.

5. Secure the date, time, and place for the interview.

6. Secure informed consent by getting potential participants to sign it (see Appendix B).

7. Refresh knowledge about the use of HyperRESEARCH, the software that was used for data analysis.

8. Conduct the interviews, collect relevant documents, and write memos.

9. Collect relevant scholarly literature.

10. Secure data for safety, confidentiality, and privacy.

11. Organize data in preparation for analysis.

While this list is linear, qualitative research is hardly ever linear. So, there was a lot of overlap between the steps presented above.

Concurrent Data Collection and Analysis

As indicated previously, data collection and preliminary analysis happened concurrently, although the most extensive data analysis began after most interviews were done. For this study, the process proposed by Birks and Mills (2015), which is aligned with the Straussian model (Corbin & Strauss, 2015), was chosen because of its practicality for researchers new to the use of grounded theory. Table 8 presents the process that was followed in the concurrent data collection and analysis in this study.

Table 8

Concurrent Data Collection and Analysis Process

Analysis Phases	Data Analysis Activities	Meaning
Lower Level (or open coding)	1. Purposive sampling 2. Initial coding 3. Concurrent data collection and generation 4. Theoretical sampling	1. Selection of participants based on the selection criteria 2. Assignment of initial meaning to raw data (open coding)

		3. Generation and collection of data from all the sources (except literature) 4. Selection of new participants based on preliminary data
Medium Level Coding (or axial coding)	1. Constant comparative analysis 2. Category identification 3. Theoretical sensitivity 4. Intermediate coding	1. Development, comparison, and contrasting of categories 2. Establishment of categories 3. Examination of personal bias 4. Axial coding
High Level Coding (or selective coding)	1. Advanced coding and 2. Selection of the core category 3. Theoretical saturation 4. Theoretical integration	1. Search and coding of the literature 2. Coding around the core category 3. Arrival at the point where no new data was needed for the development of the theory 4. Establishment of the new theory 5. Consolidation of the new theory through comparing and contrasting the new theory with existing theories

Again, for the purposes of explaining what happened in the concurrent data collection and analysis, the table above is presented in a linear format; however, the process was much more reiterative than linear.

Data Collection Tools

To collect data, different tools are necessary in a qualitative research study (Creswell, 2013). In this study, I used two audio-recorders concurrently just in case one failed: a password-protected iPhone and laptop. I also used papers and a pen; some papers were used for the informed consent form. All documents that were collected were made available electronically. A laptop was used for the whole study and for virtual interviews for those who were not accessible face to face. In this case, Zoom was the platform for the virtual interviews. Access was password-required to ensure the interview was private.

Data Analysis Software

The more qualitative research expands around the world, the more qualitative research data software packages are produced. While it is good news to have many options about the selection of the right software, it can equally be a challenge to choose the correct one. Creswell (2013) has set a list of criteria that can help researchers choose the right qualitative research data analysis software. Most of them include, but may not be limited to, ease of use, limited technical problems, diversity of data that the software can handle (text, images, audios, and videos), ability to facilitate reading, viewing, highlighting and connecting quotations, possibility to search for specific information, memoing, coding capabilities, possibility to import data, possibility of merging projects, compatibility with both MAC and Windows operating systems (including online collaboration), and availability of technical support. After checking many different options available based on the list above at the time of this study, I settled for HyperResearch for this study because it met most if not all the criteria listed above.

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Summary

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Because qualitative research, and especially grounded theory, is a complex undertaking (Birks & Mills, 2015; Glaser, 1998; Wa-Mbaleka, 2019b), it is necessary to have a clear, strong, and well-detailed plan. This is the reason why this chapter was intentionally well detailed. Much thought was put into it in preparation for the execution of this study. Also, because of the complexity of grounded theory, it is not unusual to make some changes to Chapter 3 as the research study progresses. This chapter started as a blueprint to be followed but with a clear understanding that some changes could occur in data collection based on the emergence of the study and the reality on the ground. This chapter includes more details than the original Chapter 3 of the proposal because it reflects in many more precise details what actually happened in this study.

This chapter began with an introduction that listed the different sections. Then, it moved into the detailed discussion of qualitative research and grounded theory, and why they were selected for this study as research approach and research design respectively. The chapter then discussed the population and sample from the perspective of qualitative research and how they were selected for this study. Different types of qualitative research sampling strategies as well as the participants' selection criteria were discussed. The instrumentation of the research tools was discussed. The chapter moved on to discuss the study procedures and the ethical considerations that guided this research study. Last, data collection and analysis were discussed both from the existing literature and how they were actually undertaken in this study. The next chapter, the longest in this dissertation, presents the findings and introduces the constructed grounded theory of this study.

CHAPTER 4: FINDINGS

Research plays an important role in higher education, industry, national and global development in general (Creswell & Guetterman, 2018; Wa-Mbaleka, 2015; Wa-Mbaleka & Gomez, 2017). Because of its significant importance, research has developed into different branches: quantitative, qualitative, and mixed-methods. This study focuses specifically on one approach; that is, qualitative research. Qualitative research was specifically focused on because it is the field of this doctoral program and because qualitative research has not been integrated in the academe as much as quantitative research.

The main purpose of this study was to generate a grounded theory that explains how universities integrate qualitative research successfully in their research culture. While the number of universities that have successfully integrated qualitative research in their research culture is significantly smaller than the number of those that have not, there have been some universities that have been successful in this process referred to as qualitification in this study. It was necessary to learn from these universities and some research organizations that have contributed to the growth of qualitative research in the Philippines. The Philippines was selected as the research setting because it is a country that has experienced a significant growth of qualitative research since 2013. This growth has been evidenced by an increase in qualitative research presentations at various research conferences, journal publications, completion of qualitative research dissertations and theses, introduction of qualitative research courses in senior high school and university curricula, and research workshops, seminars, and webinars. For this theory to be developed, it was necessary to collect data through interviews, observations, fieldnotes, analytic memos, literature, and documents. Interviews involved vice presidents and directors of research at four selected universities, top leaders of three research organizations,

faculty who teach qualitative research or who had advised students in doctoral qualitative research dissertations, doctoral students who were writing qualitative research dissertations at the selected universities, and recent doctoral graduates who had completed qualitative research doctoral dissertations at the selected universities.

To carry out this study, five major aspects were considered. First, it was important to understand what qualifies a university as a qualitatively-acculturated institution. This was the purpose of the first research question. It was important to understand the indicators that people consider necessary to decide that a university has reached qualitification. This dimension of the study was important because, for universities that still have room for growth in their integration of qualitative research, they could look at these indicators and decide the areas that need improvement. Until this study, no such a taxonomy of the indicators of an institution with strong qualitative research culture was available.

Second, the exploration focused on the barriers that prevent qualitification to happen in universities. Sometimes some people may be interested in integrating qualitative research but may need to understand the barriers that are involved in the process. Knowing these barriers can help them progress more effectively in their qualitification process. It was essential therefore to learn from people who have been successful in integrating qualitative research in their research culture what these barriers are and how they could be overcome. Some of them turned out to be myths that have already been discussed in the existing literature.

Third, factors that motivate universities to integrate qualitative research were explored. This exploration was vital to the understanding of qualitification because it was possible that in addition to removing barriers, there could be factors that may help motivate universities to integrate qualitative research in their research culture. While trying to eliminate the barriers,

universities would need to focus on these factors so that the qualitification process can be efficient and effective. This was the focus of the third research question of this study.

In the course of data collection, it became evident that university administrators and qualitative research champions play an important role in qualitification. Without administrative support to qualitification, the process is slow, ineffective, or impossible. Without a qualitative research champion who is and expert and passionate about qualitative research and is self-motivated to promote it, qualitification is difficult. This was the focus of the fourth research question, which was added during data collection and preliminary data analysis.

To make the study practical for implementation, the fifth research question focused on the best practices that can be used to foster qualitative research in universities. This research question helped generate several strategies that can be used for qualitification. With the findings from this research questions, institutions interested in qualitification have a tool that they can use. While it may not necessary be the primary goal of a grounded theory study to generate such practical strategies, it was necessary for this study to be helpful in the work of qualitification.

The last research question led to the heart of this exploration; that is, the development of the proposed grounded theory. Grounded theory is a complex process that requires specific methods, procedures, and principles that the researcher must adhere to (Birks & Mills, 2015; Corbin & Strauss, 2015; Glaser & Strauss, 1967). The best practices of grounded theory were applied to this study to come up with the proposed grounded theory of this dissertation. This is the reason why this research question occupies most of this chapter.

This chapter is divided into eleven major sections. The first section discusses the trustworthiness of the data of this study. In qualitative research, it is important to demonstrate how trustworthiness was handled so that the readers have the power to draw informed,

evidenced-based conclusions. This helps readers generalize to their own contexts since generalization in qualitative research is not over the population but it is left to the readers or those applying the findings of the study (Bogdan & Biklen, 2007, 2016). The second section discusses the different data analysis and interpretation steps that were taken and methods that were used as pertaining to qualitative research in general and particularly to grounded theory. The third section presents the demographic data to give the reader the big picture of who and what was involved in this study.

Next to the data analysis and interpretation section come six sections that address specifically the five research questions of this study. So, the fourth section discusses the indicators of a qualitatively-acculturated university. The fifth section discusses the different barriers that prevent universities from integrating qualitative research in their research culture. The sixth section discusses factors that motivate universities to integrate qualitative research in their research culture. The seventh section develops, discusses the role administrators and qualitative research champions play in qualitification. The eight section discusses practical strategies that universities can use to integrate qualitative research in their research culture. The ninth generates, and then presents the grounded theory of qualitification that was developed as the result of this study. From the fourth to the eighth sections, all is about presenting the data as aligned with the different research questions.

The tenth and eleventh sections of this chapter create a bridge to the final chapter of this dissertation. The tenth section is the evaluation of the findings. It synthesizes the findings based on the six research questions and compare and contrast them with the existing literature and some existing theories. The last section is the summary of key points of the findings of this study.

Trustworthiness of Data

Chapter 3 synthesized how trustworthiness of this study was approached. This synthesis is presented in Table 6. This section in this chapter, however, specifically describes each of the six dimensions of qualitative research trustworthiness as recommended by Saldaña and colleagues (Miles et al., 2019; Saldaña, 2021; Saldaña & Omasta, 2021). It includes credibility, consistency, dependability, transferability, confirmability, and utilization. This section discusses how each one of these dimensions of this study's trustworthiness was approached to collect high quality data.

Credibility or Authenticity

Credibility, also known as the study's authenticity (Miles et al., 2019), is defined as "the confidence that can be placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views" (Korstjens & Moser, 2018, p. 121). The credibility of the data has to do with how congruent the findings are with the reality on the ground. There are many strategies that are known to increase the credibility of a study, which I followed in this study. These include collecting and presenting credible data, conducting member check, spending enough time collecting and analyzing data, using triangulation, providing the researcher's positioning, and including the discrepant case analysis.

First, this chapter presents credible data. One of the strategies that I applied to make sure the collected data is credible was for me to go through cultural orientation by two Filipino faculty members who are good at qualitative research and were willing to provided me an extensive cultural orientation of the Philippines. The data presented here is credible because it was from

participants who had lived the experiences of qualitification. Additionally, multiple variation

sampling and a variety of data sources helped increase the credibility of this data. Furthermore,

well established qualitative research experts were included in the interviews to understand from

their expert views the theory of qualitification.

Second, member check was conducted with the qualitative research champions who were

identified in this study. The following memo explains how this decision was reached.

> **Memo 160:** May 16, 2023: Member check
> As I am writing the trustworthiness of this study, it dawns on me that I can't use member check with all the participants. This is because it is not easy to control what some participants can do with the findings before I publish this study. Therefore, I have decided two things:
> 1. Those who participate in member check will be people who are expected to be mature scholars who would not plagiarize. These include specifically the five qualitative research champions.
> 2. The member check will not involve the whole fourth chapter because the fourth chapter may be around 150-200 pages. A chapter this long would be too much for people to do member check on. Instead, a list of indicators of a qualitatively-accultured university, a list of barriers to qualitification, a list of factors that motivate universities to integrate qualitative research, a list of propositions that guided the generation of the grounded theory, as well as a list of the recommendations for universities to integrate qualitative research will be the only ones sent out for member check. The actual model will not be shared.

Those who participated were people who were expected to be mature scholars who would not be

tempted to plagiarize or share the content of this study before its publication. They checked

specifically the different phases of the development of the theory of qualitification and the related

propositions. They also checked the taxonomy of qualitification. The list of codes with their related

categories and themes was not included in the member check as initially planned because it was

too long and because the primary goal of this study was really the generation of the theory.

However, the champions were given the option to check the thematic table if they found it

necessary but none of them did.

Third, as required in qualitative research in general and specifically in grounded theory, I spent ample time in data collection. Data collection began in October 2022 and ended in in July 2023 when I completed writing the first draft of Chapter 4. The end of Chapter 4 was the end of the data collection. This is because when developing the theoretical sensitivity, it is common in grounded theory to collect more data from different sources. It is true that the major interviews took place between October 2022 to January 2023. However, other data such as class recordings and institutional documents were collected beyond that time period.

Fourth, triangulation, also known as corroboration of sources, was used in this study as required in qualitative research. Ttriangulation of sources was done through the use of interviews, observations, documents, review of the literature, and memos. Furthermore, theoretical triangulation was used by comparing the findings with some existing theories that came up as a result of the interviews. Fifth, I stated my researcher's positioning in Chapter 3. This positioning was not solely for the sake of stating it but also to have it guide data collection, analysis, and interpretation. Sixth, this chapter did not discriminate against discrepant cases. Discrepant cases were included to increase the credibility of the data. All the data necessary to address the research questions were reported, including data that did not necessarily align with the opinions of the majority. No data was discarded simply based on whether it was the majority's opinion or not. Similarly, no data was removed simply because it came only from one source or one person as long as it contributed to the understanding of the issues that were under exploration.

Consistency

Consistency is defined as the methodological evidence that can make findings replicable to some degree or to make the findings meaningful (Miles et al., 2019; Saldaña & Omasta, 2021). Consistency helps prove to the readers that indeed the methodological rigor was followed

throughout the study. To demonstrate consistency in qualitative research, researchers are expected to use triangulation and audit trail (Miles et al., 2019; Wa-Mbaleka, 2018). The way triangulation was used is already discussed in the credibility section above.

Audit trail is "a validation strategy for documenting thinking processes that clarify understandings over time" (Creswell & Poth, 2018, p. 207). It is a process of documenting and defending all the methodological steps and decisions that were taken in a study. This chapter and the previous chapter both explain in depth the steps that were taken and why they were taken. To arrive at the final grounded theory of this study, all the steps were documented to guide the readers for the purpose of verification. Based on the recommendations by Flick (2023), the following strategies were used for audit trail: the data collection methods and procedures were discussed and followed; abstraction of the data to generate the grounded theory was used and documented; theoretical notes and analytic memos were used in data analysis, steps were taken and documented in data analysis, constant comparison and theoretical sensitivity; and the process of developing the final research questions and the interview protocol, as well as the different stages of data collection were well documented in the previous chapter.

Dependability

Dependability, also known as auditability (Miles et al., 2019), is defined as "the stability of findings over time. Dependability involves participants' evaluation of the findings, interpretation and recommendations of the study such that all are supported by the data as received from participants of the study" (Korstjens & Moser, 2018, p. 121). Dependability is about the evidence that the study provides to make readers comfortable enough to depend on the researchers' interpretation despite the researchers' bias and subjectivity as presented in the researcher's positioning. Interestingly, the two strategies used to increase the dependability of the study include

triangulation and audit trail (Miles et al., 2019; Wa-Mbaleka, 2018), already discussed in the two previous sections. So, these two strategies were substantively used as demonstrated in this chapter and the previous chapter.

Transferability

Transferability, also known as fittingness, has to do with the evidence the study provides to make the findings applicable to other settings (Miles et al., 2019; Wa-Mbaleka, 2018). What makes transferability intriguing to some people is that the study needs to show that the findings can be applied to other contexts without using random sampling. As was discussed earlier, qualitative research does not use random sampling. So, one can easily wonder how findings can be applied to other contexts without random sampling. Transferability is defined as "the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents. The researcher facilitates the transferability judgment by a potential user through thick description" (Korstjens & Moser, 2018, p. 121). Although thick description is not required in grounded theory (Birks & Mills, 2015), it is not prohibited. It was used in this study to help improve the audit trail, which is required in qualitative research. It is because of transferability purposes that steps taken in this study are well detailed. I used thick description and provided enough details to give the readers the power to generalize (or transfer the findings) to their own contexts and to show how I arrived at the proposed grounded theory.

Confirmability

Confirmability relates to "relative neutrality and reasonable freedom from unacknowledged researcher biases—at the minimum, explicitness about the inevitable biases that exist" (Miles et al., 2019, p. 311). This explains the importance of stating the researcher's positioning before undertaking a qualitative research study. Being aware of one's biases, stating

them, and keep them in mind throughout the study is critical to the confirmability of the study. In this study, the researcher's reflexivity or positioning, direct quotes from the data, competing claims where they were available, rigor of grounded theory, and rigor in data collection and analysis were followed to increase this study's confirmability as recommended by the experts (Flick, 2022b; Miles et al., 2019). This study applied rigorous data collection and analysis methods based on the best practices and strategies from different qualitative research and ground theory experts.

Utilization or Application

A study's utilization or application, also known as study's action orientation, is defined as "what the study does for its participants—both researchers and researched—and for its consumers" (Miles et al., 2019, p. 314). Really, there is no point in conducting a qualitative research study, which takes so much time and effort from everyone involved, and not have any specific value from the study. To increase the study's utilization, it is expected to provide intellectual and practical tradeoffs to the participants and the researcher. Findings of this study are considered intellectually and physically accessible; that is, following the scholarly rigor and making the findings of this study accessible for potential readers. The latter is intended furthermore to be done through scholarly publication and conference presentations after the completion of the dissertation. The study generated practical recommendations that can help with qualitification.

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Data Analysis and Interpretation

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As was already discussed earlier, in qualitative research and especially in grounded theory, data collection, data analysis, and even data interpretation overlap; they happen concurrently (Birks & Mills, 2015; Corbin & Strauss, 2015). While extensive data analysis and interpretation happened when most data were already collected, they started when data collection began. This was done through descriptive and analytic memos that were generated during data collection.

Qualitative data analysis is defined as "the interpretation and classification of linguistic (or visual) material…to make statements about implicit and explicit dimensions and structures of meaning making in the material and what is represented in it" (Flick, 2023, p. 386). This process is done systematically based on established qualitative research principles or analytical models and strategies. While data collection, analysis, and interpretation overlap in grounded theory, here they are discussed in a linear way to help the reader understand better how data analysis and interpretation were carried out. Table 8 in the previous chapter presented a synthesis of what happened. The present section provides more elaboration to situate the reader better in the rest of this chapter.

Grounded theory experts generally agree on at least three levels of data analysis and interpretation: open coding, axial coding, and selective coding (Birks & Mills, 2015; Corbin & Strauss, 2015; Glaser & Strauss, 1967; Urquhart, 2013). These three levels of analysis and interpretation were followed in this study. This section discusses how they were implemented. First, it is important to define what a code is and what coding means. A code is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute to a portion of language-based or visual data" and it is "researcher-generated construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytical processes" (Saldaña, 2015, pp. 3-4). A code is the smallest meaningful unit of analysis assigned to a chunk of data to start creating meaning (Wa-Mbaleka, 2018). Coding is therefore the process of assigning codes to chunks of data. It is believed to be a "deep reflection about and, thus, deep analysis and interpretation of the data's meanings" (Miles et al., 2014, p. 72). It is more than just assigning meaning; it is a deep reflection that the qualitative researcher is involved in at many different levels

and stages of the study. Most likely, this is the stage that takes significant time and effort from the researcher if it is well done. This deep reflection is not just about the research methodology. It also involves deeper learning about the phenomenon that the researcher is exploring as well as connection to the researcher's field, the context of the study, the researcher's reflexivity, the participants' view of reality, and many other factors. While it can go fast as one gets more experience with qualitative research, it should never be done hurryingly.

Open Coding

Also known as lower-level coding (Birks & Mills, 2015), open coding is the first level of coding where codes are assigned to raw data. In open coding, different strategies of assigning codes are used. These include but may not be limited to descriptive coding, in vivo coding, process coding, values coding, evaluation coding, dramaturgical coding, holistic coding, provisional coding, hypothesis coding, protocol coding, causation coding, attribute coding, magnitude coding, sub-coding, and simultaneous coding (Miles et al., 2014).

In this study, the types of coding that were used include descriptive coding, in vivo coding, process coding, values coding, evaluation coding, protocol coding, causal coding, and attribute coding. Based on the definitions provided by Miles et al. (2014), these different types of coding were used. The descriptive coding was used to summarize chunks of data. The in vivo coding was used when some participants used keywords that were critical to this study. Values coding was used when participants expressed their own values, worldviews, or perspective on a given issue of this study. Protocol coding was used in the sense that coding had to be aligned with the research questions because it is the standard of the university for Chapter 4 of the dissertation to follow the same template. So, while the emergence of the findings and eventually the grounded theory were expected as is common to qualitative research (Creswell & Poth, 2018), this had to happen within

the confines of the template of the university. Causal coding was necessary to find the attributes of the grounded theory that was under development. Attribute coding was used to summarize and visualize the different attributes of the data and participants of this study.

Open coding depends on the work from purposive sampling, initial coding, concurrent data collection and generation, as well as theoretical sampling (Birks & Mills, 2015). All these took place. Research participants were selected based on clearly established selection criteria presented in Chapter 3. Open coding involved assigning initial meaning to raw data. During this open coding, all data was fully collected except the literature that was used as a source of data. Last, theoretical sampling took place during this time as data led to other potential research participants. In fact, it at this stage that the category of qualitative research champions was introduced among the research participants (see Chapter 3 for details). It turned out that in each selected university, there was at least one person that research participants considered as their qualitative research champion; someone who championed and fostered qualitative research in that institution. It was necessary to form such a special group of participants and learn more from them.

Below, more details are provided on how the open coding process happened. The subsections below present specific data on what specifically took place at different stages of the open coding. The process is described through four subsections and include progression of the codes, code cleaning process, and presentation and definition of the codes.

Progression of the Codes

To give an idea on how codes were develops, it was necessary to establish the steps and the progression of the codes. Table 9 is a tabular representation of how this progression happened. It shows how the number of codes increased from the first to the last participant.

Table 9

Tabular Progression of the Codes

Participants	Participants
P1	43
P2	80
P3	95
P4	101
P5	126
P6	141
P7	144
P8	146
P9	152
P10	152
P11	154
P12	161
P13	171
P14	174
P15	180
P16	183
P17	183
P18	187
P19	188
P20	189
P21	190
P22	193
P23	193
P24	194
P25	197
P26	198
P27	199
P28	200
P29	201
P30	204
P31	205
P32	205
P33	207
P34	208
P35	210
P36	214
P37	219
P38	221
P39	222

P40	222
P41	222
P42	222
P43	222
P44	222
P45	222

In total, the original number of codes was 222. This list was significantly high for two possible reasons. First, it was because of the multiple variation sampling and selection of research organizations and universities included in this study. There were three research organizations and four universities included in this study. Second, because of the robustness expected in grounded theory, it is normal to have a large number of codes. After all, such comprehensive exploration is necessary to build a theory.

To visualize the progression of the codes from the interviews, Figure 3 was prepared.

Figure 3

Graphical Representation of the Progression of the Codes
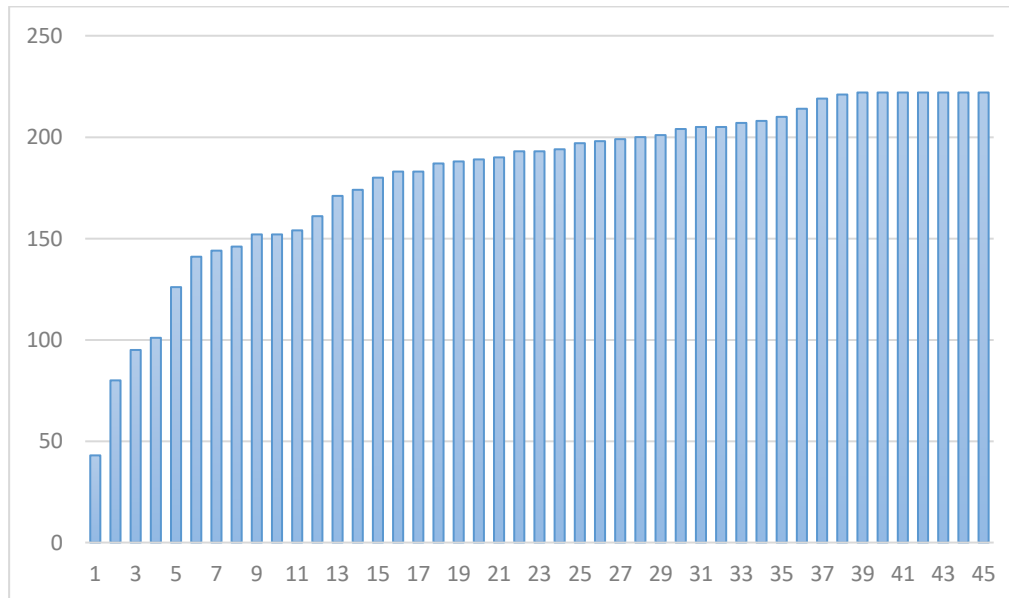
From Figure 3., it can be argued that the original data saturation was achieved around P13; however, the solid data saturation was achieved at P39 because from the 39th to the 45th

participant, there was no increase in the number of codes. The interview data was used to establish this list of codes because it was the interview that was the main source of data. So, all the other data that came from the observations, documents, and other sources were used within this coding manual.

Code Cleaning Process

After all the interviews were coded, came the process of cleaning the coding manual. This was necessary because of possible repetition or overlap of codes, or the realization that some codes may not after all be meaningful (Bazeley, 2021). The following happened in the cleaning process, which decreased the final list of codes:

1. The code for the provision of exposure to qualitative research was merged with the code for the provision of multiple exposure to qualitative research.

2. Two overlapping codes or the administrators' support were merged.

3. Field friendly to quantitative research was merged with influence of the hard sciences.

4. The code for champions giving credit to other people was mentioned only once and seemed to be closely related to champions being humble; so, these two were combined.

5. The code for champions being lobbyists, which seemed to have a negative connotation, was merged with the code for champions as advocates for qualitative research.

6. The code for champions working with only people who are ready to embrace qualitative research was removed because it did not seem to have enough meaning for this study.

7. The code for champions being loving was merged with champions as advocates of a certain cause.

8. The code to communicate the research agenda was merged with the code of the strategy to integrate qualitative research in the institutional research agenda.

9. The code for qualitative research using fewer participants and the code for fewer participants in qualitative research were merged.

10. The code for the use of different faculty members to teach qualitative research in different departments of the institution was removed because it did not seem to have any bearing on this study.

11. The code for happiness about qualitative research was merged with increased interest, passion, or inspiration for qualitative research.

12. The code for qualitative research spread beyond the institution was merged with the code for the expansion of qualitative research beyond the institution.

13. There was a duplicate of the code for change of mindset; so, the two codes were merged.

14. There was an overlap between the code for obtaining buy-in and the code for administrator's support to qualitative research. So, the two were merged.

15. There was a duplicate of the code for qualitative research reading; they were merged.

16. The code for audit trail as a strategy for qualitification was merged with rigor in qualitative research because audit trail is part of rigor in qualitative research.

17. There was a duplicate of using qualitative research conference as a strategy for qualitification. The two were merged.

18. The code for the use of qualitative research software and qualitative research technology were quite closely related; they were merged.

19. There was a code for revivalism from one participant. While it initially sounded like it could be meaningful for the study, it turned out to be insignificant and therefore was removed.

20. The code for fear of numbers and the code for fear of statistics overlapped significantly; they were merged.

21. There was an overlap between the code for creating or belonging to a qualitative research organization and the code for creating or belonging to a qualitative research community; they were merged.

22. The code quantitative research not being enough to solve research problems and the code for qualitative research providing more power to explain complex phenomena were merged because they overlapped.

23. The code for belonging to a qualitative research study group was merged with the code for belonging to a qualitative research community because they overlapped.

24. The code for qualitative research being useful for intangible technology was merged with the code for the expansion of qualitative research to other fields because it fit better in that code.

25. The code for the elimination of fear of qualitative research was a duplicate with the code for elimination of fear of qualitative research; therefore, they were merged.

In the end, from 222, this study had a final total number of 195 codes. This was done to meet the criteria for good coding, that means, responsiveness to the purpose of the qualitative research study, exhaustive list of codes, mutual exclusion of the codes and their meanings, and conceptual congruence for the topic under exploration (Miles et al., 2014). After the cleaning was done, I was confident that these criteria had been met.

Presentation and Definition of the Codes

To make sense of the codes, which are the smallest meaningful units of qualitative research data, a definition for each code was necessary. Table 10 presents all the codes with their

respective descriptions and the number of times that each code was referred to in the data. They are presented from the most to the least mentioned code in the data. The code's description does not provide too many details because details and discussions are presented later in the results of this study.

Table 10

List of Codes, their Frequencies, and their Respective Definition or Description

Code	Code Description	Frequencies
1. Strategy-training on QLR	Qualitative research training in general	165
2. Strategy-inclusion of QLR classes in the curriculum	Inclusion of qualitative research classes in the curriculum to foster qualitification	88
3. Strategy-balance between QTR & QLR	Balancing quantitative and qualitative research in the institution	76
4. Strategy-hands-on learning	Learning qualitative research by doing it not just by listening or reading about it	76
5. Barrier-limited QLR knowledge/expertise/exposure	Limited qualitative research knowledge, expertise, or exposure is a qualitification barrier	74
6. Qualitification evidence-QLR publications & citations	Qualitative research publications and having one's qualitative research publication cited is evidence of qualitification.	66
7. Strategy-faculty mentoring students in QLR	When faculty mentor students in qualitative research, it contributes to qualitification.	61
8. Strategy-QLR conference attendance & presentation	Attending and presenting at qualitative research conferences support qualitative research learning.	61
9. Qualitification evidence-increased interest in deeper exploration of issues	Increased interest in deeper exploration of research topics is evidence of qualitification.	59
10. Strategy-collaboration in/belongingness to QLR organizations	Collaborating in and belonging to qualitative research organizations help learn qualitative research.	55
11. Qualitification evidence-increase in QLR production	Increase in qualitative research production is evidence of qualitification.	45
12. Champions-inspiring/challenging others in QLR	Champions inspire and challenge others in qualitative research.	43

13. Barrier-institutional heavy QTR culture	When an institution has a heavy quantitative research culture, it becomes a qualitification barrier.	39
14. Strategy-peer mentoring/collaboration in QLR	Peer mentoring and collaboration in qualitative research is conducive to qualitative research learning.	39
15. Qualitification evidence-community/practice/participants' transformation	When qualitative research is strong in an institution, it can lead to transformation of the community where the research is conducted, the practice, or the research participants.	38
16. Strategy-use of reward/award/incentives/recognition	Use of reward, award, incentives, and recognition can be a booster of motivation for people who do qualitative research.	37
17. Strategy-training on different QLR designs/methods	Providing training on different qualitative research and methods contribute to qualitative research learning.	36
18. Barrier-misconception about QLR	Misconception about qualitative research is a qualitification barrier.	35
19. Qualitification evidence-QLR presentations by faculty & students	When faculty and students regularly present qualitative research studies or topics, it is evidence of qualitification.	33
20. Administrators' support to QLR	Administrators' support to qualitative research contributes to qualitification.	30
21. Qualitification evidence-increased interest/passion/inspiration for QLR	An increased interest, passion, or inspiration for qualitative research is evidence of qualitification.	30
22. Strategy-financial support for qualitification	Financial support for qualitification is necessary to strengthen qualitative research in an institution.	29
23. Strategy-training of teachers/faculty/staff in QLR	Training teachers, faculty, and staff in qualitative research is a good strategy for qualitification.	29
24. Barrier-faculty's heavy QTR background/preference	When faculty have a heavy background in or preference for quantitative research, it can be a qualitification barrier.	27
25. Strategy-development of teaching templates/exemplars/strategies	Developing teaching templates, exemplars, and strategies is a strategy to facilitate qualitative research learning.	26
26. Catalyst-realization of QTR & QLR continuum/complementary	Realizing that quantitative and qualitative research exist on a continuum or in a complementary relationship is a catalyst to qualitification.	25
27. Champions-advocates of QLR	Qualitative research champions are advocates of qualitative research.	25

28. Strategy-outsourcing of QLR experts	Outsourcing qualitative research experts is a strategy to meet the qualitative research mentoring, teaching, and learning needs.	25
29. Champions-mentors of other people	Qualitative research champions mentor other people in qualitative research.	24
30. Strategy-QLR publication	Publishing qualitative research works is a strategy to grow as a qualitative researcher and to contribute to qualitification.	24
31. Barrier-mindset of QTR superiority	Thinking that quantitative research is superior over qualitative research is a qualitification barrier.	22
32. Strategy-inclusion of QLR classes/learning in undergraduate programs	Including qualitative research classes or learning in undergraduate programs is a good qualitification strategy.	21
33. Strategy-QLR colloquia/forum attendance & presentation	Attending and presenting at qualitative research colloquia and forums contribute to qualitification.	21
34. Strategy-collaboration among & with HEIS on QLR	Collaboration among and with higher education institutions in qualitative research contributes to qualitification.	20
35. Qualitification evidence-faculty/students being invited as QLR speakers/reviewers	When faculty and/or students are invited as qualitative research speakers or reviewers of qualitative research projects, it is evidence of qualitification at their institution.	19
36. Strategy-encouragement for faculty/students to embrace QLR	Encouraging faculty or students to embrace qualitative research is another qualitification strategy.	19
37. Strategy-personal reading on QLR	One grows as a qualitative researcher by reading qualitative research materials.	19
38. Strategy-QLR mentoring in different forms	Mentoring in qualitative research must come in different forms to contribute to qualitification.	19
39. Strategy-promotion of rigor in QLR	Promoting rigor in qualitative research is a qualitification strategy.	18
40. Barrier-QLR considered difficult	When qualitative research is considered difficult or as hard work, it becomes a qualitification barrier.	16
41. Catalyst-presence of QLR-friendly fields	Fields that are friends to qualitative research, such as social sciences, are catalysts to qualitification.	16
42. Strategy-development of a QLR community	Developing a qualitative research community is a qualitification strategy.	16

43. Catalyst-faculty's passion for QLR — Faculty's passion for qualitative research is a catalyst for qualitification. — 15

44. Strategy-QLR seminar/webinar attendance — Attending qualitative research seminars helps learn more qualitative research. — 15

45. Strategy-long-term training commitment for QLR — Training on qualitative research must be a long-term commitment to bear fruit in qualitification. — 15

46. Champions-passion for QLR — Champions' passion for qualitative research contributes to qualitification. — 14

47. Qualitification evidence-increase in QLR dissertations/theses — When there is an increase in the number of qualitative research dissertations or theses, it is evidence of qualitification. — 14

48. Strategy-development of QLR trainers/mentors & champions — Developing qualitative research trainers, mentors, and champions is a good strategy for qualitification. — 14

49. Barrier-lack of QLR classes/lack of QLR in research classes — Lack of qualitative research classes or lack of qualitative research in research classes is a qualitification barrier. — 13

50. Strategy-integration of QLR in institutional research agenda — Integrating qualitative research in the institutional research agenda is helpful in qualitification. — 13

51. Catalyst-Realization of QLR's many possibilities — Realizing that qualitative research offers many research possibilities can motivate people interested in qualitative research. — 12

52. Catalyst-national mandate for QLR — When there is a national mandate to integrate qualitative research in the curriculum, it can contribute to qualitification. — 12

53. Catalyst-QLR considered easier/more understandable — When people consider qualitative research easier or more understandable, they are much more willing to embrace it. — 12

54. Qualitification evidence-increased focus on practical solutions/innovation — An increased focus on practical solutions and innovation based on qualitative research is evidence of qualitification. — 12

55. Strategy-financial support for research in general — Financial support for research in general can be a strategy that indirectly contributes to qualitification. — 12

56. Strategy-promotion of research culture — Promoting a research culture in an institution can contribute to qualitification because qualitification cannot happen where the research culture is weak or inexistent. — 12

57. Administrators' barrier of QTR emphasis — When administrators emphasize quantitative research only, it becomes a qualitification barrier. — 11

58. Catalyst-QLR as a trend	When qualitative research becomes a trend, the trend becomes a catalyst for qualitification.	11
59. Catalyst-QTR not enough to explain why	Realizing that quantitative research is not enough to explain things is a catalyst to qualitification.	11
60. Strategy-development of QLR policies of the institution	Developing qualitative research policies of the institution is a strategy that contributes to qualitification.	11
61. Strategy-increase of QLR textbooks/library enrichment	Increasing the number and variety of qualitative research books and enriching the library with qualitative research textbooks is a qualitification strategy.	11
62. Strategy-employment of experienced QLR faculty/advisors/reviewers	Employing experienced qualitative research faculty, advisors, and reviewers is a qualitification strategy.	10
63. Strategy-employment of a research director or assistant skilled in QLR	Employing research directors or research assistants who are skilled in qualitative research is a qualitification strategy.	10
64. Strategy-provision of QLR software/technology	Providing qualitative research software or technology is a qualitification strategy.	10
65. Strategy-QLR investment in younger faculty	Investing qualitative research training in younger faculty who are open to learning new things is a qualitification strategy.	10
66. Barrier-faculty's comfort zone of QTR	Faculty's comfort zone of quantitative research is a qualitification barrier.	9
67. Barrier-lack of QLR mentors/advisors/reviewers	Lack of qualitative research mentors, advisors, or reviewers is a qualitification barrier.	9
68. Barrier-linguistic barriers	Linguistic challenges are a possible qualitification barrier.	9
69. Champions-humility	Qualitative research champions tend to be humble people.	9
70. Champions-role models in QLR	Champions are role models of qualitative research.	9
71. Qualitification evidence-presence of QLR mentors/experts	Where there are qualitative research mentors or experts, it is evidence of qualitification.	9
72. Strategy-development of QLR faculty	Developing people to become qualitative research faculty is a qualitification strategy.	9
73. Barrier-lack of institutional support to QLR	When the institution provides no support for qualitative research, it is a qualitification barrier.	8

74. Barrier-no/few QLR experts/trainers/teachers/faculty	When there are no or few qualitative research experts, trainers, teachers, or faculty, it is a qualitification barrier.	8
75. Barrier-QLR considered time consuming	When qualitative research is considered time-consuming, it becomes a qualitification barrier.	8
76. Champions-dream QLR continuity in their absence	Champions tend to dream of continuity of qualitification after they leave the institution.	8
77. Champions-promotion of QLR & rigor	Champions promote qualitative research and its rigor.	8
78. Strategy-hiring of QLR expert faculty	Hiring qualitative research expert faculty is a qualitification strategy.	8
79. Strategy-provision of multiple exposure to QLR	Providing multiple exposure to qualitative research is a qualitification strategy.	8
80. Strategy-QLR workshop participation	Participating in qualitative research workshops is a strategy of learning qualitative research.	8
81. Administrators as QLR experts	When administrators are qualitative research experts, they are open to and more likely to support qualitification.	7
82. Administrators with QLR personal experience	When administrators have personal qualitative research experience, they are open to and more likely to support qualitification.	7
83. Catalyst-context ready/conducive for QLR	When the instructional context is ready or conducive to qualitative research, it becomes a catalyst for qualitification.	7
84. Catalyst-faculty inspiring/encouraging students with QLR	When faculty inspire or encourage students with qualitative research, this becomes a catalyst for qualitification.	7
85. Catalyst-QTR difficulty/hard to understand	When quantitative research is considered difficult and hard to understand, it creates a fertile ground for qualitification.	7
86. Champions-sharing/connecting to resources	Champions tend to share qualitative research resources and connect people to external resources.	7
87. Qualitification evidence-expansion of QLR to other fields/people	When qualitative research expands to other fields and people that are not primarily into qualitative research in an institution, it is evidence of qualitification.	7
88. Theory integration-planned change theory	The theory of planned change is one of the theories that can explain qualitification.	7

89. Administrators' openness to QTR & QLR	Administrators' openness to both quantitative research and qualitative research can be a catalyst to qualitification.	6
90. Barrier-dangerous qualitification	Dangerous qualitification is the type of qualitification that minorizes quantitative research; which can push to a dislike of qualitative research in the long run.	6
91. Barrier-fear of the unknown of QLR	Some people do not wish to embrace qualitative research because they are afraid of the unknown; this can be a qualitification barrier.	6
92. Catalyst-institution's openness/support to QLR	An institution's openness and support to qualitative research is a catalyst to qualitification.	6
93. Catalyst-QTR saturation/overuse/fatigue	When quantitative research is saturated, overused, it can lead to quantitative research fatigue, which in turn becomes a catalyst for qualitification.	6
94. Champions-sharing of QLR expertise	Champions usually share willingly their qualitative research expertise.	6
95. Strategy-integration of QLR in research classes	Integrating qualitative research in research classes is a qualitification strategy.	6
96. Strategy-integration of QLR in theses/dissertations	Integrating qualitative research in theses or dissertations is a qualitification strategy.	6
97. Barrier-funding agencies' bias against QLR	When funding agencies are biased against qualitative research, this can be a qualitification barrier.	5
98. Barrier-influence of hard sciences	The influence of the hard sciences may become a qualitification barrier.	5
99. Catalyst-fear of statistics	Fear of statistics among faculty and/or students can be a catalyst for qualitification.	5
100. Qualitification evidence-a deeper sense of fulfilment in research	Qualitification leads to a deeper sense of fulfillment in research.	5
101. Qualitification evidence-rigor in QLR outputs	Rigor in qualitative research outputs is a sign of qualitification.	5
102. Qualitification evidence-student's passion for QLR	When student's passion for qualitative research increases, it is a sign of qualitification.	5
103. Strategy-acceptance of QLR for theses/dissertations	Allowing qualitative research to be used in theses or dissertations is a qualitification strategy.	5

104.	Strategy-availability of QLR instructional materials	Making qualitative research instructional materials available is a qualitification strategy.	5
105.	Strategy-integration of QLR in syllabi	Integrating qualitative research in syllabi is a qualitification strategy.	5
106.	Administrators' passion for QLR	Administrators' passion for qualitative research is a catalyst of qualitification.	4
107.	Administrators' support in time for QLR	When administrators support qualitification, they provide time for qualitative research.	4
108.	Catalyst-presence of QLR champions	When an institution has qualitative research campions, it is likely to have qualitification.	4
109.	Catalyst-QLR considered more practical	When qualitative research is considered more practical than quantitative research, that becomes a catalyst for qualitification.	4
110.	Catalyst-QLR considered necessary for complex issues	When qualitative research is considered necessary for complex issues, that becomes a catalyst for qualitification.	4
111.	Catalyst-QLR seen as a new way of understanding	When qualitative research is perceived as a new way of understanding, this can lead to qualitification.	4
112.	Catalyst-significant event calling for QLR	If qualitative research is introduced when there is a life-changing event, such as typhoon or pandemic, that calls for qualitative research, it becomes a catalyst for qualification.	4
113.	Champions-positive change agents	Qualitative research champions tend to be positive change agents.	4
114.	Champions-dream for effective qualitification	Qualitative research champions often dream about effective qualification.	4
115.	Champions-lifelong QLR learner	Qualitative research champions tend to be lifelong learners.	4
116.	Discrepant case-establishment of an institutional qualitative research journal	Running an institutional qualitative research journal is a discrepant case of the strategy for qualitification.	4
117.	Qualitification evidence-balance between QTR & QLR	Balancing between quantitative and qualitative research in an institution is a sign of qualitification.	4
118.	Qualitification evidence-increased interest in advocacy/empowerment	Increased interest in advocacy and empowerment can be a sign of qualitification.	4
119.	Strategy-availability of QLR resources online	Making qualitative research resources available online is a qualitification strategy.	4

120. Strategy-promotion of QLR in different venues	Promoting qualitative research in different venues is a qualitification strategy.	4
121. Strategy-provision of samples of quality QLR theses/dissertations	Providing samples of quality qualitative research theses or dissertations is a qualitification strategy.	4
122. Strategy-training large numbers of people in QLR	Training a large number of people in qualitative research is a qualitification strategy.	4
123. Administrators as QLR champions	When administrators are themselves qualitative research champions, this can facilitate qualitification.	3
124. Barrier-bias against humanities & social sciences	Bias against research in humanities and social sciences is a qualitification barrier.	3
125. Catalyst-collaboration among faculty & HEIs	Qualitative research collaboration among faculty and higher education institutions (HEIs) is a catalyst to qualitification.	3
126. Catalyst-learners' passion for reading and writing	Learners' passion for reading and writing can contribute to learning qualitative research.	3
127. Catalyst-Students' willingness to embrace QLR	Students' willingness to embrace qualitative research can contribute to qualitification.	3
128. Discrepant case-QLR innate for some people	Qualitative research being innate to some people is a discrepant case as a catalyst for qualitification.	3
129. Discrepant case-offering of a master's/PhD in QLR	Offering a master's or a doctoral program in qualitative research is a discrepant case as a qualitification strategy.	3
130. Discrepant case-QLR training for the administrators	Training administrators in qualitative research is a discrepant case as a qualitification strategy.	3
131. Qualitification evidence-availability of QLR policies	Availability of qualitative research policies is a sign of qualitification.	3
132. Qualitification evidence-faculty/students being invited for QLR publication	Faculty or students being invited for qualitative research publication are a sign of qualitification.	3
133. Qualitification evidence-increase in overall research production	Qualitification can lead to an increase in overall research production.	3
134. Qualitification evidence-increased QLR revolution/culture	Qualitification can lead to an increase in qualitative research revolution or culture.	3
135. Qualitification evidence-presence of QLR courses in then curriculum	The presence of qualitative research courses in the curriculum is a sign of qualitification.	3

136.	Strategy-change of people's mindset about QLR	Changing people's mindset about qualitative research is a qualitification strategy.	3
137.	Strategy-identification of QLR-compatible fields	The identification of fields that are compatible with qualitative research can be a qualitification strategy.	3
138.	Strategy-integration of QLR in institutional research	Integrating qualitative research in institutional research is a qualitification strategy.	3
139.	Strategy-showcase of good QLR studies	Showcasing good qualitative research studies is a qualitification strategy.	3
140.	Strategy-use of QLR growth as an institutional strategic goal	Using qualitative research as an institutional strategy goal is a qualitification strategy.	3
141.	Theory integration-law of supply & demand	The law of supply and demand is a theory that is related to qualitification.	3
142.	Administrators' knowledge of both QTR & QLR	Administrators' knowledge of both quantitative and qualitative research helps support qualitification.	2
143.	Administrators' support to research	Administrator's support to research can contribute to qualitification.	2
144.	Barrier-ineffective trainers/mentors	Ineffective qualitative research trainers or mentors are a qualitification barrier.	2
145.	Barrier-lack of QLR resources	Lack of qualitative research resources is a qualitification barrier.	2
146.	Barrier-limited research production	Limited research production is a qualitification barrier.	2
147.	Barrier-no/limited funding for QLR	Limited funding for qualitative research is a qualitification barrier.	2
148.	Barrier-too much reading for QLR	Having to read too much in qualitative research can be a qualitification barrier.	2
149.	Catalyst-use of few participants in QLR	The use of fewer research participants in qualitative research than in quantitative research can lead people to embrace qualitative research.	2
150.	Champions-leaving a legacy of QLR	Leaving a legacy of qualitative research is a part of the champions' driving force.	2
151.	Champions-patience in long-term investment	Patience in long-term investment in qualitative research is a trait of qualitative research champions.	2
152.	Discrepant case-barrier of limited funds	Having limited funds in general is a discrepant case as a qualitification barrier.	2
153.	Qualitification evidence-faculty regular involvement in QLR capability building	Faculty's regular involvement in qualitative research capability building is a sign of qualitification.	2

154.	Qualitification evidence-increased interest in theory generation	An increased interest in theory generation can be a sign of qualitification.	2
155.	Qualitification evidence-use of various QLR designs	The use of various qualitative research designs at an institution is a sign of qualitification.	2
156.	Strategy-benchmarking with other HEIs in QLR	Benchmarking with other higher education institutions in qualitative research is a qualitification strategy.	2
157.	Strategy-contextualization of QLR to each field	Contextualization of qualitative research to different fields is a qualitification strategy.	2
158.	Strategy-elimination of fear of QLR	Eliminating fear of qualitative research is a qualitification strategy.	2
159.	Strategy-planned QLR professional development	Planned qualitative research professional development is a qualitification strategy.	2
160.	Strategy-production of model QLR studies/theses/dissertations	The production of model qualitative research studies, theses, or dissertations is a qualitification strategy.	2
161.	Strategy-provision of sponsorship for faculty to attend QLR conferences	Providing sponsorship for faculty to attend qualitative research conferences is a qualitification strategy.	2
162.	Strategy-strengthening of writing skills	Improving writing skills can contribute to qualitification.	2
163.	Strategy-training of research office staff in QLR	Training research office staff in qualitative research is a qualitification strategy.	2
164.	Strategy-training of students in QLR	Training students in qualitative research is a qualitification strategy.	2
165.	Administrators with QLR understanding	Administrators who have an understanding of qualitative research can be a catalyst for qualitification.	1
166.	Barrier-individual attitude	An individual negative attitude towards qualitative research can be a qualitification barrier.	1
167.	Barrier-lack of QLR champions	Lack of qualitative research champions is a qualitification barrier.	1
168.	Barrier-poor QLR studies	Having poor qualitative research studies as examples for qualitative research can be a qualitification barrier.	1
169.	Barrier-Some faculty unwilling to mentor others	If some faculty are unwilling to mentor other people in qualitative research, this can be a qualitification barrier.	1
170.	Catalyst-advisors' willingness to learn QLR	Advisors' willingness to learn qualitative research can be a catalyst to qualitification.	1

171.	Catalyst-bias elimination against QLR	Removing bias against qualitative research is a catalyst for qualitification.	1
172.	Catalyst-faculty's QLR knowledge	Faculty's knowledge of qualitative research is can contribute to qualitification.	1
173.	Catalyst-learners' passion for QLR	Learners' passion for qualitative research is a catalyst for qualitification.	1
174.	Catalyst-QLR as a healing approach	Considering qualitative research as a healing approach can be a catalyst for qualitification.	1
175.	Catalyst-QLR training expressed as a need	An expressed need for qualitative research training is a catalyst for qualitification.	1
176.	Catalyst-research publication need for promotion	When faculty are in need of research publication for their promotion, this can be a catalyst for qualitification.	1
177.	Catalyst-research organizations' intentionality in QLR training	When research organizations are intentional in providing continuous qualitative research training, this is a catalyst for qualitification.	1
178.	Champions-advanced QLR knowledge	Champions have advanced knowledge of qualitative research, which is useful in qualitification.	1
179.	Champions-curiosity raising in QLR	Champions usually help raise the curiosity of people about qualitative research, which is a catalyst to qualitification.	1
180.	Discrepant case-barrier of colonial mentality	Having a colonial mentality in an institution is a discrepant case of a qualitification barrier.	1
181.	Discrepant case-sensitivity to cultural diversity as qualitification evidence	Considering sensitivity to cultural diversity as a sign of qualitification is a discrepant case.	1
182.	Discrepant case-personality as catalyst	Considering personality as a catalyst of qualitification is a discrepant case.	1
183.	Discrepant case-QLR as part of spirituality	Considering qualitative research as part of one's spirituality is a discrepant case.	1
184.	Discrepant case-quality graduates as evidence of qualitification	Considering the quality of graduates as evidence of qualitification is a discrepant case.	1
185.	Discrepant case-student scholarship availability for QLR	Offering student scholarship for qualitative research training is a discrepant case of a qualitification strategy.	1

186. Qualitification evidence-freedom to use QLT or QLR	Having freedom to use either quantitative research or qualitative research is a sign of qualitification.	1
187. Qualitification evidence-investment in QLR training	Investing in qualitative research training is a sign of qualitification.	1
188. Qualitification evidence-realization of QLR knowledge gap	The realization that there is a knowledge gap in qualitative research can support qualitification.	1
189. Qualitification evidence-students encouraging each other in QLR	When students engage each other in qualitative research, it is a sign of qualitification.	1
190. Strategy-access to QLR experts	Providing or having access to qualitative research experts is a qualitification strategy.	1
191. Strategy-assessment of level of QLR knowledge & production	Assessing the level of qualitative research knowledge and production is a qualitification strategy.	1
192. Strategy-integration of research in all courses	Integrating research in all courses is a qualitification strategy.	1
193. Strategy-integration of research in syllabi	Integrating research in course syllabi is a qualitification strategy.	1
194. Strategy-promotion of QLR for advocacy	Promoting qualitative research for some social advocacy is a qualitification strategy.	1
195. Theory integration-group dynamics	Group dynamics theory is related to qualitification.	1

The total number of codes in this study is 195. These codes were referred to 2,405 times throughout the study. The findings of this study are therefore based on the analysis of 2,405 references. The five most referenced codes included the strategy of training people in qualitative research (165 times), strategy of including qualitative research class in the curriculum (88 times), strategy of balancing quantitative and qualitative research (76 times), strategy of hands-on learning of qualitative research (76 times), and the barrier of limited qualitative research knowledge, expertise, or exposure (76 times). These five codes that were most referred to surely played an important role in theory building because they contributed to the identification of the core category. Of the 195 codes, 29 of them were referred to only once but they were still important to the comprehensive understanding of qualitification. 23 of the codes were referred to twice each.

