

Research Paper

Preliminary Survey on Research Outputs and Publications of Education Leaders with Research Degrees

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Abstract— This research paper explores the role of education leaders with research doctorates (PhDs) in enhancing research culture and academic sustainable transformation within the education system. The study addresses the lack of research presentation and publication among these leaders. The research objectives involve identifying education leaders with PhDs, describing their academic profiles, assessing their scholastic research outputs, and proposing an intervention program. The study reveals that, within the Schools Division of Bulacan, 14 education leaders hold PhDs, primarily school heads (78.6%). These leaders obtained their PhDs over the span of 10-15 years, with various institutions contributing to their degrees. However, findings show a deficiency in international research presentations and publications, highlighting a need to enhance research dissemination. To address these gaps, the study proposes an intervention program, which involves creating a group of research-oriented school heads and supervisors, conducting webinars/training on paper presentation and publication, establishing annual research collaborations, and promoting paper presentation and publication activities. These measures aim to equip education leaders with the skills and knowledge necessary for effective research dissemination. In conclusion, the research emphasizes the importance of education leaders with PhDs in driving research culture and sustainable transformation. The proposed intervention program provides a framework to foster research presentation and publication, contributing to the development of a more research-oriented education system. Recommendations include prioritizing research doctorates, fostering research collaborations, and implementing the proposed intervention to enhance research practices and outputs.

Keywords— Research output, publication, education leaders

I. Introduction

Research serves as the means for delving into and sharing knowledge, particularly within the realm of the educational system and the pursuit of sustainable transformation. [1]. As the primary groundwork of investigation, research is a very significant tool for planning and implementing policies [2], innovation, and other interventions to provide quality education at all levels [3].

Research done by scholars was conducted and aimed to contribute to filling the literature gaps [4], address educational issues, and provide positive education transformation [5]. The conduct of research in various disciplines of education becomes imperative among educational institutions [6].

CHED Memorandum Order No. 41, issued in 2010, reissued the list of endorsed priority research domains within the field of social sciences. This served as a complementary reference to the National Higher Education Research Agenda (NHERA). CHED's objectives were twofold: firstly, to

enhance the research capabilities of Higher Education Institutions (HEIs), with a special focus on Philippine universities, and secondly, to elevate the research output of HEIs in their unique areas of expertise.

On the level of basic education, the Department of Education (DepEd) releases its research agenda through the DepEd Order No. 39, series 2016. This mandate stated the adoption of the Basic Education Research Agenda (BERA) for 2016 to 2022. This research agenda intends to awaken the interest and desire among teachers, school leaders, and education supervisors to conduct their research projects. Moreover, academic scholars like teachers, school principals, and education program supervisors with Doctor of Philosophy (PhD) degrees are also highly expected to initiate the majority of the research projects.

One of the themes of the DepEd Basic Education Research Agenda focuses on career development (DepEd Order No. 39, s. 2016). Some of the key topics under career development are career progression, results-based performance management systems, scholarships, and grants. These topics become the point of interest of this paper in dealing with the

contribution to the academe of education leaders with PhD through significant research projects and output. However, educators with PhDs tend to spend their time most in teaching in universities and colleges [7]; [8]; [9]. Their contribution to the world of research is more on being members of a panel or advisers to graduate students taking master’s and doctoral degrees [8]. It is the awareness of common educators that once a teacher or a school leader gets a PhD degree or other professional doctorate, he/she will be an advantage to be promoted to a higher position [10]; [11]. PhDs should undertake scholarly work and conduct educational research that will contribute to the world of knowledge and the professional field [12]; [13]. However, despite the fact that a PhD is not a guarantee of a good outlook on research [13].

As a research degree, the PhD is theoretically geared toward academics and should enable scholars to do their research and pursue a specific field of study. Two tasks must be done to obtain a PhD degree: completing a research project to thoroughly master a subject and extending the body of knowledge of that subject. A PhD is a thorough education in a subject and the study of how to approach studying it, designed for individuals who plan on a career dedicated to research.

