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AUTHORSHIP IMPROPRIETIES: ANALYZING THE PRACTICE OF INCLUDING ADVISERS AS CO-AUTHORS IN STUDENTS' RESEARCH

ВИКЛИКИ СПІВАВТОРСТВА: АНАЛІЗ ДОСВІДУ ВКЛЮЧЕННЯ НАУКОВИХ КЕРІВНИКІВ ЯК СПІВАВТОРІВ У СТУДЕНТСЬКИХ ДОСЛІДЖЕННЯХ

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Mark Gabriel Wagan AGUILAR

Researcher for Ph.D. from International Institute of Cambodia University of Technology, Cambodia.

✉ E-Mail: markgabrielaguilar@gmail.com

ORCID <https://orcid.org/0000-0003-0077-3567>

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ABSTRACT

Purpose. This research aims to investigate the prevalent practice of including advisers as co-authors in students' research works, with a specific focus on understanding the attitudes of the academic community, particularly students and educators. The study seeks to explore students' and educators' perceptions, beliefs, and/or opinions regarding the practice raise concerns in higher education institutions worldwide.

Methodology. Through a descriptive-correlational research design following a quantitative research approach, the researcher gathered data on the attitudes of 200 students and 200 educators of 4 Higher Education Institutions in Region IV-A, Philippines, towards the inclusion of advisers as co-authors in students' theses, particularly when presented in conferences

Мета. Це дослідження має на меті дослідити поширену практику залучення наукових керівників як співавторів до науково-дослідних робіт студентів, з особливим акцентом на розумінні ставлення академічної спільноти, зокрема студентів і викладачів. Дослідження спрямоване на вивчення уявлень, переконань та/або думок як студентів, так і викладачів щодо такої практики, яка викликає занепокоєння у закладах вищої освіти у всьому світі.

Методологія. Завдяки дескриптивно-кореляційному дослідницькому підходу було зібрано дані про ставлення 200 студентів і 200 викладачів 4 закладів вищої освіти у регіоні 4-А, Філіппіни, щодо включення наукових керівників як співавторів у студентські дослідження, особливо коли вони представлені на конференціях і опубліковані в журналах.

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and published in journals. The collected data is analyzed to identify prevailing opinions and perspectives within the academic community. This analysis takes into account factors such as mentorship, intellectual contribution, and ethical considerations related to authorship attribution. By weighing these factors, the researcher forms a stance on the practice and offers recommendations for its ethical implementation.

Results revealed differing opinions between students and educators. Moreover, significant differences in the attitudes of faculty members towards the practice when grouped based on their highest educational attainment, academic rank, and tenure were established, as well as the significant relationship between the research engagement and productivity of faculty members, and their attitude towards the matter. Although the inclusion of advisers in students' theses was found acceptable within the academic community, the authorship guidelines set by the Committee on Publication Ethics, also known as COPE, suggest otherwise.

Conclusion. These findings contribute to the existing literature on academic authorship improprieties and provide insights into the attitudes and opinions of the academic community. They are expected to stimulate discussions, fostering a better understanding of the implications of including advisers as co-authors in students' research works. The paper also offers practical recommendations to promote transparency, fairness, and integrity in authorship practices, ensuring that credit is appropriately attributed to all contributors in academic publications.

Keywords: academic integrity, authorship improprieties, ethical considerations in research authorship, fairness and transparency in authorship attribution, students' theses.

Зібрані дані аналізувалися, щоб визначити переважаючі думки та погляди в академічній спільноті. Цей аналіз врахував такі фактори, як наставництво, інтелектуальний внесок і етичні міркування, пов'язані з визначенням авторства. Зваживши ці фактори, сформовано авторську позицію щодо такої практики та пропонувано рекомендації щодо її етичної реалізації.

Результати виявили різні думки між студентами та викладачами. Крім того, було встановлено значні відмінності у ставленні викладачів до такої практики. Вони можуть бути об'єднані в групи на основі їх найвищого рівня освіти, наукового звання та перебування на посаді, а також мати значний зв'язок між дослідницькою залученістю та продуктивністю, а також відношенням до дослідження. Хоча включення наукових керівників до досліджень студентів було визнано прийнятним для академічної спільноти, авторські вказівки, встановлені Комітетом з етики публікацій, відомим як COPE, свідчать про інше.

Висновок. Отримані результати вносять вклад у сучасну літературу про академічне співавторство і дають змогу зрозуміти ставлення та думки академічної спільноти. Очікується, що це стимулюватиме дискусії, сприяючи кращому розумінню наслідків залучення наукових керівників як співавторів до дослідницьких робіт студентів. Воно також пропонує практичні рекомендації щодо сприяння прозорості, чесності та цілісності в авторській практиці, гарантуючи належне описання внеску всіх учасників академічних публікацій.