Figure 4 presents the word cloud representation of all the codes.

Figure 4

Word Cloud Representation of the Codes

From the word cloud above, it is evident that the most cited codes included the barrier of limited qualitative research knowledge, qualitative research publication and citations as evidence of qualitification, balancing quantitative research and qualitative research as a strategy for qualitification, hands-on learning on qualitative research as a qualitification strategy, inclusion of qualitative research classes in the curriculum as a qualitification strategy, and training on qualitative research as a qualitification strategy.

Axial Coding

Also known as intermediate coding or medium level coding (Birks & Mills, 2015), axial coding involves clustering codes together to come up with categories, analyze the categories through constant comparative analysis, and theoretical sensitivity. This was done through the development, comparison, and contrasting of categories, first establishment of most categories,

examination of the personal bias and existing literature in order to allow the theory to emerge from data. It was at this point that literature was included as a data source. Because this chapter must be directly aligned with the research questions, the data was classified into five major sections for five of the six research questions given that the research question about the generation of the grounded theory would draw data from what is found about the first five research questions.

To visualize the codes, their related categories and themes, Table 11 was prepared. It is this table that guides the presentation of the findings for Research Questions 1 to 5. Here, it is only the tabular presentation of the data that is shown. Subsequent sections provide the detailed presentation of the data. So, the themes were presented in five major sections representing the first five research questions: indicators of qualitification, barriers that prevent qualitification, factors that contribute to qualitification, the role that administrators and champions play in qualitification, and the best practices that foster qualitification in a university. Again, the last research question, which pertain to generating the grounded theory of this study, flowed directly from the data and findings of the first five research questions.

Table 11

Tabular Representation of the Research Question, Themes, Categories, and Codes

Research Questions	Themes	Categories	Codes
RQ1: What are the indicators of a university that is strong in qualitative research?	1. Evidence of qualitification in the institutional structure	a. Evidence of qualitification in curriculum, teaching, and mentoring	i. Balance between quantitative research and qualitative research ii. Expansion of qualitative research to other fields or other people iii. Presence of qualitative research courses in the curriculum.
		b. Evidence of qualitification	i. Availability of qualitative research policies

		in institutional systems	ii. Faculty regular involvement in qualitative research capability building activities iii. Freedom to use either quantitative or qualitative research iv. Increased qualitative research revolution or culture v. Investment in qualitative research training
		c. Evidence of qualitification in research production	i. Increase in overall research production ii. Increase in qualitative research theses or dissertations iii. Increase in qualitative research production iv. Qualitative research presentations by faculty and students v. Qualitative research publications and citations of those publications vi. Rigor in qualitative research outputs.
	2. Evidence of qualitification in advocacy and on the individual level	d. Evidence of qualitification in advocacy for a cause	i. Community, practice, or research participants' transformation ii. Increased focus on practical solutions or innovation iii. Increased interest in advocacy or empowerment
		e. Evidence of qualitification on the personal level	i. A deeper sense of fulfillment in research ii. Increased interest in deeper exploration of issues iii. Increased interest in theory generation iv. Increased interest, passion, or inspiration for qualitative research v. Realization of a knowledge gap in qualitative research
		f. Evidence of qualification in	i. Faculty or students being invited as qualitative

		qualitative research expertise	research speakers or reviewers ii. Faculty or students being invited for qualitative research publication iii. Presence of qualitative research mentors or experts iv. Use of various qualitative research designs
		g. Evidence of qualitification with students	i. Students' increased passion for qualitative research ii. Students encouraging each other in qualitative research
	3. Discrepant cases of evidence of qualitification	• Discrepant cases of evidence of qualification	i. Sensitivity to cultural diversity as evidence of qualitification ii. Quality of graduates as evidence of qualitification
RQ2: What are the major barriers that prevent universities from integrating qualitative research?	4. Barriers related to qualitative research expertise	a. Barriers innate to qualitative research	i. Linguistic barriers ii. Qualitative research considered difficult iii. Qualitative research considered time-consuming iv. Too much reading for qualitative research
		b. Lack of qualitative research experts	i. Faculty's heavy quantitative research background or preference ii. Fear of the unknown of qualitative research iii. Ineffective qualitative research trainers or mentors iv. Lack of qualitative research champions v. Lack of qualitative research mentors, advisors, or reviewers vi. Limited number of qualitative research experts, trainers, or faculty vii. Some faculty's unwillingness to mentor other people
		c. Lack of qualitative	i. Faculty's comfort zone of quantitative research

		research knowledge	ii. Lack of qualitative research resources iii. Limited qualitative research knowledge, expertise, or exposure iv. Limited research production in general
	5. Institutional barriers to qualitification	a. Qualitification barriers in curriculum and teaching	i. Lack of qualitative research classes or lack of qualitative research in research classes ii. Poor qualitative research studies serving as examples iii. Dangerous qualitification
		b. Qualitification barriers in the institutional systems	i. Administrators' special emphasis on the use quantitative research ii. Institution's heavy culture of quantitative research usage iii. Lack of institutional support to qualitative research iv. No or limited funding for qualitative research
		c. Qualitification barriers of the quantitative research tradition	i. Bias against research in the humanities and social sciences ii. Bias of funding agencies against qualitative research iii. Individual negative attitude towards qualitative research iv. Strong influence of hard sciences v. Mindset of superiority of quantitative research vi. Misconception about qualitative research
	6. Discrepant cases of barriers to qualification	• Discrepant cases of barriers to qualitification	i. Discrepant case of barrier of colonial mentality ii. Discrepant case of barrier of limited funds
RQ3: What factors contribute	7. Environmental factors that contribute to qualitification	a. Contributing contextual factors	i. Context readiness for qualitative research ii. National mandate for the integration of qualitative research

to a university's qualitification?			iii. Significant event calling for qualitative research
		b. Institutional or organizational factors that contribute to qualitification	i. Institution's openness or support to qualitative research ii. Presence of qualitative research champions iii. Qualitative research training as an expressed need iv. Realization of quantitative and qualitative research continuum or complementarity v. Research organizations' intentionality in qualitative research training
	8. Research-related factors that contribute to qualitification	a. Contributing factors inherent in qualitative research	i. Elimination of bias against qualitative research ii. Presence of qualitative research-friendly fields iii. Qualitative research considered as a healing approach iv. Qualitative research as a trend
		b. Contributing factors inherent in quantitative research	i. Fear of statistics ii. Quantitative research considered difficult or hard to understand iii. Quantitative research insufficient in addressing complex issues iv. Quantitative research saturation, overuse, or fatigue
	9. Student and faculty factors that contribute to qualitification	a. Qualitification factors relevant to students	i. Learner's passion for qualitative research ii. Learners' passion for reading and writing iii. Students' willingness to embrace qualitative research
		b. Qualitification factors relevant to the faculty	i. Advisors' willingness to learn qualitative research ii. Qualitative research collaboration among faculty

			and higher education institutions iii. Faculty inspiring or encouraging students with qualitative research iv. Faculty's passion for qualitative research v. Faculty's qualitative research knowledge vi. Research publication need for faculty's promotion
	10. Discrepant cases of contributing factors to qualitification	• Discrepant cases of contributing factors to qualitification	i. Individual personality as a catalyst for qualitification ii. Qualitative research as part of one's spirituality iii. Qualitative research as innate ability for some people
RQ4: What role do administrators and champions play in qualitification?	11. Administrators' role in qualitification	a. Administrators' factors that support qualitification	i. Administrators' knowledge of both quantitative and qualitative research ii. Administrators' openness to both quantitative and qualitative research iii. Administrators' passion for qualitative research iv. Administrators' support for qualitative research in time allocation v. Administrators' general support to qualitative research vi. Administrators' support to research
		b. Administrators' expertise that facilitates qualification	i. Administrators as qualitative research champions ii. Administrators as qualitative research experts iii. Administrators with personal qualitative research experience iv. Administrators with qualitative research understanding
		a. Champions' covert	i. Champions as role models in qualitative research

	12. Champions' role in qualitification	strategies of qualitification	ii. Champions raising people's curiosity about qualitative research iii. Champions' dream and drive for effective qualitification iv. Champions' dream of continuity of qualitative research in their absence v. Champions' wish of leaving the qualitative research legacy
		b. Champions' overt strategies of qualitification	i. Champions as advocates of qualitative research ii. Champions inspiring or challenging others with qualitative research iii. Champions as mentors of other people iv. Champions promoting rigor in qualitative research v. Champions sharing their qualitative research expertise vi. Champions sharing or connecting people to qualitative research resources
		c. Champions' internal factors that support qualitification	i. Champions' advanced qualitative research knowledge ii. Champions as advocates of a certain social cause iii. Champions as positive change agents iv. Champions as humble people v. Champions as lifelong learners vi. Champions' passion for qualitative research vii. Champions' patience for a long-term investment in qualitative research

RQ 5: What are the best practices that foster qualitative research in a university?	13. Availability of qualitative research instructional resources	a. Qualitification strategies in teaching	i. Availability of qualitative research teaching materials ii. Development of teaching templates, exemplars, and strategies iii. Integration of qualitative research in the syllabi iv. Integration of research in the syllabi v. Strengthening of the writing skills
		b. Qualitification strategies in the curriculum	i. Contextualization of qualitative research in each academic field ii. Identification of academic fields compatible with qualitative research iii. Inclusion of qualitative research classes in the curriculum iv. Inclusion of qualitative research classes or learning in undergraduate programs v. Integration of qualitative research in research classes vi. Integration of research in all the courses
		c. Qualitification strategies through qualitative research production	i. Production of model qualitative research studies, theses, and dissertations ii. Provision of samples of quality qualitative research theses and dissertations iii. Qualitative research publication
		d. Theory integration in qualitification	i. Group dynamics theory ii. Law of supply and demand iii. Planned change theory
	14. Integration of qualitative research in the institutional system	a. Qualitative research integration in institutional culture	i. Acceptance of qualitative research for theses and dissertations ii. Balance between quantitative research and qualitative research iii. Change of people's mindset about qualitative research

			iv. Encouragement for faculty and students to embrace qualitative research
		b. Qualitative research integration in the institutional research agenda	i. Assessment of the level of qualitative research knowledge and production ii. Integration of qualitative research in institutional research iii. Intentionality in the integration of qualitative research in the institutional research agenda iv. Planned qualitative research professional development v. Use of qualitative research growth as an institutional strategic goal
		c. Qualitative research integration in the institutional practices	i. Development of qualitative research practices of the institution ii. Integration of qualitative research in theses and dissertations iii. Use of rewards, awards, incentives, and recognition for qualitative research work
	15. Provision of an environment conductive to qualitative research learning and expansion	a. Intentional promotion of qualitative research	i. Promotion of qualitative research for advocacy ii. Promotion of qualitative research in different venues iii. Promotion of research culture in general iv. Promotion of rigor in qualitative research
		b. Provision of financial resources for qualitification	i. Financial support for qualitification ii. Financial support for research in general iii. Provision of sponsorship for faculty to attend qualitative research conferences
		c. Qualitative research integration in institutional	i. Benchmarking with other higher education institutions in qualitative research

		strategic planning	ii. Collaborating among and with higher education institutions on qualitative research
	16. Provision of qualitative research human resources	a. Development of the needed human resources for qualitative research	i. Development of qualitative research faculty ii. Development of qualitative research trainers, mentors, or champions iii. Qualitative research investment in younger faculty iv. Training of research office staff in qualitative research v. Training of faculty and staff in qualitative research
		b. Employment of competent human resources for qualitative research	i. Access to qualitative research experts ii. Employment of experienced qualitative research faculty, advisors, and reviewers iii. Employment of a research director or assistant skilled in qualitative research iv. Hiring of qualitative research expert faculty v. Outsourcing of qualitative research experts
	17. Provision of qualitative research learning resources and opportunities	a. Availability of qualitative research learning avenues that contribute to qualitification	i. Provision of multiple exposure to qualitative research ii. Attendance and participation in qualitative research colloquia or forums iii. Attendance and presentations at qualitative research conferences
		b. Production and availability of qualitative research learning resources	i. Availability of qualitative research resources online ii. Increase of qualitative research textbooks or library enrichment iii. Provision of qualitative research software and technology

			iv. Showcase of good qualitative research studies
	18. Qualitative research mentoring and training strategies	a. Qualitative research mentoring approaches	i. Elimination of fear of qualitative research ii. Faculty mentoring students in qualitative research iii. Peer mentoring or collaboration in qualitative research iv. Qualitative research mentoring in different forms
		b. Qualitative research training strategies	i. Provision of qualitative research seminars or webinars ii. Provision of qualitative research workshops iii. Long-term training commitment for qualitative research training iv. Training of students in qualitative research v. Training on different qualitative research designs and methods vi. Training on qualitative research
	19. Strategies for active and collaborative qualitative research learning	d. Personal qualitative research learning strategies	i. Hands-on learning ii. Personal extensive reading on qualitative research
		e. Collaborative research learning strategies	i. Collaboration in and belonging to qualitative research organizations ii. Development of a qualitative research community
	20. Discrepant cases of qualitification strategies	• Discrepant cases of qualitification strategies	i. Establishment of an institutional qualitative research journal ii. Offering of a master's or doctoral degree in qualitative research iii. Qualitative research training for the administrators

			iv. Student scholarship availability for qualitative research training

Although the table above is significantly long, it was necessary to present the data clearly and in an organized way to help readers visualize how the codes, categories, and themes of this study were developed. This table is especially important for the first to the fifth research questions of this study. The presentation of the results of the first five research questions as directly aligned with the table above provided the foundation necessary to establish the propositions that led to the grounded theory in the last research question.

The 195 codes were eventually grouped into 45 categories, which in turn were grouped into 20 themes. One of the reasons why the study had so many codes, categories, and themes is because it is a grounded theory study, which fundamentally is more robust than other qualitative research designs. Furthermore, for each category that had discrepant cases, a category was included for those specific discrepant cases to foster the trustworthiness of this study.

Selective Coding

Also known as high level coding (Birks & Mills, 2015), selective coding is about advanced coding, selection of the core category, theoretical saturation, and theoretical integration. This is the stage where the actual grounded theory is generated. At this stage, I identified the core category, coded around it using the established categories, arrived at the point where no new data was needed for the development of the theory, established the new theory, and consolidated the new theory through comparing and contrasting it with the existing theories that came up in the data. It is also at this stage that the member check took place to help capture anything that was not yet caught in the study's analysis, interpretation, and eventually the development of the theory. Analytic memos were used substantively in data collection, axial and selective coding.

Demographic Data

Before the detailed presentation of the results of a study, it is a common practice in social science research to report the demographic data. It is common to have this data presented in a tabular form. Table 12 synthesizes the demographic information about the research participants to help readers visualize mentally the people who were involved in this study. It presents specifically the participant's identification number, sex, primary role, institution or organization affiliation, interview setting where the interview was conducted, and the duration of the interview.

Table 12

Demographic Data of the Research Participants

Participant ID	Sex	Primary Role	Institution/ Organization	Interview Setting	Interview Duration
P01	M	dean	I1	school office	48 min.
P02	M	research director	I1	school office	49 min.
P03	F	faculty	I2	school office	30 min.
P04	F	Faculty	I2	school office	34 min.
P05	M	dean**	I2	school office	55/35 min.
P06	M	research director	I2	school office	31 min.
P07	F	dean	I2	school office	31 min.
P08	F	faculty	I2	school office	21 min.
P09	M	dean	I2	school office	24 min.
P10	M	doctoral student	I2	school office	32 min.
P11	F	doctoral student	I2	school office	23 min.
P12	M	dean	I2	school office	35 min.
P13	M	vice president	RO1	hotel office	26 min.
P14	M	president	RO1	hotel office	24 min.
P15	M	research director	I3	board room	38 min.
P16	F	former VP research	I3	board room	43 min.
P17	M	VP research	I3	board room	25 min.
P18	M	Faculty*	I3	board room	33/31 min.
P19	M	faculty	I3	board room	36 min.
P20	M	faculty	I3	Zoom	23 min.
P21	M	doctoral graduate	I3	Zoom	29 min.

Participant ID	Sex	Primary Role	Institution/ Organization	Interview Setting	Interview Duration
P22	M	doctoral graduate	I3	Zoom	34 min.
P23	M	doctoral graduate	I3	Zoom	22 min.
P24	M	doctoral student	I3	Zoom	22 min.
P25	M	dean	I4	school office	34 min.
P26	M	dean	I4	school office	32 min.
P27	F	faculty	I4	school office	30 min.
P28	F	faculty	I4	school office	30 min.
P29	F	doctoral student	I4	school office	27 min.
P30	M	president	RO2	resort outside	49 min.
P31	M	former administrator	RO2	resort outside	27 min.
P32	M	executive admin	RO2	resort outside	33 min.
P33	F	VP	RO2	resort outside	25 min.
P34	M	president	RO3	office	45 min.
P35	M	CFO	RO3	office	57 min.
P36	F	executive secretary	RO3	Zoom	26 min.
P37	F	former president**	RO3	office	46/53 min.
P38	F	faculty	I3	Zoom	37 min.
P39	F	doctoral graduate	I1	Zoom	38 min.
P40	M	doctoral student	I1	Zoom	33 min.
P41	F	doctoral student	I1	Zoom	31 min.
P42	M	doctoral student	I1	Zoom	39 min.
P43	F	doctoral student	I1	Zoom	35 min.
P44	F	dean**	I4	written	22/30 min.
P45	F	faculty*	I1	Zoom	35 min.

*The participant with one star was a champion who was interviewed once, only as a champion.
**The four participants with two stars each are those who gave two interviews each: one as a regular participant and another as a qualitative research champion.

To synthesize the content in the table above to a more understandable structure, the raw data from the table above was synthesized further. Table 13 below displays the synthesis of the demographic data.

Table 13

Demographic Data Synthesis of the Research Participants

1. Total number of research participants	45
2. Total number of male participants	27
3. Total number of female participants	18
4. Total number of faculty participants	10
5. Total number of research organization leaders	10
6. Total number of research VPs and directors	5
7. Total number of doctoral students	8
8. Total number of deans	8
9. Total number of doctoral graduates	4
10. Total number of interviews in a school office	28
11. Total number of interviews on Zoom	13
12. Total number of interviews in a resort	3
13. Total number of interviews in a hotel office	2
14. Total number of written interviews	2
15. Total number of all the interviews	49
16. Total number of universities	4
17. Total number of research organizations	3
18. Total duration of all the interviews	1,492 min = Almost 25 hours → about 30 minutes per interview

From the two tables above, there is much that was learned. There were 45 research participants from four selected universities and three selected research organization. The majority of the participants were men (27 out of 45). There was a total of 49 interviews because four participants gave each two interviews because they were identified as qualitative research champions. Faculty and leaders of research organizations marked the largest number of participant categories. The total duration of all the interviews was of 1,492 minutes, which is close to 25 hours of actual data. This means each interview lasted an average of 30. However, the shortest was 21 minutes and the longest was 57 minutes. A variety of interview settings were used depending on space availability, suitability, and quietness. The majority of the interviews (28 out 48) were conducted in a school office. Of the remaining ones, 13 were conducted on Zoom, three in nature

at a resort, two in a hotel office and two were written because the participant, who happened to be a champion, preferred to have hers written.

Looking at the contribution of each research organization and university, Table 14 synthesizes the information below.

Table 14

Research Participants Contribution Data

	I1	**I2**	**I3**	**I4**	**RO1**	**RO2**	**RO3**	**Total**
Faculty	1	3	4	2	-	-	-	10
Research VPs & Directors	1	1	3	-	-	-	-	5
Research Organization Leaders	-	-	-	-	2	4	4	10
Deans	1	4	-	3	-	-	-	8
Doctoral Students	4	2	1	1	-	-	-	8
Doctoral Graduates	1	-	3	-	-	-	-	4
TOTAL	8	10	11	6	2	4	4	**45**

From Table 14, Institutions 2 and 3 were the ones that contributed the largest number of participants (10 and 11 respectively). Research Organization 1 contributed the least number of participants probably because it was the newest organization of the three. Table 11 demonstrate the multiple variation sampling that was intentionally implemented in this study.

Results of Research Question 1: Indicators of a University

that Is Strong in Qualitative Research

The first research question was set to establish the indicators that qualify a university of being strong in qualitative research. Before developing the theory of qualitification, it was necessary to establish these indicators. These indicators are basically the definition of what qualitification looks like in a university. Table 15 presents the visual display of the themes, categories, and codes pertaining to the results of the first research question.

Table 15

Thematic Representation of the Results of Research Question 1

RQ1: What are the indicators of a university that is strong in qualitative research?	1. Evidence of qualitification in the institutional structure	a. Evidence of qualitification in curriculum, teaching, and mentoring	i. Balance between quantitative research and qualitative research ii. Expansion of qualitative research to other fields or other people iii. Presence of qualitative research courses in the curriculum.
		b. Evidence of qualitification in institutional systems	i. Availability of qualitative research policies ii. Faculty regular involvement in qualitative research capability building activities iii. Freedom to use either quantitative or qualitative research iv. Increased qualitative research revolution or culture v. Investment in qualitative research training
		c. Evidence of qualitification in research production	i. Increase in overall research production ii. Increase in qualitative research theses or dissertations iii. Increase in qualitative research production iv. Qualitative research presentations by faculty and students v. Qualitative research publications and citations of those publications vi. Rigor in qualitative research outputs.
	2. Evidence of qualitification in advocacy and on the individual level	a. Evidence of qualitification in advocacy for a cause	i. Community, practice, or research participants' transformation ii. Increased focus on practical solutions or innovation

			iii. Increased interest in advocacy or empowerment
		b. Evidence of qualitification on the personal level	i. A deeper sense of fulfillment in research ii. Increased interest in deeper exploration of issues iii. Increased interest in theory generation iv. Increased interest, passion, or inspiration for qualitative research v. Realization of a knowledge gap in qualitative research
		c. Evidence of qualification in qualitative research expertise	i. Faculty or students being invited as qualitative research speakers or reviewers ii. Faculty or students being invited for qualitative research publication iii. Presence of qualitative research mentors or experts iv. Use of various qualitative research designs
		d. Evidence of qualitification with students	i. Students' increased passion for qualitative research ii. Students encouraging each other in qualitative research
	3. Discrepant cases of evidence of qualitification	• Discrepant cases of evidence of qualification	i. Sensitivity to cultural diversity as evidence of qualitification ii. Quality of graduates as evidence of qualitification

The table above shows that the indicators of a university that is strong in qualitative research yielded three themes: evidence of qualitification in the institutional structure (with three categories), evidence of qualitification in advocacy and on the individual level (with four categories), and discrepant cases (with one category). The subsections below discuss these three themes in detail and provide some illustrations from the data.

Theme 1: Evidence of Qualitification in the Institutional Structure

The theme of the evidence of qualitification in the institutional structure had three categories. They include: evidence of qualitification in curriculum, teaching, and mentoring; evidence of qualitification in institutional systems, and evidence of qualitification in research production.

Evidence of Qualitification in Curriculum, Teaching, and Mentoring

If a university is strong in qualitative research, it becomes evident in the curriculum, teaching and mentoring. From the results of this study, it became clear that the stronger qualitative research was in a university, the more evidence was found in these three areas of instruction. Below are discussed the three codes that made up this category.

Balance between Quantitative Research and Qualitative Research. The push for qualitative research is also about balancing the exposure, teaching, and learning of both quantitative and qualitative research. As it was discussed in the problem statement of this study, qualitative research is usually left out in teaching, learning, and application in the academe. A university that is strong in qualitative research is likely to have equal emphasis between quantitative and qualitative research. This balance is likely to be found in the curriculum, teaching, and institutional support. It also becomes evident in the research outputs at the university level.

When asked about the evidence of qualitification, P18 stated, "I could see that everybody is really into both of these and everyone is already interested in both". Furthermore, P23 added that, "if the university, the institution encourages not only its faculty, but as well as its students uh, to open up, uh, to both quantitative and qualitative research, you could have a quality quantitative or qualitative research study, or you can do, you can do both. So, it is better if the university does not focus on quantitative research only, um, in terms of its, uh, research writing,

but rather have also an equal, uh, number of quantitative and qualitative research". Last, P38 indicated that "I think in one brochure, there's a separate course for quantitative research and qualitative research". Balancing quantitative and qualitative research in a university is indeed a sign of qualitification.

Expansion of Qualitative Research to Other Fields or Other People. It was found in this study that some academic fields may be more qualitative research-friendly than others. It is common for such fields to be the first ones to integrate qualitative research. However, when a university is strong in qualitative research, it is possible to see qualitative research spread to other fields and even to people who may have not had any inclination to qualitative research. For instance, in the first institution involved in this study (I1), a number of business faculty who used to be mainly focused on quantitative research have become qualitative research experts and mentors. In fact, the business department of that university has produced a number of qualitative research theses and dissertations; something that was inconceivable before the qualitification process began at that university. Memo 058 below presents the analytical reflection about this code.

Memo 058: July 23, 2023: As qualitification progresses in an institution, starting with qualitative research-friendly fields or people, it expands slowly to other fields and people; including people and fields that may be from the hard sciences.

P45, a mathematics education professor who was also a qualitative research champion in this study stated, "My husband, also statistician and mathematician, he too, did qualitative research and we were some of the pioneers actually at X university to do qualitative research". While some people believe that some people or fields can or should never be involved in qualitative research, the result of this study shows that this is not necessarily true. As long as the academic field has

something to do with humans and social interaction, no matter what the field is, there is a possibility and an opportunity for qualitative research to be integrated.

Presence of Qualitative Research Courses in the Curriculum. When a university is strong in qualitative research, it most likely integrates qualitative research in the curriculum. In the first institution of this study (I1), the research classes in the master's and doctoral programs were balanced between quantitative and qualitative research (see I1 Academic Bulletin). It was mentioned by the doctoral students and graduates of the same university that indeed they were exposed to both quantitative and qualitative research classes in their respective doctoral programs. However, of the other three institutions, only one qualitative research class was included in the curriculum while the rest of the classes were all quantitative. The observation in P45's class demonstrated that the first institution included in this study had integrated qualitative research in the curriculum of the doctoral program. P15 specifically stated that,

> the curriculum is also a good indicator of qualitative research, because if you can see qualitative research classes in the curriculum, that's one indicator that the culture of qualitative research is there because they are embracing it; it's part of the curriculum.

The curriculum is the place where the institution intentionally integrates qualitative research. Qualitification requires that qualitative research be balanced with quantitative research in the curriculum.

Evidence of Qualitification in Institutional Systems

This category of the evidence of qualitification in institutional systems had five codes: availability of qualitative research policies, faculty regular involvement in qualitative research capability building activities, freedom to use either quantitative or qualitative research, increased

qualitative research revolution or culture, and investment in qualitative research training. They are discussed below.

Availability of Qualitative Research Policies. When a university is strong in qualitative research, it has clear qualitative research policies that can be followed in the production of qualitative research studies. It is common to find institutional research policies that are tailored mainly to quantitative research and none for qualitative research. So, even if people believe in qualitative research, there is no policy that supports that. The presence of qualitative research policies in a university is usually a sign of a university that is strong in qualitative research.

> **Memo 076**: July 20, 2023: Qualitification is demonstrated by the presence of policies that regulate the ethical and rigorous production of qualitative research.

From the analytic memo above, it is safe to assume that without clear, complete, and practical qualitative research policies, it is difficult for a university to be strong in producing ethical and rigorous qualitative research. This is simply because people in that university would not have a guide necessary to produce quality work in qualitative research.

P39 stated that to check how strong in qualitative research a university is, it is important to "check their research processes, their policies, their guidelines, if they have established these ERB processes where there's an informed consent, um, guidelines for conducting both quantitative and qualitative research, then we know that this institution is strong in qualitative research". In the first institution included in this study (I1), the research handbook included policies specific to quantitative research and qualitative research.

Faculty' Regular Involvement in Qualitative Research Capability Building Activities. In a university that is strong in qualitative research, there are multiple opportunities for qualitative research capability building. In all the four institutions that were involved in this study, there were qualitative research capability building activities. The more activities were provided, the higher

seemed to be the qualitification. For instance, in addition to having many qualitative research classes integrated in their curriculum, the first institution (I1), which had the highest level of qualitification, offered several regular qualitative research colloquia and conferences. Institution 3 (I3) was the second university with the highest level of qualitification and it is because over the years, the institution had offered several structured capability building activities. When asked about the indicators of a university that is strong in qualitative research, P3 stated, "And another thing they, they [faculty] like to join seminars or trainings on qualitative research". Regular attendance to qualitative research capability building activities contribute to qualitification.

Given that many universities have overwhelmingly been focused on quantitative research, it only makes sense that intentional capability building is necessary to promote and integrate qualitative research. Therefore, it is no surprise that universities that are strong in qualitative research have regular capability building activities. Interestingly, while this was a sign of a university that is strong in qualitative research, it was also found in the data that different types of capability building in qualitative research contribute significantly to qualitification, as it is discussed below. Capability building in qualitative research significantly foster qualitification.

Freedom to Use either Quantitative or Qualitative Research. It is not uncommon for students in universities predominant in quantitative research to be told not to use qualitative research for their theses or dissertations. If a university gives the freedom to use either quantitative or qualitative research, it is a sign that the university is strong in qualitative research. This freedom is rare in universities that are not strong in qualitative research. In cases where this freedom is found, it means that there is all the necessary support to both quantitative and qualitative research in many different aspects of the research production. P13 stated the following:

we can say that a university is strong in qualitative research if there is, um, a bit of autonomy or independence given to the researchers since I've seen some universities who really try to limit or take control of their students when they try to explore research. And so, what tends to happen is people become more convinced that quantitative is the [only] way to go in their study and they forget or they dismiss qualitative as an option.

If freedom is given for people to conduct either quantitative or qualitative research, it means the university is strong and supportive of both.

Increased Qualitative Research Revolution or Culture. The concept of "qualitative research revolution" was coined by P1 who stated, "I think by having the right kind of people here who understood qualitative research well, uh, it started, uh, quite a qualitative revolution here". Qualitative research revolution is really about intentional and sustained qualitification. The stronger a university becomes in qualitative research, the more a qualitative research culture develops. As this culture grows, there comes a certain kind of research revolution in the sense that it becomes part of the university's identity or the university's culture.

Memo 074: July 18: Qualitification assumes the development of qualitative research revolution and building up a qualitative research culture (or cultural integration in higher education institution research culture) that did not exist before.

When this new culture develops, members of the university community notice the change, as can be deduced from Memo 074. This can only happen when intentional work towards qualitification is done. This new institutional culture cannot happen a result of chance. There are specific strategies and resources that must be utilized to reach this goal. These strategies are discussed later in this chapter.

Investment in Qualitative Research Training. A university that is strong in qualitative research tends to invest in qualitative research training. P8 stated that, "I think, um, every

university is strong in qualitative research if they, um, invest in different trainings for qualitative research…". Given that many universities do not have qualitative research classes, training becomes one of the major ways to promote qualitative research and integrate it in the research culture. Investment in qualitative research is therefore a major indicator that a university is strong in qualitative research because the university cares so much about having the faculty and staff trained in qualitative research.

Evidence of Qualitification in Research Production

When a university is strong in qualitative research, evidence can be seen in the research production of that university. Specifically, this evidence would be seen in the overall research production, the increase in qualitative research theses or dissertations, increase in qualitative research production, qualitative research presentations by faculty and students, qualitative research publications and citations, and rigor in qualitative research outputs of that university. These were the codes that made up this category of "evidence of qualitative research in research production" and they are discussed below.

Increase in Overall Research Production. When any university becomes strong in qualitative research, it increases the production of research in general. Suddenly, people who were not able to produce research because of their limited knowledge or skills or fear of quantitative research, become productive once they know how to conduct qualitative research. Two of the four institutions involved in this study (I1 and I3) had a strong level of qualitification and as a result, they had more qualitative research theses, dissertations, and journal articles than the other two (I2 and I4) that had a lower level of qualitative research production (see list of titles of theses and dissertations). P38 stated,

there was a great increase of research compared to way back before when there was no training yet with qualitative research. So, it's like more teachers are encouraged to do research and that impacts the university production, uh, in terms of research. So, somehow being open now to do qualitative research increased, let's say, the performance of the research office in terms of the number of faculty and students doing research.

> **Memo 061**: July 11, 2023: People who are naturally drawn to qualitative research, who used to struggle to conduct quantitative research, are finally able to use research methods that work for them; and therefore, there is an increase in research productivity of the higher education institution.

From Memo 061 and P38, it is clear that integrating qualitative research in a university is a way to maximize everyone's research potential. After all, not everyone is naturally drawn to or strong in quantitative research. Those who are passionate about or naturally gifted with qualitative research become more productive in research when a university fosters qualitative research.

Increase in Qualitative Research Theses or Dissertations. Once a university is intentional in integrating qualitative research, students not only have support and freedom to choose qualitative research for their theses or dissertations, they also receive the necessary support to conduct their qualitative research. Because of these antecedents, there is an increase in the production of qualitative research theses and dissertations. Of course, the production of qualitative research theses and dissertations alone without rigor or evidence of quality may not be a determining indicator of qualitification. P2 stated that, "we see a proliferation of, um, qualitative research dissertations coming up. So many, so many students, … You see, everybody is trying to do qualitative research". P12 added from another university that "our students in the graduate school now are conducting, uh, the, uh, theses and dissertations using grounded theory in qualitative research".

Memo 062: July 9, 2023: It only makes sense that as qualitification increases in a university, it is an automatic outcome to see qualitative research showing up in more and more theses or dissertations at that university.

As can be deduced from Memo 062, P2, and P12, if a university claims to be strong in qualitative research, one of the ways to verify that is to check the quantity and quality of that university's theses and dissertations.

Increase in Qualitative Research Production. Research production of a university is more than just producing theses and dissertations. It includes individual and group research studies that faculty, students, or both conduct, complete, publish, or present. A university that is strong in qualitative research sees an increase in qualitative research production. Once people are equipped with qualitative research knowledge, they begin producing qualitative research studies. P04 indicated that "Um, I could tell that they're strong in qualitative research if I see that many of the professors, as well as the student, have a lot of research in qualitative research journals"

Memo 063: July 13, 2023: Once qualitative research spreads in a university, people produce qualitative research studies and therefore there is an overall increase in research production institution-wide.

Memo 064: July 13, 2023: Although an increase in qualitative research production is a sign of qualitification, it has to be monitored so that it does not get to the level of "killing" quantitative research. In 2 universities included in this study, some participants indicated that at the time of the data collection of this study, the university was producing much more qualitative research than quantitative research studies; yet, both universities were heavily quantitative research-driven less than 10 years earlier. Qualitification must take into account the balance between both quantitative research and qualitative research. Both sides need to receive equal treatment and equal support.

Memo 065: July 11, 2023: Some of the qualitative research outputs may be qualitative research proposals submitted to the research office. Although this may be at the lower level than qualitative research presentations, papers, and publications, it is a step in the right direction of qualitification.

From both the memos and P04 above, it is evident that qualitification leads to increase in qualitative research publication.

While qualitative research is highly encouraged and despite the fact that it is expected in all programs, departments, and universities that deal with human research participants, research leaders need to be careful not to over-emphasize it to the detriment of quantitative research (see Memo 064). Qualitification is about promoting qualitative research without endangering quantitative research. It is about promoting a balanced co-existence between quantitative and qualitative research. What I refer to as "dangerous qualitification" in this study is to be avoided; that is, the type of qualitification that seems to promote the superiority of qualitative research or that is so highly promoted to the point that there is no or limited support to quantitative research.

Qualitative Research Presentations by Faculty and Students. When qualitative research is produced at a university, it will eventually make it to research conferences. If faculty or students from a university regularly present qualitative research topics or studies at conferences, it is a sign that the university is strong in qualitative research. In the early 2010s, qualitative research presentations were fairly rare in conferences in the Philippines, but because of the qualitification phenomenon that is ongoing in the Philippines, there is a significant increase in qualitative research presentations in various research conferences. Universities with strong qualitative research culture become evident through their conference presentations, just as P19 stated that "I think that one indicator [of qualitification] is that there are outputs that are being presented by our faculty in qualitative research conferences". Furthermore, P43 indicated that at a conference, people "…were really interested to see how we present and somehow, they believe we had the right qualitative research presentations".

Memo 077: May 7, 2023: While in some universities some students have gone on to publish their qualitative research papers while still studying, this may not necessarily be expected of all universities that are strong in qualitative research because if the university doesn't have a strong culture of publication, qualitification may not necessary be the only factor moving people to publication.

> **Memo 078**: July 14, 2023: While presenting qualitative research at conferences is a sign of qualitification, it is also a strategy for students and faculty to learn more through peer mentoring.
> **Memo 079**: July 16, 2023: Qualitative research presentations may be in colloquia, forums, and conferences. The most important thing is to see qualitative research outputs being shared with other scholars for the purposes of peer mentoring or feedback.

Presenting qualitative research at conferences is both a sign that a university is strong in qualitative research, it is also a strategy for the presenters to continuously grow as qualitative researchers.

Qualitative Research Publications and Citations of Those Publications. When a university is strong in qualitative research, it tends to have an increased number of qualitative research publications. Furthermore, a higher level of qualitification is achieved in publication when other scholars begin citing one's published qualitative research papers. For a university that used to be predominantly focused on quantitative research, it is an important step for people to be trained and be skilled enough to publish qualitative research papers. Having those qualitative research papers cited is an added advantage but may not single-handedly be the determining factor of a university that is strong in qualitative research. This is because there are millions of papers being published every year; therefore, chances of a paper being retrieved and cited have decreased considerably in research.

On publications, P43 stated,

> we look at the publications of the faculty and students uh, we can check their publications, like in the journals, I think, uh, like in, SAGE or Research Gate or Google Scholar. Once you type the name of the professor and see all the, uh, studies or research are qualitative and like, not only the teachers, also the students, you can find them, like most of them are qualitative research.

Qualitative research publications from a university provide evidence that a university is strong in qualitification. P44 took publication to a higher level by stating that, "a university is strong in qualitative research if their publications using this type of research have a high citation index".

> **Memo 080**: May 30, 2023: Qualitative research publication could be by faculty, students, or both.
> **Memo 081**: July 11, 2023: There is also an element of citations of published qualitative research of a university. This speaks loud about that university's research culture.
> **Memo 082**: July 12, 2023: Some participants (such as P18) went further to propose that qualitification evidence is shown through publications in high-impact journals (such as Scopus Indexed journals). This is a high standard that few universities can reach.

According to memos 080, 081, and 082, qualitative research publication can be done by faculty, students, or both. Furthermore, citation of one university' published qualitative research papers is an added advantage to demonstrate the level of qualitification of that university. The highest level in qualitative research publication is to have the qualitative research papers published in high-impact journals such as Scopus-indexed journals. This result leads to believe that there are different levels of qualitification.

Rigor in Qualitative Research Outputs. Rigor in the qualitative research outputs of a university is an indicator of the qualitification of that university. It is not enough to learn, conduct, and complete qualitative research studies. It is important to ensure rigor or trustworthiness of those studies. Thankfully, qualitative research scholarship has already established specific strategies to foster rigor (see for instance, CohenMiller et al., 2022; Korstjens & Moser, 2018; Krefting, 1991; Miles et al., 2014; Nowell et al., 2017; Shento, 2004; Watkins, 2017). P26 stated that, "I believe the indicator [of qualitification] is basically the number of the approved proposals for qualitative research, their alignment with the conventions of qualitative research". P36 added that "the second indicator is the quality of the qualitative study that they produce. It should be of good quality".

> **Memo 084**: July 16, 2023: The issue of rigor is significant because when people embrace qualitative research without promoting rigor, it can be detrimental to research in general and

lead qualitative research skeptics to reject it completely. So, rigor must be promoted as part of qualitification.

One of the barriers of qualitification, as it will be discussed below, is the absence of rigorous qualitative research exemplars in a university.

Producing poor qualitative research studies can discredit qualitative research, as seen in Memo 084, and lead people to detest it or detest it more than they did before the exposure to such poor studies. Qualitative research studies must therefore meet the criteria for a trustworthy study. The quality of the outputs of qualitative research of a university helps determine how strong that university is in qualitative research. To foster rigor in qualitative research learning, both P37 and P45 included guides, templates, and samples in their teaching. This integration was evident in all the classes that were observed in their zoom recordings. Furthermore, they used instructional materials from leading expects in the field of qualitative research.

Theme 2: Evidence of Qualitification in Advocacy and on the Individual Level

The second theme, the evidence of qualitification in advocacy and on the individual level, is composed of four categories. These include evidence of qualitification in advocacy for a cause, evidence of qualitification on the personal level, evidence of qualitification in qualitative research expertise, and evidence of qualitification with students.

Evidence of Qualitification in Advocacy for a Cause

The category of evidence of qualitification in advocacy for a cause was composed of three codes. These codes included evidence of qualitification in community, practice, or research participants' transformation; increased focus on practical solutions or innovation, and increased interested in advocacy or empowerment. They are discussed below.

Evidence of Qualitification in Community, Practice, or Research Participants' Transformation. P5 stated that qualitative research has a positive impact for

…the researcher themselves, for the students and from the students to the community, then this becomes a better world. Because they believe that what I am doing as a qualitative researcher is not because I am just in love with qualitative research, but what I am doing is because this approach, this lens of research, will lead me to see a better community.