PhD as a Research Degree

Unlike the other professional doctorates, the Doctor of Philosophy focuses on research and development. For instance, Capella University, the purpose and deliverability of the independent study process, divides PhD and other technical doctorate programs. In the form of a dissertation, PhD scholars are required to develop, extend, and contribute to expertise, analysis, and theory in their field of study. In several types, such as fundamental and applied research, intervention research, technical initiative, or a portfolio, professional doctorates are required to extend and adapt established expertise and research to their professional area.

The subsequent table illustrates the essential distinctions between a Ph.D. program and professional doctorate programs, as outlined by Capella University. Table 1 describes the focus of discipline between the PhD and professional doctorate as regards degree focus, independent research projects, a career intention. As depicted in the table provided (Table 1), a PhD program centers on the generation, extension, and contribution to fresh knowledge, research, and theory within the field, typically culminating in the production of a dissertation. On the other hand, the expansion and practical utilization of established knowledge and research to address real-world professional challenges within the field can take several forms, including academic papers, professional projects, or portfolios.

The literature argues the role of Doctor of Philosophy scholars inclined in the creation of knowledge, theory building, and research through meaningful research projects. Faculty members who solely focus on teaching without actively engaging in scholarly activities to create and disseminate knowledge are not fulfilling their complete academic roles [14].

A PhD aims to contribute to knowledge [15], while a professional doctorate typically places its emphasis on enhancing practice within the profession that serves as the subject of research [16]. It is clearly stated that the career intention of a person with a PhD is more interest in consulting and/or conducting research [17]. This means that it is expected for anyone with a research doctorate to devote most of their time to research and development.

Table 1. Fundamental Points of PhD and Other Professional Doctorates (Capella University)

	PhD “Research Degree”	Professional Doctorate “Applied Degree”
DEGREE FOCUS	Contribute to the body of academic literature and theory in the discipline.	Contribute to profession, community, and practice in the discipline.
INDEPENDENT RESEARCH PROJECT	Create, expand, and contribute to new knowledge, research, and theory in the field in the form of a dissertation.	Expand and apply existing knowledge and research to solve real-world, professional problems in the field in one of a variety of forms, such as a dissertation, action research, professional project, or portfolio.
CAREER INTENTION	More interest in consulting and/or conducting research.	More interest in practicing directly in the profession.

More so, research projects do not just end in analysis or even in paper completion [18]. In many fields of research, there is a research process (Figure 1) that needs to be adhered to. This process consists of five phases such as conceptualization phase, designing phase, empirical phase, analysis phase, and dissemination phase. The research process illustrated in Figure 1 describes the cyclic characteristics of the model. This means that after the research is disseminated, scholars will have the room to use the findings for adoption and adaptation or establish an argument to refute certain aspects by exposition of literature gaps. For instance, several published studies were reviewed for analysis [19]. More so, even students through campus journalism, are encouraged to have school publications [20]. Hence, this phase – dissemination phase plays a crucial part in the cycle of the research process. Research, without being presented or published in an international arena might be lost its potential to be heard by other scholars.

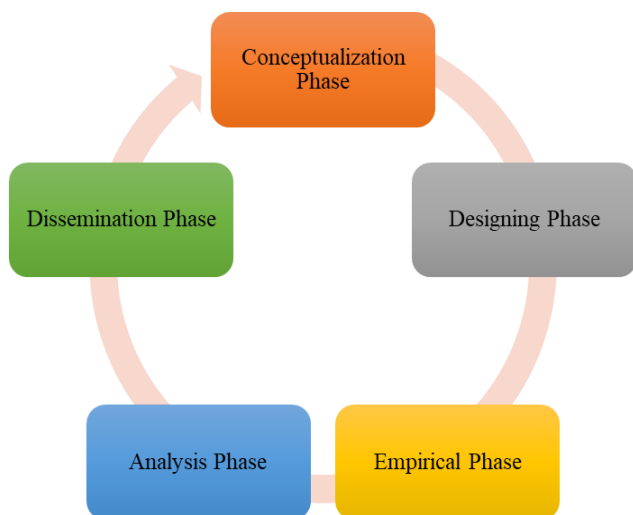


Figure 1. Research Process

Based on the abovementioned statements about the role of PhD scholars of education in the world of research and academic sustainable development, the researcher wants to find out the status of PhD scholars in conducting their own-authored research outputs, as well as those research outputs presented and published locally and internationally.

