

# ASIA-PACIFIC SOCIAL SCIENCE REVIEW

Volume 23 Number 4  
DECEMBER 2023

The *Asia-Pacific Social Science Review* (APSSR) is an internationally refereed journal published four times a year—March (online edition), June (online and print editions), September (online), and December (online and print) by De La Salle University in Manila, Philippines. It aims to be a leading venue for authors to share their work on compelling and emerging topics in the social sciences and related disciplines with the global community of academics, researchers, students, civil society, policymakers, and development specialists. The APSSR welcomes social science papers (research articles and research briefs) on topics situated in or with implications for the Asia-Pacific region, employing sound methodologies and adopting comparative and inter, multi, and transdisciplinary approaches. The APSSR is also hospitable to Humanities research and will consider submissions in Literary, Translation, or Cultural Studies that engage topics and issues pertaining to the Asia-Pacific region. Overall, the APSSR seeks to globalize knowledge toward developing a body of regional perspectives on key global issues. The APSSR is listed in Elsevier's Scopus, the ASEAN Citation Index, and EBSCO and is a Category A journal based on the Philippines' Commission on Higher Education list. APSSR has both printed and online <https://www.dlsu.edu.ph/research/publishing-house/journals/apssr/> editions and a Facebook page at <https://www.facebook.com/DLSUAPSSR/>.

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ISSN (Print): 0119-8386, ISSN (Online): 2350-8329

Published by De La Salle University Publishing House  
2401 Taft Avenue, 0922 Manila, Philippines  
Telefax: (63 2) 523-4281  
Email: [dlsupublishinghouse@dlsu.edu.ph](mailto:dlsupublishinghouse@dlsu.edu.ph)  
Websites: <http://www.dlsu.edu.ph/offices/publishing-house/default.asp>  
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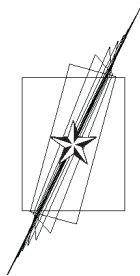
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# From the Editor

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## **The Nexus Between Teaching and Research: Exploring the Synergies That Drive Innovation**

Universities serve multiple functions, which include teaching, research, and service. These three concentric functions allow an institution to produce knowledge that is relevant to its stakeholders and the wider community. However, some would consider these functions as loosely integrated or, in some instances, separate and distinct. This perspective is largely influenced by the processes of academic specialization, promotion metrics, and the availability of resources. In higher education, there tends to be a strong emphasis on the need to specialize in a particular disciplinary area. This, in turn, creates a sense of detachment from a university's broader mission and activities related to service. In terms of promotion metrics, there has been a gradual shift toward the prioritization of research productivity over teaching and service. Lastly, the distribution of resources toward teaching, research, and service may be unequal, thereby exacerbating and possibly reinforcing the idea that these functions are separate.

Although these can be viewed as separate functions, I argue that they reinforce and strengthen each other. As such, I will focus on the nexus between teaching and research and its symbiosis. There are several outcomes of emphasizing the teaching-research connection. These include knowledge transfer, the development of more research opportunities, a vibrant intellectual community, and greater public engagement. By fully recognizing the interdependence of teaching and research, we can further craft a holistic academic experience that benefits learners, professors, and other stakeholders. Embracing this symbiotic relationship adds to the vitality and continuing relevance of higher education institutions in a continuously evolving world.

One of the most evident links between teaching and research is the concept of knowledge transfer. Essentially, this involves the process of transferring new discoveries, insights, and expertise attained in the process of conducting research and subsequently transferring it to students. This practice actively takes knowledge generated from research activities from professors and shares it with students to enhance their understanding of certain issues and subject matters. Knowledge transfer, therefore, connects new knowledge obtained from research and the emerging academic needs of students, ensuring that the most recent academic findings are conveyed. Students are equipped with tools that allow them to successfully navigate complex academic inquiries and challenges.

The second link between teaching and research is the generation of more research opportunities. Professors who are active in conducting research tend to involve their students in various scholarly projects. Graduate students, and even undergraduate students, gain valuable experience in conducting research. The participation of students in their professors' research not only sharpens their perspective on the subject matter but also provides them with skills that are useful in both their professional and academic careers. When students are included in their professors' research projects, this creates a sense of ownership in the knowledge production process, which ultimately shapes them to become lifelong contributors to their respective academic areas.

Aside from knowledge transfer and creating more research opportunities, the teaching-research connection also creates a more vibrant intellectual community. Professors who are actively conducting research inspire students to pursue their scholarly interests and academic pursuits further. Research-active professors become exemplars,

being able to demonstrate the value of having an inquisitive mindset. In turn, students enthusiastically seek out mentors, further scholarly dialogue, and enhance the intellectual community within the university. Lastly, the teaching-research connection create better public engagement. Knowledge produced from research has substantial societal implications. This is done through the communication of findings through teaching, lectures open to the public, and outreach activities. To some extent, this also touches upon service as one of the functions of a university. Ultimately, the nexus between teaching and research fosters an innovative culture where university professors, students, and other stakeholders discover innovative solutions to complex problems.

This issue of the *Asia-Pacific Social Science Review* contains five research articles and two research briefs. Maire Carroline Magante and Ian Carlo Antonio examine the determinants of financial inclusion in the Philippines. Alvaro Calara, Irene Tanzo, and Mara Sherleen Talento puts into perspective the knowledge, attitudes, and behavior of young adults regarding teenage pregnancy. Sefriani and Nur Gemilang Mahardhika probed the Papuan conflict in Indonesia and offered ideas as regards the process of law enforcement. Kuet Poh Pui, Wun Chiew Pung, and Ai Ping Ho took a closer look at the beliefs of learners on written corrective feedback. Brillo delved into the issue of lake governance and how such is shaped by a host of factors. Fakhur Hussain, Ali Imran, Zakar Hussain, and Muhammad Ikramullah Khan closely examined digital transformation and the emergence of the Digital Silk Road. Finally, Yuanyu Shi and Qiuchen Xu offer a new framework for understanding contemporary literature and provide an exegesis of Tash Aw's creative oeuvre through Giorgio Agamben's philosophical ideas.

I look forward to receiving your submissions. Our website is at <https://www.dlsu.edu.ph/research/publishing-house/journals/apssr/> and our ScholarOne submission platform is at <https://mc04.manuscriptcentral.com/apssr>.

**Joseph Ching Velasco**

Editor-in-Chief