When there is qualitification in a university, the evidence can be seen in the university community, the neighboring community where qualitative research is being carried out, the practice in the field, and even in research participants' lives. Qualitative research leads to transformation in these areas. For the community, practical solutions are generated. For practice, new strategies are developed to deal with issues in the field. As for research participants, some may feel empowered by participating in the qualitative research study or by doing so, they may generate solutions to their own problems. Memos 054, 055, 056, and 057 below captured the idea of this transformation in more details.

Memo 054: June 10, 2023: Qualitative research has the potential to general comprehensive understanding and solutions to community/societal problems.
Memo 055: July 18, 2023: Qualitative research leads to the transformation of the people conducting it much more than it transforms people in quantitative research. It also transforms the university where qualitification is found (through conference presentations, publications, and even a sense of mutual understanding, mutual respect, and mutual encouragement that is inherent in qualitative research).
Memo 056: July 20, 2023: Part of the transformation of the research participants is the empowerment that they get from the study as stated by P37.
Memo 057: July 23, 2023: The deep exploration of a topic requires the qualitative researcher to spend more time with the participants and, thus, develop a stronger relationship that may not be achieved in quantitative research. In the case of P45, this led to a long-term healthy relationship with her participants where participants would visit the researcher and share a meal. This is a level of transformation of participants that can probably only happen in qualitative research.

In the class observation, P37 shared some government policy change and policy development that she and her colleagues supported in the community where they conducted the study. To protect the identity of P37, details about the study are not provided here.

Increased Focus on Practical Solutions or Innovation. Qualitative research is known to generate practical solutions to local problems (Merriam & Tisdell, 2016). By generating practical solutions, innovation can result from qualitative research. Because qualitative research usually focuses on exploring issues in a local context; because qualitative research is context-bound, it helps understand issues deeper and generate more complex solutions to local problems. As a result of qualitative research, more and more practical solutions are generated. This becomes evidence of a university that is strong in qualitative research. The more qualitative research is conducted, the more involved researchers are in the research setting and research participants' lives, and the more they are likely to come up with context-specific and problem-appropriate solutions. Because of qualitative research, P04 realized that "we're able to adjust the way we teach, some of the way we give activities as well". Again, in the illustration from P37 as shared in her class recording, her study led to practical solutions that were innovative.

Increased Interest in Advocacy or Empowerment. Because qualitative researchers explore issues in close proximity with the research participants, and because they spend enough time with the research participants, listening to the participants' experiences, challenges, voices, and dreams, qualitative researchers tend to be more driven in advocating for their participants' cause and empowerment than quantitative researchers do. One cannot hear several stories about the same challenge of a group of individuals without being psychologically involved. Qualitative researchers are usually not the same at the end of a study as they were before the beginning of the study. Qualitative researchers are and should always be advocates for a cause, and Wa-Mbaleka (2020a) has provided guidelines and principles that can be used for advocacy in qualitative research.

Memo 066: July 20, 2023: Qualitative research is considered empowering and liberating for the participants.

Consequential qualitative research can never be value-free. It is conducted to advocate for people, to empower or liberate them. That is why P37 realized that "that's the uh, unique, um, characteristic of qualitative research. We empower people. Uh, we know that, uh, they are being listened to, especially those who go through, uh, intense, uh, difficult experiences or even … success stories". Qualitative research is about giving a voice to those who would not otherwise have the chance. In the class recordings of both P37 and P45, some of their illustrations demonstrated that a number of their research studies (of course not all of them) had contributed to the empowerment of the participants.

Evidence of Qualitification on the Personal Level

The category for the evidence of qualitification on the personal level is made of five codes. These codes include a deeper sense of fulfillment in research, increased interested in deeper exploration of issues, increased interested in theory generation, increased interested, passion, or inspiration for qualitative research; and realization of a knowledge gap in qualitative research. They are discussed below.

A Deeper Sense of Fulfillment in Research. When there is strong qualitative research, there is a deeper sense of fulfillment in research among the researchers. P4 stated, "in the end, it's very fulfilling; like, writing those themes, like everything". P3 said that "…in the end, it was fulfilling". P37 added that "I just realized Dr. Safary that our engagement with qualitative research has added so much richness into our lives". This deeper sense of fulfillment may come from being able to complete a complex study, given that qualitative research is naturally complex because it deals with complex issues. It could also be that qualitative researchers feel fulfilled when they see that impact their study has on their research participants, their communities, or on practice.

Increased Interest in Deeper Exploration of Issues. Once people are good at qualitative research, there is an increased interest in exploring deeper issues. They are no longer interested in restrictive variables. Instead of seeing issues from a compartmentalized perspective as seen in quantitative variables, they are interested in exploring the underlying causes of problems. Memos 067 to 070 expand on this concept of increased interest in deeper exploration of issues.

Memo 067: July 14, 2023: Deeper exploration includes complexity of the issue under exploration, details, participants' emotion, and many more.
Memo 068: July 20, 2023: According to P37, qualitative research exploration is like a "pearl of great price" which requires deep digging and perseverance.
Memo 069: July 23, 2023: Qualitative research is considered more inclusive than quantitative research (in the words of P39) because it includes even rare voices that would have been otherwise ignored or rejected in quantitative research as outliers.
Memo 070: July 23, 2023: the deep exploration of a topic requires the qualitative researcher to spend more time with the participants and thus develop a stronger relationship that may not be achieved in quantitative research (see P45).

P08 stated that qualitative research

> …gives us the ability to look beyond what the numbers can give…It magnifies the, um, important details that numbers cannot give. But I'm not saying quantitative research is not good, but there's something, there's something unique and there's something special in qualitative study…it enables us to open ourselves to that phenomenon, to that specific situation because it gives us time to invest and study more, observe more, and participate in that scenario.

Furthermore, P45 said it so well that qualitative researchers are on the quest for a "pearl of great price" that requires the person to dig deeper in order to get the pearl. Once a pearl seeker (in this case, the qualitative researcher) understands that the real meaning of a study is found only through deeper exploration, that researcher is not interested in surface understanding. This is what qualitification does to researchers.

Increased Interest in Theory Generation. Qualitative research helps generate new theories (especially through grounded theory) and new models, techniques, and strategies. The more a university is strong in qualitative research, the more people are interested in generating new theories grounded in data. This increased interest in theory generation may be the reason why grounded theory is considered one of the most used qualitative research designs (Birks & Mills, 2015). P13 indicated that with qualitative research, "we can create theories or we can explore different, um, contents that were written years ago". Qualitification may lead to more theory generation at a university.

Increased Interest, Passion, or Inspiration for Qualitative Research. P08 stated it well when talking about the increased interest, passion, and inspiration for qualitative research as seen below;

> this year we learned a lot of things from the [RO3] seminars for those trainings that we have for qualitative research. At the moment, I know with these different notions about qualitative research, it has really captivated my heart...it has given me a greater, um, passion for qualitative research because it will really give us a, an opportunity to have a positive impact on the society...

For sure, when a university is strong in qualitative research, more and more people's interest, passion, and inspiration for qualitative research grow. At first, it may be confusing, which is common to most new things to learn. However, as people grow as qualitative researchers, their interest and passion increases. From this study, it became evident that some participants who had been hardcore quantitative researchers have transitioned to being predominantly qualitative researchers because qualitative research training increased their passion for this field. Memos 071

to 073 explain further this concept of increased interest, passion, or inspiration for qualitative research.

> **Memo 071**: July 18, 2023: When people are committed to qualitative research, they find it as a calling to the point that they have intrinsic motivation to do it, to mentor others, to run qualitative research trainings and organizations even if there is no/limited external reward.
>
> **Memo 072**: July 23, 2023: Once a person has embraced qualitative research successfully, it becomes their second nature to the point that they no longer see issues or the world in a linear way as seen in quantitative research; they approach all the topics from a multidimensional perspective.
>
> **Memo 073**: July 23, 2023: P42 stated, "So, I think it's, it becomes like the blood of everybody that qualitative is now like, you know, part of everybody's life".

Realization of a Knowledge Gap in Qualitative Research. As a result of qualitification, people come to realize that there is a knowledge gap in qualitative research in their own research knowledge, practice, and even institutional system. They begin noticing gaps in the support and policies available for qualitative research. Before this realization, everything may seem normal despite the imbalance between quantitative and qualitative research. This realization is the result of systematic and sustained learning of qualitative research, as seen in Memo 083.

> **Memo 083**: May 22, 2023: As more and more people in a university learn qualitative research systematically through various qualitative research training sessions, they not only fill the gaps in their qualitative research knowledge but discover new gaps; which lead them to continue searching for more learning opportunities.

The realization of the knowledge gap is the result of qualitification but it also generates the need for more learning of qualitative research. Thus, the qualitative researcher becomes a lifelong learner. P07 stated,

> Uh, qualitative research is actually something new for us. However, um, in my, uh, three,
>
> previous degrees, I wrote my thesis and dissertation, believing that I was doing
>
> qualitative research. But then after knowing what qualitative research is about, after the
>
> series of trainings that I attended in [RO3], I realized that what I did was just a simple
>
> analysis.

The more people learn about qualitative research, the more they realize what they do not know, and the more they are encouraged to learn more.

Evidence of Qualitification in Qualitative Research Expertise

Qualitification is evidenced through the presence of strong qualitative research expertise. This can be seen in the frequency and the number of faculty or students being invited as qualitative research speakers or reviewers, faculty or students being invited for qualitative research publication, presence of qualitative research mentors or experts, and use of various qualitative research designs.

Faculty or Students Being Invited as Qualitative Research Speakers or Reviewers. One of the ways to know that a university is strong in qualitative research is to see the faculty or students of that university being invited as qualitative research speakers or reviewers. Often, there are limited experts on qualitative research in many universities and research organizations. So, if faculty and students from a given university are frequently invited to share expertise on qualitative research, it means that those inviting them recognize how strong the sending university is in qualitative research. As reviewers, they may be asked to serve on research journal boards or as external examiners for qualitative research theses, dissertations, or panels. P16 and P18 stated that they have already been invited to speak on qualitative research by many institutions and organizations. P21 indicated that another sign that a university is strong in qualitative research

> "…would be if the community outside of the of the university is reaching out to the university asking for, let's say, technical support in qualitative research; they're asking for technical support from the university; I would say that the university really has good qualitative research".

Memo 059: July 11, 2023: The fact that more and more faculty or students of a university receive invitations to be resource speakers, peer reviewers, or external examiners demonstrates that an advanced level of qualitification has been achieved at that university.

After all, a university cannot send out faculty or students to share their qualitative research expertise if the latter are not recognized as being strong in qualitative research. Therefore, the sending university must be strong in qualitative research.

Faculty or Students Being Invited for Qualitative Research Publication. As faculty and students become more and more competent and recognized as experts in qualitative research, they may often receive invitations to submit their qualitative research manuscripts for publication in qualitative research journals or books. This too is an indicator of a university that is strong in qualitative research. Not everyone can receive such an invitation since publication in such venues is highly competitive and requires high qualitative research knowledge. P37, one of the champions, shared the experience when she received an email from an internationally-renowned qualitative research expert to contribute to an upcoming qualitative research book. She indicated that she was in shock but was equally overjoyed that someone thousands of miles away was recognizing her expertise in qualitative research.

Presence of Qualitative Research Mentors or Experts. When a university is strong in qualitative research, it usually has qualitative research mentors or experts. As it is discussed later in this chapter, it is also because a university has strong qualitative research mentors and experts that it grows into qualitative research. Of course, as qualitative research grows in an institution, more people become competent in qualitative research and therefore the number of qualitative research mentors and experts increases, as stated in Memo 75 below.

Memo 075: July 18, 2023: As evidence of qualitification, a university rises in the number of qualitative research experts and mentors in different qualitative research designs and methods.

The rise in the number of qualitative research mentors and experts helps in spreading qualitative research all over the university and beyond. P31 indicated that a university is known to be strong in qualitative research when "there are knowledge experts already available in the university". These are the ones who mentor the university community and support qualitification. Both P37 and P45 whose classes were observed had been invited multiple times to publish qualitative research book chapters and journal articles, and P37 had even been invited to be a co-editor of a leading qualitative research textbook.

Use of Various Qualitative Research Designs. A university is considered strong in qualitative research if there is evidence of use of different qualitative research designs. Generally, when a university is still new to qualitative research, there is a tendency to use qualitative research in general or just one or two designs. As the university community grows in qualitative research, more designs are utilized. P11 indicated, "I think, like for example, in our department, we use different [qualitative research] designs for different qualitative research studies...". This practice demonstrates a large wealth of qualitative research knowledge.

Evidence of Qualitification with Students

The category for the evidence of qualitification with students is made of two categories. These include students' increased passion for qualitative research and students encouraging each other in qualitative research.

Students' Increased Passion for Qualitative Research. As qualitative research growth becomes evident in a university, there is an increase in students' passion for qualitative research.

> **Memo 085**: July 25, 2023: It is one thing for the general community of the institution to be interested in qualitative research; it is totally something different when the number of students interested in qualitative research increases as a result of qualitification because there is a lot of research that students produce through their theses and dissertations.

P05 stated that as a result of qualitification, "…even the undergrad students, now, the undergraduate students are able to publish using qualitative research designs". A university cannot claim to be strong in qualitative research until its students begin producing qualitative research these or dissertations. The production of qualitative research theses and dissertations is a strong indicator of a university's qualitification. In observing class recordings of both P37 and P45, it became clear that most of their students were passionate about qualitative research as observed in their active participation and answers to the course facilitator's questions.

Students Encouraging Each Other in Qualitative Research. Once some students understand well, know well, and appreciate qualitative research, they begin encouraging each other with it. If students begin doing this, it is a sign that qualitative research has become strong in a university. From his experience, P02, a research director, indicated that "…students also share among themselves, you know, uh, they're convincing, uh, each other to do qualitative research based on, uh, their experiences". If they scare each other about qualitative research, it means there is still a lot of work to do in qualitification.

Theme 3: Discrepant Cases of Evidence of Qualitification

The last theme about the evidence of qualitification is the discussion of the discrepant cases. For the first research question, there were two discrepant codes that came up: sensitivity to cultural diversity as evidence of qualitification and quality of graduates as evidence of qualitification. They are discussed here.

Sensitivity to Cultural Diversity as Evidence of Qualitification

Participant 13 (P13) indicated that sensitivity to cultural diversity was a sign of qualitification. P13 stated, "I think if a university is strong in qualitative research, I would expect people to be more sensitive to cultural diversity". While this may have some truth to it, it does not

hold when this is taken in the context where everyone shares the same culture and yet qualitative research is still strong there. Sensitivity to cultural diversity is important in qualitative research but may not really be the evidence of qualitification. People can be sensitive to cultural diversity without necessarily being strong in qualitative research.

Quality of Graduates as Evidence of Qualitification

Participant 15 (P15) stated that one of the signs that a university is strong in qualitative research is the quality of graduates of that university. He stated, "the quality of graduates is there as a good indicator. That's one. And the type of research that they do". Believing that the quality of graduates determines the level of qualitification of a university is to believe that a university without qualitative research cannot have a high quality of graduates in general. This would be an erroneous conclusion that would lead to bias and suspicion of the person who believes it.

Levels of Qualitification

As the analysis of the first research question was ongoing, it became clear that a taxonomy was necessary to delineate different levels of qualification. Memo 161 describes how this decision was made.

> **Memo 161**: July 31, 2023: There is a need to create a taxonomy of the levels of qualitification. It is not a black-and-white scenario of those who are strong in and those who have no knowledge of qualitative research. Different universities are at different levels. However, only those that are at the advanced and exceptional levels can qualify to be strong in qualitification.

As a result of this thought process, the taxonomy below was developed based on the data presented in this section to establish the different levels of qualitification. Table 16 is the taxonomy of qualitification.

Table 16

Taxonomy of Qualitification

Levels of Qualitification	Indicators
Zero Level	a. Little or no exposure to qualitative research b. No undertaking of qualitative research c. Passive or indifferent attitude towards qualitative research d. No indication of qualitative research in the university system
Beginning Level	a. Attendance to some qualitative research talks b. Little exposure to qualitative research c. Some curiosity about the "how" and "why" of qualitative research d. Basic knowledge about qualitative research e. Initial steps to undertake qualitative research
Intermediate Level	a. Presence of regular qualitative research capability building activities b. Regular attendance to qualitative research conferences, seminars, webinars, or workshops c. Belongingness to a qualitative research organization d. Production of low-quality qualitative research outputs
Advanced Level	a. Presence of all the indicators of the intermediate level b. Inclusion of at least one qualitative research class in the master's and another in the doctoral program c. Presence of a few qualitative research experts, mentors, and champions d. Intention to institutionalize balance between quantitative and qualitative research support e. Active participation in qualitative research conference presentations f. Presence of qualitative research policies and funding g. Use of different qualitative research designs h. Publication of some qualitative research journals, book chapters, or books
Exceptional Level	a. Presence of all the indicators of the advanced level b. Publication of qualitative research in high-impact journals (e.g., Scopus indexed journals) and books c. Presence of citations of a university's qualitative research papers d. Balance in curriculum between quantitative and qualitative research classes at the master's and doctoral levels e. Balance in learning opportunities for quantitative and qualitative research f. Presence of an active qualitative research organization or organized community g. Presence of sufficient qualitative research experts, mentors, and champions

Based on the results pertaining to the first research question, the table above presents the taxonomy of qualitification. It includes five different levels of qualitification. These include zero level, beginning level, intermediate level, advanced level, and exceptional level with the zero level being the lowest level where no qualitative research is manifested to the exceptional level being the highest level possible.

Results of Research Question 2: Major Barriers that Prevent

Universities from Integrating Qualitative Research

The second research question was set to explore the major barriers that prevent universities from embracing qualitative research. Before developing the theory of qualitification, it was necessary to understand these barriers so that to implement qualitification, people can plan to remove these barriers. Table 17 presents the thematic visualization of the themes, categories, and codes pertaining to the results of the second research question.

Table 17

Thematic Representation of the Results of Research Question 2

RQ2: What are the major barriers that prevent universities from integrating qualitative research?	1. Barriers related to qualitative research expertise	a. Barriers innate to qualitative research	i. Linguistic barriers ii. Qualitative research considered difficult iii. Qualitative research considered time-consuming iv. Too much reading for qualitative research
		b. Lack of qualitative research experts	i. Faculty's heavy quantitative research background or preference ii. Fear of the unknown of qualitative research iii. Ineffective qualitative research trainers or mentors iv. Lack of qualitative research champions

			v. Lack of qualitative research mentors, advisors, or reviewers vi. Limited number of qualitative research experts, trainers, or faculty vii. Some faculty's unwillingness to mentor other people
		c. Lack of qualitative research knowledge	i. Faculty's comfort zone of quantitative research ii. Lack of qualitative research resources iii. Limited qualitative research knowledge, expertise, or exposure iv. Limited research production in general
	2. Institutional barriers to qualitification	a. Qualitification barriers in curriculum and teaching	i. Lack of qualitative research classes or lack of qualitative research in research classes ii. Poor qualitative research studies serving as examples iii. Dangerous qualitification
		b. Qualitification barriers in the institutional systems	i. Administrators' special emphasis on the use quantitative research ii. Institution's heavy culture of quantitative research usage iii. Lack of institutional support to qualitative research iv. No or limited funding for qualitative research
		c. Qualitification barriers of the quantitative research tradition	i. Bias against research in the humanities and social sciences ii. Bias of funding agencies against qualitative research iii. Individual negative attitude towards qualitative research iv. Strong influence of hard sciences v. Mindset of superiority of quantitative research

			vi. Misconception about qualitative research
	3. Discrepant cases of barriers to qualification	• Discrepant cases of barriers to qualitification	i. Discrepant case of barrier of colonial mentality ii. Discrepant case of barrier of limited funds

Based on the table above, the second research question generated three themes pertaining to the barriers that prevent universities from embracing qualitative research. These include barriers related to qualitative research expertise, institutional barriers, and discrepant cases of barriers to qualitification. They are discussed below in detail.

Theme 4: Barriers Related to Qualitative Research Expertise

A number of barriers of qualitification relate to lack of qualitative research expertise. This theme is made of four categories. These include barriers innate to qualitative research, lack of qualitative research experts, and lack of qualitative research knowledge. Each one of them is discussed below in detail.

Barriers Innate to Qualitative Research

Qualitative research has some barriers that may be innate to it. This study revealed that these barriers include linguistic barriers, qualitative research considered difficult and time-consuming, and requiring too much reading.

Linguistic Barriers. Qualitative research depends a lot more on linguistic ability than does quantitative research. It is based on words and lived experiences of the participants as described in their own words. Therefore, language plays a significant role in qualitative research. Anyone getting involved in qualitative research can expect to deal with large texts as data, be able to manage all that data, and interpret it using the language. P17 stated,

…in doing qualitative research, you have to be a good writer because, you know, if you

are not, if you are not a good writer, I don't think you can become a qualitative research

scholar. This is the one quality that we need as qualitative researchers.

P20 added,

The problem with the language may be actually because of its requirements, which include

the description of the phenomenon, and maybe people have a problem in capturing their

ideas or their thoughts or words to describe emotions or to describe a concept, or because

it is difficult to do. Maybe, they have a language barrier. They don't have the language.

Look at the English vocabulary. English is not always easy. They are not confident with

their language skills. And so, maybe that's one of the hindrances.

Not everyone is gifted with linguistic ability to deal with, analyze, interpret, and report

such complex data. To make the matter even more complex, many non-native speakers of English

are expected to produce their written reports and even sometimes conduct their qualitative research

studies in English; thus, creating another linguistic barrier. In the class observations, it became

evident that the majority of the students in the classes taught by both P37 and P45 were non-native

speakers of English who were using English as a medium of instruction. This is a worldwide

phenomenon where many people study in a language other than their mother tongue. Memo 024

describes further the issue of the linguistic barrier.

Memo 024: July 12, 2023: Some people believe that to be a good qualitative researcher, one must be good in writing and in grammar. And because in many countries, people use a language other than their mother tongue to conduct, write, and disseminate research, they may not feel confident enough in the foreign language; thus, giving preference to numbers or quantitative research.

Because of its important role in qualitative research, language proficiency is expected. Qualitative researchers who are linguistically challenged must develop a plan to deal with the linguistic barriers in their work.

Qualitative Research Considered Difficult. Just like some people consider quantitative research hard, others consider qualitative research difficult to understand or to conduct. People who are used to or wired with quantitative research can find it difficult to make sense of qualitative research, which does not use pre-established formulas. This difficulty becomes a qualitification barrier. P11 stated that "At the same time, qualitative research is tedious <laugh>. It's very hard". Part of this difficulty is that most of the times, anything seems difficult until someone gets used to it.

Qualitative research considered time-consuming. Because of its complexity, qualitative research is considered a time-consuming undertaking. For people interested in quick results, the time required to complete a good qualitative research study can be a barrier to embrace qualitative research. Anyone undertaking a qualitative research study can expect it to take longer time than a similar study conducted using quantitative research. For people who are primarily ingrained in quantitative research, this time issue can be a barrier when they want to embrace qualitative research. P09 indicated that "another factor is the timeliness or time requirement because, uh, qualitative research takes long, it, uh, it's tedious. uh, qualitative research is not an easy research undertaking". Because of the complexity of qualitative research, it tends to take longer than quantitative research.

Too much reading for qualitative research. Since qualitative research is based primarily on words instead of numbers, it requires the researcher to deal with a lot of reading. Although this should not be an excuse for conscious researchers, having to read too much to conduct a qualitative

research study can lead to an overwhelming feeling. In describing another qualitification barrier that is inherent in qualitative research, P18 plainly stated that in qualitative research, "you have to explain a lot. You have to read a lot of literature and you really have to justify that experience by, you know, supporting it". People who detest reading can find qualitative research quite taxing.

Lack of Qualitative Research Experts

Lack of qualitative research experts is definitely another qualitification barrier. In this study, seven codes were related to this category. They include faculty's heavy quantitative research background or preference, fear of the unknown of qualitative research, ineffective qualitative research trainers or mentors, lack of qualitative research champions, lack of qualitative research mentors, advisors, or reviewers, limited number of qualitative research experts, trainers, or faculty, and some faculty unwillingness to mentor other people. They are discussed below.

Faculty's Heavy Quantitative Research Background or Preference. When faculty have a have a heavy background or strong preference for quantitative research, it is a qualitification barrier. After all, once people are used to addressing issues a certain way for a long period of time, it is challenging to have them approach the same challenges from a different perspective. It is no different for faculty who are ingrained in quantitative research.

Memo 017: July 20, 2023: If the research director or the research vice president of a university is too much into quantitative research, there is a high likelihood that the university would be heavily inclined towards quantitative research according to P37.
Memo 018: July 23, 2023: If most or all the faculty have their background in or preference for quantitative research, it is almost certain that qualitative research would not have any room in that institution.

Based on Memos 017 and 018, the influence of the heavy quantitative research background of the university's research leaders and faculty can be a qualitification barrier. P02 stated that "you find those people who are in the current, um, teaching positions or who teach research, that they basically used, um, uh, uh, quantitative research for their dissertations". P06 added that "we cannot

blame them…They cannot share what they were not exposed to". This is where training the faculty comes in when a decision is made for intentional qualitification of a university.

Fear of the Unknown of Qualitative Research. For people who have never been exposed to qualitative research, it can cause some discomfort or fear for some people. The fear of the unknown is common when learning something new. This is the reason why qualitative research must really be introduced in research courses to help prevent this fear from setting in. Furthermore, faculty should not create this fear in their students because faculty tend to be powerful in orienting their students in research. P27 specifically stated that people "are afraid to conduct a good qualitative research study" because, in the words of P04, they believe "that it's going to be difficult". Again, this fear is normal for novice qualitative researchers just as it is common in learning anything new.

Ineffective Qualitative Research Trainers or Mentors. About students struggling with qualitative research, P37 stated that "the main reason, I think, why some are not able to get through is, uh, because they are poorly guided". As expected, ineffective qualitative research trainers or mentors can be a qualitification barrier. Just like any subject, qualitative research should be taught or facilitated by qualitative research experts. Experts in qualitative research fit to teach or train others in qualitative research should preferably have extensive theoretical knowledge of qualitative research, have experience of teaching and conducting qualitative research, and have some qualitative research publications. Having a first-hand experience of conducting qualitative research helps qualitative research faculty and trainers to speak with more authority due to their personal past experience. Furthermore, qualitative research trainers or mentors need to have effective training or mentoring strategies that they have already effectively tried in the past.

Lack of Qualitative Research Champions. P39 emphasized that one of the major barriers to qualitification is really the lack of a qualitative research champion as described in the statement below.

> perhaps, it's because there's no champion. There's no one; a change agent needs to be there; someone who understands and is willing to share. Um, if the institution has this champion who is exposed to qualitative research, and that person is someone who is a change agent, then a lot of changes can happen; it can be pushed forward, but because there's not a lot of exposure, there is no champion.

As was discussed earlier, champions play an important role in qualitification. At the beginning of qualitification, resistance to change can be expected. Champions are there to manage such resistance, provide qualitative research leadership, and inspire people with qualitative research. Lack of qualitative research champions is a qualitification barrier because the passion and advocacy of the qualitative research champions contribute significantly to qualitification.

Lack of Qualitative Research Mentors, Advisors, or Reviewers. A doctoral student, P23 stated the following about his university although that institution was claimed to be fairly strong in qualitative research in the region:

> The university doesn't have an expert in terms of qualitative research. Okay. Like, for example, the faculty is, is expert on case study, a faculty uh, expert on grounded theory. So, uh, our university doesn't have experts on this… but hopefully, um, uh, someday, we will have experts in different designs as well as on data analysis because analyzing qualitative data is different from quantitative research.

The lack of qualitative research mentors, advisors, or reviewers is a qualitification barrier. Without mentors, novice qualitative researchers can easily give up or be taken astray. Without qualitative

research advisors, the tendency is for students to be advised or required to conduct quantitative research even if students' research topics or interest call for qualitative research. Without qualitative research reviewers, the check and balances of the rigor in qualitative research may be challenged. In general, qualitative research mentors, advisors, and reviewers contribute significantly to qualitification.

Limited Number of Qualitative Research Experts, Trainers, or Faculty. It is common to have a limited number of qualitative research experts, trainers, or faculty. Given that research has been heavily dominated by quantitative research, there are few qualitative research experts. This is a qualitification barrier because, without enough of these experts, qualitification would progress quite slowly or simply cease to advance. P32 regrettably stated that "the problem with that is that we lack experts in the Philippines". This problem is not unique to the Philippines. It is due to the fact that qualitative research has been on the back burner for decades in many universities around the world; therefore, there is a limited number of experts.

Some Faculty Unwillingness to Mentor other People. In this study, some faculty were reported to be unwilling to mentor other people, especially when it comes to qualitative research publication. P01 stated of being "actually afraid of people who are publishing too much and mentoring too little. So, uh, they are interested [mainly] in maximizing, you know, the number of publications". This attitude, which is a qualitification barrier, comes from some faculty who wish to prevent competition in the qualitative research production and publication, which count towards faculty's academic ranking. This spirit is highly discouraged not just in qualitative research but in the academe in general.

Lack of Qualitative Research Knowledge

Lack of qualitative research knowledge was another category of the barriers to qualitification. It was made of four codes: faculty finding their comfort zone in quantitative research, lack of qualitative research resources, limited qualitative research knowledge, expertise, or exposure, and limited research production in general. These codes are discussed below.

Faculty's Comfort Zone of Quantitative Research. Some faculty members who were trained solely in quantitative research and have spent most if not all their career time using quantitative research have developed a comfort zone in quantitative research. Trying to move them out of that comfort zone can be a serious challenge. P05 stated,

> Initially I was, I was really like having problems, particularly with those, uh, people who are already comfortable with their, with their field of expertise of quantitative research. They do not want to learn qualitative research. They would say, 'we, we will just deal with the quantitative aspect'.

These faculty become a qualitification barrier because of the extended time they have spent in their comfort zone of quantitative research. According to the memo below, the older the faculty who have been mainly involved in quantitative research, the higher the resistance to qualitative research.

Memo 016: July 14, 2023: Older faculty tend to be more resistant to qualitative research because they never received any qualitative research training and have already established their own quantitative research culture. They equate good research with quantitative research and statistics.

Faculty who are strongly ingrained in the comfort zone of quantitative research may have some misconceptions or some type of fear about qualitative research. They have a mindset of their own that can be difficult, but not impossible, to change.

Lack of Qualitative Research Resources. Lack of qualitative research resources is a qualitification barrier. Qualitative research is a whole field. No one should ever expect people to learn this whole field without appropriate qualitative research resources. So, when planning qualitification, planners must invest in quality qualitative research resources.

Limited Qualitative Research Knowledge, Expertise, or Exposure. One of the qualitification barriers in a university is the limited knowledge of qualitative research knowledge, expertise, or exposure. Limited qualitative research knowledge is due to the limited exposure to qualitative research in research classes and in the curriculum of many universities. P45 related her experience in these words,

> …you know, uh, those days we didn't have enough written materials on qualitative research by people like Merriam or Stake [two leading qualitative research experts]. Um, it was stressful; not that very much was known. But later when I came to know that materials have been developed, I learned more about qualitative research. And the meaning of qualitative research became even, uh, stronger.

Lack of knowledge and exposure influences and is influenced by the limited qualitative research expertise in universities. These three are interconnected to create a strong qualitification barrier. The impact of this limitation can be detrimental to qualitification as discussed in the two memos below.

Memo 022: July 16, 2023: Limited knowledge of qualitative research (by administrators, faculty, and/or students), limited qualitative research expertise in the university, and limited exposure to qualitative research in general provide a fertile ground for the hinderance or total lack of qualitification.
Memo 023: July 18, 2023: When there is lack of knowledge and expertise in qualitative research in a university, it is not common to have a research policy that is inclusive of qualitative research according to P33.

The combination of these limitations of qualitative research knowledge, expertise, and exposure tends to be evident in the whole institutional system, culture, practice, and policies.

Limited Research Production in General. When there is limited research production in general in a university, the problem may be affecting both quantitative and qualitative research. In this case, qualitative research suffers as much as quantitative research does. This may be due to the fact that the university has limited support or strategic plan for research production, although most universities are expected to produce research continuously. From Institution 3 (I3), Participant 38 (P38) indicated that when the intentional qualitification process began at that university, research production was significantly weak. She said, "…um, way back before …[the qualitative research training] uh, we were focused on quantitative research, and there was a scarcity of research. There was a scarcity of research at the university". After just a year or two of the intentional, systematic training series on qualitative research, not only did the university experience the increase in qualitative research outputs through research conduct, presentation, and publications, the research production in general went up. P35 considers it an oxymoron to a have a university that does not produce research. This too is a qualitification barrier.

Theme 5: Institutional Barriers to Qualitification

The fifth theme is about the institutional barriers to qualitification. It is made of three categories. These include qualitification barriers in curriculum and teaching, qualitification barriers in the institutional systems, and qualitification barriers of the quantitative research tradition. They are all discussed below in detail.

Qualitification Barriers in Curriculum and Teaching

The category of qualitification barriers in curriculum and teaching is made of three categories: lack of qualitative research classes or lack of qualitative research in research classes,

poor qualitative research studies serving as examples, and dangerous qualitification. They are discussed below.

Lack of Qualitative Research Classes or Lack of Qualitative Research in Research Classes. One of the major barriers to qualitification indicated in many interviews was the lack of qualitative research classes in the curriculum. As of 2023, many universities still did not have a single qualitative research class in their master's or doctoral programs. In some worse case scenarios, many universities rarely discuss qualitative research in research classes even when they do not offer qualitative research classes. So, students go through their graduate programs with little to no exposure to qualitative research in their research learning. P04 told a story of her former research professor that,

> she said that during their time, they had to learn qualitative research on their own. They had to, um, talk with other, uh, they had to connect with other universities. They also had the training. So, um, because qualitative research was not yet embedded in their curriculum…, I don't know what year that was, because they're quite, they're quite older than me. But right now, in that university that I'm talking about, they now have, I think, a qualitative course.

Certainly, the lack of qualitative research classes in the curriculum is a major barrier because, after all, if quantitative research is predominant in most universities, it is because it is the focus of research classes. Research classes are and should be the primary opportunities for university students to learn about both quantitative and qualitative research.

Poor Qualitative Research Studies Serving as Examples. P01 believed that one of the major qualitification barriers is using poor qualitative research studies as illustrations for qualitative research learning. He stated,

…it is because of surely poor-quality qualitative research that is done; poor quality research that is done in the name of qualitative research. And people get turned off and they say, if this is what qualitative research is, we don't recognize this and we don't want to have anything to do with it.

In universities where qualitative research is weak, qualitative research studies that are produced there tend to be of poor quality due to the many barriers discussed in this research question. When these studies are presented as exemplars for qualitative research to skeptic faculty and students, it becomes a qualitification barrier; more and more people learn to question the value and trustworthiness of qualitative research. They develop a negative attitude or misconceptions towards qualitative research. It is therefore important to select quality qualitative research studies to serve as illustrations for people who are in the qualitative research learning process.

Dangerous Qualitification. Qualitification becomes dangerous when it exists to overshadow or obliterate quantitative research. The memo below states it well:

Memo 015: July 21, 2023: Dangerous qualitification includes practices such as (a) requiring all the students to use qualitative research even when research studies align better with quantitative research, (b) focusing more resources on qualitification to the detriment of quantitative research, (c) having a significantly higher number of qualitative research outputs than qualitative research outputs, and (d) providing more support and training for qualitative research even when both quantitative research and qualitative research are already balanced in the university. These extremes of qualitification must be avoided and a balanced voice must be given between quantitative and qualitative research.

As much as qualitative research is promoted for qualitification, it must never be to the detriment or obliteration of quantitative research. Research leaders must make sure dangerous qualitification is prevented or addressed. In Institution 1 (I1), it was repeatedly found that the majority of theses, dissertations, and journal articles were predominantly qualitative research. P34, a research faculty and qualitative research mentor at the third institution (I3), stated the following about what is considered dangerous qualitification:

Um, I should tell you that about 70%, maybe roughly 70 to 80% of all studies in [I3] are qualitative research. Before it was vice versa. It was more quantitative. You know, all dissertations, you know, most of all of them are qualitative. Very few quantitative. And also, uh, I, I should say, um, uh, the way qualitative research works, um, you know, somehow our leaders, uh, the school leaders, they're talking more about qualitative research.

His colleague, P37, who was from a different department at the same university, recalled the following:

And I remember that at [I3], a concern was raised. Uh, we had this [doctoral program]. At that time, I remember that there were still 16 of students and 15 of them, uh, decided to use qualitative research [for their dissertations].

For this participant who happened to have been also the chair of the department, it became a concern for the administration to the point that her attention was called on the matter as to not endanger quantitative research. While this achievement could be celebrated as success of qualitification, that university should be careful not to weaken quantitative research.

Qualitification Barriers in the Institutional Systems

There are qualification barriers in the institutional systems. Some of these barriers are so strongly imbedded in the institutional systems that trying to usher in change where qualitative research is integrated in the institutional research culture is challenging. This category is made of four codes: administrators' special emphasis on the use of quantitative research, institution's heavy culture of quantitative research usage, lack of institutional support to qualitative research, and no or limited funding for qualitative research. These codes are discussed below.

Administrators' Special Emphasis on the Use of Quantitative Research. As was discussed in the first research question, administrators play an important role in qualitification. If their primary focus and interest are in quantitative research, they may care less about qualitative research. P25, a dean of the graduate school at the second institution (I2), shared the experience he had with his former president in these terms:

> The former president's orientation is on quantitative research, given that he is an engineer by profession. And so, whenever a proposal, a thesis or dissertation proposal was purely qualitative in nature, he...he would always advise the students to include either one specific problem that is quantitative in nature or change the whole study to quantitative research. So, as far as I can remember, there was no qualitative study that was conducted since I was involved in research.

In I2, it was reported that the previous campus director was heavily driven by quantitative research and would not encourage faculty and students to use qualitative research. This special emphasis on quantitative research can be a qualitification barrier. Administrators tend to have more power than faculty, staff, and students. In the two universities where qualitification was strong (I1 and I3), administrators' openness and support to qualitative research was reported to have contributed significantly to qualitification.

> **Memo 011**: July 16, 2023: If administrators have a strong background in quantitative research (or are from quantitative research-heavy fields), they might feel like only quantitative research counts as research, and in in eastern cultures where those in power cannot be contradicted, institutions simply follow suit.

Administrators need to balance their support to both quantitative and qualitative research because they are in a position of power that may influence the direction that research takes in a university.

Institution's Heavy Culture of Quantitative Research Usage. A university's heavy culture of quantitative research is a qualitification barrier. P22, who is from the third institution

(I3) of this study, recalled how that university used to be in research before the implementation of a series of systematic qualitative research trainings; "before we became strong [in qualitative research], our university was weak because of that mentality that when you talk about research, it's always about numbers". Yet, this university is predominantly a teaching university, meaning, with several social sciences and humanities departments. It would have benefitted significantly from qualitative research from the very beginning.

Introducing qualitative research in such a university is like asking people to change their culture, their identity. As can be expected, people do not want to change their culture or their identity because that is part of who they are. This is probably one of the reasons why qualitative research has not spread as fast as it should have despite all the progress that has been made in developing different designs, methods, tools, and strategies for qualitative research.

> **Memo 020**: July 16, 2023: When an institution has a heavy quantitative research culture, most faculty can only do or appreciate quantitative research; the research guidelines and research agenda are heavily aligned with quantitative research; and there are limited qualitative research learning or instructional materials. The whole context is not conducive for qualitification. In such a context, quantitative research is considered superior over qualitative research.

A heavy culture of quantitative research in a university is a qualitification barrier. It is asphyxiating for qualitative research.

Lack of Institutional Support to Qualitative Research. Lack of institutional support to qualitative research is a qualitification barrier. P16 indicated that "it's really expensive. You have to invest in qualitative research. So, if the university doesn't support capacity building, this will never prosper". Faculty and students in a university without institutional support to qualitative research cannot grow as qualitative researchers. In such a university, there may not be any budget, strategic planning, training, mentorship, or resources to qualitative research. In a way, many universities have been at this low level of qualitification before integrating qualitative research.

Institutional support to qualitative research is necessary to foster qualitification. If qualitification still happens without institutional support to qualitative research, it would be with many challenges on the way.

       No or Limited Funding for Qualitative Research. Just as there must be a budget for research in a university in general, a budget must be established for qualitification when a university sets out to integrate qualitative research in its systems, culture, and practices. P04 indicated that "it's sad 'cause we won't be given funding when we have a qualitative research project or if we are given, it's just quite less than what the quantitative research project gets". P32, who was from a different university, added that "incentives for qualitative researchers are limited compared to those that quantitative or experimental researchers do". Obviously, this is some type of discrimination against qualitative research.

Memo 021: July 11, 2023: Part of the institutional support is about establishing a budget for qualitative research capacity building in addition to other resources discussed in this study.

Having no or limited funding for qualitative research is a qualitification barrier, especially in a university where qualitative research is weak or inexistent. The institution needs to recognize that having weak or no qualitative research is a need that must financially be addressed.

Qualitification Barriers of the Quantitative Research Tradition

       Within the quantitate research tradition itself, there are some barriers that prevent the qualitification at a university. These barriers were summed up in six codes: bias against research in the humanities and social sciences, bias of funding agencies against qualitative research, individual negative attitude towards qualitative research, strong influence of hard sciences, mindset of superiority of quantitative research, misconception about qualitative research. They are discussed below in detail.

Bias Against research in the Humanities and Social Sciences. This specific type of bias may be surprising to some. However, it became evident as P13, a vice president at the first research organization (RO1), related the following:

> Well, I think that part of it comes from the system itself. Um, since childhood, we've always been told that you should become a doctor; you should become someone who is associated with the science or math or technology or engineering type of field. And then when we say that we want to study something in relation to the humanities, we're always told not to do that. For example, my degree, my degree is in product design fine arts. So fine arts is a field that is quite, um, it's really not the ideal, um, field for many families here in the Philippines…So a lot of people seem to think less or seem to dismiss art and the humanities as something…. for example, ever since childhood, people usually orient their children to not pursue these fields because, um, the scientific fields are quite, um, the direction to go.

Humanities and social sciences are generally the major qualitative research-friendly fields because they deal with human and social experiences. In some cultures, these academic branches are not highly valued because they are not hard sciences. So, since qualitative research is mainly friendly to these academic branches, it is regarded of less value than quantitative research.

Memo 014: July 9, 2023: This brings a very different opinion that may not be common to other cultures but that is certainly understandable in countries where hard sciences are more valued than humanities and social sciences.

Since this bias is about major academic branches, it is not easy to address it. Addressing it would mean to involve changing the mindset of academic leaders, faculty, and students in different departments, different universities, families, communities, and maybe even at the national level.

Bias of Funding Agencies Against Qualitative Research. Some funding agencies have been reported of being biased against qualitative research. P32 specified that "funding in this

country is really like more into breakthrough knowledge…which you could only get by doing descriptive, inferential, or experimental studies". They expect funded research to be by default quantitative research. In fact, some calls for proposals make it clear that studies would need to be quantitative. With faculty scrambling to secure external funding for their research projects, they must align their research design with the preference of the funding agencies. It is encouraging, however, that more and more funding agencies in the branches of humanities and social sciences are starting to request qualitative research or at least different research methods. However, more work may need to be done in the hard sciences, such as engineering and medicine, where some research topics deal with human lived experiences that can be addressed using qualitative research.

Individual Negative Attitude Towards Qualitative Research. Some people have their own individual negative attitude towards qualitative research, according to P02, which prevents them from embracing qualitative research. In one of her class recordings, P45 made reference to this same problem. These can be people with limited qualitative research knowledge, personal bad experience with qualitative research, or people who are deeply involved in or heavily driven by quantitative research. This individual negative attitude towards qualitative research is a qualitification barrier because it requires a change in mindset, which is not always easy to do.

Strong Influence of Hard Sciences. If a university is driven by hard sciences, it would show little to no interest in qualitative research even though a number of areas of the hard sciences can benefit from qualitative research. For instance, an electrical engineer may have a new innovation to solve electricity problems in a remote community; however, that innovation is incomplete if the engineer cannot assess how the innovation affects the lived experiences of the community that is the recipient of such an innovation. To understand those lived experiences, the engineer would need to use qualitative research to observe and talk to the recipients. While a strong

influence of hard sciences can be a qualitification barrier, it should not be an alibi for not embracing qualitative research. P01 stated, "Now, mathematics, you know, science, engineering, a lot of that, uh, you talk about ethnographic study there, they're not convinced…You know, the hard sciences are different from social sciences". Again, despite this nature of the hard sciences, there is room for qualitative research as explained above.

Mindset of Superiority of Quantitative Research. Some faculty and academic leaders simply believe that quantitative research is superior over qualitative research. P26 put it so well when talking about this mindset in the following words:

> …number one, it's, it's the question of, of the credibility of the paper. That's what I see from other people. That when, when we use the statistics, that's the time you would say that the paper and the result is, is reliable and credible.

P13 indicated that,

> …what really prevents them is the lack of trust in the qualitative research, since a lot of us are really more convinced when we see numbers. So, when we see 25%, percentage graphs and statistics, it's more convincing than seeing, let's say, an account of a person. Even how detailed an account is, we were and we are still oriented and we are still drawn towards a result or a study that has more percentages, especially in our education system.

People need to be brought to understand that both quantitative research and qualitative research have their own respective role to play in the larger field of research. None is superior over the other (Bogdan & Biklen, 2007).

Memo 025: July 16, 2023: Critics of qualitative research consider it inferior or less credible compared to its quantitative research counterpart. Some of this may be based on evidence of poor qualitative research outputs at their university or because of people's lack of or limited qualitative research knowledge. It could simply be because of some bias that has been perpetrated over the decades against qualitative research.

The superiority of quantitative over qualitative research is really an erroneous mindset and assumption that may not be founded, especially now that several strategies have been established to foster trustworthiness in qualitative research. Just as quantitative research follows strict procedures, principles, and practice to establish the study's validity and reliability, qualitative research has equally rigorous procedures, principles, and practice for to foster trustworthiness. People must stop assessing the credibility of qualitative research using the quantitative research lenses.

Misconceptions About Qualitative Research. Many people with no or limited qualitative research knowledge tend to have misconceptions about qualitative research. Some believe that it is not generalizable because they think about generalizability from the quantitative research perspective. Others believe that it is not really reliable research. P14 stated:

> The resistance, I think, it's because they didn't have enough knowledge or background
>
> about qualitative research. So that's why they close the doors. If there is qualitative
>
> research, [they think] it is biased because they're just thinking that's just an interview.
>
> And then after that, we transcribe and that's it.

Indeed, as the old saying goes, "little knowledge is dangerous knowledge" as can be evidenced also in the memos below.

Memo 026: July 16, 2023: Some of these misconceptions include qualitative research being considered easier, harder, less valid, and less credible than qualitative research.

Memo 027: July 23, 2023: Some of the most common misconceptions from this study and from existing publications include but are not limited to qualitative research using a small sample size (therefore being unreliable), qualitative research being subjective, qualitative research not being generalizable, qualitative research not having rigor, qualitative research not being able to generate theory, among others.

In the class observations, both P37 and P45 made reference to the erroneous misconceptions people have about qualitative research. Existing literature has already addressed these and other

misconceptions as well as questions about qualitative research (see for instance, Bogdan & Biklen, 2007; Taylor, 2017b).