Conceptual Framework

The primary interest of this research project is to survey education leaders with PhD and their research outputs completing the five phases of the research process. In the latter part of the current study, a proposed intervention was developed to augment the needs of these education leaders regarding research presentation and publication. The primary objective of this educational initiative is to systematically identify educators within our institution who possess research degrees, such as PhDs or equivalent qualifications, and subsequently evaluate their research output. This process involves collecting data on their scholarly contributions, including publications, research projects, and presentations. Through data analysis techniques, particularly frequency counting, we aim to quantify the volume and nature of their research output. Additionally, this analysis will help in identifying any prevailing patterns or trends in their research, such as common themes or areas of expertise, and potential collaboration networks.

The culmination of this effort will be the development of a proposed intervention program. This program will be grounded in the insights derived from the data analysis. It will include strategies and recommendations for enhancing the research productivity of educators with research degrees, especially if their output falls below anticipated levels. Furthermore, the program may outline ways to harness their expertise in specific domains for the benefit of the institution. Additionally, it may suggest approaches for cultivating a research-oriented culture or community within our educational setting. To facilitate these interventions, the program may also specify the required resources and support mechanisms. Ultimately, this data-driven process seeks to

leverage the research potential of our educators to strengthen our institution's research initiatives and educational quality. Scholars, with their PhD degrees, are more likely to conduct their own-authored research for they have trained during their years taking PhD programs. PhDs are trained to fill the hole in the literature and to make a contribution to the body of knowledge.

Somehow, PhDs in our institutions in Bulacan is more likely to use their "being PhD" in the professorial aspect by teaching and acting as research advisers for those students who are writing their theses and dissertations for masters and doctoral degrees in the graduate schools. It is probably for a Schools Division to have PhD research advisers in graduate institutions rather than PhD researchers or scholars.

Research Objectives

This research aims to discover and describe the progress of school principals, headteachers, and supervisors with research degrees (PhDs) in the Schools Division of Bulacan and their current achievement in conducting their own publishable scholastic research output as a contribution to the academic sustainable transformation.

To realize its target, the objectives of this paper are the following: identify the person with a research degree; describe the academic profile of the school principals, department heads, and supervisors carrying research degrees; determine and gather the scholastic research outputs presented and/or published within ten years of those with research degrees; and develop a proposed intervention program for school principals, department heads, and supervisors with research degrees to sustain or improve research paper presentations and publications practices.

Significance of the Study

Since the universal issues and concerns on research writing have become dialogical, a study focusing on this matter is essential to discover and unfold new knowledge and facts on how to address research problems among school principals and supervisors. Then again, this paper proposal would be a good contribution to the following:

Students. The findings of the study will be helpful to the students as they are the central point of content and performance standards of the curriculum. This research will serve as an instrument to make quality references for the consumption of all learners by providing quality and high-standard education as the outcome of any research endeavor.

Teachers. Teachers will be able to discover the discrepancies in the event of making and conducting research projects for the school. Teachers may also understand the strengths and limitations of every research output, whether for presentation or even for publication.

School Principals. School principals will gain insights into the quality of research proposals they will recommend to increase the highly significant scholastic research projects and output beneficial to the schools, teachers, and learners.

Other researchers. The findings of the study could be used by other researchers who have the same interest in the topic of concern.

Section I of this paper contains (1) introduction; (2) related work of the study; (3) conceptual framework; (4) research objectives; and (5) significance of the study while section II includes (1) methods; (2) respondents; (3) sampling method (4) source of data; (5) instruments; (6) data collection procedure; (7) ethical considerations; and (8) data analysis. Section III includes the initial result for the education leaders with PhD; academic profile of education leaders; scholastic research output; and proposed intervention plan. Section IV details the conclusion and future scope

2. Methods

This study employed a descriptive survey research design. The descriptive research design will give a real picture of the research projects and academic papers of those educational leaders. Descriptive research shares the unique quality that the researcher does need to interact with extensive activities of data gathering. The survey questionnaire was distributed to all the respondents in a meeting participated by the school heads and supervisors. Moreover, the respondents were also subjected to an online interview/chat to substantiate and clarify their responses in the instrument for better data analysis.