Theme 6: Discrepant Cases of Barriers of Qualitification

The last set of barriers to qualitification is made of two discrepant cases that were mentioned in the data but did not hold strong for reasons given below. They include the discrepant case of barrier of colonial mentality and the discrepant case of barrier of limited funds.

Discrepant Case of Barrier of Colonial Mentality

P13 stated that "part of this bias also stems from the colonial mentality of the Philippines. There was a time, um, especially during the American period, their priorities when educating the people here in the Philippines was reading, writing, and arithmetic". This participant indicated that having the colonial mentality is a qualitification barrier. Basically, he believed that since colonial authority had the mindset that numbers and statistics define the power of one's intellect, people in those former colonies have carried on that mindset. While there may be some truth to this thought, it negates the evidence that there has been some success of qualitification in such countries. So, colonial mentality was found to be a discrepant case.

Discrepant Case of Barrier of Limited Funds

P26 considered limited funds as a qualitification barrier. Limited funds in general are certainly a problem but when it is a general situation of a university, it becomes something that should not solely affect qualitative research. Despite the financial challenges of universities, universities continue to survive by running its regular business. So, if qualitative research is already strong in a university, there is no one who can target it specifically to cut the budget. If there are general financial challenges, they affect all the operations of the university, not just

qualitative research. So, while this barrier of limited funds holds some truth to it, it is misleading when it is a general challenge of the university. Therefore, this was considered a discrepant case. The multiple barriers discussed in this section of the second research questions are worth the research leaders' attention when considering qualitification. While qualitative research strategies recommended in the fifth research question below are useful in fostering qualitification, removing these barriers is an added advantage. These barriers cannot be ignored when a university decides to integrate qualitative research.

Results of Research Question 3: Factors that Contribute to a University's Qualitification

The third research question was set to explore the factors that facilitate qualitification in universities. Before developing the theory of qualitification, it was necessary to understand these factors so that the work of qualitification can be done under the best environment possible. These are not necessarily factors that cause qualitification but they do facilitate it. Table 18 presents the thematic visualization of the themes, categories, and codes pertaining to the results of the third research question.

Table 18

Thematic Representation of the Results of Research Question 3

RQ3: What factors contribute to a university's qualitification?	1. Environmental factors that contribute to qualitification	a. Contributing contextual factors	i. Context readiness for qualitative research ii. National mandate for the integration of qualitative research iii. Significant event calling for qualitative research
		b. Institutional or organizational factors that contribute to qualitification	i. Institution's openness or support to qualitative research ii. Presence of qualitative research champions iii. Qualitative research training as an expressed need

			iv. Realization of quantitative and qualitative research continuum or complementarity v. Research organizations' intentionality in qualitative research training
2. Research-related factors that contribute to qualitification	a. Contributing factors inherent in qualitative research	i. Elimination of bias against qualitative research ii. Presence of qualitative research-friendly fields iii. Qualitative research considered as a healing approach iv. Qualitative research as a trend	
	b. Contributing factors inherent in quantitative research	i. Fear of statistics ii. Quantitative research considered difficult or hard to understand iii. Quantitative research considered insufficient in addressing complex issues iv. Quantitative research saturation, overuse, or fatigue	
3. Student and faculty factors that contribute to qualitification	a. Qualitification factors relevant to students	i. Learner's passion for qualitative research ii. Learners' passion for reading and writing iii. Students' willingness to embrace qualitative research	
	b. Qualitification factors relevant to the faculty	i. Advisors' willingness to learn qualitative research ii. Qualitative research collaboration among faculty and higher education institutions iii. Faculty inspiring or encouraging students with qualitative research iv. Faculty's passion for qualitative research v. Faculty's qualitative research knowledge	

			vi. Research publication need for faculty's promotion
	4. Discrepant cases of contributing factors to qualitification	• Discrepant cases of contributing factors to qualitification	i. Individual personality as a catalyst for qualitification ii. Qualitative research as part of one's spirituality iii. Qualitative research as innate ability for some people

Theme 7: Environmental Factors That Contribute to Qualitification

From this study, it became clear that there are some environmental factors that contribute to qualitification. Qualitification does not happen in the vacuum. Knowing these environment factors or preparing the environment by placing these factors in it can facilitate qualitification. This theme is made up of two categories: contributing factors and institutional or organizational factors that contribute to qualitification. They are discussed below in details with their relevant codes.

Contributing Contextual Factors

The first category that came up in the theme of the environmental factors was the contributing contextual factors. Three codes made up this category. They include context readiness for qualitative research, national mandate for the integration of qualitative research, and significant event calling for qualitative research.

Context Readiness for Qualitative Research. For qualitative research to be introduced and integrated in a university or organization, the context must be ready or conducive for qualitative research integration. Some contexts are simply not conducive as was already discussed in the previous section of this chapter where the barriers to qualitification were discussed. P39 stated:

And if they do not have the appetite for continuous learning, they would not embrace new

things. They would be happy with what they have. But an institution … a person who

wants to grow and who, who has the appetite of continuous learning, who will see new

things as an opportunity for growth and development as opposed to something, um, you

know, something that…[would really learn].

While this may be difficult in universities where faculty and staff are already busy with their

regular daily professional duties, this need for more learning and more growth, if it is institutional,

it can become a context conducive to qualitification. In the case of qualitification, people come to

realize that knowing quantitative research alone may not be enough to meet the needs of the

university. P42 stated that the "institution should also, uh, provide a healthy environment where

the faculty and students have a room to grow". A context that is conducive to learning qualitative

research contributes to qualitification. A couple of examples of such a conducive context can be

found in the memo below.

> **Memo 045**: July 20, 2023: In one university, the context was conducive to qualitative research in that the administration wanted to increase research production while in the other, some administrators were interested in intentionally introducing qualitative research.

Furthermore, it was evident in the class recordings of both P37 and P45 that their classrooms were

conducive to qualitative research because of the environment they had both created. The classroom

environment was conducive in the sense that it promoted social advocacy and patience in

qualitative research learning, peer mentoring, hands-on learning, active learning, trial and error,

several illustrations, and good qualitative research materials, among others.

National Mandate for the Integration of Qualitative Research. Curriculums are

generally approved by national bodies. The ministry of higher education in most countries regulate

the curriculums. One of the reasons why qualitative research has not been strong in many

universities, as was discussed earlier, is that many universities do not have qualitative research in their curriculum. Therefore, having a national mandate for the integration of qualitative research in the university curriculum can be a contributing factor to qualitification. That is what the Philippines did a few years ago; the national leaders of higher education made it a requirement to have at least one qualitative research class at the master's level and at least one for the doctoral level.

P05, a dean of the graduate school, recalled when the Philippine's ministry of higher education mandated all the universities to include qualitative research in the curriculum. He said,

> When, uh, when we started, um, strictly implementing the, uh, [ministry of higher education's] memorandum …we looked at what existed for the entire university. And there was no specific, uh, subject for qualitative research. So, what I did was to, um, a first capacitate the faculty to know, and at least to have something to share in qualitative research.

Obviously, there was limited qualitative research expertise by the time qualitative research was mandated in master's and doctoral programs. So, faculty had to be quickly trained in qualitative research to prepare them to teach it when the first qualitative research classes were introduced. P05, P27, P32, and P45 all indicated that this mandate of the ministry of higher education created a context that was conducive to qualitification. Qualitative research had to be part of the graduate education curriculum whether some people wanted it or not. It was the government's mandate. Not that all the countries can have such a mandate but for countries that do, such a mandate could create an environment where qualitative research can flourish.

Significant Event Calling for Qualitative Research. Two important events were mentioned in the data for having created an environment that was supportive of qualitative

research. These included a deadly typhoon that hit the Philippines in the 2010s and COVID-10 almost a decade later. About the typhoon, P15 recalled,

> I think people saw the importance of qualitative research, if I'm not mistaken, in 2014 or after [that typhoon]. So that's the time when people also started to realize the necessity in communicating the stories of [that typhoon] and there was no way to communicate them without using qualitative research. So, you know, it was a perfect breeding ground for establishing a culture of qualitative research because there was a need to communicate the phenomenon, something in the locale itself.

Obviously, people finally realized that quantitative research was limited in expressing the lived experienced and too much suffering that they went through as a result of that deadly typhoon that took thousands of lives. For several years after that, several provinces in the Philippines were involved in the reconstruction and healing process. The long process that came from that typhoon could not be understood through statistics alone. There was something much deeper, more complex, more challenging, and more sacred to human life than what statistics can deliver.

As for COVID-19, P19 shared that "basically almost all the research during the pandemic was mostly on qualitative experience: some on students or the teachers or the parents due to the COVID pandemic, online or hybrid learning, or blended learning". In this case, COVID-19 created an environment that was conducive to qualitative research. This is because the logistics favored qualitative research and given that COVID-19 was something new, it lent itself easily to qualitative research. Calamities can create an environment that supports qualitification.

Institutional or Organizational Factors That Contribute to Qualitification

Some of the factors that facilitate qualitification are part of the educational institution and in research organizations. This category of institutional or organizational factors that contribute to qualitification include four codes that are discussed below in detail. They include institution's openness or support to qualitative research, presence of qualitative research champions, qualitative research training as an expressed need, realization of quantitative and qualitative research continuum or complementarity, and research organization's intentionality in qualitative research training.

Institution's Openness or Support to Qualitative research. When a university is open to or supportive of qualitative research, it becomes a contributing factor to qualitification. A seed of qualitative research planted in such an institution is likely to grow. P34 recounted the experience with his university that was supportive of qualitative research, which permitted the strongest qualitification among the four universities that were involved in this study. He stated,

> Some may discourage qualitative research because they don't have any venue to present or to collaborate, um, it's just not in the agenda of the university. Uh, for us, uh, we are, we feel blessed because it's not like that. Here, [in I3], they highly promote research. Qualitative research is highly, you know, encouraged and supported.

The institution that provides openness or support to qualitative research provides room for qualitification. Therefore, this support must be sought or created when intentionally planning for qualitification.

Presence of Qualitative Research Champions. In the first research question section above, the importance of champions in the qualitification of an institution was discussed. Obviously, the presence of qualitative research champions is a factor conducive to qualitification. P01 indicated that qualitification is possible when "there are people who would champion some

of these, uh, new [qualitative research] methodologies". He said, "we need to have the champions of the cause".

> **Memo 046**: June 10, 2023: We need to have a champion in each university who will advocate for qualitative research with the top administration, faculty, staff, and students. This is about modifying the culture of a whole institution; it requires a visionary qualitative research enthusiast who can advocate on a long-term basis.

Obviously, champions also become the first resource persons for qualitative research when qualitification begins.

Qualitative Research Training as an Expressed Need. Felt need raises the interest for learning or discovery in general. It increases the motivation to learn. In the third research organization (RO3), the president indicated that what motivated him to begin intensifying qualitative research trainings was that he discovered from many universities that it was an important need. His vice president explained how they systematically came to zero in on qualitative research as a felt need. For their yearly plan for the training sessions, they would run a needs analysis through a survey. Around 2012 and 2014, the top need from the results was for qualitative research. That is when they began to focus their national trainings on qualitative research. In fact, out of some these trainings came the creation of RO1 that turned out to be the first purely qualitative research organization in the Philippines. When a general need for qualitative research training is expressed, research leaders and qualitative research champions need to understand that it is time for qualitification.

Realization of Quantitative and Qualitative Research Continuum or

Complementarity. Another factor that contributes to qualitification is the realization that quantitative and qualitative research approaches are actually neither enemies nor necessarily mutually exclusive. They complement each other. They both have their role to play in research in social settings. Therefore, they must both be promoted. P01, a business professor and dean who is

also a strong qualitative research mentor, stated that quantitative and qualitative research "are not dichotomous. In fact, these are two facets or two sides of the same coin, which is research. …It somehow opened my eyes…It is not that, uh, A is better than B or vice versa". P30 added that "we should not look at qualitative research as qualitative research per se, but rather as part of the web of knowledge creation; that the first step, the first step basically should be qualitative research". Research does not end with only quantitative research or only with qualitative research. It is a "web of knowledge creation" that requires the complementarity and continuum between qualitative and quantitative research.

Research Organizations' Intentionality in Qualitative Research Training. When a research organization is intentional in providing qualitative research training, the leaders become aware of the need for a long-term commitment and invest in it. P13 stated,

> Our vision really, our mission is to educate. So, it's really more on education, especially since the organization itself is founded by educators. So, we want to align our goal of educating people about qualitative research with our experiences as educators to really promote, um, qualitative research, not just in the Philippines, but also in the whole world.

This kind of vision shows the intentional determination of the research organization leaders to promote qualitative research to foster qualitification.

Theme 8: Research-Related Factors That Contribute to Qualitification

The eighth theme of this study was about contributing factors to qualitification that are research-related. This theme is made of two categories: contributing factors inherent in qualitative research and contributing factors that are inherent in quantitative research.

Contributing Factors Inherent in Qualitative Research

Contributing Factors Inherent in Qualitative Research

This category was made of four codes that reflected factors inherent in qualitative research. These included elimination of bias against qualitative research, presence of qualitative research-friendly fields, qualitative research considered as a healing approach, and qualitative research as a trend. The four codes are discussed below in detail.

Elimination of Bias Against Qualitative Research. As was indicated in the barriers earlier, one of them is the bias that some people have about qualitative research. It is no surprise that the findings led to the elimination of the bias as one of the supporting factors for qualitification. This comes with education and information sharing. In their class recordings, both P37 and P45 frequently addressed different biases that exist against qualitative research. People need to be educated so that misconceptions are debunked and bias is addressed.

Presence of Qualitative Research-Friendly Fields. As was discussed earlier, most of the academic fields that are friendly to qualitative research are in social sciences and humanities where researchers and professions deal regularly with humans and the social behaviors, two important parts of qualitative research. So, a university that offers social sciences and humanities has a setting that is more conducive to qualitative research than a university that is more based on the hard sciences. In the case of the classes taught by both P37 and P45, they were mainly students from a field within social sciences. Sadly, though, before qualitification takes place in a university, it is not unusual to find a university that is heavily running social sciences and humanities focus only on quantitative research.

Memo 047: May 27, 2023: While some fields may be more friendly to qualitative research than others, it is not uncommon for many universities to have a mixture of fields. It is surprising, however, to find that a number of departments that run social sciences and humanities still predominantly being heavily focused on quantitative research.

Qualitative Research Considered as a Healing Approach. When people discover that qualitative research can be used as a healing approach for the research participants, their interest in qualitative research may increase. This is especially true when a large group of people have some shared negative experiences due to events such as natural calamities, pandemics, or social injustice. When people are interviewed in a qualitative research study, it becomes some sort of therapy when they verbalize their lived experiences and try to make sense out of those experiences through the guidance of the experienced qualitative researchers. In this case, qualitative researchers discover that their work is not just about collecting data and exploring or understanding a phenomenon; it becomes a healing opportunity for the research participants.

To put it clearly how qualitative research can be used as a healing approach, P05 stated,

In the back of my mind now is this, I am in the doctoral program, doctor of education, in language teaching, because I, I want to heal wounds. And everybody was mocking me. Everybody was laughing at me 'cause they said, "You, you are in a school. You're not in a medical program". Uh, I did not forget anything. You all forgot that the reason why we would like to become a doctor is to heal wounds. But this time we heal wounds in the academe so that from the academe, we will be able to make use of the medicine for the community problem.

This faculty member made quite a compelling case to the classmates who were mocking him about using qualitative research as a healing approach. At a certain point, people conducting qualitative research come to the realization that qualitative research is more than just research. It provides room for deeper, more meaningful qualitative healing.

Memo 048: June 10, 2023: Qualitative research was used in the Philippines as a way to contribute to healing traumatized lives after the devastating, deadly typhoon. Allowing people to share their stories and helping them make sense of their traumatic experiences can be therapeutic for the research participants.

Qualitative Research as a Trend. Just like other major trends known in society, there are times when qualitative research becomes a trend. When it becomes a trend, other people are more likely to embrace it. One of the reasons why qualitative research is growing in the Philippines is that faculty, researchers, and educational leaders have been encountering it in conferences and scholarly networks. When asked why there is more qualitative research in conferences, P21 responded that "maybe because I think qualitative research is the trend right now". When there is a trend for qualitative research, research leaders and qualitative research champions need to grab the opportunity to foster qualitification.

Contributing Factors Inherent in Quantitative Research

In the theme of research-related factors that contribute to qualitification, there was the category of contributing factors that are inherent in quantitative research. This category may come as a surprise but indeed, there are factors inherent in quantitative research that can be conducive to qualitification. This category is made of four codes, discussed below in detail. They included fear of statistics, quantitative research considered difficult or hard to understand, quantitative research considered insufficient in addressing complex issues complex issues, and quantitative research saturation, overuse, or fatigue

Fear of Statistics. Whether it is a myth or reality, many people easily embrace qualitative research if they naturally struggle with statistics. In most universities, especially with social sciences and humanities, it is common to find some people who tend to be afraid of statistics or quantitative research. This fear of statistics can be defeatist, with some people being left with the feeling of failure; that they can never be good at research. Usually, if qualitative research is properly introduced to such people, they seem to embrace it a lot more than they would embrace quantitative research.

P03 shared the experience pertaining to the fear of statistics in these terms:

> When I wrote my master's thesis in quantitative research, I had quite a difficult time in like doing the statistics, the numbers. But then when I was introduced to qualitative research, it's more on readings narratives, and I love reading. Okay. I love, uh, knowing something new, discovering, uh, new knowledge or something like that. And qualitative research really, uh, gives me an opportunity to read more in order to understand the phenomenon more.

So, fear of statistics can be a factor that helps people welcome and embrace qualitative research.

Quantitative Research Considered Difficult or Hard to Understand. Again, there are many people who find quantitative research difficult in general, not just statistics. Such people seem to be drawn naturally to qualitative research. About quantitative research, P45 stated that it "…is usually regarded as something, um, difficult, um, though it is not necessarily difficult. But for adult learners, it's almost difficult to get over that phobia or fear um, it's so sad that this is a reality". This is not to say that people who are good in quantitative research are never drawn to or good at qualitative research.

Quantitative Research Considered Insufficient in Addressing Complex issues. Talking about this shortcoming of quantitative research, P36 stated, "we know that there are other problems which cannot be addressed by quantitative studies, especially those which seek to answer the questions why and how. And not everything can be explained by numbers. So, we also need qualitative research". Sometimes, when people are dissatisfied with quantitative research because it cannot provide explanation behind why certain relationships exist between variables in quantitative research, they are open to another way of understanding. These shortcomings of quantitative research can create room for qualitative research. In their classes, both P37 and P45

emphasized that qualitative research is suitable when quantitative research is unable to explain what is happening.

Quantitative Research Saturation, Overuse, or Fatigue. When quantitative research is overused, it can lead to some kind of research saturation or research fatigue. Quantitative research saturation happens when there has been too much of it. Quantitative research fatigue happens when there is too much of it that people feel tired or not interested in it as much as they should be.

> **Memo 051**: July 16, 2023: The realization that quantitative research is not enough in addressing complex issues is what can be referred to as quantitative research saturation, overuse, or fatigue. It is when people realize that quantitative research addresses issues at the surface level. The depth needed to understand complex issues is inexistant in quantitative research. This can help people to be more open-minded with qualitative research.

P02 said this about why qualitative research became more attractive than quantitative research: "Um, maybe … Uh, people are getting tired…of completing questionnaires or surveys" because it is just too much of it that has been used in the community.

Theme 9: Student and Faculty Factors That Contribute to Qualitification

There are factors that pertain to students and faculty that contribute to qualitification. These factors constituted a whole theme. This theme is made of two categories: factors relevant to students or learners and factors that are relevant to the faculty. They are discussed below in detail.

Qualitification Factors Relevant to Students or Learners

In this category, there are three codes that came up to explain the factors that pertain to students or learners in support to qualitification. They include learner's passion for qualitative research, learners' passion for reading and writing, and students' willingness to embrace qualitative research. They are discussed below. It is important to emphasize here that in some cases, faculty in qualitative research training are referred to as qualitative research learners in this section.

Learner's Passion for Qualitative Research. The passion for qualitative research learning is conducive to qualitification. If people who are supposed to learn qualitative research are not passionate about learning it, it is one step back in the qualitification process. This can happen for instance when a group of faculty are required by the university administration to attend qualitative research training sessions. The question of who creates that passion for qualitative research in the prospective learners, mentees, or trainees is really dependent on the context. Someone needs to plant the seed that would raise awareness and interest in qualitative research. Anyone can do that as long as they are well informed about qualitative research.

P37 stated, "I think what I like with the trainings is that people who attend our trainings, are very highly motivated. Mm-hmm. Their need to learn is very high because they know that they have to conduct qualitative research". That internal motivation is necessary in most learning contexts. It is no different in qualitative research. For some reason, most students in the classes taught by P37 and P45 seemed to be personally motivated and inspired by qualitative research. Maybe it was also due to the fact that both faculty members were enthusiastic about qualitative research and passionate in the way they were teaching it.

Learners' Passion for Reading and Writing. As it was indicated previously, qualitative research requires more reading and writing than does quantitative research. Therefore, it only makes sense why this code came up in the data that passion for reading and writing is useful in qualitification. People whose brain is wired in statistics may find it more challenging to embrace qualitative research than people who are wired in reading and writing. It is, however, misleading to conclude that qualitative research is only for people who are wired in reading and writing or that people who are strong in statistics cannot do qualitative research. Besides, it is definitely

possible to have people who are highly interested in statistics who have passion for reading and writing. So, they are not necessarily mutually exclusive.

P04, a female faculty member from the second institution (I1), is interested in writing, especially writing poetry. She indicated her passion for reading and writing must have helped her transition to qualitative research. She also shared that her colleagues who are strong in quantitative research believe that those who are strong in numbers are not good in English (language). Therefore, they are not able to learn qualitative research.

Students' Willingness to Embrace Qualitative Research. People who are set to learn qualitative research need to be willing to embrace it. Willingness to embrace qualitative research creates an opportunity for learning that may not be otherwise possible. For instance, if a group of people are forced to attend a qualitative research training session of which they do not see any value, they may learn a lot less than a group of people who are readily and excitedly available for the new learning of qualitative research. P01 stated the following about how qualitification was successful at their university, "students who are willing to learn and try out new things uh, perhaps these were some of the things how, uh, the institution began to quietly shift to a more balanced perspective than a very, very strong and only quantitative perspective". People in need of qualitification must be interested in it.

Qualitification Factors Relevant to the Faculty

This second category pertained to faculty factors that contribute to qualitification. This category is made of six codes that represent the six factors. They included advisors' willingness to learn qualitative research, qualitative research collaboration among faculty and higher education institutions, faculty inspiring or encouraging students with qualitative research, faculty's

passion for qualitative research, faculty's qualitative research knowledge, and research publication need for faculty's promotion. They are discussed below in detail.

Advisors' Willingness to Learn Qualitative Research. Research advisors play an important role in the research culture of an institution. These are usually faculty who guide students in independent research, theses, or dissertations. They are expected to be research experts. When they are predominantly driven by quantitative research, there can be little or no room for qualitative research. Their willingness to learn qualitative research, therefore, becomes a factor that is conducive to qualitification. Advisors need to understand that their role in the research culture is quite important, and that should lead them to continuous learning. P01, an expert grounded theory mentor and renowned business professor, stated, "that was the time when, in order to be his advisor, I had to learn grounded theory." Although P1 is naturally drawn to quantitative research, he realized his need to learn qualitative research to be able to meet the needs of his mentee. This led him to learn so much qualitative research that in the end, he became an expert qualitative researcher who has been speaking, delivering training and publishing on grounded theory.

Collaboration Among Faculty and Higher Education Institutions. Collaboration among faculty from the same or from different higher education institutions is important in qualitification for many reasons. First, it helps share the qualitative research resources. Second, it provides networking opportunities to find and outsource qualitative research experts. Third, by conducting collaborative research, the faculty are able to mentor one another. Fourth, it helps develop a qualitative research scholarly community which, in the end, supports qualitification beyond the institutional walls.

Speaking about collaboration among faculty, P02 stated, "So, um, you see, in this kind of initiatives, collaboration can help people change their mind from, um; predominantly quantitative researchers can embrace qualitative research". From the institutional collaboration perspective, P06 believed that "that could be… another strategy because uh, other faculty in other institutions could share, they could establish friendship and share qualitative research ideas". Collaboration, therefore, is a faculty factor that contributes to qualitification. Collaboration in teaching qualitative research classes is another collaboration approach that can be considered. Both P34 and P45 employed this approach in their respective qualitative research teaching. They each invited external faculty both from within and from outside their institution to teach certain topics in their qualitative research classes. This practice gave students a rich experience in their qualitative research learning.

Faculty Inspiring or Encouraging Students with Qualitative Research. In an institution where qualitative research has not been taught or used, introducing it can be a challenging task. It is a whole different mindset and approach to research. Therefore, students may tend to resist it just like a number of faculty do. Therefore, it is important for faculty to encourage and inspire students to embrace qualitative research. P02 stated,

> So, in each class of qualitative research, they are inspired to do something that they can finally publish, that they can finally present in an international conference somewhere. That is also a motivation, because when students see that, they think, 'Oh, so you mean I can present this in, uh, an international conference?

Furthermore, P24 said,

That is how I, I tell my student when I am giving my instruction in, in reading and history that they have…to, um, to be creative. They, they need, um, to continue to develop their creative minds in developing a qualitative type of research.

From observing their class recordings, it was clear that P37 and P45 both inspired their students by telling them how powerful and fulfilling qualitative research is. This type of inspiration and encouragement from the faculty to the students plays an important role because students spend most of their time with the faculty and they are more likely to listen to the faculty than anyone else when it comes to research or any content expertise.

Faculty's Passion for Qualitative Research. For faculty to be able to inspire students in qualitative research, they themselves need to have a passion for it. No one can be highly motivated to promote something they are not passionate about. From their class recordings, it was evident that both P37 and P45 were quite passionate about qualitative research. Their passion could not be contained when they were teaching. It impacted positively their students as seen in their students' active participation in the class discussions.

P36, the executive secretary of the third research organization (RO3) involved in this study, who is a business faculty who never thought of embracing qualitative research before, stated, "I, I've learned its importance and, and I learned to love it also. So that, that, you know, the, the passion, you know, when, when your professors are very passionate about something, that influences the students". This was based on her doctoral faculty's passion for qualitative research. Their passion influenced this participant to embrace qualitative research although she originally and naturally had no inclination for qualitative research. For faculty to develop and demonstrate the passion for qualitative research, they need to know it. This calls for the need to train faculty in qualitative research as part of qualitification.

Faculty's Qualitative Research Knowledge. Faculty need to know qualitative research for them to be able to teach it and mentor their students or each other. Faculty cannot share what they do not know. For qualitification to happen, qualitative research experts are needed in a university. They become the needed mentors in qualitative research. In the class observations, it became clear that indeed both P35 and P45 were highly knowledgeable in qualitative research. They both presented the qualitative research concepts, methods, strategies, and designs accurately and with several appropriate illustrations and relevant learning resources. Both of them are qualitative research trainers, mentors, peer reviewers, faculty, authors, and champions. P03 stated, "if the faculty are really well equipped when it comes to qualitative research, that would be very lovely". Faculty's qualitative research knowledge makes a difference in qualitification.

Research Publication Need for Faculty's Promotion. In many countries, including the Philippines, scholarly publication plays an important role in the faculty's career advancement. Faculty who struggle with quantitative research usually struggle with their career advancement because they are not able to produce as many research publications as required within a given time. In an institution where qualitative research is limited or inexistent, such faculty may take a long time to achieve their desired career dreams. In the third institution (I3) of this study, it was reported how faculty publication significantly increased after almost all the faculty had been involved in a systematic series of qualitative research trainings. P06 indicated that,

almost 40% of our promotion is taken from research. If you have your research publications, presentations, external grant, there is a high chance that you will be promoted. For accreditation, they ask about your research, your book publications, or on research rather than only on the instruction side.

So, the need for faculty's promotion may be a contributing factor to qualitification because, in this case, the faculty realize that this is an alternative way to produce research without having to deal with statistics, which they may have struggled with before.

Theme 10: Discrepant Cases of Contributing Factors to Qualitification

The tenth theme is made of cases considered discrepant as contributing factors to qualitification. There are three of them: individual personality as a catalyst for qualitification, qualitative research as part of one's spirituality, and qualitative research as innate ability for some people. They are presented here with an explanation why they were considered discrepant.

Individual Personality as a Catalyst for Qualitification

Individual personality was indicated as a possible catalyst for qualitification. P22 stated,

However, for me, qualitative research depends on one's personality. Because if you are not a person who is always interested in thinking about different phenomena, you are not into interpersonal relationship, you don't even know how to interview people, or you don't have the passion to explore more, then perhaps, qualitative research is not for you.

> **Memo 043**: July 14, 2023: While personality is definitely a good personal trait in qualitification, it doesn't hold when it comes to qualitification because qualitification is done at the institutional/group level not at the individual level.

If qualitative research was to be utilized only by people who have a certain personality, the big picture of qualitification may end up being negatively affected. Qualitification is inclusive; therefore, everyone needs to be exposed to qualitative research. It is true that some may learn it more easily than other due to many different factors but it cannot be limited to people with certain personality traits. Just like most people are introduced to quantitative research in most universities around the world, qualitative research must be introduced to most people, especially where social science research is taught or used.

Qualitative Research as Part of One's Spirituality

P05 made a unique statement that connected qualitative research with one's spirituality. Although it made sense when taken from the context of this participant, it could not hold when applied in the broader sense of this study. When asked why qualitative research is important, P05 stated,

> Three things…three things. We do qualitative research, number one, for the glory of God. Number two, we do qualitative research, as much as possible, in the name of God. And the third is this. We do it from the heart for God.

It was indicated that one's spirituality can contribute to qualitative research learning, and therefore, to qualitification by extension. This thought came from a participant who is religiously strong. In their classes, both P37 and P45 had prayer sessions as part of their classes. This may be due to their religious beliefs and the fact that the universities they belong to are religious ones. This may not necessarily be true to qualitative researchers who are not religious; and there are many people in this category around the world. It is possible to be a good qualitative researcher without being a religious person.

Qualitative Research as Innate Ability for Some People

P05 stated, "if the majority of your professors don't actually know how to do qualitative research, you, you cannot force them to do it. It's not in their nature to do it, you know?" According to this participant, some people simply have an innate ability for qualitative research. Again, this has some truth to it: some people understand qualitative research more easily than others just like some understand quantitative research more easily than qualitative research. However, this fact is not enough for people to deprive those without innate ability for qualitative research from learning it. It is important to note that those who have innate ability for quantitative research and those who

have it in qualitative research are not in two mutually-exclusive categories of people. They are most likely on a continuum. Therefore, in the deeper sense, this dichotomy may be misleading for qualitification.

Results for Research Question 4: Role that Administrators
and Champions Play in Qualitification

The fourth research question was developed to explore the role that administrators and champions paly in qualitification. This research question was added later during data collection because this dimension came up strongly in the data although it was not initially considered. This is not uncommon in grounded theory because data leads the generation of the theory. It is part of the theoretical sensitivity. Table 19 presents the thematic visualization of the themes, categories, and codes pertaining to the results of the fourth research question.

Table 19

Thematic Representation of the Results of Research Question 4

| RQ4: What role do administrators and champions play in qualitification? | 1. Administrators' role in qualitification | a. Administrators' factors that support qualitification | i. Administrators' knowledge of both quantitative and qualitative research
ii. Administrators' openness to both quantitative and qualitative research
iii. Administrators' passion for qualitative research
iv. Administrators' support for qualitative research in time allocation
v. Administrators' general support to qualitative research
vi. Administrators' support to research |

		b. Administrators' expertise that facilitates qualification	i. Administrators as qualitative research champions ii. Administrators as qualitative research experts iii. Administrators with personal qualitative research experience iv. Administrators with qualitative research understanding
	2. Champions' role in qualitification	a. Champions' covert strategies of qualitification	i. Champions as role models in qualitative research ii. Champions raising people's curiosity about qualitative research iii. Champions' dream and drive for effective qualitification iv. Champions' dream of continuity of qualitative research in their absence v. Champions' wish of leaving the qualitative research legacy
		b. Champions' overt strategies of qualitification	i. Champions as advocates of qualitative research ii. Champions inspiring or challenging others with qualitative research iii. Champions as mentors of other people iv. Champions promoting rigor in qualitative research v. Champions sharing their qualitative research expertise vi. Champions sharing or connecting people to qualitative research resources
		c. Champions' internal factors that support qualitification	i. Champions' advanced qualitative research knowledge ii. Champions as advocates of a certain social cause

			iii. Champions as positive change agents
			iv. Champions as humble people
			v. Champions as lifelong learners
			vi. Champions' passion for qualitative research
			vii. Champions' patience for a long-term investment in qualitative research

From the table above, the fourth research question had two major themes. These include the role that administrators play and the role played by qualitative research champions in qualitification. The theme for the role of the administrators play has two categories. The theme for the role that champions play in qualitification has three categories. The two themes, their respective categories and codes are presented and discussed below in detail.

Theme 11: Administrators' Role in Qualitification

This study revealed that university administrators play an important role in qualitification. Given that in many cases, qualitification comes in as a whole new research culture, it requires the support of the top leaders for success. This theme has two major categories. These include administrators' factors that support qualitification and administrators' expertise that facilitates qualitification. They are discussed in detail below together with their related codes.

Administrators' Factors That Support Qualitification

This study revealed that there are many different administrators' factors that support qualitification. They were classified in six codes: administrators' knowledge of both quantitative and qualitative research, administrators' openness to both quantitative and qualitative research, administrators' passion for qualitative research, administrators' general support to qualitative research, and administrators' support to research. The six codes are presented and discussed below.

Administrators' Knowledge of Both Quantitative and Qualitative Research. When administrators know both quantitative and qualitative research, they are in a position to support qualitification. If they are not knowledgeable in research in general, it can be difficult for them to prioritize research and qualitification by extension. P36 stated, "the current administrators are really passionate about qualitative research um, because we know it has equal importance with quantitative research". As discussed previously, if top administrators are heavily driven by quantitative research, this can be a qualitification barrier. Therefore, if they have knowledge of both quantitative and qualitative research, this could be a factor that would facilitate qualitification.

Administrators' Openness to Both Quantitative and Qualitative Research. It is not uncommon to have administrators who are not strong in research because their training and most of their experience has been outside of research. P18 indicated, "I believe the vision of our president and our vice president is that we have to balance the different types of research approaches that include quantitative, and qualitative, mixed methods research". Although some administrators may not be strong in research, they understand the value of research in a university setting. Such administrators may demonstrate openness to both quantitative and qualitative research, which is a factor conducive to qualitification. These administrators may not have any preference between quantitative and qualitative research; they are simply interested in seeing the university produce research.

Administrators' Passion for Qualitative Research. When administrators are passionate about qualitative research, they are likely to support qualitification. After all, qualitative research is already something they are passionate about; they therefore are likely to see their faculty and staff embrace it. They are likely to invest time and resources in qualitification. P37, a top administrator who is also one of the qualitative research champions in this study, shared her

experience that when she accepted the administrative position, the university was weak in qualitative research. However, because she is a qualitative research champion, she integrated it in the university's institutional research and made sure there was a research director who knew and had extensive experience with qualitative research to facilitate a balance between quantitative and qualitative research. Administrators often promote ideas, practices, and philosophy that they are passionate about. So, administrators who are passionate about qualitative research can be expected to promote qualitative research in their respective universities.

Administrators' Support for Qualitative Research in Time Allocation. One of the reasons and sometimes excuses that some faculty may give for not embracing qualitative research is that there is no time available to learn or conduct it. Faculty and staff often tend to be extremely busy. Time constraints are a real challenge. P28 stated,

> the research division should always give time to the faculty, because the faculty is already bombarded with academic loads. Now, if the university officials would like the faculty to really get involved with qualitative research, they need to give them time off; for example, there are Fridays that the faculty will have no class, but this time, that will be the time for example, to give time for the training, or the time for the faculty to enrich themselves.

Memo 012: July 14, 2023: Some of the support is by allowing time for research. In one university, faculty are given 5 hours every week for research. Unfortunately, due to the many teaching requirements, these hours are not spent on research. They end up being absorbed by teaching.

So, when administrators allocate time for people to learn and conduct qualitative research, this becomes an important demonstration of support for qualitification. In the two universities with the strongest qualitification in this study, people had time off to attend and participate in qualitative research colloquia, forums, workshops, seminars, and conferences. In the university with the top qualitification, time was given for faculty to conduct research and write for publication. The

university had equal number of quantitative and qualitative research classes in the master's and doctoral programs in its programs. Time was equally shared between quantitative and qualitative research as far as their system is concerned.

      Administrators' Support to Qualitative Research. Whether administrators are good at, passionate about qualitative research, or not, their support to qualitative research and the effort to integrate it in their university system can make a different in qualitification. Administrators need to come to realize that they need not know qualitative research to support it. After all, if administrators can only support things that they know well, much may never be accomplished in a university. Administrators are not expected to know everything; however, they can support ideas, strategies, and goals that contribute to the growth of the institution.

      P05 stated, "the third is to institutionalize this plan, meaning, it has to be signed by an authority on the campus, for example, because the lack of support by the administration will always make a good plan useless". Among many other participants who mentioned this factor, P42 added,

> So, if, if the leaders have the initiative to, you know, to push through, then I think an institution can go, you know, with qualitative research, because all the resources all the time, all the energy and whatever that is needed, needs support from the administration. If the administration doesn't allow it at all, then I, I don't think, um, that something will happen".

The administrators' support to qualitative research in the qualitification process cannot be overemphasized.

Memo 013: July 14, 2023: Of course, part of the administration support to qualitative research is to make resources available for qualitative research training. It has to be intentional on the part of the administration.

Administrators' support to qualitative research must be intentional. They must carve out time and other resources to make sure qualitative research is supported as much as quantitative research.

Administrators' Support to Research. For administrators to be supportive of qualitification, it is almost certain that they must be supportive of research in general. Sadly, there exist some administrators who do not understand the importance of research to the point that they do not invest or invest little in it. It is common to see the role of a university as dealing with teaching, research, and extension (or service to the community). All university administrators should realize that their support to these three roles of the university must be supported to support the growth, quality, value, and impact of the institution. P38 related her experience with her former university vice president who played an important role in the qualitification in their institution (IO) that participated in this study. The vice president "said that she has to make a mark while she's a VP". That led the vice president to outsource qualitative research trainers so that research production could increase; and as a result, it did.

Administrators' Expertise That Facilitates Qualitification

The second category of the administrators' factors that facilitate qualitification was the administrators' expertise. It was found in this study that there are specific administrators' expertise factors that contribute to qualitification. This category is made of four codes: administrators as qualitative research champions, administrators as qualitative research experts, administrators with personal qualitative research experience, and administrators with qualitative research understanding. They are presented and discussed below.

Administrators as Qualitative Research Champions. In few cases, some administrators are themselves qualitative research champions. Among the five champions that participated in this study, three were deans of their respective graduate schools, two had been chairpersons of

academic departments. In their respective administrative roles, they had the space and probably power to integrate qualitative research in their academic culture. When champions are university administrators, they are in a stronger position to foster qualitification than regular teaching or non-teaching staff. Unfortunately, having administrators who are qualitative research champions is not always common. P05, one of the champions and a dean of the graduate school, shared, "well, as you know, uh, initially we were more inclined towards quantitative research, and then later on, because of my interest in qualitative research, and I was still a faculty at that time, we introduced qualitative research". He affirmed that when he became the dean, it helped him promote more qualitative research because his position gave him more leverage to advocate for qualitative research than it was possible when he was a faculty.

Administrators as Qualitative Research Experts. There are some case where some administrators are qualitative research experts. Again, this is not something that happens all the time but in universities involved in this study, three of the five qualitative research champions interviewed were qualitative research experts. Combining this code with the previous one may lead to believe that one of the ways to foster qualitative research in a university is to make some qualitative research champions administrators. While this may simply be a wishful thinking, it is certainly a strategy that is worth exploring.

Administrators with Personal Qualitative Research Experience. Some administrators may not only know qualitative research; they may have personal experience conducting it. Knowing qualitative research is a level lower than actually conducting it and completing the study. Administrators who have some experience in conducting qualitative research speak and plan based on personal experience. Such is an important factor conducive to qualitification. P26 highly recommended that,

we need a qualitative researcher in administration. Everything is done through politics. When somebody is in the administrator, who is a qualitative researcher, then there is a tendency that it can be mainstreamed and it can really be practiced. It's because there is somebody who is authorized and has authority to, to encourage, not really to force everybody, but there is somebody who is responsible to do this on behalf of the administration.

Such a person is the mouthpiece of the administration to and from the faculty and students as far as qualitification is concerned.

Administrators with Qualitative Research Understanding. The fact that some administrators understand some qualitative research is useful in introducing it. If a concept is foreign to all the administrators, it can be challenging for them to embrace it. P01 recalled that in their university, the previous dean was a qualitative research champion and promoted, advocated for, and inspired people with qualitative research to the point that it became easier for other faculty to join in promoting and fostering qualitative research. Administrator's understanding of qualitative research can be useful when a university is trying to integrate qualitative research in their research culture. This may be the reason why, later in this chapter, some participants explained that it is important to train top administrators in qualitative research as a strategy for qualification.

Theme 12: Champions' Role in Qualitification

The twelfth theme was about the role that champions play in qualitification. As was explained earlier, it was not in the original research plan to have qualitative research champions as one separate group of participants. It was through theoretical sampling that this group of people emerged. They turned out to play an important role in qualitification. This theme is made of three

categories: champions' covert strategies of qualitification, champions' overt strategies of qualitification, and champion's internal factors that contribute to qualitification. Each category is discussed below in detail together with its related codes.

Champions' Covert Strategies of Qualitification

The category of champions' covert strategies of qualitification is made of five different codes. These strategies seemed a lot more covert than overt. Covert and overt strategies should be seen in this presentation as being on a continuum than a hard dichotomy of mutually exclusive categories. The champion's covert strategies of qualitification included champions as role models in qualitative research, champions raising people's curiosity about qualitative research, champions' dream and drive for effective qualitification, champions' dream of continuity of qualitative research in their absence, and champions' wish of leaving the qualitative research legacy.

Champions as Role Models in Qualitative Research. Champions play the role models in qualitative research. P44, a dean and champion of qualitative research, stated, "when teaching qualitative research, I am also conducting qualitative research". Champions do not just "talk the talk"; as the saying goes, they also "walk the walk". In their classes, both P37 and P 45, who are both qualitative research champions, were excellent role models to their students through their illustrations and reference to their own completed research studies and published book chapters and journal articles.

Memo 035: July 23, 2023: Qualitative research champions lead by example. They are role models. They exemplify expertise and rigor in qualitative research. They may not necessarily plan to be role models; it is others who find them as role models.

The reason why being a role model for qualitative research is considered a cover strategy is that many champions may probably not plan to be role models. It just happens as they continue to

mentor others or teach them qualitative research. Although the learners or mentees may view this as an overt strategy, champions may not even know about it until later in their mentoring or teaching process. When people have role models, they are willing to take the risk of learning something new. Therefore, having champions as role models for qualitative research is important for qualitification.

Champions Raising People's Curiosity about Qualitative Research. Not many champions intentionally plan to raise people's curiosity in qualitative research. It just happens because they are passionate about qualitative research. It is therefore a covert strategy because it does help in qualitification but many times, it is unplanned. As champions raise people's curiosity about qualitative research, people are prepared for qualitification.

Champions' Dream and Drive for Effective Qualitification. All the champions share the dream of seeing effective qualitification in their universities, regions, countries, and around the world. This dream seemed to give them the drive necessary to continue promoting qualitative research on a regular basis.

> **Memo 029**: July 20, 2023: Part of this dream is to see most university faculty become knowledgeable in qualitative research to the point that the research problem can truly influence the determination of the research approach to be used (whether quantitative or qualitative research).

P05, a dean and one of the qualitative research champions of this study, stated his dream in the following terms:

> I want qualitative research basically to become part of the system of all, if not all, a lot of research in this university. Not only on our campus, but also in all other universities... I want them to see the beauty of the other side of the wall. They should not, um, get constrained by the comforts of the quantitative knowledge.

P37, another champion, stated, "my dream really is that, um, the majority of faculty, um, should be equipped with, with qualitative research knowledge and skills". Qualitative research champions dream of a better future for qualitative research. They wish to see the whole world embrace qualitative research, one institution at a time. They all recognize that the road will not be easy but they are hopeful.

Champions' Dream of Continuity of Qualitative Research in their Absence. Each champion seemed to have the dream of continuity of qualitative research after they leave the institution where they were at the time of the interview. They all hoped that the work they had done for qualitification in their respective institutions would not be in vain or be destroyed after they leave or retire. For instance, P05, a dean of the graduate school and a qualitative research champion, stated, "after I leave office, I would like to see that things are growing and things are productive. And despite my, uh, my absence, still, we see that the other faculty, the staff and everybody else in the community are benefiting from what we have started" with qualitative research. This kind of dream demonstrates that qualitative research champions care about qualitative research sustainability. This implies that they make sure that the work they do for qualitative research would have empowered experts to carry it on. This explains why they are interested in mentoring other people and have the patience for that, as is discussed below.

Champions' Wish of Leaving the Qualitative Research Legacy. All the champions that were interviewed expressed the fulfillment of having been selected as qualitative research champions by their students and colleagues. They all indicated that they were interested in seeing a strong culture of qualitative research where they were working. Their passion for qualitative research led them to push towards a qualitative research legacy when they finally decide to leave or retire from their place of employment. P05 stated that qualitative research leaders and faculty

need to mentor people so much in qualitative research that "this will be somehow a form of a legacy that they can leave behind after they end their term as part of the university". It is important to highlight here that these individuals were considered qualitative research champions by their colleagues and students because qualitative research was an integral part of them. Their names were almost automatically connected to qualitative research within their respective universities.

Champions' Overt Strategies of Qualitification

Champions have specific overt strategies that they use in qualitification. Again, these strategies are on a continuum with the covert strategies of qualitification as was introduced with the previous category. However, the six codes pertaining to the champions' overt strategies of qualitification are more on the overt side of the continuum. They include: champions as advocates of qualitative research, champions inspiring or challenging others with qualitative research, champions as mentors of other people, champions promoting rigor in qualitative research, champions sharing their qualitative research expertise, and champions sharing or connecting people to qualitative research resources. They are discussed below in detail.

Champions as Advocates of Qualitative Research. One of the most cited strategies that was mentioned about the champions was that they do a lot of advocacies for qualitative research. They do this in their classes, in their teaching, in their research, in their mentoring, in their advising, in their whole professional life. They firmly believe in qualitative research to the point that they want others to experience the joy and fulfillment that come from embracing and doing qualitative research. About the need for qualitative research champions, P14 stated,

> there must be somebody, a champion, who has the political will, the political power, who
>
> is a strong believer of qualitative research in order for him or her to convince especially
>
> the top-level management, and also invite the top-level management to go through the

[qualitative research] training so that they can experience and appreciate uh, the beauty of qualitative research.

Champions are needed especially when a university is new to qualitification.

> **Memo 028**: July 23, 2023: To be an advocate for qualitative research, a champion can expect to face some challenges and resistance but the champion is usually determined to push for qualitification. This is common with any change. In this case, qualitification involves change in a whole research culture and mindset.

Qualitative research champions must be people who have a strong determination and dedication to qualitative research that they are willing to continue advocating for it despite whatever challenges, barriers, and resistance that they can encounter on the way.

Champions Inspiring or Challenging Others with Qualitative Research. In their process of advocating for qualitative research, champions do not stop solely at talking about qualitative research; they go a step further by inspiring and challenging other people to embrace it. They "contaminate" other people with qualitative research. Some students and faculty indicated in this study that they really did not know or have any passion for qualitative research but the champions inspired them to embrace it, and that is what made a difference in getting them involved in qualitative research.

P45 recounted an experience where she incidentally invited one doctoral student to attend her class just once so that she can get an idea about qualitative research. This student who was not planning to take that qualitative research class because it was not required for her program ended up enrolling and completing it. Eventually, this student ended up using qualitative research for her dissertation. P03 added that, "Uh, well, uh, first the campus director is encouraging us to publish not just quantitative research, but qualitative research". In the same line of thought, P29, who was from another institution, referred to the graduate school dean, who was also a qualitative research champion in this study, in the following terms, "the dean is pushing everyone, faculty and students,

to really move forward and embrace qualitative research". Qualitative research champions understand the power and beauty of qualitative research; they cannot keep it to themselves; they inspire or encourage others to follow suit.

Champions as Mentors of Other People. All the champions selected for this study were reported to have been great qualitative research mentors. Interestingly, they do their mentoring not necessarily for a payment. They are so passionate about qualitative research that they enjoy mentoring other people with it. This means that they usually go an extra mile with their work because they understand that other people need more support and guidance in qualitative research. Qualitative research mentorship has some positive ramifications.

Memo 032: July 13, 2023 (P18B): Champions "empower" their followers through inspiration and mentoring.
Memo 033: July 20, 2023: "Mentoring others leads people to become champions" (see P37).
Memo 034: July 23, 2023: A mentor guides, supports, and provides the mentees an opportunity for growth for an extended period of time.

P37 stated the following about mentoring, "I think it's, it's really about educating people. Really insisting that they should not be contented with shallow knowledge". Qualitative research champions empower people while they mentor them. In the process, they not only develop a new generation of qualitative researchers; they also develop other qualitative research mentors and champions. Mentoring is an important contribution to qualitification.

Champions Promoting Rigor in Qualitative Research. The next level of mentoring is really the promotion of rigor in qualitative research. It is one thing for people to be mentored to take baby steps in understanding and conducting qualitative research. It is something totally different for people to produce quality qualitative research. As far as learning is concerned, this is the ultimate goal; that is, being able to use the knowledge to conduct research, although the ultimate goal of qualitative research is to improve human life based on the lived experiences that

are discovered in a study. In their classes, both P37 and P45 shared several strategies to foster rigor in qualitative research. Rigor is part of qualitification. Without it, qualitative research can be misunderstood, misleading, ignored, or rejected.

Champions Sharing their Qualitative Research Expertise. Champions share their qualitative research expertise. This sharing is one of the reasons why they are recognized not only as experts in the field of qualitative research but also as champions. As seen in the class recordings of both P37 and P45, they both shared their qualitative research expertise with their students to make sure student learning was efficient and effective. Qualitative research champions do not seem to be selfish. It is difficult to imagine a scholarly selfish qualitative research champion. From interacting with all the five champions, it became clear that they were all sharers of qualitative research knowledge and expertise. Part of this may be due to their dream of seeing qualitative research spread all over their universities, regions, countries, and the whole world.

Champions Sharing or Connecting People to Qualitative Research Resources. Champions of qualitative research tend to have more resources than other people. Furthermore, they usually know more qualitative research resources than the average faculty, staff, and students. They willingly share their resources with their mentees, students, and colleagues. They connect them to external qualitative research resources, including resources that are available online. For instance, P18 related the following practice in connecting students to other qualitative research experts:

> I actually encouraged them to present their research and, took them to a conference, pushed them to another, uh, to meet other expert qualitative researchers. You know, it's not always me. I always, uh, call one of my colleagues, my friends outside the university to, to also teach them, or to discuss with them because I, I also believe that, you know, when you are

only focused on one particular person to mentor you, it's nothing; you should push them to

other mentors.

Champions share resources and connect their learners, colleagues, and mentees with other

qualitative research experts. This practice is not expected or required of them. They just do it

because of their passion for qualitative research and their love for people who depend on them for

qualitative research learning.

Champions' Internal Factors that Support Qualitification

The last category of the champions' factors that contribute to qualitification was about the

champions' internal factors. These factors turn out to be internal, innate in the champions. There

were six of them that came up in the data: champions' advanced qualitative research knowledge,

champions as advocates of a certain social cause, champions as positive change agents, champions

as humble people, champions as lifelong learners, champions' passion for qualitative research, and

champions' patience for a long-term investment in qualitative research. They are presented and

explain below in detail.

Champions' Advanced Qualitative Research Knowledge. P37, one of the champions,

stated the following about the champions' advanced knowledge of qualitative research:

you know, something is difficult when it is not mastered. But when it is mastered, okay,

now I take the metaphor of a cup. How can you expect a person to be a trainer when the,

the cup, that cup is not even full?

From their class recordings, it was evident that P37 and P45, both qualitative research champions,

have extensive knowledge of qualitative research. One cannot or should not teach what they do

not know. Qualitative research champions may not know exactly when they reach the level of

advanced qualitative research knowledge. However, their students, mentees, and colleagues are

able to recognize champions because they are advanced in their qualitative research knowledge. Of course, for people to be advocates of something, they usually tend to invest significant amounts of time in it; thus, making them develop advanced knowledge on that specific topic. This is possibly the result of an extreme passion for qualitative research. Champions learn from multiple avenues. They know more qualitative research than most people in their respective institutions. So, qualitative research champions are important because they have advanced knowledge that they can use to mentor others in qualitative research.

Champions as Advocates of a Certain Social Cause. Champions of qualitative research seem to be driven by a social issue that they are concerned with. It becomes their advocacy. Although they all share the burden for qualitification, they each have something special that they care about. In this study, one champion cared about women leaders, another cared about teachers' research capability improvement, another cared about using qualitative research for policymaking in community transformation, another was interested in qualitative research as a tool to create technology that truly addresses human issues, and the last was interested in making the voice of her community known on the national level.

Champions as Positive Change Agents. Champions are naturally positive change agents. When time comes for them to lead change that involves the integration of qualitative research in the research culture, it comes naturally to them. A conversation with each one of them led to believe that they were positive change agents in their respective communities or universities, not just in qualitative research. Positive change agents have the tendency to be born leaders; which helps them as well as champions. They are servant leaders and transformational leaders. They serve people and empower them; and that is what drives them to continue promoting qualitative research in the case of qualitification.

Champions as Humble People. All the champions demonstrated a high level of humility both in how much they knew about qualitative research and what they had accomplished in qualitative research. This humility explains their servant leadership and why people enjoy being under their mentorship. As one of the champions, P05 made two statements about this concept of the humility of qualitative research champions. About the qualitification progress already made in his university, he said "this is the contribution of everybody". He did not want to take credit for himself, even if many other interviews at that university pointed to him and his effort. He also added the following about the humility of understanding that no one can ever know it all:

> I always tell them, well, there is always a time to empty our cup. We all understand that
> we have been at this level, we have graduated from, from certain degrees, but it does not
> always mean that we always know everything.

P37, another champion, stated the following about her early experiences in delivering qualitative research trainings, "I was involved in the trainings, of course, I was very, very reluctant from the very beginning, I felt that I was not prepared to do it." Interestingly, while observing their classes, it became clear that both P37 and P45 were humble people. Students seemed to relate easily with them. There was no fear seen on the students' faces.

> **Memo 030**: July 24, 2023: Champions tend to be so humble that they often attribute their credit or success to the effort and support of others.

Champions seem to take pleasure in attributing some of their success in qualitative research to other colleagues. Mentees and learners may have a difficulty learning from a prideful qualitative research mentor or faculty.

Champions as Lifelong Learners. Because champions never feel expert enough to graduate from qualitative research, they are always seeking new avenues to learn more. They are

lifelong learners of qualitative research. Champions always feel that there is more to learn about qualitative research. They are not satisfied with what they know.

> **Memo 031**: July 3, 2023: Champions learn so that they can be better equipped to address their peers' and or students' questions about qualitative research and to be able to mentor others more effectively. They take their role as champions very seriously. They continuously learn new qualitative research knowledge. They continuously learn to be better qualitative researchers.

New knowledge in qualitative research leads champions to seek more. The more they learn in qualitative research, they more they discover knowledge gaps they need to fill. Although their colleagues, students, or mentees may consider that champions possess advanced qualitative research knowledge, champions are usually not satisfied with what they know in qualitative research.

Champions' Passion for Qualitative Research. Champions have a special passion for qualitative research. This passion not only propels them to learn and conduct more qualitative research, it motivates them to inspire and empower other people in qualitative research. Their passion becomes contagious in their professional context. Many people are able to notice their passion for qualitative research.

Champions' Patience for a Long-term Investment in Qualitative Research. All the champions seem to understand that the work of qualitification is a long-term task. Since it is a whole cultural change, it takes time, just like learning a new culture. P05 put it beautifully in the following terms:

> We understand as one person says, you cannot harvest the fruit of the plant that you planted today. We can never do that. So, we are just planting it now, and we prepare for the time that the next generation will see that yes, they are doing it. So, we are very happy that at least, uh, people are now open with the perspective that there is qualitative research.

Champions demonstrate patience and understand that this patience is needed for a long duration if they dream of qualitification. Qualitative research champions are innately patient educators and mentors. Without such patience, they probably not be champions, mentors, and advocates of qualitative research.

Results for Research Question 5: Best Practices that Foster

Qualitative Research in a University

The fifth research question was developed to establish the best practices that foster qualitative research in a university. Because of the centrality of this research question to the generation of the grounded theory in the next research question, this research question generated the largest number of themes, categories, codes, and mentions of the leading codes. In fact, the most cited code of this study was found in data pertaining to this research question. Table 20 presents the thematic visualization of the themes, categories, and codes pertaining to the results of the fifth research question.

Table 20

Thematic Representation of the Results of Research Question 5

| RQ 5: What are the best practices that foster qualitative research in a university? | 1. Availability of qualitative research instructional resources | a. Qualitification strategies in teaching | i. Availability of qualitative research teaching materials
ii. Development of teaching templates, exemplars, and strategies
iii. Integration of qualitative research in the syllabi
iv. Integration of research in the syllabi
v. Strengthening of the writing skills |
| | | b. Qualitification strategies in the curriculum | i. Contextualization of qualitative research in each academic field |

			ii. Identification of academic fields compatible with qualitative research
			iii. Inclusion of qualitative research classes in the curriculum
			iv. Inclusion of qualitative research classes or learning in undergraduate programs
			v. Integration of qualitative research in research classes
			vi. Integration of research in all the courses
		c. Qualitification strategies through qualitative research production	i. Production of model qualitative research studies, theses, and dissertations
			ii. Provision of samples of quality qualitative research theses and dissertations
			iii. Qualitative research publication
		d. Theory integration in qualitification	i. Group dynamics theory
			ii. Law of supply and demand
			iii. Planned change theory
	2. Integration of qualitative research in the institutional system	a. Qualitative research integration in institutional culture	i. Acceptance of qualitative research for theses and dissertations
			ii. Balance between quantitative research and qualitative research
			iii. Change of people's mindset about qualitative research
			vi. Encouragement for faculty and students to embrace qualitative research
		b. Qualitative research integration in	i. Assessment of the level of qualitative research

		the institutional research agenda	knowledge and production ii. Integration of qualitative research in institutional research iii. Intentionality in the integration of qualitative research in the institutional research agenda iv. Planned qualitative research professional development v. Use of qualitative research growth as an institutional strategic goal
		c. Qualitative research integration in the institutional practices	i. Development of qualitative research practices of the institution ii. Integration of qualitative research in theses and dissertations iii. Use of rewards, awards, incentives, and recognition for qualitative research work
	3. Provision of an environment conductive to qualitative research learning and expansion	a. Intentional promotion of qualitative research	i. Promotion of qualitative research for advocacy ii. Promotion of qualitative research in different venues iii. Promotion of research culture in general iv. Promotion of rigor in qualitative research
		b. Provision of financial resources for qualitification	i. Financial support for qualitification ii. Financial support for research in general iii. Provision of sponsorship for faculty to attend qualitative research conferences
		c. Qualitative research integration in	i. Benchmarking with other higher education

		institutional strategic planning	institutions in qualitative research ii. Collaborating among and with higher education institutions on qualitative research
	4. Provision of qualitative research human resources	a. Development of the needed human resources for qualitative research	i. Development of qualitative research faculty ii. Development of qualitative research trainers, mentors, or champions iii. Qualitative research investment in younger faculty iv. Training of research office staff in qualitative research v. Training of faculty and staff in qualitative research
		b. Employment of competent human resources for qualitative research	i. Access to qualitative research experts ii. Employment of experienced qualitative research faculty, advisors, and reviewers iii. Employment of a research director or assistant skilled in qualitative research iv. Hiring of qualitative research expert faculty v. Outsourcing of qualitative research experts
	5. Provision of qualitative research learning resources and opportunities	a. Availability of qualitative research learning avenues that contribute to qualitification	i. Provision of multiple exposure to qualitative research ii. Attendance and participation in qualitative research colloquia or forums iii. Attendance and presentations at

			qualitative research conferences
		b. Production and availability of qualitative research learning resources	i. Availability of qualitative research resources online ii. Increase of qualitative research textbooks or library enrichment iii. Provision of qualitative research software and technology iv. Showcase of good qualitative research studies
	6. Qualitative research mentoring and training strategies	a. Qualitative research mentoring approaches	i. Elimination of fear of qualitative research ii. Faculty mentoring students in qualitative research iii. Peer mentoring or collaboration in qualitative research iv. Qualitative research mentoring in different forms
		b. Qualitative research training strategies	i. Provision of qualitative research seminars or webinars ii. Provision of qualitative research workshops iii. Long-term training commitment for qualittive research training iv. Training of students in qualitative research v. Training on different qualitative research designs and methods vi. Training on qualitative research
	7. Strategies for active and collaborative qualitative research learning	a. Personal qualitative research learning strategies	i. Hands-on learning ii. Personal extensive reading on qualitative research

		b. Collaborative research learning strategies	i. Collaboration in and belonging to qualitative research organizations ii. Development of a qualitative research community
	8. Discrepant cases of qualitification strategies	• Discrepant cases of qualitification strategies	i. Establishment of an institutional qualitative research journal ii. Offering of a master's or doctoral degree in qualitative research iii. Qualitative research training for the administrators iv. Student scholarship availability for qualitative research training

The fifth research question generated a large number of themes with several related categories. It is generated seven of the 20 themes that make up this study. These themes were all pertaining to the best practices of qualitification. The seven themes are presented and explained below.

Theme 13: Availability of Qualitative Research Instructional Resources

One major set of strategies of qualitification is the availability of qualitative research instructional resources. If qualitative research must be intentionally integrated in the institutional research culture, there must be supporting instructional resources. These resources are classified into qualitification strategies in teaching, qualitification strategies in the curriculum, qualitification strategies through qualitative research production, and theory integration in qualitification. These are the four categories that made up the theme of the availability of qualitative research instructional resources. They are discussed below in detail.

Qualitification Strategies in Teaching

From the data, it was found that there are specific types of qualitification strategies that are used in integrating qualitative research teaching in a university setting. These were synthesized in five codes that are presented and explained below. They include availability of qualitative research teaching materials; development of teaching templates, exemplars, and strategies; integration of qualitative research teaching in the syllabi; integration of research in the syllabi, and strengthening of the writing skills.

Availability of Qualitative Research Teaching Materials. Just like teaching in any academic field, there must be instructional materials to support qualitative research teaching. It means that qualitification requires that investment be made in securing good qualitative research teaching materials. People who are mandated to teach qualitative research need to have access to current quality teaching materials and develop their own materials to support their work. For instance, P1 talked about developing and distributing qualitative research PowerPoint presentations, printouts, and compendiums. P2 shared that he selects good qualitative research journal articles that he requires students to read in preparation for class.

Development of Teaching Templates, Exemplars, and Strategies. It is common for people teaching qualitative research to develop teaching templates that students, mentees, or trainees can use to develop their qualitative research projects. P26 shared having asked the qualitative research champion of the university to develop qualitative research templates that students could follow. Since then, it has become easier for qualitative research learners to follow those templates in their learning process. P29 stated that such templates and guides are necessary in the qualitative research learning process. Evidence from their class recordings shows that both P37 and P45 provided several teaching templates, exemplars, and used various teaching strategies. These templates can be of help to people taking their first steps in qualitative research.

Having several qualitative research exemplars for the different concepts, types of qualitative research designs or methods, qualitative research theses and dissertations, can be useful in teaching and learning qualitative research. This is why P30 provides students exemplars of good qualitative research articles, theses, and dissertations. Last, people teaching qualitative research tend to develop their own effective teaching strategies over time. Besides, different learners have different learning preferences. Therefore, qualitative research faculty are encouraged not to rely only on a limited set of teaching strategies. They need to continuously discover, develop, and try new ones.

Integration of Qualitative Research in the Syllabi. Integrating qualitative research in the syllabi of research courses where separate qualitative research courses are not taught is a good approach to integrate qualitative research in the research classes. It tells everyone reading the syllabi that the integration of qualitative research is intentional. It is not unusual to find research syllabi focus solely on quantitative research in a curriculum where no qualitative research class is included. Such a practice only limits qualitification. P25 reported being intentional in integrating qualitative research in the syllabus in the following terms: "to bolster the conduct or appreciation of qualitative research, I see to it that in the course syllabus, qualitative research is a part of it. It's one of the major parts of the course". Again, this intentionality is something that helps contribute to qualitification.

Integration of Research in the Syllabi. Integrating research in the syllabi was a strategy mentioned in the data, especially in the interview with P02 and P09. This strategy refers to the need of promoting the culture of research because if there is a culture of research in general in an institution, it becomes a precursor to integrating qualitative research in the syllabi when that time comes. In the third institution (I3), it was indicated that research is integrated in several classes,

not just in research courses. This integration of research in most classes strengthens the culture of the institution. It becomes a stepping stone for qualitification.

Strengthening of the Writing Skills. Since the linguistic challenge was found to be one of the barriers to qualitification, it was suggested that it is important to strengthen qualitative research learners' writing skills to promote qualitification. This is because qualitative research depends significantly on writings skills. There is a lot of writing involved in qualitative research. P15 shared an experience that related to the need to strengthen writing skills as a strategy for qualitification:

> To foster a culture of qualitative research, we can perhaps offer a writing enrichment class to help people understand the writings dynamics and how to frame the narrative…Once, I was critiquing a qualitative research paper. And the writer was talking about mathematics being a nightmare for the students, as revealed by the data and at the same time the dreams. And then all of the sudden, he created a mental story of a student dreaming with a witch. And then, well, the whole narrative shifted into something like learning math as something to do with your power and how you are able to kick the witch from your dream. It's like it's very hard to come up with that.

Helping strengthen writing skills may mean offering one or more academic writing classes and including qualitative research writing in the qualitative research classes. Also, when teaching or training people how to prepare a qualitative research report, some writing strategies unique to qualitative research must be shared.

Qualitification Strategies in the Curriculum

The next category in the theme of the availability of qualitative research instructional resources was the qualitification strategies in the curriculum. Of the four institutions that were

involved in this study, the one that had the highest level of qualitification had more qualitative research in the curriculum. Qualitification in a university certainly depends on the presence of qualitative research in the curriculum. This category has six codes that are presented and explained below. They include contextualization of qualitative research in each academic field, identification of academic fields compatible with qualitative research, qualitative research, inclusion of qualitative research classes in the curriculum, inclusion of qualitative research classes or learning in undergraduate programs, integration of qualitative research in research classes, and integration of research in all the courses.

Contextualization of Qualitative Research in Each Academic Field. When an institution decides to integrate qualitative research in their research culture, they need to contextualize qualitative research in each academic field. Interestingly today, there are resources about qualitative research in different academic fields, unlike a couple of decades ago. While everyone learning qualitative research needs to have a general foundation of qualitative research, there is still a need for specialized qualitative research knowledge in different academic field. In the second institution (I2) involved this study, qualitification began in the graduate school, which had a number of social science fields. P05 indicated that as qualitative research became accepted; it expanded it to the field of technology. To him, faculty and students in the field of education needed to learn qualitative research so that they can understand how their technology interacts with humans and human betterment. As a champion of qualitative research himself, he believes that qualitative research would help improve technological innovation. This contextualization is ideal although not necessarily possible when an institution is still at the beginning of qualitification.

Identification of Academic Fields Compatible with Qualitative Research. As was stated earlier, some fields lend themselves better to qualitative research than others. Specifically, social sciences and humanities are much more compatible with qualitative research than, say, the hard sciences.

Memo 117: July 22, 2023: Some fields such as hard sciences have little room for qualitative research. That fact needs to be understood and respected. However, it should not be the reason not to introduce qualitative research in such academic fields.

In the qualitification process, the institution can first introduce qualitative research in fields that are compatible with qualitative research and then eventually expand to other fields. This is the approach that three of the four institutions involved in this study used. It just happened because qualitative research is primarily about human behaviors and lived experiences. These are much more relevant to social sciences and humanities than hard sciences. Identifying these fields within an institution and starting qualitative research with them can lead a more effective transition or integration of qualitative research at an institution. To give an example, P01 stated, "you talk to an engineer and tell him, uh, you're making machines for people. People have to understand how, uh, humans and machines interact together. And, uh, an ethnographic study can help us understand why machine-human interaction is necessary". So, qualitative research has a role to play in the hard sciences as well even if it may be at a lesser level than social sciences and the humanities.

Inclusion of Qualitative Research Classes in the Curriculum. This practice of including qualitative research in the curriculum is most likely one of the best strategies of integrating sustainable qualitification. This inclusion of qualitative research in the curriculum not only provides an opportunity for students to learn qualitative research in depth, it also helps develop future qualitative research experts, mentors, and champions.

Memo 118: June 7, 2023: While the integration of qualitative research classes is ideal and most recommended in this study, qualitative research inclusion may be integrated in various research courses as long as it is well balanced with its counterpart; that is, quantitative research.

Memo 119: July 12, 2023: In higher education institutions where qualitative research courses are not yet integrated in the curriculum, qualitification can start by strengthening the qualitative research dimension in the existing research classes.

P03 made it clear that "in the master's program, we should have a, uh, one separate quantitative research and one qualitative research class". P04 stated that "qualitative research should be a separate, um, course… If it's a separate course, like a six, a five-month course, then people could really learn a lot in six months". P05 believed that qualitification "should start with the curriculum; meaning, um, programs offered by the university should have at least a specific, uh, course where qualitative research is mastered". This recommendation was additionally made by about half of all the participants: P07, P10, P14, P15, P16, P17, P18, P20, P23, P25, P27, P28, P30, P35, P37, P38, P39, P41, P42, P43, P44, and P45. Some of these participants made this recommendation of integrating qualitative research in the curriculum multiple times.

The recurrence of this code reveals two facts. First, many universities indeed still do not offer qualitative research classes; even if they offer many academic programs that are compatible with qualitative research. Second, the lack of qualitative research in the curriculum may just be one of the reasons why qualitative research is weak or almost inexistent in a number of universities. Therefore, any university offering quantitative research as known in social sciences should also offer qualitative research classes on an equal footing. There should be the same number of quantitative and qualitative research classes and credits.

Inclusion of Qualitative Research Classes or Learning in Undergraduate Programs.
Some research participants alluded to the need to start introducing qualitative research at the undergraduate level. This strategy is especially important in institutions where research classes are offered at the undergraduate level. Research should not be equated with just quantitative research.

In the case of the Philippines, the Ministry of K-12 Education introduced qualitative research in senior high school. Students are now introduced to basic concepts of qualitative research at the senior high school level. While this practice of having qualitative research classes in high school may not be common in many parts of the world, at least, it is common to have one or more research classes at the undergraduate level. Therefore, qualitative research should be integrated in the undergraduate level research classes.

> **Memo 120**: May 13, 2023: This code was set aside from the general recommendation to include qualitative research classes in the curriculum because in most undergrad programs, the number of research courses is limited. Therefore, it may be that most undergraduate programs have only one research course where both quantitative and qualitative research is introduced; therefore, not having room for qualitative research as a separate class.

In the integration of qualitative research in the undergraduate curriculum, the curriculum specialist needs to consider the instructional context and requirements to determine the best way to integrate qualitative research at that level. P18 expressed the following disappointment about the lack of qualitative research in the undergraduate program: "another thing, why not include that in the, in the, in the undergraduate program? You see, there are many students in the, in the bachelors' of science in education and in the bachelors' of arts programs who are also doing qualitative research". It would only make sense for qualitative research to be offered in such programs as a separate class so that students can be equipped with the knowledge they need for learning and eventually for their theses.

Integration of Qualitative Research in Research Classes. Some universities, departments, or programs may intentionally have a limited number of research classes. This curriculum decision can vary based on different factors; one of which may be that a specific program is more professional and therefore focuses more on practical content than on research. For instance, there are some universities that offer bachelors' and master's programs with no thesis

writing requirement. Such programs are designed for practitioners. They tend to have a limited number of research classes. In this case, instead of offering separate qualitative research classes in such programs, qualitative research can simply be integrated together with quantitative research in the research classes.

Integration of Research in All the Courses. For a university that values research in a significant way, it is not uncommon to integrate research in most, if not all, courses. P02 stated the following about the first institution (I1) included in this study: "we have made it more of a requirement here to integrate research in all our teachings". Each course becomes an opportunity to learn something new about research. Students who attend such universities tend to be stronger than students from other universities. If a university already has a strong research culture, it is likely that when qualitative research is introduced, it may also have a chance to be strongly embraced and implemented.

Qualitification Strategies through Qualitative Research Production

Learning qualitative research is one level; producing it is a much higher level. To be able to conduct and produce qualitative research, one must have a considerable knowledge of it. So, requiring people who are learning qualitative research to produce it is a strategy that can push them to a higher level of mastery of qualitative research. Applying what one learns leads them to understand better what they are learning. Therefore, people should not only be led to understand qualitative research; they must be guided to learn and conduct qualitative research. The category of qualitative research production was made of three codes: production of model qualitative research studies, provision of samples of quality qualitative research theses and dissertations, and qualitative research publication.

Production of Model Qualitative Research Studies. In the early days of qualitification, it is important for qualitative research experts to produce model qualitative research studies. Not only do they establish the best teaching strategies to teach and guide students effectively; they also help establish qualitative research rigor from the very beginning of the qualitification process. P40 stated,

> …definitely, that would mean, um, sharing some of the outstanding studies that have been done in the field of, uh, qualitative research and the impact that those studies have had on different audiences. I think that would touch one or two souls to really accept more qualitative research".

If mediocrity is tolerated at the beginning, future learners of qualitative research may develop a wrong understanding or some misconceptions about qualitative research.

Provision of Samples of Quality Qualitative Research Theses and Dissertations. Making samples of good qualitative research theses and dissertations available to students or mentees is an important strategy to teach qualitative research. P01 recounted his experience of mentoring a doctoral student who completed the first grounded theory in business for his dissertation in the history of the university. He mentored this student so well and pushed him so hard that this first dissertation became the point of reference to other students who came later and wished to conduct a grounded theory.

In their class recordings, both P37 and P45 referred to some good qualitative research dissertations that had been completed at their universities. With the first group involved in qualitification, it is important to outsource good qualitative research theses and dissertations to serve as samples. The good news is that today, there are many qualitative research theses and dissertations that are freely accessible online or accessible through the university online databases.

So, it is not a major challenge to identify some that can be used for instructional purposes. People teaching qualitative research need to identify and evaluate them, and then select the best ones that can be used for instructional purposes.

Qualitative Research Publication. Learning qualitative research is one level; producing it is the next level, publishing it is even higher than that. Publishing a qualitative research report shows that the author has the three levels of mastery: understanding, applying, and publishing. Each of these three requires a different level of qualitative research mastery, with publishing being at the highest level among these three. P33 stated, "when you write a good qualitative research paper and publish it, people check it well. When people read it, they are inspired to also conduct their own qualitative research".

> **Memo 140**: July 18, 2023: Publication takes researchers to the highest level of learning because it allows them to learn qualitative research from anonymous qualitative research experts; that is, the peer reviewers. It is one thing to understand qualitative research, teach it, and even conduct it; but it's something else to be able to convince anonymous qualitative research experts that one's qualitative research paper is worth publishing in a scholarly journal. Feedback from peer reviewers and in-depth reading on qualitative research that is expected in writing for scholarly publication are avenues for great qualitative research learning.

Therefore, learners of qualitative research should be encouraged to publish their qualitative research studies, especially if they are faculty or graduate students. Scholarly publication leads them to a much deeper learning experience of qualitative research.

Theory Integration in Qualitification

Part of the development of a grounded theory is to compare the new theory with the existing theories. Interestingly, instead of coming up with my own theories for this study, three theories were referred to in the interviews. As they were mentioned, it became clear that they were all effectively connected to this study. Therefore, they are presented here as codes but are also discussed later in the last research question results as a part of the theory integration. The three

theories that were referred to in the data include group dynamics theory, law of supply and demand, and planned change theory. They are discussed below and are elaborated on in the development of the grounded theory in the results of the last research question.

Group Dynamics Theory. In the editorial article of Groups Dynamics: Theory, Research, and Practice journal, the editor (Tasca, 2020) decided to define group dynamics. He begins with the definition of a group, which he considers as a set of three people or more who come together for a common goal or purpose. From there, he argues that when there is a group, there are several dynamics that are involved to make the group function well or for it to reach its goal. Some of these dynamics include, but are not limited to, interpersonal communication, a common goal, group processes, feelings, culture, opinions, perceptions, among many others.

As applied to this study, group dynamics are important to consider in qualitification. Qualitification depends on several people who have the aim of seeing qualitative research effectively integrated in the research culture. The qualitification process requires resources and participation from multiple resources as has already been discussed above. For instance, training faculty who were mainly focused on quantitative research requires an understanding of how they perceive and think about research. To obtain buy-in from the top university administrators, one needs to develop ways to interact with them. To develop a qualitative research community or organization where more and more people can learn qualitative research, the leaders need to understand and develop ways to keep such a community united. For students to learn qualitative research together, the faculty needs to be creative in guiding them to work together.

Memo 158: June 5, 2023. Based on this theory of group dynamics as pertaining to qualitification, it is important to create a community of qualitative researchers so that they can scholarly grow together.

Law of Supply and Demand. The law of supply and demand came up as a strategy to promote qualitative research. P35 exemplified it well in the following statement: "I think that's, that's the other reason you want to share something, but then there's a market for it, you know, if you just want to share something and no one wants to listen, there's no point". According to this economics law, there are three interactive elements in pricing or valuing products: the seller, the buyer, and the product that is up for sale. The fewer products there are, the higher the demand (Bernstein, 1992). If applied to the context of this study on qualitification, there is a high demand of qualitative research because there is a limited number of qualitative research experts (as opposed to quantitative research) and there are many institutions that are heavily focused on quantitative research. Therefore, educational and research leaders need to approach qualitification from this theoretical lens to foster qualitative research.

> **Memo 162:** August 8, 2023: Based on the law of supply and demand, the more people are exposed to qualitative research, the more their interest is aroused, and the more they seek for ways to learn it. If there is no exposure to qualitative research, qualitification may be slow because people may not get any interest in something to which they are not exposed.

If a university community does not understand the demand for qualitative research, the research leaders, research champions, or top administrators need to help open their eyes to the demand, to the need.

Planned Change Theory. The theory of planned change was created by Kurt Lewin, who was a social psychologist (Shirey, 2013) in the mid-20th Century. Levin's fundamental assumption of planned change was that

> if one could identify, plot and establish the potency of these forces, then it would be possible not only to understand why individuals, groups and organizations act as they do, but also what forces would need to be diminished or strengthened in order to bring about change. (Burnes, 2004, pp. 981-982).

According to Lewin, change takes time. It also requires people to identify barriers and factors that support change. Linking this theory to this study, qualitification takes time, requires a long-term commitment, and requires its planners to remove the barriers presented above and use the strategies discussed in the results of the fifth research question. P02, a business professor and research director, stated that

> You have to understand the theory of change, and you have to put before people why the reason for change and why the agency for change. You need to present it as an urgent thing. People need to see, see that we need to move from this to that.

About the courage to change, P39 stated for qualitification to take place, people need "[the] courage to go out of [their] comfort zone to embrace something new. But then, courage doesn't stop". Change from a quantitative research-heavy culture to a culture of qualitification requires a major institutional change that requires careful planning, implementation, monitoring, and evaluation; hence, the theory of planned change.

According to this theory of planned change, there are three phases: unfreezing, moving or transitioning, and refreezing (Lewin, 1947). For learning and change to take place, people need to move out of their comfort zone (unfreezing), learn something new using the necessary reinforcement (moving or transitioning), and stabilize the group with the new knowledge (refreezing). From the perspective of this study, in qualitification, the group of qualitative research learners or mentees need to unfreeze their beliefs about research, get rid of the misconceptions about qualitative research, and embrace the idea that quantitative research is not the only way to conduct research (unfreezing); then go through rigorous qualitative research training or learning (moving) until qualitification is achieved at the institutional level (refreezing) and beyond.

Memo 159: July 23, 2023: Once there's qualitification, the qualitative research worldview becomes a second set of eyes for the person who is well trained in qualitative research. Qualitification requires the learners to "have the courage to embrace something new" (P39).

This courage to embrace something new is aligned with the theory of planned change, especially as it relates to the unfreezing and moving phases of the theory.

Theme 14: Integration of Qualitative Research in the Institutional System

The fourteenth theme deals with strategies to integrate qualitative research in the institutional system. It is important to consider qualitative research integration in the institutional system when planning and fostering qualitification. This theme is made of three categories: qualitative research integration in the institutional culture, qualitative research integration in the institutional research agenda, and qualitative research integration in the institutional practices. They are presented and explained below.

Qualitative Research Integration in Institutional Culture

The first category in the theme of integrating qualitative research in the institutional system deals with the integration of qualitative research in the institutional culture. Each university does or should have its own institutional research culture. Some are better than others; and that is fine. This category is made of four codes. These codes are presented and explained below. They include acceptance of qualitative research for theses and dissertations, balance between quantitative research and qualitative research, challenge of people's mindset about qualitative research, and encouragement for faculty and students to embrace qualitative research.

Acceptance of Qualitative Research for Theses and Dissertations. The type of theses and dissertations accepted at an institution generally reflect the research culture of that university. A university that is heavily focused on quantitative research automatically has few or no qualitative research theses and dissertations. By accepting qualitative research theses and

dissertations, it can motivate students to undertake qualitative research; thus, contributing to qualitification.

P30 stated, "it is alright to have phenomenology as a thesis or a dissertation because they never thought that that could happen". P01, P32, and P44 also indicated that administrators, faculty, and students all need to understand and agree that qualitative research can and should be used for theses and dissertations. Of course, this acceptance can take time because it is about changing people's mindset, culture, and even addressing some misconceptions. Therefore, people involved in qualitification need patience, determination, and commitment to a long-term effort.

Balance Between Quantitative Research and Qualitative Research. Balance between quantitative and qualitative research is one of the codes that were referred to many times. Many people believe that while qualitification is promoted, it should be done in balance between quantitative and qualitative research. This balance helps prevent the "dangerous qualitification" that was mentioned earlier in this study; that is, the type of qualitification that promotes qualitative research so much that quantitative research begins to disappear from the university. Fairness, support, investment, and resources should be equally allocated to both quantitative and qualitative research, especially in institutions where social science research is taught or used.

Memo 088: July 4, 2023: There should be balance between quantitative and qualitative research training, theses, and dissertations.
Memo 089: June 18, 2023: Understanding and promoting both quantitative and qualitative research creates a healthy balance between the two approaches that is conducive to qualitification. Qualitative research should not be promoted to the detriment, replacement, or rejection of quantitative research and vice versa. In Institution 1 (I1), there were more qualitative research faculty (although there was the same number of quantitative and qualitative research courses in the curriculum). This imbalance in the human resource has led to an imbalance between quantitative and qualitative research production level; qualitative research has become predominant at this university.
Memo 090: July 4, 2023: Balance in research textbooks, research classes, research faculty, research training, and research resources must be promoted.
Memo 091: July 5, 2023: Balancing quantitative and qualitative research is both a strategy and qualitification evidence.

Memo 092: July 16, 2023: Students must be exposed to both quantitative and qualitative research in their research learning process.
Memo 093: July 17, 2023: In the strategy of balancing quantitative and qualitative research, people who teach research must be good in both quantitative and qualitative research, or the university must hire faculty who teach quantitative research and others to teach qualitative research. Both sides must have expert faculty.
Memo 094: July 21, 2023: Balancing quantitative and qualitative research in an institutional setting can possibly prevent "dangerous qualitification"; that is, the type of qualitification that leads to the minorization of quantitative research.

P15 stated that people and universities should not "discriminate between qualitative and quantitative research". P03 shared that "nowadays our, our dean really would, uh, encourage research instructors to also, um, incorporate not just, uh, quantitative but qualitative research in research writing and research subjects". P25 went farther to propose that "we can only have strong qualitative research if the proportion of research being conducted in the university is almost equal, perhaps 50%, quantitative and 50% qualitative research". Basically, the balance between quantitative and qualitative research is not just about teaching and learning but in all aspects of research in the university. Bottom line, there must be a balance between quantitative and qualitative research in several institutional systems, practices, and resources including, but not limited to, faculty, textbooks, curriculum, policies, exposure, training, production, and other instructional resources and approaches.

Change of People's Mindset About Qualitative Research. Old habits are difficult to change. People who are already wired in quantitative research and possibly have a negative attitude towards qualitative research may struggle to let go of their beliefs and embrace qualitative research. One of the ways to foster qualitification is to work on people's mindsets so that they can make room for qualitative research learning. P36 believed that "if they still have this mindset that undermines qualitative research, I think that it should be our goal to change that mindset for them to embrace qualitative research". As long as that mindset is not addressed, qualitification is

difficult or slow. People must be led to understand the need and merit of qualitative research. They need to understand the rigor and trustworthiness involved in qualitative research. They need to open their minds to look at the world and research problems from a more complex and comprehensive perspective than quantitative research is able to help with.

Encouragement for Faculty and Students to Embrace Qualitative Research. Talking about encouraging faculty and students to embrace qualitative research, P12 stated, "we have to motivate the, the faculty in this area of conducting qualitative research". P36 added to the same thought that "if the faculty is passionate about qualitative research, then it'll also influence the students to have that passion as well". Both faculty and students need to be encouraged to embrace qualitative research. This encouragement contributes to qualitification. Such an encouragement can only come from someone who is passionate about qualitative research and most likely, someone who has a solid understanding of its potential. Again, since qualitative research comes as a new perspective in many parts of the world, it really needs champions who can take the lead in inspiring and encouraging faculty and students to embrace it.

Qualitative Research Integration in the Institutional Research Agenda

To integrate qualitative research effectively in the institutional system, people need to integrate it in the institutional research agenda. Most universities are required to have a research agenda that guides the university for a determined period of time. This category of integrating qualitative research in the institutional research agenda is made of five codes. These codes are presented and explained below. They include assessment of the level of qualitative research knowledge and production, integration of qualitative research in the institutional research, intentionality in the integration of qualitative research in the institutional agenda, planned

qualitative research professional development, and use of qualitative research as an institutional strategic goal.

Assessment of the Level of Qualitative Research Knowledge and Production. If qualitification is to be done properly, it may be ideal to assess either formally or informally the qualitative research level at which most people at the target institution are. Furthermore, knowledge assessment can expand to qualitative research production. A simple computation of the ratio between quantitative and qualitative research projects or studies completed at the target institution could be useful for this purpose. The qualitative research needs analysis can provide important information to help plan qualitification effectively.

> **Memo 086**: July 25, 2023: Assessing the level of qualitative research knowledge and production is an effective strategy to diagnose the problem and plan qualitification effectively.

If qualitification happens accidentally, it may be messy and slow because of lack of such a needs analysis.

Integration of Qualitative Research in Institutional Research. Each university conducts its own institutional research. Integrating qualitative research in the institutional research helps capture voices that would have not otherwise been heard. P37 shared that "what we are going to do is we will conduct institutional research using qualitative research designs, and of course, uh, quantitative research also".

> **Memo 123**: July 20, 2023: This practice of integrating qualitative research in the institutional research leads to employees hearing their own voices and learning from how the institutional research was conducted (see P37).

Qualitative research in institutional research helps contextualize and put feelings to real issues that employees are experiencing and that the institution is trying to address. Institutional research should not be only about numbers. Stories captured from qualitative data can give institutional research a more complete picture than what is usually obtained from numbers alone.

Integration of Qualitative Research in Institutional Research Agenda. When qualitification is intentionally done, qualitative research must be integrated in the institutional research agenda.

> **Memo 124**: July 16, 2023: Some of the universities that have been successful in qualitification are those that have intentionally included qualitative research training in their institutional research agenda. By doing this, the university recognizes that there's an important gap in the research culture that must be addressed.

P15 stated the following about integrating qualitative research in the institutional research agenda:

> Communicate your agenda! And when I say communicate your agenda, the people should be able to identify themselves with the agenda. It should not be alienating to them. It should not be something that is a disconnect. Because, how can they participate in the agenda if they, they, they feel detached from it?…that's the whole point of why we are targeting research outputs to be just simply research outputs. We are not saying number of qualitative outputs, number of quantitative. We don't discriminate between these two because by simply not talking about it creates a notion that you are open to all possibilities of research outputs that you can think of…Communicate the agenda to be inclusive in as much as possible.

P36 added that "if it becomes part of their agenda, a university agenda, then, uh, the, the faculty can also, uh, organize trainings or conferences on qualitative research". If an effort is made in integrating qualitative research in a university and qualitative research is not integrated in the institutional research agenda, that is a clear misalignment problem that must be addressed. By having qualitative research as an integral part of the research agenda, the institution is likely to provide the necessary training, resources, time, and financial support that would lead to qualitification.

Planned Qualitative Research Professional Development. One of the major lessons learned from the third institution (I3) in this study is that, even when qualitative research is not in the curriculum, systematic planned qualitative research professional development can lead to qualitification. In that university, the limited research that was being produced before the series of qualitative research training that led to qualitification was almost solely quantitative research. After the systematic, well-planned series of qualitative research professional development of most of the faculty, the number of qualitative research outputs, presentations, and papers went up. P16, a former vice president of research, attributed the success of qualitification and the ensuing increase in research publication to the consistency in the planning of qualitative research professional development.

Use of Qualitative Research Growth as an Institutional Strategic Goal. In the third institution (I3) of this study, P38 shared that one of the reasons why the series of qualitative research trainings was successful and eventually led to qualitification was that the vice president for research had the institutional strategic goal to increase the research production of the university. In trying to reach that goal, the vice president for research thought of introducing qualitative research to see if it could be one of the solutions to empower people in research and eventually reach the goal. As a result of qualitification, the university was able to reach its goal of increasing significantly the research production. P25, a dean from the fourth institution (I4) in this study, believes that qualitification is possible "if you include qualitative research as one of the strategic goals of the university". Making qualitification a strategic goal of the university conveys the seriousness that the institution has towards integrating qualitative research in the institutional culture.

Qualitative Research Integration in the Institutional Practices

The last category about the integration of qualitative research in the institutional system is about integrating qualitative research in the institutional practices. This category has three codes. They are presented and discussed below.

Development of Qualitative Research Policies of the Institution. To strengthen research in a university, it is important to have the research policies. When qualitative research is weak or inexistent in a university, the university's research policies are usually focused mainly or solely on quantitative research. Therefore, revising the research policies to be more inclusive of qualitative research is important in qualitification. P29 stated that "qualitative research should be written in the manual of research…[it should] be written in the policies of the university". P33 added that "if you have a research policy in your institution, you need to follow it. So, to be able to write a research paper in qualitative research, there must be a policy" so that, in the words of P38, "it becomes a normal part of the research culture of the university". The integration of qualitative research in the university research policy is crucial in qualitification.

Memo 103: July 16, 2023: It is not uncommon to come across institutional research manuals that have limited or no policy on qualitative research. Such research manuals simply send a strong message to its users that qualitative research is not welcome. Department or institutional research manuals should clearly establish guidelines and policies for both quantitative and qualitative research.
Memo 104: July 23, 2023: Establishing qualitative research policies in an institution helps not only to maximize the expertise of the champions but it also establishes best practices and rigor of qualitative research while it ensures continuity of qualitative research after the champion moves out of the institution.

Qualitative research policies are an important guide, template, and assessment or evaluation tool that anyone at the target university can effectively follow and use. Therefore, in the qualitification process, research leaders need to assess to what extent their research policies take qualitative research into consideration.

Integration of Qualitative Research in Theses and Dissertations. Once qualitative research is accepted for theses and dissertations, it is important for the institution to reflect that acceptance in the thesis and dissertation guidelines and templates. Again, research manuals in many universities seem to have guidelines and templates aligned only with quantitative research. A clear and complete system must be put in place to support qualitative research in theses and dissertations.

> **Memo 125**: July 11, 2023: To successfully integrate qualitative research in theses and dissertations, the institution or department must intentionally prepare guidelines and templates to support that integration. Without such an intentional effort, students may not have the necessary support and resources to use qualitative research in their theses and dissertations.

Again, qualitification is a kind of work that must ideally be done intentionally and systematically for a long period of time.

Use of Rewards, Awards, Incentives, and Recognition for Qualitative Research Work. The use of rewards, awards, incentives, and recognition for qualitative research work was mentioned several times in this study as a strategy to integrate qualitative research in the institution. P13 stated that universities need to "provide incentives to people who are actually conducting qualitative research to motivate them to actually explore more into the qualitative aspects since, um, lack of motivation can often discourage people from exploring qualitative research". When introducing something new, incentivization cannot be ignored.

From the institutional experience of the third institution of this study (I3), P16 stated that the reason why "we were able to increase the research productivity is because of giving incentives". This finding is in line with the theory of planned change; where, when change is happening, there is a need for incentivization and support. After all, asking people to alter their mindset and start doing something totally new and a lot different from what they used to do, can come with a high level of uncertainty, stress, and frustration. Besides, people being asked to learn

and begin conducting qualitative research tend to be already busy with other regular responsibilities. So, it is an added responsibility to their life. It makes sense why they would need some external motivation, especially in the early days of qualitification.

> **Memo 157**: July 21, 2023: It is true that in most universities, faculty are called to teach, produce research, and serve in the community. Yet, it's usually teaching that receives most if not all the financial incentives. It explains why the other two responsibilities of the faculty are fairly ignored. So, incentivization of qualitative research learning and production is important to try to increase the institution's research production, which in turn supports qualitification.

Incentivizing research production must be assessed carefully for any university seriously considering to increase research production. The same goes for qualitative research production: people who have the courage to embrace and produce it must be incentivized, awarded, rewarded, or recognized. Just as a salary is given for teaching, there has to be a way to reward research production and community service, which are the other two sides of the triad of university faculty expectation.

Theme 15: Provision of an Environment Conducive to Qualitative Research Learning and Expansion

The fifteenth theme is about the environment that support supports qualitative research learning and expansion. The environment must be created that is conducive for qualitative research learning and expansion. Creating such an environment can support the other strategies discussed and recommended in this study. This theme is made of three categories: intentional promotion of qualitative research, provision of financial resources for qualitification, and qualitative research integration in the institutional strategic plan. They are presented and discussed below.