Respondents

The study focused on educational leaders in DepEd Bulacan with research doctorates, including school principals, department heads, and supervisors with at least 10-15 years of experience. There was a total of 14 respondents, as the study specifically targeted research doctorate holders.

Sampling Method

The purposive sampling technique was used to subjectively identify the respondents with PhD degrees. This research project studied two groups of people in the field of basic education, which perform a great role in conducting, dissemination, applying, and utilizing research conducted in schools and Schools Division such as classroom-based action research, basic and applied research, and presented and published in any international conference or journal.

Source of Data and Instrument

Data sources included survey responses, primary textual data from international publications, and secondary data from division and school learning resource centers. The research used various instruments, including the survey questionnaire, journals, and notes. Content validation ensured the survey's integrity, while photo documentation provided visual evidence. Internet research was also conducted to enhance the depth of research outputs.

Data Collection Procedure

Data were collected through surveys, documentation, and internet research. Surveys among respondents were conducted online to adhere to ethical research principles.

Notes and memos were taken throughout the process, from survey responses to internet research, to record observations and outputs, ensuring a comprehensive analysis of scholastic research writing among research degree holders in the Schools Division.

Ethical Considerations

Research ethics was also a primary consideration of this study. To do so, alternative names were used to protect the credibility of the respondents and maintain the confidentiality of the verbal data that was gathered which is strictly for research purposes only. No name of higher educational institutions was also exposed to maintain privacy and strict confidentiality.

Informed consent of all respondents was secured before the conduct of the study. Letters and permits to the librarian informing them that the activities may be recorded and included in the content of the study. In connection with the online response, data privacy is also adhered to. After the completion of the study, all digital responses and other electronic pieces have been deleted down to the second level of file deletion (devices and memory).

Data Analysis

Data gathering involved internet research to collect written documents, events, and various outputs. This included scholastic papers in print or online, which underwent comprehensive documentation to cross-verify important facts. Thorough documentation of significant events and physical evidence from respondents was conducted to obtain pertinent and tangible data for the study. This documentation played a crucial role in organizing records and facts, ultimately contributing to the creation of a comprehensive database containing scholastic research outputs from school principals, department heads, and supervisors with research doctorates. To ensure validity and uncover deeper insights within the collected data, descriptive statistics were applied to the dataset. Information obtained through surveys, recordings, photographs, and internet research was systematically analyzed using categories and descriptive narratives. Frequencies and straightforward descriptive statistics were employed to identify relevant factors and determine the typical state of research activities, providing a more comprehensive understanding of the research landscape.

3. Results and Discussion

As initial results of this study discuss the academic profile of the respondents as to their earned research degree. The profile includes the year they earned the degree, the description of the school where they earned the degree, and the number of research projects they have conducted after earning the research degree.

Education Leaders With PhD

This study was able to identify only 14 personnel in the Schools Division with doctoral research degrees of Doctor of Philosophy.

Table 2. Inventory of education leaders with research doctorate

Respondents	f	%
Supervisors	2	14.3
School Heads	11	78.6
Department Head	1	7.1
Total	14	100

These PhD respondents graduated within the bracket of 10-15 years ago. Table 2 is introduced as a crucial component of the study, offering a comprehensive inventory of the education leaders under scrutiny. This table functions as a reference point for readers, providing a detailed breakdown of the demographic composition of the respondents. It paves the way for a granular understanding of the study's participant pool.

The mention of respondents refusing to participate due to a lack of data is a noteworthy methodological detail. It underscores the rigorous nature of the study's data collection process, which adheres to a principled randomization protocol. This process strengthens the validity of the findings, as it is indicative of a robust research design.