Intentional Promotion of Qualitative Research

Promoting qualitative research in an institution must be intentional when the university embraces qualitification. Since qualitative research is usually something new in the university, it

must be promoted to raise people's awareness and interest. Four codes came up to support this category of promoting qualitative research intentionally. They are presented and discussed below. They include promotion of qualitative research for advocacy, promotion of qualitative research in different venues, promotion research culture in general, and promotion of rigor in qualitative research.

Promotion of Qualitative Research for Advocacy. As was discussed earlier, one of the reasons why qualitative research champions are passionate about qualitative research is that it provides them an opportunity to advocate for a cause. Promoting qualitative research can therefore be done by emphasizing how much social justice can be achieved or promoted as a result of qualitative research.

Memo 133: July 9, 2023: Advocating for a minority group through qualitative research provides a voice for that group. Once novice qualitative researchers understand the ethical responsibility that a researcher has to advocate for their participants, those researchers may open up more to qualitative research and be more interested in learning and doing it right.

Qualitative research that is well done should include room for the improvement of life, work, profession, or practice.

Promotion of Qualitative Research in Different Venues. Qualitative research can be promoted in many different ways. P36 reported that for their research organization (RO3), they promoted qualitative research through email and social media.

Memo 134: July 25, 2023: Qualitative research can be promoted online, in print, and face to face.

There should not be only one way to promote qualitative research. Promoting qualitative research must use different ways possible to spread the word. People need to read and hear about it in multiple ways and contexts within and outside the university.

Promotion of Research Culture in General. Promoting a research culture in general in a university setting helps prepare the ground for qualitification when time for it comes. P35 stated that universities must "promote good quality research" in general. People who are already used to producing research may actually be readier to embrace qualitative research than those who have a weak research culture. Learning qualitative research for people who are used to producing research is like learning a second language, which depends considerably on the knowledge of the first language. It is not based on a vacuum.

> **Memo 135**: July 18, 2023: Without a strong research culture to start with, there is no way people would even think about qualitification.

Universities must promote the research culture as it is expected of them. This is a precursor to qualification later on.

Promotion of Rigor in Qualitative Research. Rigor in qualitative research is important in qualitification. Qualitative research must be well done not only to meet the scholarly expectations but also to be able to make it consequential to the lives of people who are involved.

> **Memo 136**: July 16, 2023: Rigor must be intentionally fostered in qualitative research training. If people are trained with the mindset that in qualitative research anything goes, then it will cause more harm than open new research opportunities. This is why qualitative research teaching, mentoring, and advising should always be in the hands of expert qualitative researchers.
>
> **Memo 137**: July 16, 2023: There's a need for monitoring and evaluation of the program of qualitification in an institution. This helps with both quantitative and qualitative assessment of the qualitification process.
>
> **Memo 138**: July 16, 2023: As P30 stated it, rigor must demonstrate depth (content substance), breadth (methodological expertise), and altitude (intellectual rigor).

Perhaps, the last memo above, which reflect on an interview that P30 participated in, captures well the need for rigor in qualitative research. People learning qualitative research must learn to demonstrate depth (content substance), breadth (methodological expertise), and altitude

(intellectual rigor). All these three dimensions must be fostered in qualitative research training and production.

Provision of Financial Resources for Qualitification

As one can imagine from all that has been discussed here, qualitification requires financial resources, just like any research at the university in general. It is no surprise that this category came up in this study. Simply put in the words of P01, "Put your money where your decision is". P02 shared more details in the following statement:

So, that means you also need resources, especially financial resources, to back up this kind of initiatives. Otherwise, it'll be very difficult to just be talking. So, there has to be budget provisions. It means leaders also have to buy into this and embrace qualitative research. I see that as one of the possible directions for change.

This category of financial resources for qualitification is made of three codes: financial support for qualitification, financial support for research in general, and provision of support for faculty to attend qualitative research conferences.

Financial Support for Qualitification. Qualitification is a complex and long process that requires financial means. P05 believes that, in qualitification, "maybe the, the first thing that they need to do is to consider the budget".

> **Memo 114**: July 16, 2023: Funding for qualitification can include training, incentives for qualitative research outputs, grants for qualitative research projects, or for attendance to qualitative research conferences for those who successfully complete their qualitative research. It can also include paying membership for faculty to join a qualitative research organization as well as qualitative research instructional materials.

Funding is needed in the qualitative research learning, training, development of qualitative research policies and instructional materials, and payment of support staff as well as qualitative research production. All these must be considered in budgeting for qualitification.

Financial Support for Research in General. Again, if a university is serious about research, it must have a budget for research. From the institution experience of the third institution of this study (I3), the former vice president for research stated that the administration "was supportive in terms of giving finances to the research office. So, little by little, the research culture started to, to develop". At this institution, they experienced a significant increase in research production due to qualitification.

Memo 115: May 6, 2023: Funding alludes to "budgeting". There are two areas that are coming up in the data: funding to enhance research institutionally in general and funding specifically for qualitification since there are limitations in this area of funding in many universities. Usually, the research budget is for office supplies, capability building, research conduct and publication, as well as publication awards.

Memo 116: July 13, 2023: There's a need to train funding agencies in assessing the merit of qualitative research proposals and encourage them to be open-minded towards both quantitative and qualitative research proposals equally.

For the purposes of qualitification, the research budget must consider the outcome of the qualitative research needs analysis and factor that in budgeting.

Provision of Sponsorship for Faculty to Attend Qualitative Research Conferences. Qualitative research conferences are venues for people to share their qualitative research outputs and to learn from other qualitative researchers and qualitative research experts from other institutions. About the faculty, P02 recommended that universities "sponsor them for a qualitative research conference…most people would be willing to go for a sponsored one and interact with so many qualitative researchers". It became clear in this study that attending and participating in qualitative research conferences is considered both an opportunity for learning but also an incentive for people who are able to produce qualitative research. Conferences allow faculty to disconnect almost completely from their teaching and community service to focus solely on research. Spending two or more consecutive days at a qualitative research conference is a great learning experience and opportunity for those who are learning or producing qualitative research.

Qualitative Research Integration in the Institutional Strategic Planning

The last category within the theme of providing an environment conducive to qualitative research learning and expansion is that of integrating qualitative research in the institutional strategic plan. When the institutional strategic is being developed, research is included, and by extension, qualitative research should be included. This category has two codes that are presented and discussed below. They include benchmarking with other higher education institutions in qualitative research and collaborating among and with higher education institutions on qualitative research.

Benchmarking With Other Higher Education Institutions in Qualitative Research. Benchmarking with other universities that have strong qualitative research culture can be beneficial in promoting qualitification. In addition to qualitative research training, P06 believes that universities need to "sponsor faculty to be sent to, to do benchmarking with other institutions who are doing qualitative research and also to visit institutions that are specialized in qualitative research". Benchmarking allows people to learn about the best practices of the other institutions. It can also eventually lead to collaboration between universities. What makes benchmarking unique is that it is intentional and targeted on a specific area of the university. Those who are traveling to the other university have a specific goal and area on which they wish to benchmark. It therefore provides a great learning and mentoring opportunity. For sure, those interested in qualitification can benefit greatly from benchmarking.

Collaborating Among and With Higher Education Institutions on Qualitative Research. Collaboration among and with other universities is another opportunity to promote qualitative research. P44 stated that it is important to develop "continuous partnerships with institutions strong in research and organize a professional group". Some universities are stronger

than others in qualitative research; therefore, an exchange of faculty who are good in qualitative research, qualitative research trainers or mentors can be quite beneficial to members of both collaborating universities. Collaboration could also be through joint qualitative research conference presentations, qualitative research co-publications, trainings, workshops, and colloquia.

> **Memo 095**: June 1, 2023: Collaboration on capacity building, in research production and publication is supportive to qualitification.
>
> **Memo 096**: July 9, 2023: Organizations that are pushing for qualitative research can approach top university leaders to get buy-in that can get top university leaders to send their faculty to the appropriate qualitative research training sessions.

Another way to promote collaboration is between universities and research organizations. These two entities can support each other in the areas of qualitative research conferences, trainings, workshops, seminars, webinars, and publications. Collaboration usually creates synergy that leads to achieving more than one entity could achieve alone.

Theme 16: Provision of Qualitative Research Human Resources

The next theme is about providing qualitative research human resources. Because of the complexity and many needs of qualitification, it is important for the university administration to provide qualified qualitative research human resources. Qualitification should be managed by qualified people who preferably have knowledge, experience, and passion for qualitative research. The provision of qualified qualitative research human resources can be done either through developing the needed staff or by hiring people who are already qualified. These are the two categories for this theme. They are presented and discussed below.

Development of the Needed Human Resources for Qualitative Research

In many universities, there is a limited number of qualitative research people who can support qualitification. In this case, the university needs to develop its own people; capacitate them

in qualitative research so that they can spearhead qualitification. This can be done in five different ways as reflected in the codes below. They include development of qualitative research faculty, development of qualitative research trainers, mentors, or champions; qualitative research investment in younger faculty, training of research office staff in qualitative research, and training of faculty and staff in qualitative research.

Development of Qualitative Research Faculty. Given that research teaching and production in a university setting tends to be predominantly in the hands of the faculty, it is important to build faculty capacity in qualitative research. P05, a dean of the graduate school and a qualitative research champion in his university, stated "I have to make sure that my faculty are capable of doing qualitative research". Because of this belief, he went on to plan several qualitative research training sessions for his faculty. Once the faculty have learned qualitative research, it becomes easier to have qualitative research mentors, trainers, and eventually, qualitative research teaching faculty. They can also start conducting qualitative research studies, publish qualitative research, and develop advanced knowledge of this field.

Memo 102: June 30, 2023: Instead of hiring new faculty (if there is no budget), an alternative approach could be to identify younger faculty who can be groomed into qualitative research. Furthermore, it has been proven effective to train most faculty in qualitative research so that they are functional in both quantitative and qualitative research.

Developing faculty in qualitative research has many benefits in qualitification, and eventually, it can lead to an overall increase in research production of the university.

Development of Qualitative Research Trainers, Mentors, or Champions. When qualitative research is new or limited in a university setting, it is important to consider preparing qualitative research trainers, mentors, or champions who can eventually lead and support qualitification. Both trainers and mentors help in qualitative research capacity building. While trainers tend to work with groups of people, mentors provide one-on-one guidance in qualitative

research. Champions can eventually rise from the trainers and mentors that have been developed in the university. Champions play an even bigger role than trainers and mentors. As was discussed earlier, qualitative research champions are trainers, mentors, and advocates of qualitative research in different parts of a university.

   Qualitative Research Investment in Younger Faculty. It was found that investing in empowering younger faculty in qualitative research is beneficial to the university and leads to sustainability of qualitative research.

> **Memo 126**: July 11, 2023: Younger faculty are much more open to learning new things while older faculty already have their established ways to conduct quantitative research that they don't want to look at the other side.

Not only are younger faculty much more open to learning new things, they also have the energy and a long time ahead of them to serve the university. So, they may be faster in learning qualitative research because of their age and because they are still developing their career. Furthermore, with what they learn early in their career, they can sustain that for a long period of time; thus, contributing to qualitification in the long run. P22 stated the following about younger faculty:

   I would consider the characteristics of every generation, for example, among millennials, one of the characteristics among them is trying to challenge the system and another is being adventurous. So, if you are boxed in the idea that, okay, these are the numbers and that's the interpretation, the young ones would question, why, why are these numbers being interpreted like this? And you can only answer the why questions if you are using qualitative research, because for me, if I have the numbers, I will ask questions to go deeper…Perhaps, for me, the young ones are more inquisitive when it comes to what is happening.

Adventure is another characteristic of younger faculty. The older people are, the harder it becomes for them to take risks. Usually, age comes with a strengthened status quo of doing things; therefore, making it more difficult for older faculty to embrace qualitative research than younger ones.

Training of Research Office Staff in Qualitative Research. The research office staff play an important role in the research culture of a university. Usually, if they are heavily focused on quantitative research or if none of them has qualitative research expertise or experience, they may not feel well prepared to support qualitative research. Therefore, the university community is left to fend for themselves as far as qualitative research support is concerned. In fact, this may lead to skewness in the allocation of different resources provided for quantitative and qualitative research. So, in planning and fostering qualitification, it is important to provide qualitative research training to the research office staff. About qualitification, P14 stated, "it starts from the research director who must undergo the process of all the [qualitative research] designs and also the people in the research department…so that they can promote qualitative research". P25 shared more details about the need to training faculty and staff in the following statement:

> if you really want to promote or strengthen…qualitative research, you have to start equipping the faculty by having competent faculty members, to teach qualitative research. I think that is the most important thing to do because, how can you encourage qualitative research when you do not have people who will lead your students to conduct qualitative research, but you yourself are not competent to do it?…how can you promote qualitative research?

Memo 143: July 9, 2023: Other than the faculty, it is the research office staff who play an important role in the research culture of the university (including assisting faculty, staff, and students with their research projects). Equipping them could definitely help in qualitification.

Basically, everyone who is somewhat involved in research in the university setting needs to receive proper training on qualitative research, including the research office staff.

Training of Faculty and Staff in Qualitative Research. Training both faculty and staff in qualitative research is equally important. About the need for faculty training in qualitative research, P16 stated that "you can't really share something that you do not know". Therefore, it is important "to make sure that my faculty are capable of doing qualitative research", according to P05. The more people are trained in qualitative research, the better for qualitification as found in this study.

Memo 144: May 25, 2023: Training teachers/faculty in qualitative research makes qualitification easier because they are the ones who implement it. Without their expertise, experience, and support, qualitification can be pretty slow.
Memo 145: July 16, 2023: In addition to capacitating teachers/faculty in qualitative research knowledge, they also need to learn how to teach qualitative research. There should be training sessions on that as well.
Memo 146: July 21, 2023: P38 believes that qualitative research training must involve a large number of people to lead to qualitification, not just a few individuals.

Both faculty and non-teaching staff can benefit from qualitative research training and therefore contribute to qualitification: faculty because they are in the front line of research in a university setting, non-staff because they support the faculty and because the non-teaching staff too can conduct qualitative research and provide training and mentoring.

Employment of Competent Human Resources for Qualitative Research

Employing people who are already competent in qualitative research is another category that emerged as an effective way to promote qualitative research through the provision of the right human resources. This category is made of five codes, which are presented and discussed below. They include access to qualitative research experts, employment of experience qualitative research faculty, advisors, and reviewers; employment of a research director or assistant skilled in

qualitative research, hiring of qualitative research expert faculty, and outsourcing of qualitative research experts.

Access to Qualitative Research Experts. Accessing and providing access to qualitative research experts are useful in continuous qualitative research learning. About the institution I1, which was the university with the highest level of qualitification, P41, a doctoral student there, stated "I would say that I've observed that most of my faculty, uh, the professors, they are really active in qualitative research as well.". The research director of the same university, P02, stated that for qualitification to happen, "the right faculty should be in place because, in the graduate school alone, we have, um, more than four faculty who had, uh, qualitative, uh, research backgrounds". Without access to qualitative research experts, many novices may struggle in their qualitative research learning process. It is always important to have an expert with whom learners and mentees can check their progress, understanding, assumptions, and for guidance. In some universities, there may be no or a limited number of qualitative research experts. In such cases, networking with qualitative research experts outside one's university can be useful. This is where belonging to a qualitative research community or organization, for instance, becomes important because it provides access to a variety of qualitative research experts.

Employment of Experienced Qualitative Research Faculty, Advisors, and Reviewers. Depending on the available financial resources, a university may decide to hire qualitative research faculty, advisors, and reviewers—reviewers in the sense that they can review papers, projects, theses, and dissertations produced at the university, not just peer reviewers for a journal. P45 stated:

> the first thing from my own observation is to have experts in qualitative research employed.
> It's not enough to have just a one-week training or two-day training. Um, there should be

proponents of qualitative research as part of the faculty of institution; that is very important.

From my own experience; that has worked well…And it's so contagious.

Basically, qualitative research becomes "contagious" and therefore leads to qualitification in general when expert qualitative research faculty, advisors, and reviewers are hired or employed.

> **Memo 110**: July 17, 2023: According to P32, students who are interested in conducting qualitative research studies for their theses/dissertations end up doing quantitative research to avoid any conflict with their research advisors or committee members who may have no or limited knowledge of qualitative research. Having qualified research advisors who can support students in qualitative research is therefore important towards qualitification.

Hiring experienced qualitative research faculty, advisors, and reviewers can certainly speed up the qualitification process and its effectiveness if there is a system and intentional support in place for qualitification.

Employment of a Research Director or Assistant Skilled in Qualitative Research. The university research staff (including the vice president for research, the research directors, and research staff) play an important role in the university research planning, research production, research training, research budgeting, and research management in general. If qualitification is the goal of the university, these personnel must receive qualitative research training, especially if it is not familiar to them. If she were asked how to deal with qualitative research in a university research office, P37 stated,

I think I would put as a research director someone who is good in quantitative and qualitative research; that's the perfect research director. But if you cannot find this in one person, maybe there's one who is in quantitative research and there's one who is in qualitative research.

> **Memo 111**: July 16, 2023: While having a research director who is focused specifically on qualitative research and qualitification in a university is ideal, this is not an easy practice because most universities have only one research director. However, in significantly larger universities

where more than one research director is needed or appointed, this is a recommendation that should be taken into consideration.

The university or the research office needs to come up with the plan about how the research staff would support qualitification. This decision must be intentionally made so that there is support for both quantitative and qualitative research.

Hiring of Qualitative Research Expert Faculty. Conducting a qualitative research study may not necessarily make one an expert qualitative research faculty. Speaking of their university, P40 stated that "the university is, uh, recruiting, or it has tried to recruit instructors who are qualified to teach qualitative research". An expert on qualitative research would be a faculty who is well recognized by peers as an expert, has taught qualitative research for a long time, has conducted and published qualitative research studies, and has delivered qualitative research talks, trainings, and seminars. It is someone people go to if they have doubts or some needs about certain qualitative research concepts, methods, designs, or questions.

Outsourcing of Qualitative Research Experts. Not all universities have qualitative research experts. In this case, such universities need to outsource them. P12 stated that it is important to "get the right person, the resource persons to talk about qualitative research". It is not anyone who claims to be an expert qualitative researcher who is in reality an expert.

Memo 129: July 11, 2023: In places or countries where the field of research is dominated by quantitative research, qualitative research experts are few in number. Any university interested in qualitification needs to outsource them.

Outsourcing qualitative research experts is a common practice in places where there is a limited number of experts. Out of the three research organizations that participated in this study, two outsourced their trainers and peer reviewers. Out of the four institutions that were included in this study, three outsourced qualitative research trainers. Until a university develops its own qualitative

research experts, outsourcing is likely the best strategy to deal with the lack or limited number of experts.

Theme 17: Provision of Qualitative Research Learning Resources and Opportunities

In continuing exploring the strategies that foster qualitification, another theme that came up was the provision of qualitative research learning resources and opportunities. Of course, to learn qualitative research effectively, it is important to have appropriate resources and opportunities. This theme is made of two categories. They include availability of qualitative research learning avenues that contribute to qualitification and production and availability of qualitative research learning resources. They are presented and discussed below.

Availability of Qualitative Research Learning Avenues That Contribute to Qualification

The availability of opportunities to learn qualitative research plays an important role in qualitification. If people want to learn qualitative research, they need to have different opportunities or places where they can do so. This category is made of three categories: provision of multiple exposure to qualitative research, attendance and participation in qualitative research colloquia and forums, and attendance and presentations at qualitative research conferences. They are presented and discussed below.

Provision of Multiple Exposure to Qualitative Research. Throughout the interviews, it became clear that many people, probably not all, who had embraced and grown into qualitative research had had multiple exposure to qualitative research learning. They did not learn qualitative research from just one opportunity. Therefore, it is important to provide different opportunities for people learning qualitative research to have multiple exposure to it.

Attendance and Participation in Qualitative Research Colloquia or Forums. Qualitative research colloquia and forums were considered necessary in helping people learn

qualitative research. Some of these may be organized internally within the university or externally among universities or among faculty, staff, and students from different institutions and research organizations. The frequency and consistency of these qualitative research colloquia and forums contribute to qualitification.

It was found in this study that the reason why the third research organization (RO3) of this study had been so influential in qualitification in the Philippines was that it runs regular qualitative research colloquia. Almost everywhere where data was collected, this organization was mentioned as having played an important role in teaching people qualitative research. Again, maybe if qualitative research was an integral part of curriculum in all the universities, such qualitative research colloquia would not be necessary. However, due to the great need in the area of qualitative research, such colloquia and forums are quite important in helping people learn qualitative research and connect with other qualitative researchers.

Attendance and Presentations at Qualitative Research Conferences. Another strategy to learn qualitative research that came up frequently in the data was about attending and participating in qualitative research conferences. P25 stated that "allowing our faculty and our students to participate in these qualitative research conferences, at local or international level…is the way of integrating or making sure that qualitative research is promoted and that it can become part of our culture". In their classes, both P37 and P45 encouraged students to consider completing their qualitative research studies and publishing them. Such an encouragement sends a strong message to students that it is possible and desirable to publish qualitative research.

Memo 139: June 2, 2023: Qualitative research conferences provide an opportunity for people to learn from what other researchers have accomplished. While people share their research outputs, they can receive constructive feedback from their audience. Qualitative research conferences are great learning opportunities.

Research conferences generally last 2-3 days on average. During those conference days, conference delegates are focused solely on qualitative research; an experience that is not too common around the world. They are able to meet other qualitative research experts, exchange and discuss qualitative research ideas, and learn together. Those who present their work are able to receive constructive feedback as they interact with their audience. All this contributes to learning and eventually to qualitification.

Production and Availability of Qualitative Research Learning Resources

The second category in the theme of the provision of qualitative research learning resources and opportunities is the production and availability of qualitative research learning resources. Obviously, when people need to learn something new, they need to access learning resources. It is no different for qualitative research. This category is made of four codes: availability of qualitative research resources online, increase of qualitative research textbooks or library enrichment, provision of qualitative research software and technology, and showcase of good qualitative research studies. They are presented and discussed below.

Availability of Qualitative Research Resources Online. There are many resources available online (some are even free of charge) that are helpful to qualitative research learning. Therefore, P13 recommended to "go toward the continuous promotion of quality research, especially online. That is where a lot of people are in terms of research. So, I think, that's really important…when, um, trying to promote and educate people about qualitative research". Qualitative research mentors, trainers, and faculty, as well as mentees and learners, need to take time to look for them and utilize them. Finding freely available online learning resources is especially important because it makes the whole learning process cost effective.

Memo 088: July 9, 2023: Free online qualitative research resources are especially important due to cost effectiveness, especially in countries where quality qualitative research resources

> are expensive. Besides, online resources are much more accessible than print resources. One of the ways the online sharing has been very useful is sharing through social media groups (e.g., the Asian Qualitative Research Association, Qualitative Research Connect, Qualitative Research, The Qualitative Report, Qualitative Research) and qualitative research journals.

While social media can waste people's time, it can be used productively by sharing qualitative research resources as it has been done on Facebook and other social media platforms.

Increase of Qualitative Research Textbooks or Library Enrichment. The university that had the highest level of qualitification in this study, that is I3, has an extremely large collection of qualitative research textbooks. Over the years, the university has intentionally invested in increasing their qualitative research collection. The collection includes some of the newest and leading qualitative research textbooks. These resources make qualitative research learning deeper, complete, and convenient for the students of that university, their faculty and staff as well. From that university, P37 stated, "a university can provide recent and I would say the most credible sources of qualitative research and have a rich collection of qualitative research books in the library". According to P40,

> ...of course, books provide, uh, extra knowledge as far as qualitative research is concerned. uh, it's a fact that usually when we are in class, uh, professors are not going to provide everything; they're not going to teach everything. So as long as books are there, they help you to dig deep into what some of those concepts are.

Lack of appropriate learning resources in qualitative research can only hamper qualitification.

In addition to having qualitative research resources, it is important to consider contextualization because many quality resources that are used for qualitative research teaching and learning are developed predominantly in Western countries.

> **Memo 122**: July 23, 2023: Contextualized textbooks may need to be developed and utilized when the qualitative research learning context is outside of the US and Europe to prevent the Eurocentric worldview of qualitative research and integrate the local worldviews.

Because qualitative research is culture-bound, given that it focuses on social interactions, behaviors, and lived experiences, it is important to contextualize qualitative research. It is from this perspective that Wa-Mbaleka and Rosario (2022) published The SAGE Handbook of Qualitative Research in the Asian Context because they had discovered that there were many dimensions in the Asian context that were not considered in the mainstream qualitative research textbooks.

Provision of Qualitative Research Software and Technology. There is technology for both data collection and data analysis. While what was referred to in the data of this study was directly about data analysis, technology for data collection was indirectly referred to. Some interviewees mentioned that they used audio and video recording devices while others used photo cameras. Not much was discussed on qualitative research data collection because the focus seemed to be more on qualitative research analysis software. Maybe this is because the task of handling qualitative research data is cumbersome, complex, and if not handled with the appropriate software, it can be a daunting task especially when dealing with major qualitative research studies.

Speaking of personal experience, P11 stated, "the graduate school is planning to have that HyperRESEARCH application for me to use in my study. So,…I'm very happy to have that support". Significant advance has been made in developing and making qualitative research data analysis software available to researchers. Some of the leading ones include HyperRESEARCH, ATLAS.ti, MAXQDA, Nvivo, Quirkos, Transana, Provalis Research Text Analytics, WebQDA, Dedoose, F4analyse, Raven's Eye, Qiqqa, among many others. Some are used online, others are used only offline, and others have the capability to be used online and offline. Creswell (2013) established criteria to select the best software for one's needs and people are encouraged to check that or a similar list to be informed about the selection of their qualitative research software.

Showcase of Good Qualitative Research Studies. One of the barriers to qualitification discussed earlier was the lack of samples of good qualitative research studies, theses, and dissertations. P12 stated that "to showcase some of the studies conducted in the area of qualitative research" is important. Showcasing good qualitative research studies produced in a university can provide another great learning opportunity for people who are new to qualitative research.

Theme 18: Qualitative Research Mentoring and Training Strategies

Another theme that came up about the strategies to foster qualitification was the set of qualitative research mentoring and training strategies. This theme had two categories; one for mentoring and another for training. The category for training emerged as the core category because it had the largest number of frequencies and connected to the largest number of other categories. The two categories are presented and discussed below.

Qualitative Research Mentoring Strategies

It has already been established that qualitative research mentoring is important in qualitification. However, this category, which is made of four codes, dives deeper into the different mentoring strategies that help people learn qualitative research effectively. These four codes are discussed presented and discussed below. They include elimination of fear of qualitative research, faculty mentoring students in qualitative research, peer mentoring or collaboration in qualitative research, and qualitative research mentoring in different forms.

Elimination of Fear of Qualitative Research. As was discussed earlier, one of the barriers to qualitification is the fear of the unknown of qualitative research. P02 recommended that "we need to remove that fear from you". Many people try to avoid the unknown; that is why they prefer to remain in the known world, their comfort zone of quantitative research. So, mentoring helps decrease or remove the fear that learners of qualitative research may have. This is one of the

reasons why the qualitative research teacher, trainer, or mentor needs to be an expert in qualitative research and good in teaching, training, or mentoring, so that the elimination of fear of qualitative research can be done effectively.

Faculty Mentoring Students in Qualitative Research. When it comes to research, it is common to see students rely on the research faculty. Because of the generalized fear that people have about research, teaching that is coupled with mentoring can help support students learn qualitative research better. P08 stated the following about the need to have faculty mentor students:

I must admit that mentoring the students is very crucial in the process of completing a qualitative research study. So, as a teacher, I must guide them step by step. I must be there if they have, um, questions in their minds about it, I, I must be available to, um, share with them or guide them in the process of planning a qualitative research study.

From their class recordings, it was evident that both P37 and P45 were highly interested in mentoring their students beyond class time because they offered times when students could meet with them for additional guidance or if students faced any challenges in their hands-on learning. The qualitative research faculty needs to be available to provide one-on-one support to students who need additional help.

A faculty playing the role of a mentor to their students must also design and share qualitative research templates and exemplars for learners to follow as they take their baby steps in qualitative research.

Memo 112: July 14, 2023: Part of mentoring students is to design and share qualitative research templates and exemplars with them.

Speaking of the positive outcome of student mentorship from the faculty, P40 shared,

I want to believe that in universities where students present, there is really good mentorship from professors. They encourage their students to one, write, then write what is publishable

and focus on presenting it maybe in a conference or a seminar. And, um, that, of course, builds confidence in students, you know, to present their work if they really receive good mentorship from their professors.

Faculty mentoring to students is quite a powerful strategy in qualitification. A qualitative research faculty must not only know, have expertise and experience in qualitative research, but must also be someone who is passionate about it so much that this faculty is willing to mentor the students.

Peer mentoring or Collaboration in Qualitative Research. Peer mentoring may be viewed differently in different cultures. It is a practice where colleagues learn from each other. Peer mentoring came up as another strategy for qualitification. P09 stated, "I can mentor my colleagues, I can, uh, I can bring them to the research culture…where we can do qualitative research, where I can also teach them how to do qualitative research". In their class, both P37 and P45 promoted cooperative learning and peer mentoring.

Memo 130: June 2, 2023: Faculty who collaborate on qualitative research projects learn from each other and grow together as qualitative researchers.

Memo 131: July 11, 2023: When there are public forums (such as student defense and faculty presentations), research critique is another excellent peer mentoring opportunity.

Memo 132: July 17, 2023: Training creates an opportunity for networking between expert/experienced and novice qualitative researchers that supports peer mentoring which leads to qualitification in the long term.

Peer mentoring is useful in qualitification, as can be seen in the memos above. It can happen in the same university, through qualitative research colloquia or forums and through a scholarly network.

Qualitative Research Mentoring in Different Forms. There are different mentoring forms. Mentoring can happen between faculty or between faculty and students. It can also happen through qualitative research teaching and learning, presentations, and publications. In fact, through the network of qualitative researchers, some people reach out to the experts through private

communication means to seek help or answers to certain qualitative research questions; this too is another form of mentoring. Multiple forms of mentoring are used in qualitification.

Qualitative Research Training Strategies

The second category of the theme of qualitative research mentoring and training strategies is the qualitative research training strategies. There are many strategies that can be used in training people in qualitative research. In this study, six of such strategies came up. They represent the six codes that make up this category: provision of qualitative research seminars or webinars, provision of qualitative research workshops, long-term training commitment, training of students in qualitative research, training on different qualitative research designs and methods, and training on qualitative research in general. They are presented and discussed below.

Provision of Qualitative Research Seminars or Webinars. Attending and participating in qualitative research seminars and webinars was found to be beneficial to learners of qualitative research. In P40's words, it is therefore important to "organize seminars that are in line with qualitative research". Providing qualitative research seminars and webinars must be planned and done regularly to support qualitification. The good thing with qualitative research seminars and webinars is that they are (or at least should be) conducted by people who are good in qualitative research, and who are able to present clearly a specific qualitative research concept, method, or design. In general, in webinars and seminars, the audience does not immediately apply what is learned while still in attendance of the session.

Provision of Qualitative Research Workshops. Workshops are basically webinars or seminars that integrate hands-on learning. The qualitative research workshop delegates are able to try out what they learn while they are still attending the workshop. A workshop is really supposed to be more of a guided hands-on learning "where there is an interaction between, you know, the

promoter of, uh, qualitative research and the people who are attending the workshop" (P01). It therefore gives less room for the speaker to speak and more room for the audience to apply what they are learning.

Long-term Training Commitment for qualitative research training. Qualitification requires a sustained effort in qualitative research training that involves long-term commitment. Qualitification is not something that happens overnight. After all, it is about learning and embracing a whole new field and research culture. P34 said that "it's a long-term thing. It's not just an event. It's not a sporadic thing when we just, you know, pop up with some good seminar or good, good event. No, no, no!". So, planning for qualitification must be intentional and requires a long-term investment in different types of resources such as finances, people, and time.

Memo 142: July 19, 2023: Qualitification requires a long-term commitment institutionally, individually, and organizationally.

This long-term commitment is expected from individuals, institutions, and research organizations whose part of their mission is to provide research trainings.

Training of Students in Qualitative Research. A specific mention was made in this study about the need to train students in qualitative research. Specifically, P27, a doctoral student, stated that "we really have to attend trainings and seminars on qualitative research, not only for the faculty, but for the students as well". This strategy of training students in qualitative research is especially important in universities where qualitative research is needed but the university offers no or limited number of qualitative research classes. Student thus having limited to no exposure to qualitative research need to attend qualitative research trainings to develop their qualitative research capacity.

Training on Different Qualitative Research Designs and Methods. Training on different qualitative research designs as well as on qualitative data collection and analysis was

indicated as a way to support qualitification. P13 emphasized the need for training on "different types or designs that fall under qualitative research" so that, according to P26, specific designs such as "phenomenology, ethnography, grounded and so on, could be promoted in, in…the university". As people grow in their qualitative research learning, they need to be exposed to different designs and methods. This type of training certainly helps equip people with a diversity of ways to conduct qualitative research. In the same line of thought, training people in other equally pertinent qualitative research topics such as qualitative research peer review and critical analysis of qualitative research reports is equally important when planning to diversity qualitative research trainings.

Training on Qualitative Research. This code called training on qualitative research in general was the most cited code in this study. While different types of training were referred to in other parts of the data, there were specific references made throughout the data about training on qualitative research in general. This is why it was set apart. Here are some of those references:

P10: "In my opinion, I guess they need to, to let our faculty train in qualitative research".

P13: "I think the last strategy that I would, um, come up with is, uh, training the educators themselves".

P14: "We need the experts to conduct qualitative research trainings".

P16: "I learned just from the trainings that we had".

P18: "You have to start from introducing a little a little training, one day or an hour, for example, introducing what qualitative research is all about".

P31: "Before I got involved in qualitative research, the first thing I did was that I joined trainings on qualitative approach".

P32: "That's why we are conducting some of the trainings but the problem with that is that we lack experts…"

P45: "Trainings are good".

Memo 148: July 9, 2023: Training on different aspects, dimensions, frameworks, assumptions, principles, strategies, process, importance and drawbacks of qualitative research is important

Training on qualitative research must consider multiple dimensions of the field and be planned accordingly.

Memo 149: July 11, 203: The qualitative research trainer must be an expert and experienced qualitative researcher who is also an expert trainer in the sense that he/she can effectively facilitate the learning that would lead people to embrace and eventually produce qualitative research.

A qualitative research trainer should not be someone who has the theoretical knowledge of qualitative research; it should be someone who has expertise and experience with it; someone who has conducted and published qualitative research.

Memo 150: July 14, 2023: Training on qualitative research software is something younger researchers get motivated with.

As part of training, the use of technology should be included. The younger scholars tend to enjoy this kind of training more than older ones. Furthermore, integrating technology in the training helps connect qualitative research to the current and future real world of the scholars.

Memo 151: July 14, 2023: Training has become a central code because in the Philippines, most universities did not have qualitative research courses in their curriculum. So, the only way for faculty to learn qualitative research systematically has been through qualitative research training from (usually outsourced) qualitative research experts.

In any university or country where qualitative research is not or is little integrated in the curriculum, qualitative research training is one of the best strategies to start and foster qualitification.

Memo 152: July 14, 2023: Part of training is to guide learners/novices to develop complex data collection skills so that they can get the best data possible.

People learning qualitative research must be exposed to different data collection methods so that they do not continue thinking that interviews are the only data collection method used in qualitative research. Qualitative research offers a limitless number of data collection methods and strategies that, if learned and implemented successfully, can lead to rich data.

> **Memo 153**: July 14, 2023: Whenever a training is offered in-house, it should not only be for faculty; students and should be considered as well.

The tendency is for universities to sponsor only faculty to attend qualitative research trainings. For obvious reasons of financial constraints, this practice is focused solely on empowering faculty so that they, in turn, can train their students. However, in some case, training is scheduled in-house. This is a practice that was reported in three of the four universities that were included in this study. When in-house training is offered on qualitative research, students, faculty, and staff should all be invited and welcome to join.

> **Memo 154**: July 14, 2023: While qualitative research training is a strategy for qualitification, it can also be a sign or evidence for qualitification (as seen in P23's response).

P 23 stated,

> I could say that the university has a strong or passion in terms of qualitative research first and foremost if, um, they have uh, various activities, uh, in terms of developing the skills and abilities and research of the faculty. So, they have uh, training workshops about qualitative research, knowing that qualitative research has different research designs…from case study to grounded theory to ethnography. So, if the university has several, um, activities conducted within the year or within the semester, then I think that university is passionate about qualitative research.

Basically, qualitative research training must intentionally be planned.

> **Memo 155**: July 16, 2023: Since administrators play an important role in qualitification, P30 suggested that it may be necessary to run a qualitative research training/class for administrators. This may be a long shot especially among administrators who are close-minded about qualitative research. However, it could be worth a try.

Since top administrators play an important role in supporting qualitification, they need to develop some basic understanding of qualitative research; some basic understanding about what they would be investing their resources in. For this reason, if there is a way to run a training for them, it would be ideal.

> **Memo 156**: July 17, 2023: Given the importance of training in qualitification, it is important to select a good trainer who is both experienced with qualitative research and is good in training others, according to P31.

The memos presented above demonstrate the intricacies pertaining to training in qualitative research. In a country that has been heavily influenced by quantitative research, it was highly necessary to use trainings to integrate qualitative research in the Philippine university research culture. Any other university or country facing any similar challenge must seriously consider qualitative research training as the major approach to foster qualitification.

Theme 19: Strategies for Active and Collaborative Qualitative Research Learning

Next to the last theme that came up in this study was the strategies for active and collaborative qualitative research learning. The strategies were classified into two categories: active qualitative research learning strategies and collaborative learning strategies.

Active Qualitative Research Learning Strategies

The category of active learning was made of two codes. These included hands-on learning and personal extensive reading. They are presented and discussed below.

Hands-on Learning. Hands-on learning is learning by doing. It is active learning. Speaking on hands-on learning in this study, P37 stated that,

it is empowering because, I think, when properly trained from the very beginning, from the time of conceptualizing, uh, the research study, and then, uh, formulating everything, preparing the proposal, and then gathering data and then analyzing the data, and then publishing the study, our, uh, qualitative researchers learn qualitative research very well.

> **Memo 116**: June 5, 2023: Hands-on learning = learning by doing. During the training, in addition to theoretical lectures from the trainer, the participants are able to try out new qualitative research strategies and develop new qualitative research proposals.

Training people in qualitative research should never be solely about lecturing them, although such a training has its place too. Ideally, hands-on learning should be promoted so that people can experience qualitative research in the real sense.

Personal Extensive Reading on Qualitative Research. Many participants in this study referred to the need of reading qualitative research materials as part of learning qualitative research deeper. All the champions talked about the extensive reading they had done and continue to do on qualitative research. P07 specifically stated that "we have to do more reading. We have to, um, to learn from the experts". P18 recommended to "continue learning, continue learning, do research, and read a lot of literature from different views about qualitative research". While finding qualitative research materials to read was a challenge until the early 2000s, substantive advance has been made in the last couple of decades in producing quality qualitative research textbooks and journal articles. There is even a rise in qualitative research blogs and websites that contain a large wealth of good qualitative research knowledge. Anyone learning qualitative research must consider investing in good qualitative research materials.

Collaborative Research Learning Strategies

In addition to the active learning category above, the second category was collaborative research learning strategies. This category had two codes: collaboration in and belonging to

qualitative research organizations, and development of a qualitative research community. They are discussed below.

Collaboration in and belonging to qualitative research organizations. Belonging to a qualitative research organization was found to be a good strategy to promote qualitification. P18 stated, "what you're going to have to do is to, is to be a member of this, uh, qualitative research organization and attend some of their colloquiums and conferences so that you'll know". Not only does it provide an opportunity for continuous learning and a safe haven for one's growth in qualitative research, it also opens up great opportunities for qualitative research collaboration. The last research organization of this study (RO3) was the most referred to for this code. Obviously, it had provided so many qualitative research events that many people were aware of it.

Memo 097: July 14, 2023: Qualitative research organizations are communities that offer a platform for collaboration, belongingness, peer mentorship, and growth.
Memo 098: July 16, 2023: Collaboration can be done through training, conference presentations, and publication.
Memo 099: July 18, 2023: In the words of P30, a qualitative research organization is a qualitative research watershed; it allows the members to always have water to drink for the new learning. Membership to the qualitative research watershed can be either institutional or individual or both.
Memo 100: July 23, 2023: A qualitative research organization provides a platform for qualitative research belongingness and also for peer learning, peer exchange, and team growth. That's where experts are also noticed and shared. Furthermore, the qualitative research organization must have a clear mission to train its members and values that unite the members for the common goal of qualitification and to build a strong passion for qualitative research in all the members (as was stated by P34).

Belonging to and collaboration within a qualitative research organization have many benefits. Collaboration within such an organization can be approached from different perspectives.

Development of a qualitative research community. A research community is an "incubation cell" for qualitative research, according to P34. This means that a qualitative research community is regularly bringing up new ideas, strategies, methods, concepts, perspectives on qualitative research. P30 considered it a "watershed", which means it never runs out of qualitative

research knowledge and learning opportunities. This leads to lifelong learning in qualitative research.

> **Memo 101**: May 18: A qualitative research community becomes an "incubation cell" for new ideas, new growth, and collaborative learning; it becomes an idea incubation. Incubation can be interdisciplinary or multidisciplinary within qualitative research. This leads to synergy in qualitification.

The concept of "incubation cell" leads to the concept of a brighter future that has a strong culture of qualitative research. Incubation is usually done in the purpose of new birth or new growth. When applied to qualitification, it is evident that P34 was calling for intentionality in planning and promoting qualitative research nationwide and beyond. P25 stated that one of the effective strategies of qualitification is "to organize or establish a group called a student club or faculty club whose primary focus is on qualitative research". This becomes the incubation cell that P34 recommended for qualitative research.

Theme 20: Discrepant Cases of Qualitification Strategies

The last theme of this study is made up of four discrepant cases that came up in this study in relation to qualitification strategies. The four cases are presented and the reasons for classifying them as discrepant cases are given. They include establishment of an institutional qualitative research journal, offering of a master's or doctoral degree in qualitative research, qualitative research training for the administrators, and student scholarship availability for qualitative research training.

Establishment of an Institutional Qualitative Research Journal

It was recommended that establishing a qualitative research journal in the university should be encouraged to promote qualitification. P30 specifically stated that qualitification is possible "if there is a journal for qualitative research in a university".

> **Memo 040**: July 16, 2023: Not every university can or should run a qualitative research journal; yet, this study is promoting qualitative research in all the universities where social science research is taught. So, while it is ideal, it is not practical to run a qualitative research journal in every university.

First, there are already plenty of qualitative research journals and disciplinary journals that publish qualitative research. It may not be necessary to start new ones, especially when a university is still busy trying to train its people in qualitative research. Second, running a journal requires new human resources that many universities may not necessarily have. There is no reason to reinvent the wheel when there are already so many qualitative research journals around the world. Third, establishing a journal of qualitative research, if necessary, should be done later when the institution has achieved a high level of qualitification. Interestingly, none of the four universities that participated in this study was running a purely qualitative research journal; yet, two of the four were quite advanced in their qualitification.

Offering of a Master's or Doctoral Degree in Qualitative Research

One participant indicated that it is ideal to run a master's or a doctoral degree in qualitative research to foster qualitification. P30 specifically stated that "there should be a master of arts in qualitative research". Again, there is some good sense in this strategy at the surface level, but it poses challenges at the underlying level.

> **Memo 041**: July 16, 2023: This recommendation of expecting every university that has strong qualitification to run a master's or doctoral program in qualitative research may be ideal but it is not practical nor required. For the same reason, not all universities that are strong or heavy in quantitative research run a master's or doctoral programs in quantitative research. However, for the sustainability of qualitative research as a field, each country may need to offer a master's and a doctoral program in qualitative research; not every university.

While it may be ideal to run a qualitative research master's or doctoral program in every university, it is not practical. However, it is not a bad idea to think of offering such programs at the national levels, especially in universities where doctoral research programs are offered.

Qualitative Research Training for the Administrators

One person proposed that top university administrators should receive qualitative research trainings as a strategy for qualitification. P31 made the following statement:

the third one is probably to start with the leaders…I will start from them because if we cannot get support from them, what else can the people do down the line? So, I feel there is a need to start from the administration, the management. Let's train them first [in qualitative research]. Train them first because they are the ones approving our requests.

Memo 042: July 17: While there's some value in this strategy, it is not something that's easy to do to get administrators together to train them in qualitative research except for administrators who are naturally drawn to research or the vice presidents and director of research. Many top administrators are not into research. However, this type of training can certainly help in the approval process of qualitative research applications as indicated by P31.

Sometimes, some administrators attend qualitative research trainings but they are few in number. Many top administrators are focused a lot more on administration than on research. Therefore, they may not be expected to attend qualitative research training. While it would be ideal for them to attend, it is not common nor practical in many cases.

Student Scholarship Availability for Qualitative Research Training

One participant recommended providing scholarships to students for qualitative research training as a strategy for qualitification. Again, on the surface level, this sounds like an interesting strategy. However, at the underlying level, it has some potential issues. P22, a doctoral student, made the following statement:

… just before he attended the phenomenological training…I spent a lot of money…I asked for assistance from the university…because I wanted to tell them that training from a qualitative research expert is better than what we get from our school. So, can you give us some assistance so, it can also benefit other students too?

Memo 044: July 14, 2023: Given that many universities struggle with their finances, offering student scholarships for qualitative research training is probably the last thing they would want to do. Investing in faculty training is a much more sustainable option because the faculty member who is trained can train many students over the years.

In itself, providing student scholarships for qualitative research training is not bad. It is budgeting that may cause challenges. Instead of investing money in such scholarships, the university might invest it in a more sustainable way by training their own faculty in qualitative research so that these may in turn train and mentor their students. Furthermore, the university can outsource a qualitative research expert trainer who can conduct an in-house training series that both faculty and students can attend. The first and third institutions that participated in this study and that turned out to be the strongest in qualitification had both used these latter strategies instead of giving student scholarships for qualitative research training.

Results for Research Question 6: Grounded Theory of Qualitification

The leading goal of this research study was to build the theory of qualitification; that is, the theory explaining how a whole institution comes to embrace qualitative research. The results presented for research questions 1-5 are contributory to this grounded theory. To lead the development of this theory, seven steps from Birks and Mills (2015) were followed. They were combined into five phases. These include initial coding, constant comparative analysis, intermediate coding, identification of the core category, diagramming, theoretical integration, and theoretical coding. Diagramming, theoretical integration, and theoretical coding were grouped into one final phase because they had a lot of overlap and because diagramming integrated these three steps. The five phases are described below and how they led to this grounded theory.

Coding

Following the standard and rigor of grounded theory, three levels of coding were used. They included initial coding, axial coding, and selective coding. They are described below.

Phase 1: Initial Coding

Initial coding deals with both codes or concepts, as defined in grounded theory. A concept is "a descriptive or explanatory idea, its meaning embedded in a word, label or symbol" (Birks & Mills, 2015, p. 86). The same authors define a code as "a form or a shorthand that researchers repeatedly use to identify conceptual recurrences and similarities in the patterns in the data" (p. 89). This first phase of this study was done as the first step of the data analysis. According to Table 10 presented earlier in this chapter, this study was made of 195 codes. The table lists all the 195 codes together with their related descriptions. This number is fairly large because of the nature of a grounded theory.

Phase 2: Constant Comparative Analysis

Constant comparison requires the researcher to constantly compare codes with each other, incident with each other, and groups of codes with each other (Birks & Mills, 2015; Tie et al., 2019; Urquhart, 2013). Two steps were taken for this. Throughout the initial coding, codes were compared with each other and incidents in the data were compared with each other to make sure there were no overlaps or off-topic codes. The second step was completed after all the interviews were already coded (initially 222 codes) to remove duplicates and merge similar codes. This is how the final list of codes came down to 195.

Phase 3: Intermediate Coding

Intermediate coding is about grouping codes together in meaningful groups. This was done in two different ways due to the purposes of this study. First, the grouping was done thematically

to be able to address Research Questions 1 to 5. In this case, the grouping of codes went from codes grouped in categories, and categories grouped into themes. Table 11 captures exactly how the 195 codes resulted in 45 categories, which resulted in 20 major themes. In this process, more constant comparison was done in this phase to make sure categories and themes were mutually exclusive.

The second way consisted of the results of the thematic analysis together with the existing literature, and the theoretical memos to come up with the preliminary theoretical grouping, which is required in grounded theory. From this point onward in the results of Research Question 6, the concept of "theme" is replaced by the concept of "category" to remain within the standard of generating a grounded theory. According to Birks and Mills (2015), intermediate coding "leads to the formation of categories as the researcher begins to identify explanatory, conceptual patterns in their analysis"; that means, the "integration of categories and their inherent properties" (p. 95). This assumption guided the development of the theory.

The same authors posit that "grounded theory categories are multi-dimensional and may consist of a number of sub-categories that together explain the broad concept" (p. 95) and its properties. While thematic analysis explains how codes are grouped into categories and categories in broad themes, it cannot provide much explanatory power. This is where grounded theory begins to take a shape because explanatory statements come up based on the data, the existing literature, and the analytic memos.

Analytic Memos as a Source of Intermediate Coding

To start with, the analytic memos below show the thought process that took place during the interviews, which was the major source of data in this study. For each analytic memo, notes were taken about the new methodological considerations for subsequent data collection and the

preliminary data interpretation. These memos helped both in the ongoing data collection and in

the development of the grounded theory.

Memo 001: October 14, 2022: Institution 1

Participant	Methodological Memos	Analytic Memos
P1F	1. Create an audit trail record template. 2. Revise interview guide to avoid overlap. 3. Interview dean because he pushed for qualitative research in this university.	1. You need to have champions who are passionate about qualitative research to lead the way. 2. You must promote and fully support the culture of research. 3. It must be clear that that quantitative and qualitative research are not mutually exclusive but mutually-supportive and on a continuum. 4. There is a need for resources to support learning.
P2D	1. Create a mind map to be revised at every stage of the interviews. 2. Ask about library holdings on qualitative research in each university.	1. There is a need for qualitative research textbooks. 2. Incorporate qualitative research in curriculum. 3. Incorporate research in all the courses. 4. Remove fear of qualitative research (the unknown). 5. Consider planed change theory.

Memo 002: October 17, 2022: Institution 2

Participant	Methodological Memos	Analytic Memos
P3-Female	None	None
P4-Female	None	None
P5-Male	Check the list of recent qualitative research trainings	1. Bias against qualitative research includes negative attitude towards qualitative research, subjectivities, qualitative research considered too long, and people not wanting to change. 2. There's need for faculty training. 3. It is important to promote balance between quantitative & qualitative research. 4. Qualitative research is for complex issues. 5. Motivation is needed in in qualitative research. 6. There is a need for a budget for qualitative research training. 7. Universities should make training on qualitative research designs a priority. 8. Universities should foster an institutional research culture that includes qualitative research.

		9. Evidence of qualitification is seen in outputs through publication and community projects. 10. There is a need for qualitative research sustainability over the years. 11. Catalyst: The Commission on Higher Education (CHED) mandate for theory generation at the doctoral level propelled qualitative research in the Philippines.
P6-Male	None	1. There is a need for qualitative research training. 2. It is important to benchmark with universities with good qualitative research 3. The presence of qualitative research theses is evidence for qualitification. 4. Faculty qualitative research publications, conduct of qualitative research by students and faculty are indicators of qualitification.
P7-Female	None	1. Lack of qualitative research knowledge is a qualitification barrier. 2. More qualitative research reading is necessary for qualitification. 3. Learning can happen from the experts through trainings, collaboration, and mentoring. It is important to have qualitative research experts. 4. Qualitative research needs sustainability. 5. Qualitative research mentorship is needed. 6. Small group learning can be of help. 7. Hands-on activities on the use of qualitative research is a good strategy to learn qualitative research. 8. Recognition must be given to people who complete the best qualitative research studies.
P8-Female	None	1. Training is important for qualitification. 2. A strong tradition of quantitative research can be a qualitification barrier. 3. Shared learning from those who attend seminars can contribute to qualitification. 4. Reading qualitative research resources is a strategy to learn qualitative research. 5. Student mentoring through a step-by-step process and mentors' availability to guide them and model for them contribute to qualitification.
P9-Male	None	1. Mentoring leads to transfer of knowledge. 2. Conferences and trainings contribute to qualitative research learning.

		3. Collaborative research among faculty/students and between universities contributes to qualitification. 4. Intentional inclusion of qualitative research in the institutional research culture contributes to qualitification.
P10-Male	None	Training and mentoring support qualitification.
P11-Female	None	1. Fields that depend heavily on quantitative research (e.g., engineering) tend to slow down qualitification. 2. Qualitative research is considered tedious; which does not help in qualitification. 3. Qualitative research integration in the curriculum should start at the undergraduate level. 4. Financial support for qualitative research software and training is necessary for qualitification. 5. Training and seminars in qualitative research contribute to qualitification. 6. Applying the new qualitative research knowledge contributes to qualitification.
P-12	None	1. Qualitification is evidenced through generating practical solutions to change community and teaching. 2. Once empowered, faculty contribute to the increase in the research production and publication. 3. Showcasing the qualitative research outputs and solving problems using qualitative research, as well as changing policies and teaching based on qualitative research outputs can be evidence of qualitification. 4. Quantitative and qualitative research are not mutually exclusive; they exist on a continuum.

Memo 003: October 18, 2022: Research organization 1

Participant	Methodological Memos	Analytic Memos
P13-Male	None	1. An educational culture that focuses mainly on science and technology is a colonial mentality that is a qualitification barrier. 2. Lack of trust in or bias against qualitative research is a qualitification barrier. 3. Theory: Revivalism (new in the Philippines) might explain why qualitative research is spreading in the Philippines.

Participant	Methodological Memos	Analytic Memos
		4. Theory: qualitative research is about decolonization of knowledge.
		5. To boost motivation to learn and embrace qualitative research requires use of incentives, financial support, and training.
		6. It is important to promote qualitative research online.
P14-Male	None	1. Passion for research in general can contribute to qualitification.
		2. Promotion of qualitative research by the research department is important in qualitification.

Memo 004: October 19: October 19, 2022: Institution 3

Participant	Methodological Memos	Analytic Memos
P15-Male	None	1. Accountability for research production is important in qualitification.
		2. Strong research can contribute to qualitification.
		3. Inmate inclination towards qualitative research for some people can contribute to qualitification.
		4. Critical incident such as Yolanda typhon can contribute to qualitification.
		5. Imbalance in human resource and curriculum of quantitative and qualitative research is a qualitification barrier.
		6. Integrating qualitative research in the institutional research agenda is a qualitification strategy.
		7. Alienating people who do qualitative research is a qualitification barrier; the institution needs to be inclusive of both quantitative and qualitative research.
		8. Dialog between quantitative and qualitative researchers is necessary in qualitification.
		9. It is important to always search for (new) best qualitative research practices/skills.
		10. Enhancing writing skills is good for qualitification.
P16-Female	None	1. There should be a university agenda for qualitative research and its integration.
		2. Attending qualitative research conferences helps celebrate success, and provides multiple exposure to qualitative research.
		3. It is important to involve younger scholars or students who are still open to learning.

		4. Qualitification should focus on 3Ps: research production, presentation, and publication. It must also include application (in teaching, policy change, and extension programs). 5. Qualitification requires change of attitude. 6. The speaker's passion for qualitative research and empowering the participants contribute to better qualitative research learning. 7. Limited funds for qualitative research capacity building are a qualitification barrier. 8. Peer mentoring is a qualitification strategy. 9. Trainers must promote qualitative research ethics, rigor, and various designs. 10. Application of the new learnings is critical.
P17-Male	None	1. Weak writing skills are a qualitification barrier. 2. Administration bias against qualitative research is a qualitification barrier. 3. It is important to hire qualitative research experts for qualification.
P18-Male	None	1. Even math PhD holder acknowledges importance of qualitative research; there is no excuse against qualitification. 2. Faculty being invited as qualitative research experts (reviewers, speakers, presenters, external examiners) are an evidence of qualitification. 3. When funding agencies focus solely on quantitative research, it can become a qualification barrier. 4. Qualitative research involves the heart not just the head. 5. It is important to understand that qualitative research is about changing lives. 6. Qualitative research transforms the researcher to want to make a difference in other people's lives.
P19-M	Watch 1 YouTube qualitative research lecture every week on grounded theory.	1. Reaching the level of doing qualitative research for the passion of it instead of just incentives is ideal for qualitification. 2. Having a specific time for research incorporated in faculty load (e.g., 5 hours a week) can contribute to qualitification. 3. Limited time for in-depth exploration is a qualitification barrier. 4. Training on qualitative research software can contribute to qualitification.

P20-Male	1. It is important to conduct some interviews in universities where RO3 has no linkage.	1. The flexibility and fluidity of qualitative research make it attractive to people. 2. Language barriers in vocabulary and thick description can be a qualitification barrier. 3. RO3 is an organization for qualitative research networking, capability building, showcasing, and modeling.
P21-Male	1. Add the question: what are some of the indicators from what you listed?	1. Output based on qualitative research class work can help assess qualitification level. 2. Student being pushed to present qualitative research studies learn more qualitative research. 3. Creating a template for students to follow in qualitative research supports qualitative research learning.
P22-Male	None	1. The young generation is interested in new ideas and in challenging the status quo; they may be better at embracing qualitative research learning. 2. Qualitative research should start at the undergraduate level. 3. Qualitative research learning should be driven by the passion/care for touching people's lives. 4. Culture where oral tradition and sense of community is valued can be conducive to qualitification. 5. Personality helps develop qualitative researchers (e.g., extroverts may learn qualitative research faster than introverts). 6. The mindset that quantitative research is better than qualitative research is a qualitification barrier. 7. It may be important to offer scholarships at the institutional level for students to attend qualitative research seminars (but this may not be financially sustainable). 8. It is important to invest in mentally preparing students and novice qualitative researchers to deal with participants' emotions; that is, to deal with the affective dimension of qualitative research (new paper topic); specifically focusing on the researcher's mental health.
P23-M	Develop a new instrument for qualitative research champions	1. Qualitative research is about "walking with the participants". 2. Students must be involved in learning, production, and publication of qualitative research.

		3. It takes time for a university to embrace qualitative research; patience is needed.
P24-M	None	None
P38-F	None	None

Memo 005: October 24, 2022: Institution 4

Participant	Methodological Memos	Analytic Memos
P25-Male	None	1. A president's emphasis on quantitative research is a qualitative research barrier. 2. Having a qualitative research student/faulty club supports qualification. 3. Running qualitative research conferences supports qualitification. 4. Having qualitative research as a strategic goal of the university can support qualification.
P26-Male	None	1. Preparing qualitative research templates and forms can support qualitification. 2. The absence of qualitative research courses in the past has been a qualitification barrier. 3. Having a qualitative researcher in administration can be useful for qualitification. 4. Qualitative research must be institutionalized.
P27-Female	None	1. A national policy on qualitative research integration can support qualification. 2. The fact that qualitative research not widely used is a qualitification barrier. 3. Practice makes perfect; therefore, qualitative research practice is necessary for qualitification. 4. Qualitative research monitoring and evaluation is necessary for qualitification; therefore, there is a need to follow up on qualitative research training, production, and publication.
P28-Female	Using music to help people remember their past could be used as new qualitative research design; that is, music phenomenology.	1. Faculty can only share what they know; that is how qualitative research continues to be left out. 2. If a university research agenda is only pro-quantitative research, it becomes a qualitification barrier. 3. The research office needs to allow more time for qualitative research as it requires more time.
P29-Female	None	1. Having qualitative research guidelines can support qualitification. 2. Running regular qualitative research forums to share qualitative research and giving

		incentives for best studies can support qualitification.
		3. Qualitative research must be included in university policies and research manual.
P44-Female	None	None

Memo 006: October 26, 2022: Research Organization 2

Participant	Methodological Memos	Analytic Memos
P30-M	1. Consider TEMI.com for audio transcription (up to 95% accurate). 2. Consider adding another category of participants for qualitative research champions.	1. Having a peer review form for each qualitative research design can support qualitative research learning. 2. Having a director of qualitative research in a university can support qualitification. 3. It may be necessary to assign specific slots for grants for qualitative research in a university setting. 4. Using best qualitative research abstract/paper awards may inspire people for excellence. 5. Having a watershed to continuously feed into universities is a qualitification strategy. 6. Universities must be involved with qualitative research organizations. 7. Offering a MA and PhD in qualitative research can contribute to qualitification.
P31-M	None	1. The mindset is a challenge; it must be addressed. 2. Having the best trainers who are knowledgeable and have expertise in qualitative research is helpful for qualitification. 3. Having qualitative research experts in a university is a sign of a strong qualitative research culture.
P32-M	None	1. Schedule conflict in qualitative research training can be a qualitification barrier. 2. Removing the bias against qualitative research can contribute to qualitification. 3. A national policy that promotes methodology diversity can help with qualitification.
P33-F	None	Another bias against qualitative research is that it is too hard, too easy, too complex, etc.

Memo 007: October 27, 2022: Research Organization 3

Participant	Methodological Memos	Analytic Memos

P34-M	None	1. Partnering and networking with other research organizations for qualitative research can support qualitification.
		2. Exchanging qualitative research experts can support qualifification.
		3. Presentations start becoming more and more qualitative research-focused as a result of qualification.
		4. An individual predisposition to qualitative research is helpful in qualitative research learning.
		5. Qualitative research transforms and inspires the researcher.
		6. Qualitative research challenges one's philosophical framework.
		7. RO3 grows and shapes the culture of qualitative research.
		8. It may be a good idea to pay forward in empowering others in qualitative research
		9. There is a need for a qualitative research platform for scholars to meet and interact; this can result in growth of scholars in qualitative research and an increase in the number of experts and trainers
		10. Qualitative research culture must be a long-term venture, not just one event.
		11. Team spirit must be part of the venture.
		12. There must be deep organizational values to strengthen qualitative research and stick to them.
P35-M	None	None
P36-F	None	1. The passion of professors for qualitative research contributes to qualitative research learning.
		2. Facebook sharing can help in qualitative research learning.
		3. Webinars are helpful in qualification.
P37-F	None	1. One must have an advocacy to touch people's lives through qualitative research.
		2. Qualitative researchers are lifelong learners; they learn from different venues.
		3. Having good samples/models for different qualitative research designs is useful for learning.

		4. Having regular qualitative research forums, colloquia, or conferences is a sign of qualitification.
		5. Creating personal relationships (not just institutions) for qualitative research supports qualitification.
		6. Mentors must be willing to go beyond their call of duty in supporting qualitative research learners.
		7. Building learners' confidence through colloquia or sharing is helpful in qualitative research learning.
		8. Publishing qualitative research methods in university journals generates important qualitative research learning resources.

Memo 8: January 21-22, 2023: Institution 1

Participant	Methodological Memos	Analytic Memos
P39-F	None	None
P40-M	None	1. Make qualitative research mandatory. 2. Require research production in all research courses. 3. Use scaffolding in teaching qualitative research.
P41-F	None	1. Share institution-recorded videos of qualitative research talks. 2. Promote faculty-student research collaboration.
P42-F	None	None
P43-M	None	None

Memo 009: January & February, 2023: Champions

Participant	Methodological Memos	Analytic Memos
P37B-F	None	1. Promote equal acceptance and support of quantitative and qualitative research.
P18B-M	None	1. Train undergraduate students in qualitative research. 2. Promote equal funding for quantitative and qualitative research.
P5B-M	None	Use national policy such as CHED Memorandum 15 series 2018 to introduce and promote qualitative research.
P44B-F	None	None
P45-F	None	None

From the analytic memos above, the following preliminary statements to guide the generation of the theory were gleaned. They were all influenced by the research questions and the main goal of this study, as recommended by Birks and Mills (2015).

- Proposition 1: Qualitification depends on qualitative research champions (see Memo 001).

- Proposition 2: Qualitification requires financial and administrative support (e.g., time, finances, hiring or outsourcing of competent experts, development of competent qualitative research faculty) (see Memo 001).

- Proposition 3: Both quantitative and qualitative research must be equally supported and promoted (see Memo 001).

- Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources (e.g., textbooks, software, technology) (see Memo 001).

- Proposition 5: There are hinderances to qualitification that must be removed (e.g., bias against qualitative research, limited qualitative research knowledge, limited qualitative research experts, fear of qualitative research, limited time, lack of administrative support) (see Memo 002).

- Proposition 6: Different types of qualitative research training and strategies lead to qualitification (e.g., seminars, workshops, webinars, colloquia, forums, conferences, mentoring, classes) (see Memo 002).

- Proposition 7: Qualitification requires the institutionalization of qualitative research (e.g., through research agenda, research policy, institutional research, research curriculum, faculty training, research production, conferences) (see Memo 002).

- Proposition 8: Effective training depends on competent qualitative research human resources (e.g., trainers, staff, mentors, advisors, and reviewers) (see Memos 002 and 004).

- Proposition 9: Qualitification leads to increase in institutional research production, qualitative research production, social advocacy, and qualitative research experts (Memo 004).

- Proposition 10: Incentives help promote qualitative research (Memo 006).

- Proposition 11: Networking in qualitative research helps with qualitification (e.g., through publication, peer mentoring, conference presentation) (Memo 007).

The 11 propositions above were carried over in the subsequent steps of the theory generation to further refine them and eventually come up with the final grounded theory.

Development of Category Properties as a Source of Intermediate Coding

The 11 propositions formulated in the previous step were used and refined in this step to create the theoretical categories and their properties. This was done as part of the theoretical coding; that is, coding that helps establish the "advanced abstractions that provide a framework for enhancing the explanatory power" of the theory because it "promotes clarity and precision in the final product" (Birks & Mills, 2015, p. 119). At this stage, the focus shifted from raw data and original codes to higher levels of abstraction. Table 21 displays the categories, their related refined relational statements, and their properties.

Table 21

Categories, Properties, and Related Propositions

Category	Properties	Propositions
1. Champions	a. Competent b. Available c. Accessible d. Willing to share e. Resourceful f. Advocating for change in research and community	Proposition 1: Qualitification depends on qualitative research champions.
2. Financial and administrative support	a. Time b. Finances	Proposition 2: Qualitification requires

	c. Hiring or outsourcing of competent experts d. Development of competent qualitative research faculty	financial and administrative support.
3. Balance between quantitative and qualitative research	a. Support to both b. Resource allocation to both c. Policies for both d. Guidelines for both	Proposition 3: Both quantitative and qualitative research must be equally supported and promoted.
4. Instructional and learning resources	a. Textbooks b. Journals c. Software/technology d. Instructional resources d. Learning resources	Proposition 4: Qualitification depends on good qualitative research instructional and learning resources.
5. Hinderances to qualitification	a. Bias against qualitative research b. Limited qualitative research knowledge c. Limited qualitative research experts d. Limited time e. Lack of administrative support	Proposition 5: There are hinderances to qualitification that must be removed.
6. Training	a. Classes b. Mentoring c. Seminars/webinars d. Workshops e. Colloquia f. Forums g. Conferences	Proposition 6: Different types of qualitative research training and teaching strategies lead to qualitification.
7. Institutionalization of qualitative research	a. Research agenda b. Research policy c. Curriculum d. Faculty training e. Research production f. Conferences g. Institutional research	Proposition 7: Qualitification requires the institutionalization of qualitative research.
8. Competent qualitative research human resources	a. Faculty b. Trainers c. Advisors d. Mentors e. Staff f. Reviewers	Proposition 8: Effective training depends on competent qualitative research human resources.
9. Outcome of qualitification	a. Increase in institutional research production b. Qualitative research production c. Social advocacy d. Increase in qualitative research experts	Proposition 9: Qualitification leads to an increase in institutional research production, qualitative research production, social

		advocacy, and qualitative research experts.
10. Qualitification incentivization	a. Financial awards b. Recognition	Proposition 10: Incentives help promote qualitative research.
11. Qualitative research networking	a. Research b. Publication c. Conference presentations d. Peer mentoring	Proposition 11: Networking in qualitative research helps with qualitification.

From the table above, the 11 propositions were retained but more precision was made in the first and second columns.

Development of Relational Statements as a Source of Intermediate Coding

Next, the propositions as presented below demonstrate the development of relational statements free from details presented in the previous step.

- Proposition 1: Qualitification depends on qualitative research champions.

- Proposition 2: Qualitification requires financial and administrative support.

- Proposition 3: Both quantitative and qualitative research must be equally supported and promoted in qualitification.

- Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources.

- Proposition 5: There are hinderances to qualitification that must be removed.

- Proposition 6: Different types of qualitative research training and teaching strategies lead to qualitification.

- Proposition 7: Qualitification requires the institutionalization of qualitative research.

- Proposition 8: Effective training depends on competent qualitative research human resources.

- Proposition 9: Qualitification leads to increase in institutional research production, qualitative research production, social advocacy, and qualitative research experts.

- Proposition 10: Incentives help promote qualitative research.

- Proposition 11: Networking in qualitative research helps with qualitification.

Use of Existing Literature as a Source of Intermediate Coding

It is at this point that the existing literature was brought in to explore what has been published that may have some bearing on this study. To select the literature, the search that targeted keywords used in the first five research questions was conducted. It included Academic Search Premier, EBSCOHost, and ProQuest for journal articles, and a physical search of leading qualitative research books. Table 22 presents the sources that were found and included in the review of the literature as data of this study. Lessons learned from each source are presented in Table 22 together with their corresponding source, title, and type of document. The new concept that came up in the literature review and that was a new addition to this study is marked with an asterisk.

Table 22

Literature Review as Data

Source	Title	Type of Document	Lessons Learned
1. Cheek (2024)	Academic survival: Qualitative researchers in the neoliberal academy	book chapter	a. Mentor younger scholars for sustainability of the field of qualitative research. b. Protect the methodological rigor of qualitative research by preventing "the erosion of the field of qualitative inquiry in a neoliberal academy" (p. 609)*
2. Flick (2023)	State of the art and the future	book chapter	a. Qualitative research training must be substantive not superficial.

			b. Qualitative research training must include methods, practical experience, and art. c. Qualitative research learning must be intentional.
3. Vyhmeister et al. (2022)	Becoming a qualitative researcher	book chapter	a. Remove fear and hesitancy of qualitative research. b. Promote lifelong learning of qualitative research. c. Use the qualitative research developmental model to help novices grow. * d. Develop the inner side of the qualitative researcher: care, curiosity, tolerance for ambiguity, goodness, patience, affinity for words. * e. Develop the qualitative researcher's skills: research skills, focus, management skills, people skills, analytical skills. *
4. Larkins and Huang (2022)	Shaping qualitative researchers in the Asian context	book chapter	a. Contextualize teaching. * b. Use hands-on learning.
5. Obo and Gomez (2022)	Teaching qualitative research	book chapter	a. Use a variety of teaching strategies. b. Share quality resources. c. Guide learners.
6. Rosario and Wa-Mbaleka (2022)	Future directions of qualitative research in Asia	book chapter	a. Belong to a qualitative research organization/community. b. Publish qualitative research. c. Promote professional self-improvement. d. Network and collaborate. e. Welcome constructive feedback. f. Be creative. g. Develop deeper knowledge and strong skills of qualitative research. h. Promote co-existence of quantitative and qualitative research. i. Contextualize qualitative research. j. Exert personal effort to learn.
7. Venkaya et al. (2022)	A proposed model for writing and defending a qualitative	book chapter	a. Address major challenges to qualitification: lack of financial resources, limited qualified human resources, limited time, and limited instructional materials.

	research thesis or dissertation		b. Train research advisors and academic department heads in qualitative research. c. Develop qualitative research guides.
8. Bloor (1997)	Addressing social problems through qualitative research	book chapter	a. Qualitative researchers are "enlighteners" of policy makers/ b. Qualitative research improves practice.
9. Cypress (2020)	Fostering effective mentoring relationships in qualitative research	journal article	a. Provide mentoring. b. Establish and foster productive mentoring relationships
10. Eberle (2005)	Promoting qualitative research in Switzerland	journal article	a. Balance support to quantitative and qualitative research. b. Remove prejudice against qualitative research. c. Provide training, support, and materials for both quantitative and qualitative research. d. Create a qualitative research community or network.
11. Morse (2005)	Fostering qualitative research	journal article	a. Learn from qualitative research textbooks. b. Use qualitative research from peers. c. Learn from qualitative research classes. d. Learn qualitative research by doing it. e. Learn qualitative research from a mentor.
12. Schoenberg and McAuley (2007)	Promoting qualitative research	journal	a. Ignorance and bias against qualitative research are a constraint of qualitification. b. Reviewers' limited knowledge of qualitative research is a constraint of qualitification. c. Lack of rigor in qualitative research is a constraint of qualitification. d. It is important to provide qualitative research templates and guides for learning and reviewing.
13. Bender and Hill (2016)	Pedagogical considerations for effectively	journal article	a. Integrate qualitative research in the curriculum.

	teaching qualitative research to students in an online environment		b. Use hands-on learning in qualitative research learning. c. Develop good writing skills in qualitative research. d. Contextualize qualitative research. e. Contextualize qualitative research to the mode of delivery (e.g., online environment)
14. Cook and Gordon (2004)	Teaching qualitative research: A metaphorical approach	journal article	a. Use various instructional strategies to teach qualitative research (e.g., different figures of speech such as metaphors and analogies, simile, etc.). b. Contextualize qualitative research teaching to different academic fields.
15. Bourgeault (2012)	Critical issues in the funding of qualitative research	journal article	a. There is still bias against qualitative research in general. b. There is bias about qualitative research from funding agencies. c. Rigor must be fostered in qualitative research.
16. Cox (2012)	Teaching qualitative research to practitioner-researchers	journal article	a. Lack of qualitative research policy is a hinderance to qualitification. b. Limited qualitative research knowledge is a hinderance to qualitification. c. The curriculum must include qualitative research. d. The institutional research culture contributes or may become a hinderance to qualitification. e. The administration's inclination towards or preference for quantitative research is a hinderance to qualitification. f. The use of various instructional strategies is beneficial to qualitative research learning.
17. Danquah (2017)	Teaching qualitative research: A successful pilot of an innovative approach	journal article	a. Contextualize qualitative research teaching to different fields. b. Use various instructional strategies to teach qualitative research (e.g., qualitative learning series). c. Train people in different qualitative research designs.

			d. Use hands-on learning for qualitative research.
18. DeLyser et al. (2013)	Teaching qualitative research: Experiential learning in group-based interviews and coding assignments	journal article	a. Use group-based learning (which could be peer mentoring) for qualitative research. b. Use hands-on learning for qualitative research.
19. DeLyser (2008)	Teaching qualitative research	journal article	a. Promote deeper learning of qualitative research. b. Provide qualitative research training. c. Include qualitative research courses in the curriculum. d. Use hands-on learning for qualitative research. e. Request students to present their qualitative research outputs.
20. Frels et al. (2011)	The use of a checklist and qualitative notebooks for an interactive process of teaching and learning qualitative research	journal article	a. Use different instructional strategies to teach qualitative research (e.g., checklists, notebooks, reflective journal). b. Use hands-on learning in qualitative research. c. Include qualitative research classes in the curriculum.
21. Goussinsky et al. (2011)	Teaching qualitative research for human services students: A three-phase model	journal article	a. Contextualize qualitative research to different fields. b. Provide good exposure to qualitative research for the learners. c. Use hands-on learning in qualitative research. d. Include qualitative research in the curriculum.
22. Hoover et al. (2018)	Teaching qualitative research interviewer skills: A developmental framework for social justice psychological research teams	journal article	a. Contextualize qualitative research to different fields. b. Train students in various data collection methods. c. Provide qualitative research training.

23. Humble and Sharp (2012)	Shared journaling as peer support in teaching qualitative research methods	journal article	a. Use different qualitative research instructional strategies. b. Work on students' mindset to teach qualitative research. c. Remove fear and bias against qualitative research.
24. Mason (2002)	Teaching qualitative research methods: Some innovations and reflections on practice	journal article	a. Use various instructional strategies in qualitative research teaching. b. Use hands-on learning. c. Use timely constructive feedback (which is part of quality teaching and mentoring).
25. McAllister and Rowe (2003)	Blackbirds singing in the dead of the night?: Advancing the craft of teaching qualitative research	journal article	a. Use various instructional teaching strategies in qualitative research. b. Teach both the technique and art of qualitative research. c. Promote qualitative research rigor. d. Use hands-on learning.
26. Onwuegbuzie et al. (2012)	An exemplar for teaching and learning qualitative research	journal article	a. Use various instructional strategies. b. Use hands-on learning. c. Promote rigor in qualitative research. d. Include qualitative research in the curriculum.
27. Roulston et al. (2017)	Journeys to teaching qualitative research methods online	journal article	a. Include qualitative research in the curriculum. b. Contextualize qualitative research to the mode of delivery (e.g., online environment).
28. Subramaniam (2022)	Teaching qualitative research: Concept mapping as an instructional strategy	journal article	a. Use a variety of instructional strategies to teach qualitative research. b. Use concept maps in teaching qualitative research.

All in all, there were eight book chapters and 20 journal articles that were pertinent to this study.

From the table above, the following concepts were found to be an addition to the data that was

already collected from other sources. The other data from the literature review is not included

below but it is included in the previous table for audit trail purposes.

Protection of the Rigor of Qualitative Research. Qualitative research is going through a new paradigm shift in which some experts are calling for a post-qualitative paradigm (Carlson et al., 2023). Cheek (2024) warns against the neo-liberalization of qualitative research, referred to as "the erosion of the field of qualitative inquiry in a neoliberal academy" (p. 609). So, not only is there a need to promote qualitification but also the need to uphold the established principles of rigor of the field while allowing innovative methods and strategies to improve the field.

Use of the Qualitative Research Developmental Model. Vyhmeister et al. (2022) designed a developmental model that explains the different stages that people go through as they grow as qualitative researchers. This model can be used to understand the needs of the people who are new to qualitative research and to guide people in the different stages of development. This model is made of seven stages: uncertainty, curiosity, learning, passion, production, publication, and mentoring (see p. 499). While this is a new concept in the development of the grounded theory, it is something that is indirectly embedded in teaching and mentoring. Therefore, it is not added to the ongoing grounded since it is not a category in itself.

Development of the Inner Side of the Novice Qualitative Researcher. Vyhmeister et al. (2022) recommend that, as part of training people in qualitative research, special focus should be put on developing the inner side of the qualitative researcher. This focus includes, but may not be limited to, care, curiosity, tolerance for ambiguity, goodness, patience, affinity for words. Training in qualitative research is complete not only if it fills the "head" but if it also touches the "heart" of the researcher. With this emphasis, qualitative research training can help the novice researchers develop the necessary empathy that is expected in qualitative research.

Development of the Qualitative Researcher's Skills. Vyhmeister et al. (2022) recommend to include specially the research skills, focus, management skills, people skills, and

analytical skills when learning qualitative research. Qualitative research training is therefore more than just knowing qualitative research concepts. It also involves developing personal, interpersonal, planning, and managerial skills useful in carrying on a qualitative research skills.

Contextualization of Qualitative Research Teaching. Larkins and Huang (2022) recommend to contextualize qualitative research teaching and learning to the physical, cultural, and instructional setting. Bender and Hill (2016) recommend that contextualization take into consideration the modality of training or teaching (online vs. face-to-face settings).

The following table has a column that reflects the new data that came from the existing literature summarized in the previous table. The new items briefly discussed above have been added in Table 23 with an asterisk.

Table 23

Categories, Properties, and Related Propositions

Category	Properties	Propositions
1. Qualitative research champions and experts	a. Competent b. Available c. Accessible d. Willing to share e. Resourceful f. Advocating for change in research & community	Proposition 1: Qualitification depends on qualitative research champions.
2. Financial and administrative support	a. Time b. Finances c. Hiring or outsourcing of competent experts d. development of competent qualitative research faculty	Proposition 2: Qualitification requires financial and administrative support.
3. Balance between quantitative & qualitative research	a. Support to both b. Resources to both c. Policies for both d. Guidelines for both	Proposition 3: Both quantitative and qualitative research must be equally supported and promoted.
4. Instructional & learning resources	a. Textbooks b. Journals c. Software/technology	Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources.

	d. Instructional materials d. Learning materials	
5. Hinderances to qualitification	a. Bias against qualitative research b. Limited qualitative research knowledge c. Limited qualitative research experts d. Limited time e. Lack of administrative support	Proposition 5: There are hinderances to qualitification that must be removed.
6. Qualitative research training	a. Classes b. Mentoring c. Seminars/webinars d. Workshops e. Colloquia f. Forums g. Conferences h. Contextualization* g. Content, skills, and inner side* h. Protection against neo-liberalism*	Proposition 6: Different types of qualitative research training and strategies lead to qualitification.
7. Institutionalization of qualitative research	a. Research agenda b. Research policy c. Curriculum d. Faculty training e. Research production f. Conferences g. Institutional research	Proposition 7: Qualitification requires the institutionalization of qualitative research.
8. Competent qualitative research human resources	a. Faculty b. Trainers c. Advisors d. Mentors e. Staff f. Reviewers	Proposition 8: Effective training depends on competent qualitative research human resources.
9. Outcome of qualitification	a. Increase in institutional research production b. Qualitative research production c. Social advocacy d. Increase in qualitative research experts	Proposition 9: Qualitification leads to increase in institutional research production, qualitative research production, social advocacy, and increase in qualitative research experts.
10. Qualitification incentivization	a. Financial awards b. Recognition	Proposition 10: Incentives help promote qualitative research.

| 11. Qualitative research networking | a. Research
b. Publication
c. Conference presentation
d. Peer mentoring | Proposition 11: Networking in qualitative research helps with qualitification. |

Phase 4: Identification of the Core Category

A core category is a central "concept that encapsulates the process apparent in the categories and sub-categories constructed" (Birks & Mills, 2015, p. 97). It is easy to notice because "it has high grab; it is often a high impact dependent variable of great importance; it is hard to resist; it happens automatically with ease. Researchers tend to see their core category everywhere" (Glaser, 2007a, p. 14). The core category relates to as many categories and sub-categories as possible. It has the highest power of explaining the new theory.

To identify the core category, two strategies were used. First, it was necessary to consider the code that had the highest number occurrences in the data. Of the 2,405 accounts of the 195 codes, "training" alone accounted for 165 frequencies. When all the codes that made up the final category called "qualitative research training" were put together, that is, training on qualitative research (165), training on different qualitative research designs and methods (36), long-term training commitment for qualitative research training (15), qualitative research seminar/webinar (15), qualitative research workshop participation (8), training large numbers of people in qualitative research (4), and student training in qualitative research (2); the total frequency was 245 references. Alone, the category of "qualitative research training" accounted for roughly 10% of all the data in a dataset that had 45 categories.

The second reason of selecting qualitative research training as the core category was that it turned out to have the highest power to explain how qualitification happens. In universities or contexts where qualitative research has been quasi-inexistent for decades, training is a reasonable approach to introduce, promote, and foster qualitative research. After all, a core category is "the

central phenomenon around which all the other categories are integrated" (Strauss & Corbin, 1990, p. 116). As it will be seen in the diagramming phase below, many categories that came up in the ongoing theory development are connected to qualitative research training; thus, making it the core category.

Phase 5: Diagramming, Theoretical Integration, and Theoretical Coding

In general, diagramming plays an important role in visualizing the different components of the theory and its orientation. It helps abstract the concepts at the highest level of the theory development. There are many different ways of designing the diagrams depending on the theory and the researcher's creativity. According to Birks and Mills (2015), "when diagramming, there is only one rule: keep a record of what you have created and throw nothing away" (p. 102). In following this single rule about diagramming, the different stages of the diagraming that took place in this study are presented in the figures below. All in all, there were seven stages taken from the precedent table, including the 11 propositions, to design the diagrams presented below.

Figure 5 visualizes what constitutes the major constraints of qualitification.

Figure 5

Stage 1: Constraints of Qualitification
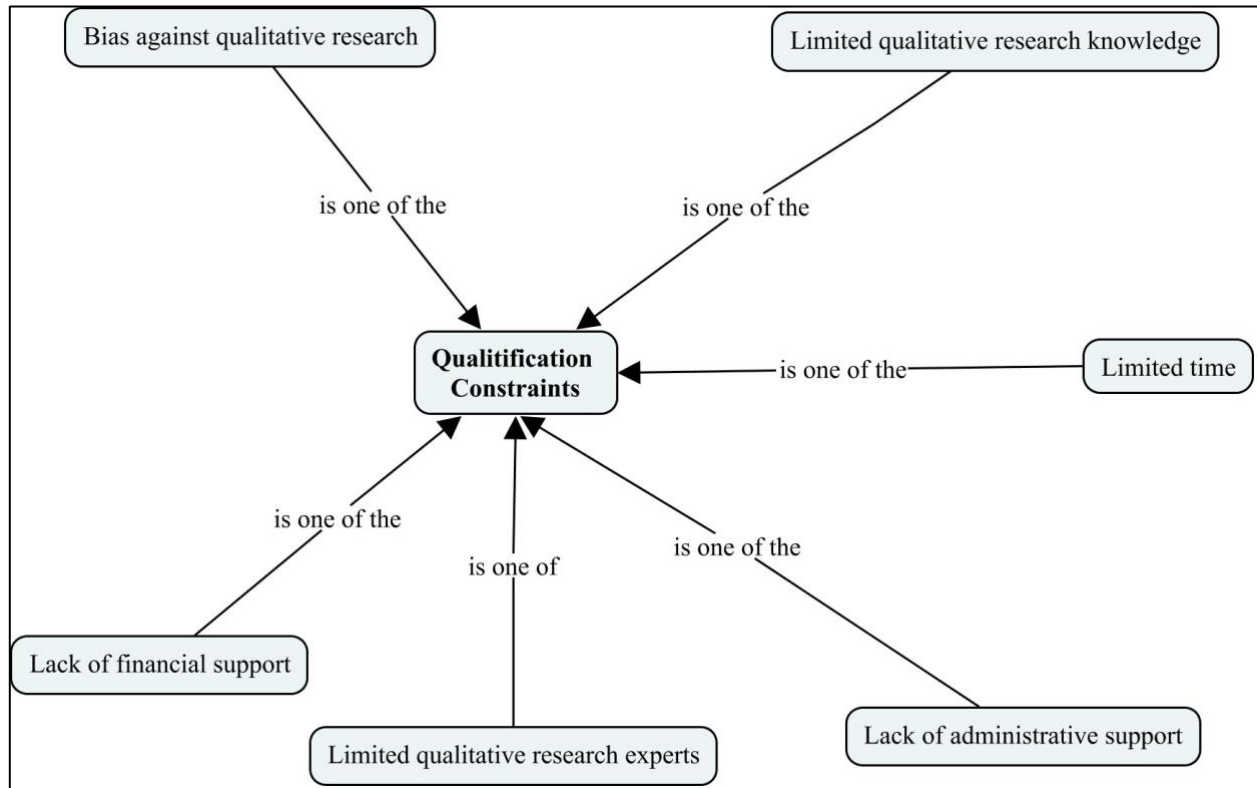
The following figure visualizes what constitutes the constraints of qualitification include bias against qualitative research, limited qualitative research knowledge, limited time, lack of administrative and financial support, and limited qualitative research.

Figure 6 visualizes what constitutes the major constraints of qualitification.

**Figure 6**

Stage 2: Qualitative Research Expertise and Support
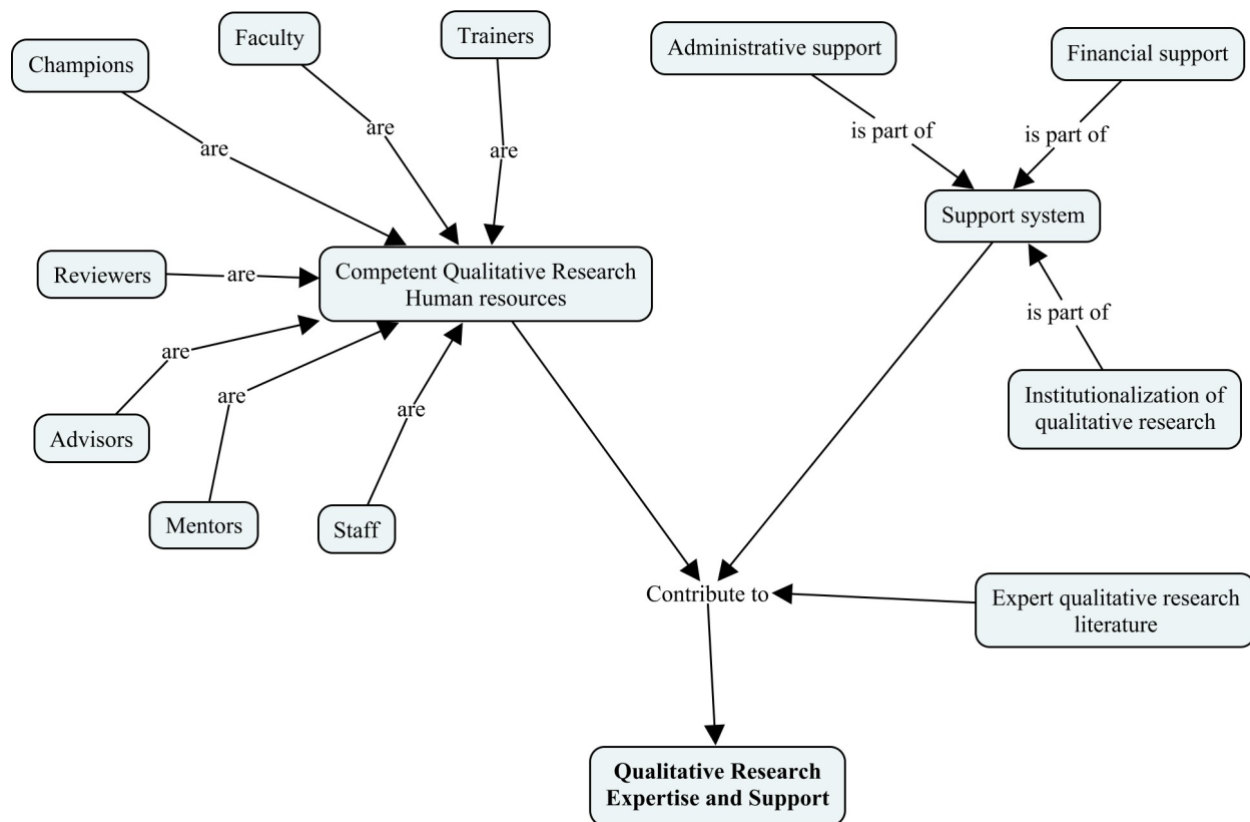
Based on the diagram above, qualitative research expertise and support contribute to qualitification through both the competent qualitative research human resources and support system. Competent qualitative research human resources include trainers, faculty, champions, reviewers, advisors, mentors, and staff. The support system includes both the administrative support and financial support. Furthermore, expert qualitative research literature contributes in the development of qualitative research expertise.

Figure 7 visualizes what constitutes qualitative research training types, strategies, and resources that support qualitative research training in general.

Figure 7

Stage 3: Qualitative Research Training Types, Strategies, and Resources
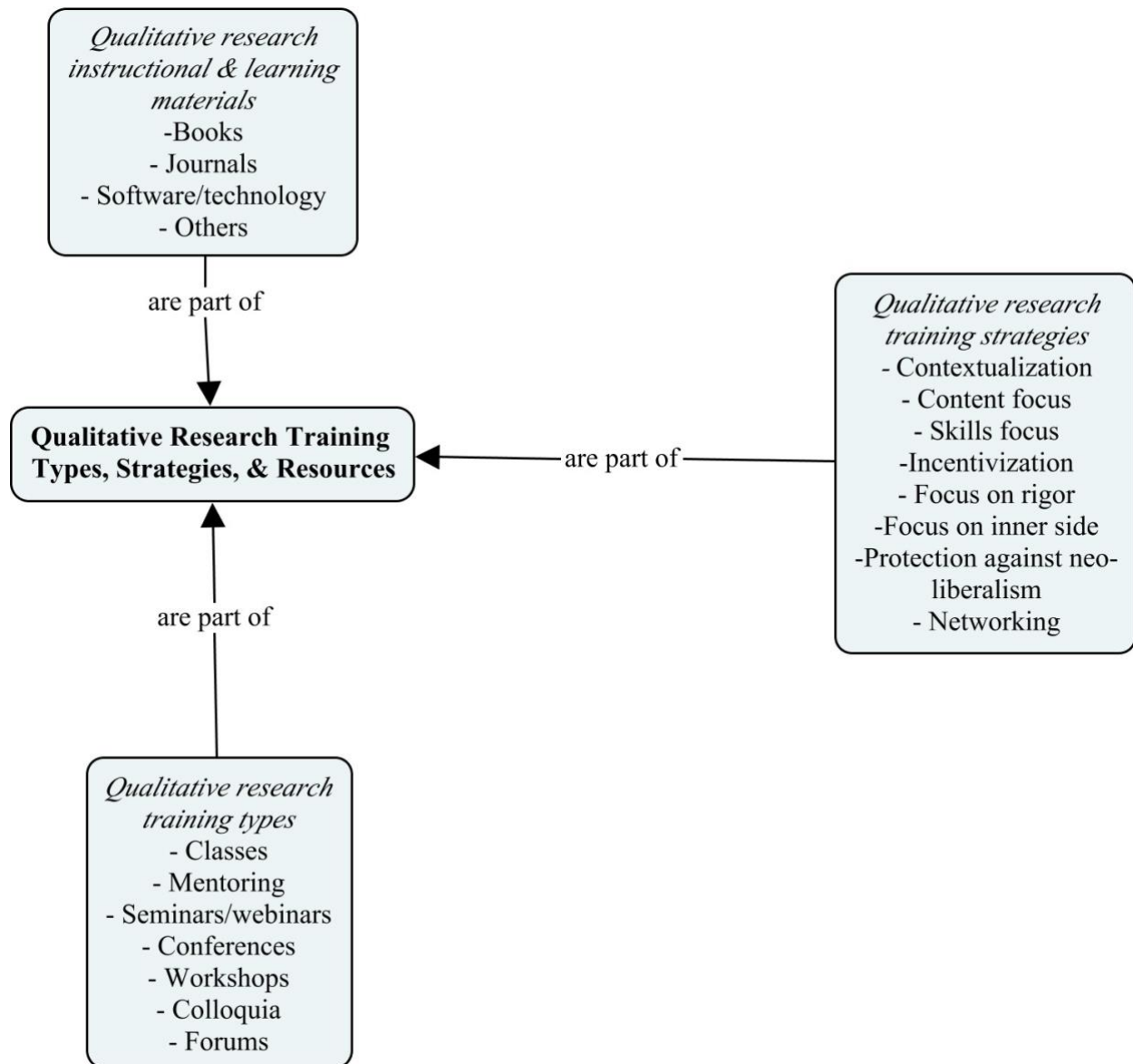
Based on the diagram above, the qualitative research training types that support qualitification include qualitative research classes, mentoring, seminar or webinars, conferences, workshops, colloquia and forums. Additionally, instructional and learning materials needed to train people in qualitative research include quality books, journals, software, technology, and other pertinent materials such as guides and templates. Last, the qualitative research training strategies

that lead to qualitification include contextualization of the training, focus on the qualitative research content, focus on qualitative research skills, focus on qualitative research rigor, incentivization of qualitative research, protection against neo-liberalism, and networking with both qualitative research experts and other qualitative research enthusiasts.