The subsequent revelation that a majority of the respondents occupy the role of school heads is a critical observation. This finding hints at an interesting disparity within the Schools Division, where there seems to be an overrepresentation of school heads in contrast to supervisors and department heads holding research doctorates. This imbalance sets the stage for further exploration into the implications of this disproportionate distribution of educational leadership roles among PhD holders.

The presence of a sufficient number of education leaders with PhDs has the potential to instigate a cultural change in research. This assertion is a substantial claim that warrants rigorous investigation and discussion throughout the study. It sets the tone for a broader exploration into the transformative potential of this cohort of education leaders and the role they might play in shaping the future of educational research.

Academic Profile of Education Leaders

Tables 3 and 4 describe the academic profile of the school heads, and supervisors carrying research doctorate from the year they earned the degree and the school where they obtained the doctorate.

The data presented in Table 3 provide insights into the distribution of academic degrees earned across different years. This analysis offers valuable observations regarding the temporal patterns of degree attainment, possibly shedding light on trends in educational pursuits.

The data acknowledge that Table 3 offers insights into the distribution of degrees earned across different years. This recognition highlights the significance of this data in understanding the educational landscape under study.

The result indicates that a total of 14 degrees were obtained, emphasizing the sample size under examination. The sample size is crucial in research as it can impact the generalizability of findings and the robustness of statistical analyses.

The result also then delves into the temporal distribution of degrees. It singles out the years 2011-2012, noting that they represent 28.6% of the total degrees earned. This concentration of degrees during this timeframe raises questions about what might have driven this surge in educational pursuits. It hints at the possibility of a policy change, economic factors, or other influencing factors that prompted more individuals to pursue higher education during those years.

Continuing the analysis, the result evidently observes that the years 2015-2016 also accounted for a significant share, constituting 21.4% of the degrees earned. This suggests a continued interest in education a few years later. The discussion of this subsequent period broadens the temporal perspective, indicating that the trend may not be limited to a single year but could indicate a more sustained phenomenon. Importantly, the result highlights that the remaining degrees are dispersed across other periods, showing a relatively consistent distribution in terms of percentages. This suggests that while the years 2011-2012 and 2015-2016 stand out, there is some stability in degree attainment across the other years.

A critical point raised in the result is the limited number of degrees earned beyond 2010, with only one degree mentioned. This observation raises questions about the completeness of the dataset and its ability to accurately capture earlier years. It's essential in scholarly research to acknowledge potential limitations and data gaps, as this impacts the interpretation of findings.

Table 3. Year earned the research doctorate

Year earned the degree	f	%
Beyond 2010	1	7.1
2011-2012	4	28.6
2013-2014	2	14.3
2015-2016	3	21.4
2016-2018	2	14.3
2019-2020	2	14.3
Total	14	100

The data presented in Table 4 sheds light on the schools from which participants graduated, providing valuable insights into the educational landscape. Out of the total 14 participants, the majority, constituting 50.0%, graduated from the Province's State College.

The presented results offer a comprehensive insight into the distribution of degrees earned among different types of educational institutions. Notably, the Province's State College emerges as the predominant source of degree completions, accounting for a substantial 50.0% of the total degrees earned.

Table 4. School where participants graduated

School	f	%
Province's State University	4	28.6
Province's State College	7	50.0
University in Manila	1	7.1
Private Higher Education Institutions	2	14.3
Total	14	100

This highlights the institution's pivotal role in higher education within the province. Following closely is the Province's State University, contributing 28.6% of the degrees, reinforcing its significance as another key educational provider. Private Higher Education Institutions and a University in Manila represent 14.3% and 7.1% of the degrees, respectively, signifying their presence but in more limited proportions. Collectively, these results illustrate a diversified landscape of degree acquisition, with provincial and state-level institutions playing a central role in meeting educational needs. This data could serve as a foundation for deeper investigations into regional education dynamics and policy considerations for enhancing educational opportunities across various institution types.

Scholastic Research Output

Table 5 presents the scholastic research outputs presented and/or published at both local and international levels by the respondents. Noticeably, the data describes a poor number of papers presented and published in the international arena.

Table 5. Research presentations and publications

Level	Conference	Publication
International	2	1
Local (National)	0	0

The data suggest that for a long period from the year that the respondents earned their PhD degree, their papers were not given a chance to be presented and published in a research conference or journal publication. It is interesting to note that there were very few research papers (2 for conference; and 1 for publication) that reached the international level. This implies that personnel in the Schools Division were able to develop and conduct research projects, however, they failed to present at research conferences and published in any international or local journal. Despite the idea that educators in higher education institutions value the significance of research publications [21]. The PhD respondents revealed that they lacked knowledge on how to initiate the publication process. The respondents also think that the completeness of the research process is the completion of writing the manuscript and submitting it to the institutional library.

Proposed Intervention Program

Interviews with some respondents resulted in two things. First, they did not have research outputs and the other one was they did not have the idea of how to be involved in any research conference, particularly at the international level. In the same manner, they have no idea how to publish research articles in international journals. To improve these practices, the researcher came up with the proposed intervention program for the supervisors and school heads (Table 6).

Table 6. Proposed intervention program in improving research paper presentation and publication

Activities	Objectives	Time Frame	Persons Involved	Expected Output
Creation of a Group of school heads with a research doctorate.	Gather and create a link among school heads and supervisors with PhD.	One month	School leaders with PhD	Pool of Researchers Division Research Team

Intensive webinar/training on paper presentation and publication.	Equip PhDs on how to present and publish a research paper.	One month	School leaders with PhD	Equipped Researchers able to develop publishable articles
Annual research collaboration.	Develop a publishable research project.	6 months to 1 year	School leaders with PhD	Publishable Research Articles
Paper Presentation and Publication.	Present and publish research articles	One month	School leaders with PhD	Published and Presented Research Articles

Research dissemination in the form of a presentation or publication is the last phase of the research process. However, this study described that the respondents failed to fulfill the last stage of the research process. From the findings of the current study, the researcher formulated a proposed intervention program for the school heads, supervisors, or even teachers with doctorate research degrees to capacitate them in research presentations and publications. Table 6 shows the actual proposed program from the activities to the expected output.

The proposed program may be calibrated depending on the situation and circumstances if there are other persons involved and sources of funds that can be added. However, the objectives and activities, as well as the expected output might help improve the research culture in the division pioneered by the education leaders with a research doctorate.

6. Conclusion and Future Scope

Based on the findings of the study, which were also supported by the responses of the respondents through interviews, they lack ideas and technical skills on how to present and publish research output. More so, they do not even have an idea of how to make a publishable research paper. The Schools Division is encouraging all the education leaders to perform and develop research projects. However, the Schools Division also has not yet conducted training or seminars focusing on publication and peer-reviewing of research.

Based on the drawn conclusions, this study recommends the exposure of all education leaders, especially in the Schools Division to active research culture. Prioritization, in terms of time, focus, manpower, and funds, of research doctorate needs in doing scholastic research projects may also help improve not only the practice in the Schools Division but also the quality of every research project. Consider also the adoption of the proposed intervention program which could be a help not only in creating a group of researchers but also in research publications.

Data Availability

None

Conflict of Interest

The author did not come across any conflicts of interest related to this research paper.

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Author's contribution

The author carried out all the stages of this research.

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AUTHORS PROFILE

The author earned his title, degree, and certificates from different highly reputable institutions such as a Bachelor in Secondary Education, and Master of Arts in Education major in Educational Management from Bulacan State University in 2002, and 2011; Doctor of Philosophy in Development Education from Bulacan Agricultural State College in 2015; Graduate Diploma in Archaeology from the University of the Philippines Diliman in 2019; and verified certificate from Harvard University through EdX online platform in 2020. Aside from being a highly competent School Principal, he is also a staunch advocate of research in various disciplines like education, social sciences, and archaeology. He is also a research professor in the graduate school of different higher education institutions like Baliuag University – Special Graduate School Program for International Students, La Consolacion University Philippines, and Baliwag Polytechnic College.



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