Figure 8 visualizes what constitutes one of the outcomes or evidence of qualitification; that is, an increase in qualitative research production.

Figure 8

Stage 4: Increase in Qualitative Research Production
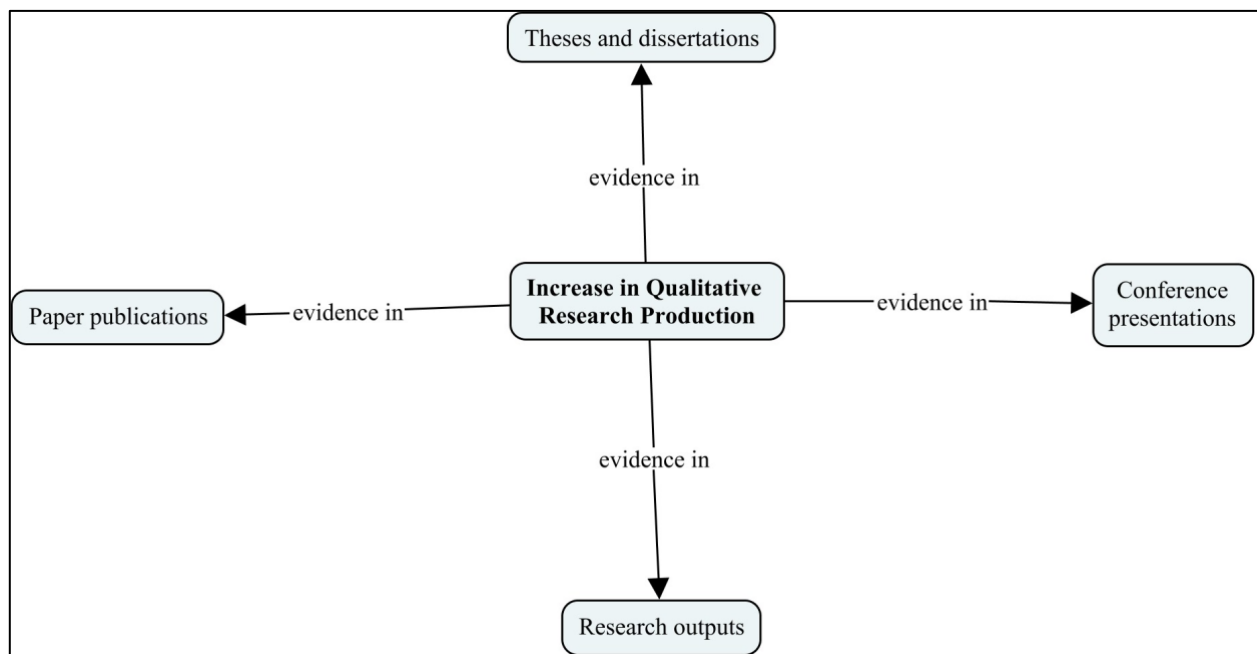
Based on the diagram above, one way of realizing qualitification in an institution or organization is the increase in qualitative research production. This increase can be seen in the number and quality of research outputs, theses and dissertations, conference presentations, and paper publications,

Figure 9 visualizes what constitutes competent qualitative research human resources that are evidence of qualitification.

Figure 9

Stage 5: Competent Qualitative Research Human Resources
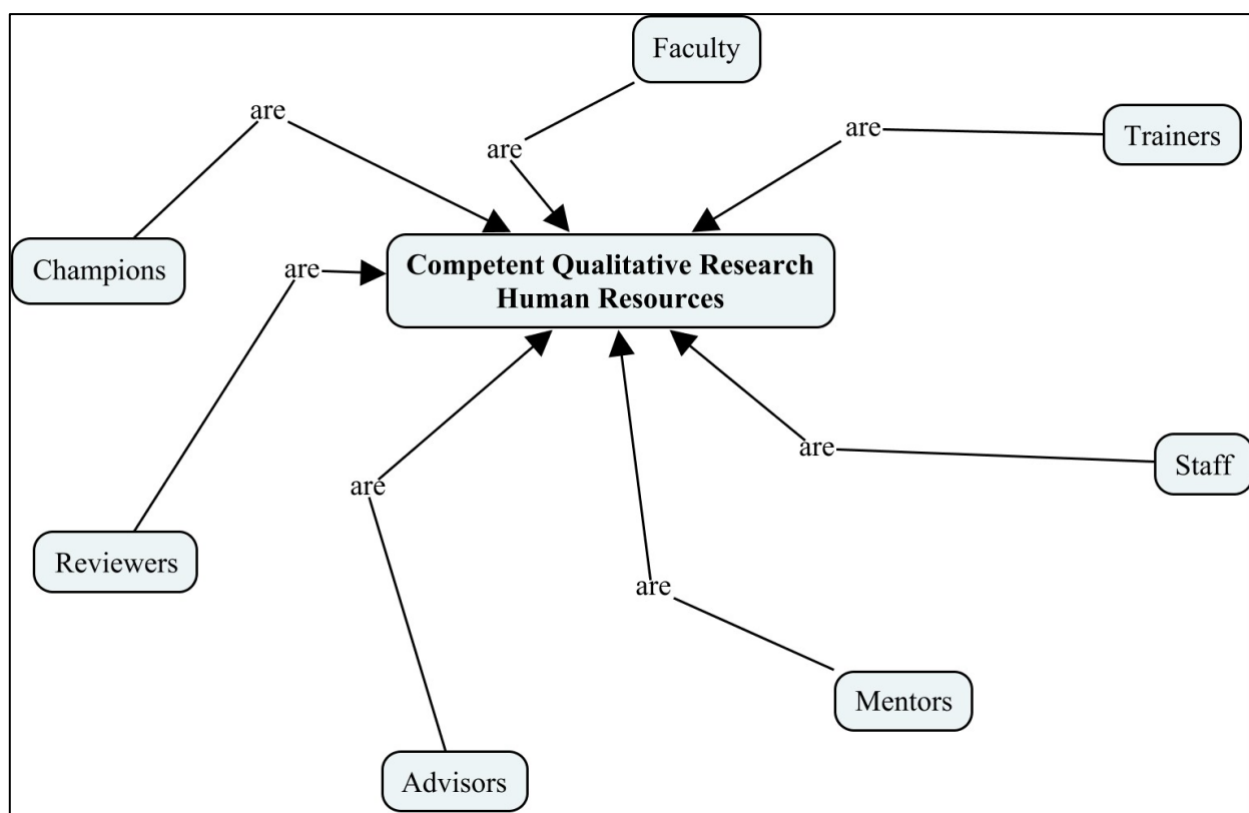
Based on the diagram above, qualitification leads to the same competent human resources that were presented above for the support of quality qualitative research training, and qualitification by extension. These include competent qualitative research champions, faculty, trainers, staff, mentors, advisors, and reviewers.

Figure 10 visualizes how qualitification leads to continuous qualitative research training and rigor.

Figure 10

Stage 6: Continuous Qualitative Research Training and Rigor
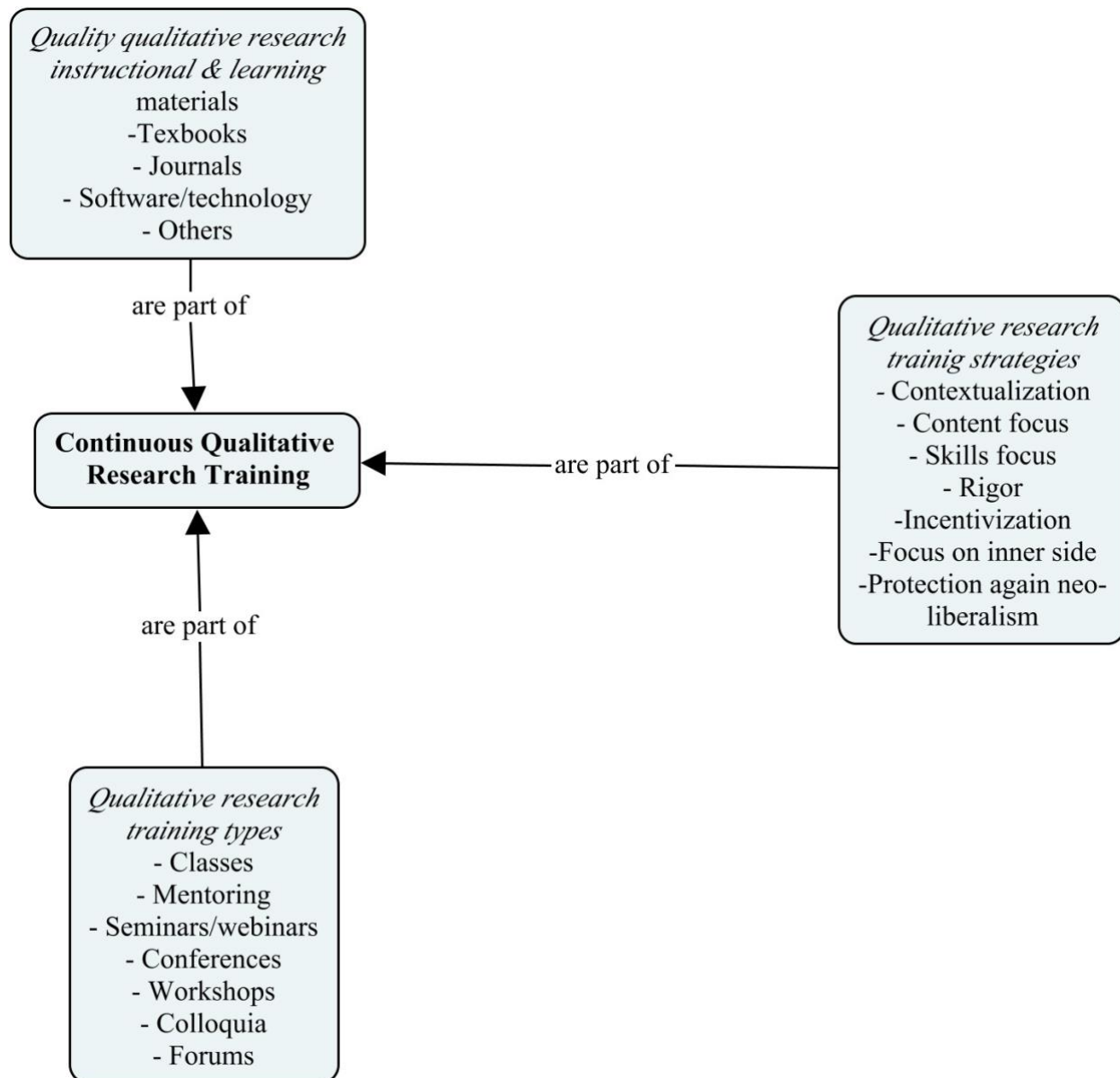
Based on the diagram above, to sustain qualitification, quality qualitative research training must be continuous for the sustainability of the field. This continuity depends on quality qualitative research instructional and learning resources, use of different types of qualitative research training, and use of various qualitative research training strategies.

All the previous pieces from the last six stages were brought together to establish the final theory of qualitification. Birks and Mills (2015) define a theory as "an explanatory scheme comprising a set of concepts related to each other through logical patterns of connectivity" because a theory is about "explanatory relationships between concepts" (pp 108-109). It is at this final stage of the theory development that the theoretical integration was done and theoretical saturation reached. Theoretical integration is defined as "the application for advanced analytical strategies in order to raise your analysis to the highest conceptual level possible" (Birks & Mills, 2015, p. 109). At this stage, all the data from all the sources, the existing theories, and existing literature were already accounted for. So, the coding and analysis at this point were about creating the meaningful explanatory relationships between the categories.

Theoretical saturation "occurs when further data collection fails to add properties or dimensions to an established category" (p. 111). It was reached in three ways. First, it was based on the primary data that came primarily from interviews and also from class observations and written documents. Second, when the existing literature was integrated in this study, halfway through the 28 sources of the existing literature, nothing new came up. Last, in the diagramming process, different analytical processes were used to understand and explain what was happening in the development of the theory. The final theory is based on the exhaustion of all the different possible explanations based on the categories that came from the data. It was with these different ways of verification that a firm conclusion was reached that theoretical saturation had been met.

Figure 11 visualizes what constitutes the final theory of qualitification, which is the central piece of this whole study.

Figure 11

Stage 7: Components of the Theory of Qualitification
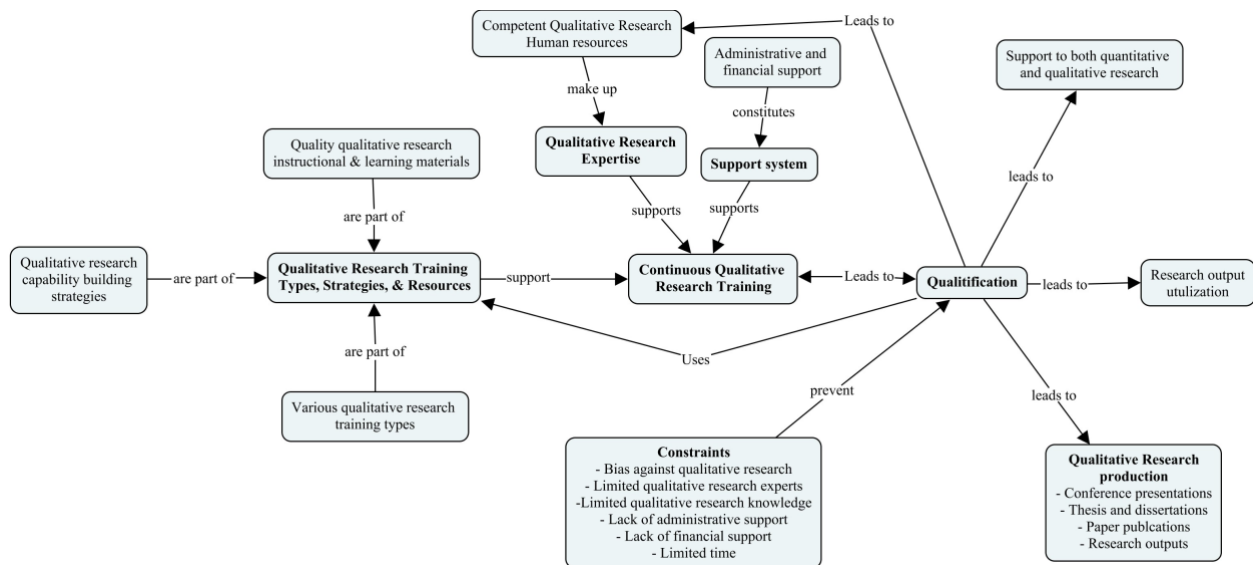
Based on the diagram above, the following are the final propositions that constitute the theory of qualitification. Three of the original 11 were integrated in some of the propositions below as the diagrams were developed and as they progressed.

- Proposition 1: Qualitification depends on competent qualitative research human resources.

- Proposition 2: Qualitification requires financial and administrative support.

- Proposition 3: Both quantitative and qualitative research must be equally supported and promoted.

- Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources.

- Proposition 5: There are hinderances to qualitification that must be gradually eliminated.

- Proposition 6: Different types and strategies of qualitative capability building lead to qualitification.

- Proposition 7: Qualitification requires the institutionalization of qualitative research.

- Proposition 8: Qualitification leads to an increase in the quality and quantity of institutional research production, qualitative research production, competent qualitative research human resources, and social advocacy.

Evaluation of the Findings

In this section, the focus is on the evaluation of the findings. This section is made of six subsections that represent the six research questions of this study. For each section, the answers to the research question are provided followed with what may have come up as a surprise in the study. Before the details are provided, Table 24 provides the synthesis of the findings according to the six research questions.

Table 24

Research Questions and their Related Findings

Research Questions	Themes	Categories
RQ1: What are the indicators of a university that is strong in qualitative research?	1. Evidence of qualitification in the institutional structure	a. Evidence of qualitification in curriculum, teaching, and mentoring
		b. Evidence of qualitification in institutional systems
		c. Evidence of qualitification in research production
	2. Evidence of qualitification in advocacy and on the individual level	a. Evidence of qualitification in advocacy for a cause
		b. Evidence of qualitification on the personal level
		c. Evidence of qualification in qualitative research expertise
		d. Evidence of qualitification with students
	3. Discrepant cases of evidence of qualitification	a. Sensitivity to cultural diversity
		b. Quality of graduates

RQ2: What are the major barriers that prevent universities from integrating qualitative research?	1. Barriers related to qualitative research expertise	a. Barriers innate to qualitative research
		b. Lack of qualitative research experts
		c. Lack of qualitative research knowledge
	2. Institutional barriers to qualitification	a. Qualitification barriers in curriculum and teaching
		b. Qualitification barriers in the institutional systems
		c. Qualitification barriers of the quantitative research tradition
	3. Discrepant cases of barriers to qualification	a. Colonial mentality of quantitative research superiority
		b. Limited funds
RQ3: What factors contribute to a university's qualitification?	1. Environmental factors that contribute to qualitification	a. Contributing contextual factors
		b. Institutional or organizational factors that contribute to qualitification
	2. Research-related factors that contribute to qualitification	a. Contributing factors inherent to qualitative research
		b. Contributing factors inherent in quantitative research
	3. Student and faculty factors that contribute to qualitification	a. Qualitification factors relevant to students or learners
		b. Qualitification factors relevant to the faculty
	Discrepant cases of contributing factors to qualitification	a. Individual personality
		b. Individual spirituality
		c. Individual ability for qualitative research
RQ4: What role do administrators and champions play in qualitification?	1. Administrators' role in qualitification	a. Administrators' factors that support qualitification
		b. Administrators' expertise that facilitates qualification
	2. Champions' role in qualitification	a. Champions' covert strategies of qualitification
		b. Champions' overt strategies of qualitification
		c. Champions' internal factors that support qualitification
RQ 5: What are the best practices that foster qualitative research in a university?	1. Availability of qualitative research instructional resources	a. Qualitification strategies in teaching
		b. Qualitification strategies in the curriculum
		c. Qualitification strategies through qualitative research production
		d. Theory integration in qualitification
	2. Integration of qualitative research in the institutional system	a. Qualitative research integration in institutional culture
		b. Qualitative research integration in the instructional research agenda

	3. Provision of an environment conductive to qualitative research learning and expansion	c. Qualitative research integration in the institutional practices
		a. Intentional promotion of qualitative research
		b. Provision of financial resources for qualitification
		c. Qualitative research integration in institutional strategic planning
	4. Provision of qualitative research human resources	a. Development of the needed human resources for qualitative research
		b. Employment of competent human resources for qualitative research
	5. Provision of qualitative research learning resources and opportunities	a. Availability of qualitative research learning avenues that contribute to qualitification
		b. Production and availability of qualitative research learning resources
	6. Qualitative research mentoring and training strategies	a. Qualitative research mentoring strategies
		b. Qualitative research training strategies
	7. Strategies for active and collaborative qualitative research learning	a. Active qualitative research learning strategies
		b. Collaborative qualitative research learning strategies
	Discrepant cases of qualitification strategies	a. Establishment of an institutional qualitative research journal
		b. Qualitative research for administrators
		c. Student scholarships for qualitative research training

Research Question 1: What are the indicators of a university that is strong in qualitative research?

When a university is strong in qualitative research, it is evident in the curriculum, teaching and mentoring. It is also evident in the institutional systems. When qualitative research is strong in a university, there is a strong advocacy for a social cause and it has an impact on students and development of qualitative research expertise. Last, it is seen in the qualitative research production, both in quantity and quality. The only surprise that came up is about the two discrepant cases. Some participants indicated that some of the indicators of qualitification include cultural diversity

and quality of the graduates of the university. These two cannot depend solely on the strength or weakness of qualitative research in a university.

Research Question 2: What are the major barriers that prevent universities from integrating qualitative research?

There were two major types of constraints to qualitification: limited qualitative research expertise and institutional barriers. For the constraints related to qualitative research expertise, it was found that there are some that are innate to qualitative research in addition to lack of qualitative research experts and lack of qualitative research knowledge. The institutional constraints included lack of qualitative research in curriculum and teaching, in institutional systems, and a heavy quantitative research tradition. The major surprise from the findings of this research question was that some universities or people do not embrace qualitative research simply because of the prevailing colonial mentality. While there may be some truth to this in some contexts, this may not be true all over the world.

Research Question 3: What factors contribute to a university's qualitification?

The findings reveal that there are four major types of factors that contribute to the qualitification of a university. Some factors are contextual factors such as having a context that is ready or conducive for qualitative research, having a national mandate that requires qualitative research integration, and having a significant event that calls for qualitative research, such as a deadly typhoon. The other factors are organizational or institutional factors. Others are research-related factors. Other factors are related to the faculty and the students. All these come together to facilitate or support the promotion of qualitative research in a university. One major surprise that critically came up in these findings was that qualitative research is part of one's spirituality.

Accepting this assumption would mean that people who are not spiritual cannot be good qualitative researchers; which may not necessarily be scientifically true.

Research Question 4: What role do administrators and champions play in qualitification?

Administrators and qualitative research champions play and important role in promoting qualitative research in a university. Administrators support the effort, provide time and financial resources that are needed to provide and enhance qualitative research in the institution. The support from the administrators makes a big difference because qualitification requires time and means that require a long-term commitment. Champions are the engine that propels qualitative research in a university. They have internal characteristics that propel their passion and drive for qualitative research. They use both overt and covert strategies in promoting qualitative research. The only surprise that came from this finding was the discovery of the role of qualitative research champions. Before this study started, much thought had never been put on the champions and the important role they play in a university. Yet, this came out strongly throughout the study's interviews.

Research Question 5: What are the best practices that foster qualitative research in a university?

There were six major groups of best practices that foster qualitative research in a university. These include integration of qualitative research in the institutional system, provision of an environment conducive to qualitative research learning and expansion, provision of qualitative research human resources, provision of qualitative research learning resources and opportunities, qualitative research mentoring and training strategies, active and collaborative qualitative research learning. From the few discrepant cases that came up about this research questions, the most surprising finding was the recommendation that students should be provided special scholarships

by the university for them to receive qualitative research training. While the idea is not innately bad, it poses certain financial challenges and is therefore not sustainable.

Research Question 6: What theory can be proposed to explain the qualitification of a university?

The main goal of this study was to generate the theory of qualitification. This theory is summarized below.

Summary

To summarize the findings of this study, the most appropriate approach seems to present the final propositions of the developed grounded theory. The main goal of this study was to develop the theory of qualitification. After all the steps that were systematically followed for the rigor of grounded theory, the following propositions synthesize the theory of qualitification.

- Proposition 1: Qualitification depends on competent qualitative research human resources.

- Proposition 2: Qualitification requires financial and administrative support.

- Proposition 3: Both quantitative and qualitative research must be equally supported and promoted.

- Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources.

- Proposition 5: There are hinderances to qualitification that must be gradually eliminated.

- Proposition 6: Different types and strategies of qualitative capability building lead to qualitification.

- Proposition 7: Qualitification requires the institutionalization of qualitative research.

- Proposition 8: Qualitification leads to an increase in the quality and quantity of institutional research production, qualitative research production, competent qualitative research human resources, and social advocacy.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSIONS

Qualitative research continues to grow as a field and to expand around the world. The advance of qualitative research has faced challenges and resistance in some parts of the world. Yet, in the Philippines, substantive progress in integrating qualitative research in the research culture, practice, and universities has been observed over the last decade. Until this study was conducted, no known study had attempted to explore how universities and research organizations successfully integrate qualitative research in their practice; how they embrace qualitative research.

The purpose of this study was to conduct a grounded theory to generate the theory called "theory of qualitification". The theory of qualitification is the theory that explains how a whole institution comes to embrace qualitative research and integrate it in its institutional system. To generate this theory, it was necessary to explore the indicators of a university that is strong in qualitative research, the constraints to qualitification, the factors that facilitate it, the strategies that are used to promote qualitative research, and the outcome of qualitification. It was from the deep understanding of these different dimensions of qualitification that the theory of qualitification was generated. The Staussian approach to grounded theory as recommended and illustrated by Birks and Mills (2015) was closely followed to generate this formal grounded theory. It is considered formal grounded theory because it is applicable to many academic fields.

Grounded theory was preferred for this study because the primary goal was to generate a theory (Corbin & Strauss, 2015; Enriquez & Lumowa, 2022; Urquhart, 2013). Most, if not all, grounded theory experts agree that the final outcome of a grounded theory study must be a new

theory. This study generated one new theory that did not exist in the literature before this study was conducted.

There are four major limitations of this study. First, because the universities and research organizations that were included in this study were scattered all over the Philippines, it was not possible to travel back to each site if data led to the need to travel back. In the very few cases where this happened, electronic communication was used to ask one of the participants who would shed more information about what needed to be known. Second, in some cases, some participants used a few words from the local language in the interview. Code-switching is so common in many parts of the Philippines that some people forget to stick to English even if they know English well. None of the occurrences seemed to impact the overall meaning of the statements where they were used. third, because of the massive logistics involved in collecting the data in this study, no systematic data analysis was conducted during the data collection. The only analysis that took place during data collection was more of analytic memos of personal reflections of what had happened. These notes were written during and immediately after each interview and at the end of the day of the interviews. Some memos were written during the substantive data analysis process. The last limitation is about checking the number and quality of theses and dissertations from the selected universities. This could have added important insights to this study. Unfortunately, given that there seemed to be unclear structure and record of such documents in some of the universities included in this study, it was necessary not to undertake this task.

Ethical standards were considered and followed during the whole study. Before data collection in a university or research organization, permission was requested and granted. Research participants read and gave an informed consent before participating in this study. Before

data collection, I went through cultural orientation from two Filipino qualitative research faculty to learn how to behave and interact ethically, professionally, and culturally-responsively when conducting my study in the Philippines. The names of the research participants, research organizations, and institutions involved in this study have been kept confidential. Direct quotes that could reveal the identity of the research participants were intentionally modified or simply dropped of this report. Last, special care was taken in representing as accurately and as respectfully as possible the data and findings of this report.

This last chapter is divided into four major sections. First, it provides the implications of this study. Next, it presents the recommendations for application. Additionally, it provides avenues for future research. Last, it presents the final conclusions of this study.

Implications

Based on the findings of this study, the following implications can be drawn as aligned directly with the research questions. The last subsection focuses on unexpected results that were significant discrepant cases of qualitification.

Indicators of a University that Is Strong in Qualitative Research

A university is strong in qualitative research if it meets six major criteria. First, it must have qualified qualitative research human resources to help train and support qualitative research learning and production. Second, it is strong in qualitative research if it supports both quantitative and qualitative research. Third, it is strong if it promotes social advocacy since qualitative research has in its core the goal to touch lives. Fourth, it is strong if it leads to an increase in qualitative research production in theses, dissertations, institutional research, and publication, among other ways to produce qualitative research. Fifth, it is strong if it uses different qualitative research

training types, strategies, and resources. Last, a university is strong in qualitative research if it provides continuous qualitative research learning opportunities.

While these findings may have some qualitative research training, learning, or teaching strategies as well as recommendations that may exist in previous literature, this combination did not previously exist in a theory. For instance, social advocacy is recommended for qualitative research in the existing literature (Mertens, 2009; Schultz et al., 2004; Wa-Mbaleka, 2020a), it was not clearly established that social advocacy is a result of qualitification.

Major Qualitification Constraints

There were several constraints that were found in this study that prevent or slow down qualitification. These are the reasons why many people and institutions have not successfully embraced or integrated qualitative research in their research culture and systems. They include bias against qualitative research, limited qualitative research experts, limited qualitative research knowledge, lack of administrative and financial support, and limited time. Bias has to do with mindset and this may be one of the hardest constraints to deal with because there are many misconceptions that people have about qualitative research (Bong, 2002; Bunkers et al., 1996; Ells & Gutfreund, 2006; Taylor, 2017b). Thankfully, many have been debunked or solutions have been generated to deal with the early drawbacks of qualitative research.

Lack of appropriate qualitative research experts, knowledge, and resources is a major constraint to qualitification. Because social sciences have been predominantly driven and influenced by quantitative research, it is a challenge to find qualitative research experts, knowledge, and expertise in many universities. Partially, this explains why there is limited administrative and financial support to qualitification. Equally, the lack of administrative and financial support prevents the integration of qualitative research in universities. The lack of

adequate qualitative research resources and support have been mentioned in the literature as hampering qualitative research integration (Obo & Gomez, 2022; Venkaya et al., 2022). These did not come as a surprise in this study. All these are needed to promote qualitative research in a university.

Factors That Contribute to a University's Qualitification

There were many factors that support qualitification. These included the environment that is conducive to qualitative research, institution's support to qualitative research, elimination of fear of or bias against qualitative research, presence of qualitative research-friendly fields, fear of statistics, inability of quantitative research to deal with complex issues, quantitative research saturation, learners' or mentees' passion for qualitative research learning, presence and availability of qualitative research experts among others. While these seem to be commonsense, they are not much discussed in the literature because the literature is much more concerned with qualitative research methodology. However, although some of these, such as elimination of fear of or bias against qualitative research can be found in the literature (Humble & Sharp, 2012; Schoenberg & McAuley, 2007), they are not much emphasized.

Role Administrators and Champions Play in Qualitification

Administrators and qualitative research champions play an important role in qualitification. Administrators provide the support that is needed for people to undertake the long process of qualitification. Without their support, the process may not be sustainable. If they have an inclination towards quantitative research or a bias against qualitative research, then qualitification suffers (Cox, 2012). Qualitative research champions train, guide, mentor, and inspire qualitative research learners and mentees. They the powerhouse of qualitative research in their respective institutions.

Best Practices That Foster Qualitative Research Integration

In the final grounded theory, there were two groups of factors that foster qualitification. First, it is the qualitative research expertise and support. The second is the continuous qualitative research training through different qualitative research training types, strategies, and resources. In the qualitative research expertise, competent qualitative research human resources are needed to provide training to people, and administrative and financial support is needed to support their effort. For the different types of qualitative research training, workshops, seminars, webinars, colloquia, forums, and conferences must be used to foster qualitative research. For the qualitative research training strategies, using qualitative research classes (teaching), mentoring, peer mentoring, providing feedback and other similar strategies need to be used to promote rigorous qualitative research. Last, adequate qualitative research instructional and learning materials must be used to promote qualitative research.

Using multiple training types, strategies, and resources to learn qualitative research was already proposed in the existing literature (Rosario & Wa-Mbaleka, 2022; Vyhmeister et al., 2022). The only surprise here was that the study came to confirm recommendations that were made in the literature. However, these recommendations were not new.

Theory of Qualitification

The theory of qualitification synthesized in the eight propositions that came out of the findings of this study.

Proposition 1: Qualitification depends on competent qualitative research human resources. There is a need for qualified qualitative research trainers, mentors, advisors, and reviewers to support qualitification and every learner and mentee involved in learning qualitative research.

Proposition 2: Qualitification requires financial and administrative support. Administrative and financial support plays an important role in qualitification. This is because a budget is necessary for qualification, time off to learn is required, and people involved in qualitification are more motivated to embrace qualified qualitative research when they know they have the backing of their administration.

Proposition 3: Both quantitative and qualitative research must be equally supported and promoted. Qualitative research leads to qualitification is if the approach is fair to quantitative research. Dangerous qualitification happens when qualified qualitative research progresses so much in a university that quantitative research begins to die. Just as people promote qualitative research, they should equally promote and support quantitative research. This is the role of the university.

Proposition 4: Qualitification depends on quality qualitative research instructional and learning resources. People who are seriously considering qualitification must invest in quality qualitative research instructional and learning resources. This includes but is not limited to good qualitative research books, journal articles, software, and other technology.

Proposition 5: There are hinderances to qualitification that must be eliminated. Recognizing them is the first step in minimizing their impact. However, addressing them directly is the ultimate approach to eradicating their impact. This elimination is between done if carried out progressively.

Proposition 6: Different types and strategies of qualitative capability building lead to qualitification. Different training types and strategies should be used to foster qualitative research. These may vary depending on the instructional or mentoring context, the learners or mentees, the

mentor's or trainer's preference or experience, or the resources available for teaching or mentoring.

Proposition 7: Qualitification requires the institutionalization of qualitative research. The institutionalization of qualitative research sends a strong message that the institution is ready to embrace and produce qualitative research without any discrimination. Qualitification is an institutional endeavor.

Proposition 8: Qualitification leads to an increase in the quality and quantity of institutional research production, qualitative research production, competent qualitative research human resources, and social advocacy. Qualitification has many advantages. It is worth the investment that people put in it. It should be promoted and supported everywhere, starting with contexts that are friendly to qualitative research, such as social sciences and humanities.

Surprising Discrepant Cases of Qualitification

The study revealed a number of discrepant cases of qualitification that are worth reflecting on at this point. First, it was indicated that for qualitification, an institution needs to have and run a qualitative research journal. While there is value in having a qualitative research journal in a university, a university can be strong in qualitative research without running a qualitative research journal. The second recommendation that was a discrepant case of qualitification was to offer master's and doctoral programs in qualitative research for a university to be strong in qualitative research. Again, while this can help it is not essential for a university to be strong in qualitative research. Last, it was recommended in the results of this study that for a university to be strong in qualitative research, it should provide funding for students to travel for qualitative research training. Again, while there is merit in this recommendation, it is not financially sustainable in

most universities. Sponsoring faculty or inviting a qualitative research expert for training might be a more financially sustainable option.

Recommendations for Application

Based on the findings of this study, the following recommendations are formulated. First, based on the findings of the first research question that focused on the indicators of a university that is strong in qualitification:

1. Each university should conduct an assessment of their level of qualitification using the tool that was designed in this study; that is, the taxonomy of qualitification. According to this taxonomy, there are five levels of qualitification. These include zero level, beginning level, intermediate level, advanced level, and exceptional level. Knowing the level of qualitification of an institution could be a starting point for qualitification.

2. After the university has identified their level of qualitification, they can begin planning their qualitative research training accordingly.

The second research question related to the major barriers that prevent universities from integrating qualitative research in their culture and systems. A number of barriers were raised. Therefore, it is recommended that:

3. The university assess the reasons why qualitative research is weak or inexistent in their culture.

4. The university plan ways to remove those barriers starting with those that are presented in this study; such as, lack of qualitative research experts, champions, resources, financial support, fear of qualitative research, bias against qualitative research, lack of qualitative research in the curriculum, and lack of qualitative research policies.

The third research question dealt with the factors that contribute to a university's qualitification. These are factors that create an environment that is conducive to qualitification. Based on the findings of this study, it is recommended that:

5. The university create an environment that is conducive and supportive of the work of qualitification.

6. The university hire or develop qualitative research experts who can eventually be good enough to become qualitative research mentors, faculty, advisors, and reviewers.

7. The university invest in qualitative research resources necessary for qualitification.

The fourth research question pertained to the role that the administration and qualitative research champions play in qualitification. It is recommended that:

8. The university provide administrative and financial support to qualitification.

9. Qualitative research champions be hired, outsourced, or developed.

10. Champions assume their role as the light bearer of qualitification in the university.

The fifth research question focused on the best strategies to promote qualitative research in the university. It is recommended that:

11. Quality continuous qualitative research training be offered.

12. The best qualitative research instructional, learning, mentoring, and human resources be provided to support qualitification.

13. Different qualitative research training types, strategies, opportunities, and multiple exposure be used to foster qualitative research in and beyond the university.

14. Qualitative research be integrated in the curriculum.

15. Qualitative research be integrated in the institutional systems and policies.

The last research question was about the development of the theory of qualitification. The theory demonstrated the complex process involved in qualitification. It is recommended therefore that:

16. This new theory be used to foster qualitification; focusing on the eight propositions that make up the theory.

Recommendations for Future Research

Based on the outcomes of this study, four major recommendations for future research are made. First, it is necessary to conduct a quantitative research study that can test the theory that has been developed. Such a study would strengthen this theory over the years. It could be done nationally or multi-nationally. Second, a more robust study should be conducted to fine-tune the taxonomy of qualitification. The taxonomy was not planned at the beginning of this study; it simply emerged from the data. It can therefore be improved with more focused exploration. Fourth, a study can be conducted in other countries to see how applicable this theory fits in explaining qualitification. Last, a study can be conducted in evaluating the quantity and quality of qualitative research classes and teaching in universities. This can help establish what else needs to be done specifically in the curriculum and teaching of qualitative research in universities.

Conclusions

To conclude this study, three major aspects are emphasized. These include the reflection on the summary of this study, the major contribution of this study, and the meaning of this study for university education.

Summary of this Study

The results of this study are multifaceted because of the different dimensions that were involved. First, there are specific indicators that prove that a university is strong in qualitative research. It is important for a university to carefully assess their level of qualitification and decide

what needs to be done to continuously increase the level of qualitification. Whenever some indicators become weak, such as a decrease in qualitative research experts or decrease in qualitative research production, a corrective effort must take place.

Second, in a university that is weak in qualitative research, there must be specific factors that prevent qualitification. It is the role of the university to check the barriers established in this study together with those that are context-specific. By establishing a clear and complete list of those barriers, the university can generate solutions to eliminate them progressively. Some of these barriers may need more time, more administrative or more financial support than others. So, a carefully-designed plan is important in qualitification.

Third, it became clear that it is important to create an environment that is conducive to qualitification. Qualitification is possible if there is administrative and financial support as well as the necessary teaching, learning, training, and mentoring resources. The competent qualitative research experts must be hired, developed, or outsourced to provide long-term quality training and to teach qualitative research classes.

Fourth, it was found that both administrators and qualitative research champions play an important role in qualitification. Administrators must be open and supportive to qualitification. Qualitification takes a long time; so, the administration must commit accordingly. Qualitative research champions guide, support, invest in, inspire and mentor people in qualitative research. They advocate for qualitative research and promote rigor in qualitative research. Therefore, it is ideal to identify or develop qualitative research champions and provide them the necessary support to foster qualitification.

Fifth, it was found that there are many different ways to help people learn qualitative research and for a university to advance to higher levels of qualitification. These included using
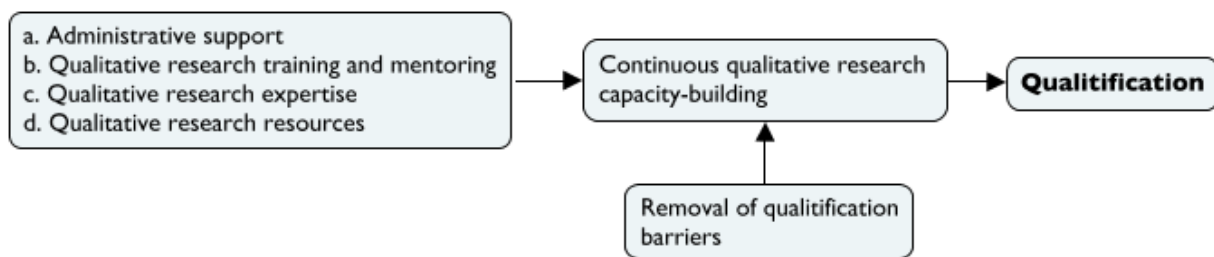
different types of qualitative research trainings, different training, teaching, and mentoring strategies, and using adequate instructional, mentoring, and learning resources. Qualitification does not happen by accident. It requires a variety of training types, such as workshops, seminars, webinars, conferences, colloquia, and forums. It requires integrating qualitative research in the curriculum and investing in quality textbooks, journals, and other qualitative research materials.

Contribution of this Study

This study has five major contributions to the field of qualitative research. First and foremost, this study generated the grounded theory of qualitification. This theory is captured in the following figure.

Figure 12:

The Theory of Qualitification

According to the theory of qualitification, qualitification happens as a result of (a) continuous qualitative research capacity-building that is supported by (b) administrative support, (c) qualitative research training and mentoring, (d) qualitative research expertise, (e) qualitative research resources, and (f) the removal of its barriers.

The Meaning of this Study in University Education

This study systematically explained how universities move from being quantitative research-centered to becoming inclusive of qualitative research. Although the process used to be messy and unstructured, now there is a clearer path, a more structured approach to qualitification.

Any university interested in integrating qualitative research in their system and culture now have tools and strategies to go about their plan.

Qualitative research must be effectively and efficiently integrated in university education, especially in academic programs that use research that involve human participants and fields that deal with things that affect humans. People need to be brought to the realization that privileging quantitative research over qualitative research is not only disadvantageous to many faculty and students. It also negatively affects the research productivity of the university and misses the opportunity for the university to generate context-specific solutions in the different communities.

Last, both quantitative and qualitative research must be supported and promoted. Neither should be promoted or supported more than the other. They both contribute significantly to addressing issues that are of interest to the university, its community and beyond. Quantitative and qualitative research must continue to be understood as being complementary and on a continuum. They do not and should not exist in a mutually-exclusive relationship. They should serve together for the betterment of human life and the betterment of this world in general.

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Appendix A: Request for Permission to Collect Data from a University/Organization

RE: Requesting Permission to Collect Data

Date:

To the President of XXXXX

Greetings! I am writing to officially request permission to collect data from your university/research organization for my doctoral dissertation that I am conducting all over the Philippines between October to December 2022. I am currently a student at UNICAF University, Zambian Campus. I am pursuing a PhD in Qualitative Research. Your research organization/university has been identified as one of the strongest ones in the integration of qualitative research in your research culture.

The title of my dissertation is Embracing the Culture of Qualitative Research: A Grounded Theory of Qualitification. In this study, I seek to develop a theory that explains how research organizations and universities integrate qualitative research effectively in the formerly predominantly quantitative research world. This theory is meant to help many universities and research organizations who may be contemplating a much stronger integration of qualitative research in their regular practice.

For this study, I will interview some vice-presidents and research directors of selected universities, current or recent top administrators of research organizations, faculty, doctoral students, and recent doctoral graduates who used qualitative research for their dissertations. I'll also collect some documents that are relevant to my study (such as lesson plans and research agenda and policies). Last, when possible, I hope to observe some qualitative research classes.

Privacy and confidentiality will be upheld throughout the study by removing all the data that may identify the participants, university, or research organization. Participation in this study is voluntary and refusal to participate has no effect on your institution/organization. However, during my data collection, if your institution/organization is interested in having me speak for 30 minutes on qualitative research, I will offer such a talk at no cost. Furthermore, the synthesis of the findings of this study will be shared with your institution/organization if your institution/organization is included in this study.

If you have any question, please feel free to contact me at Wa-Mbaleka@Bethel.edu. You can also call me at +1-407-757-9470. I hope that I can receive a positive response from you at your earliest convenience.

Sincerely,

Safary Wa-Mbaleka

Appendix B: Informed Consent Form

Dear xxxxx,

Greetings! My name is Safary Wa-Mbaleka. I am currently conducting a qualitative research study entitled Embracing the Culture of Qualitative Research: A Grounded Theory of Qualitification. I am inviting you to consider taking part in this study that is a dissertation requirement for my PhD in qualitative research at UNICAF University (in Cyprus, Zambia Campus). The main goal of this research study is to develop a theory that explains how universities and some research organizations successfully integrate qualitative research in their research culture. Participants in this study will be vice-presidents and research directors of universities that have a strong qualitative research culture, top leaders of research organizations, doctoral students and doctoral graduates with qualitative research dissertation writing experience.

Below are the statements that will guide our work together:
1. Participating in this study is voluntary. Participating or not participating has no known impact whatsoever on your personal, academic, or professional life.
2. Participating in this study will cause no known harm or risk to you, your institution/organization, or to me.
3. This study poses no known physical, emotional, or spiritual harm to you.
4. Your identification information and that of your institution/organization will be kept private and confidential.
5. As a participant in this study, you can request me to offer a free 30-minute talk on qualitative research at your institution/organization (one per institution/organization) if it's something you find useful. Furthermore, you have the right to request the summary of the findings of this study once it is completed. By default, the summary of the findings will be shared with your institution/organization.
6. You have the right to be treated with respect and dignity irrespective of your status, position, gender, race, religion or any other demographic descriptors.
7. At any point of this study, you have the right to drop out of this study or refuse to address any of the interview questions that you may find offensive or uncomfortable.
8. By participating in this study, you give permission to have your (non-confidential) data to be used in data analysis, publications, and possible conference presentations.
9. The interview will last 30-60 minutes at a mutually-agreed upon place, date, and time.
10. To allow accurate recording and processing of the interview data, you allow the researcher to audio-record the face-to-face interview.
11. If you decide or conditions dictate that this interview be conducted virtually (on Zoom), you give permission to video-record the interview.
12. You give permission to the researcher to keep your raw data securely for at least 5 years as required by the UNICAF University.

Once you read carefully and agree with all the statements above, please sign below to give your consent. If you have any question, please feel free to contact me at Wa-Mbaleka@Bethel.edu

_____   _____   _____   _____
Research Participant   Date   Researcher   Date

Appendix C: Request for a Cultural Orientation

RE: Requesting a Cultural Orientation

September 26, 2022

Dear Dr. XXXXX,

Greetings! Today, I would like to inform you that starting October 2022, I plan to collect data for my doctoral dissertation study that I am conducting all over the Philippines between October and December 2022. I am currently a student at UNICAF University, Zambian Campus. I am pursuing a PhD in Qualitative Research. Given that I'll be conducting the study in the Philippines and I'm not a Filipino scholar, I wish to have a Filipino scholar who knows well the national Filipino culture, has successfully conducted qualitative research in the Philippines, and is able and willing to provide me cultural orientation that will help me conduct a culturally-responsive study in the Philippine context. After much thought, I believe you are the perfect person who could help me, if you are willing and available. I hope we can have this orientation on Zoom any time between October 1 and 14 because my data collection starts in mid-October.

The title of my dissertation is Embracing the Culture of Qualitative Research: A Grounded Theory of Qualitification. In this study, I seek to develop a theory that explains how research organizations and universities integrate qualitative research effectively in the formerly predominantly quantitative research world. This theory is meant to help many universities and research organizations who may be contemplating a much stronger integration of qualitative research in their regular practice.

For this study, I will interview some vice-presidents and research directors of selected universities, current or recent top administrators of research organizations, faculty, doctoral students, and recent doctoral graduates who used qualitative research for their dissertations. I'll also collect some documents that are relevant to my study (such as lesson plans and research agenda and policies). Last, when possible, I hope to observe some qualitative research classes.

I will be honored and delighted to have you guide me throughout the study, but most importantly before my data collection begins. If you have any question, please feel free to contact me at Wa-Mbaleka@Bethel.edu. You can also call me at +1-407-757-9470. I hope that I can receive a positive response from you at your earliest convenience.

Sincerely,

Safary Wa-Mbaleka