Ключові слова: академічна доброчесність; порушення авторства; Етичні міркування в авторстві дослідження; чесність і прозорість у визначенні авторства; дипломні роботи студентів.

INTRODUCTION

In the Philippines, Higher Education Institutions (HEIs) play a crucial role in the nation's sustainable development through their trifocal functions, encompassing teaching, research, and community extension (Balcoba et al., 2019; Guerrero et al., 2022; Peñaredondo-Untong, 2020). These functions are the cornerstone of academia, driving faculty members to engage in teaching, research, and community services to foster the educational and integral formation of competent, service-oriented, and principled professionals.

This engagement is expected to contribute significantly to the nation's socio-economic growth and sustainable development. HEIs aim to educate and train Filipinos to become productive and responsible citizens while promoting equitable educational access and instilling nationalism and patriotism (Balcoba et al., 2019; Baluga, 1987). Additionally, HEIs are mandated to develop high-level professionals capable of meeting international competition and to serve as Centers for Research and Development (Castano & Cabanda, 2007).

Research holds a pivotal role not only within HEIs' functions but also in the accreditation process of academic programs in the country. The Accrediting Agency of Chartered Colleges and Universities in the Philippines includes research as the fifth criterion for accreditation, emphasizing its importance in ensuring quality education. Similarly, the Philippine Association of Colleges and Universities Commission on Accreditation and the Philippine Accrediting Association of Schools, Colleges, and Universities prioritize research for continuous monitoring and improvement.

However, recent assessments indicate a concerning trend in educators' research performance. Studies by Clemeña and Acosta (2007) and Gregorio (2007) highlight deficiencies in the research culture and participation among faculty members across various universities and colleges in the country. Clemeña and Acosta (2007) found that faculty members did not perceive any aspect of research culture within their institutions as strong, indicating a need for improvement in fostering a conducive research environment.

Similarly, Gregorio (2007) identified low levels of research participation among faculty members in Higher Education Institutions in Zamboanga Peninsula, adversely impacting research outputs. Moreover, data suggest that both public and private institutions exhibit similar research performance metrics, underscoring the need for enhanced attention and support in this area.

Indeed, in response to the imperative to enhance their research engagement and productivity, HEIs and educators have resorted to various strategies. However, a notable observation is the tendency among faculty members, particularly advisers, to present students' theses as their own work, thus positioning themselves as co-authors in conference presentations and research publications, which is, aside from being tolerated, is promoted by several HEIs. Consequently, this phenomenon, observed even in prestigious universities and colleges in the Philippines, raises ethical concerns regarding appropriating students' research outputs for personal gain.

The traditional model of authorship attribution typically recognizes individuals who have made substantial contributions to the conception, design, execution, or interpretation of the research (Lin, 2023). However, the role of research advisers in guiding and supervising student projects, while often invaluable, raises questions about their eligibility for authorship.

Although et al. et al. this has been debated over the years, previous research has only delved into various aspects of authorship improprieties, including honorary, ghost, and guest authorship, highlighting the prevalence and implications of these practices in scholarly communication (Schroter et al., 2020; Pruschak & Hopp, 2022).

These studies have examined the perceptions of authors, reviewers, and journal editors, which have shed light on the ethical considerations, power dynamics, and disciplinary norms shaping authorship practices (Herbert & Kaspar, 2019; Cheruvelil et al, 2019; Smith et al, 2020). However, there remains a gap in understanding the attitudes specifically towards the inclusion of research advisers in student theses for dissemination and publication.

This study **aims** to address this gap by investigating the attitudes of both educators and students towards the inclusion of research advisers in students' theses for presentation at conferences and publication in journals. By exploring the perspectives of these key stakeholders, this research seeks to inform discussions on authorship ethics, academic integrity, and the responsible conduct of research. Ultimately, the findings will contribute to developing guidelines, policies, and educational initiatives to promote transparency, accountability, and fairness in academic publishing practices. Specifically, the researcher has aimed to meet the following objectives:

1. To determine the attitudes of students and educators towards the research authorship against Authorship Guidelines designed by the Committee on Publication Ethics (COPE), and on the inclusion of advisers as co-authors in students' theses, particularly when presented in conferences and published in journals.
2. To critically examine the practice and assess its advantages and disadvantages, considering factors such as mentorship, intellectual contribution, and ethical considerations related to authorship attribution.
3. To determine the differences in the attitudes of the educators when grouped based on their highest educational attainment, rank, tenure, and sexuality.
4. To determine the relationship between the research engagement and productivity of educators and their attitude towards including advisers as co-authors in students' theses.

METHODOLOGY

This study utilized a quantitative research approach and conducted a literature review to meet all research objectives. A four-point Likert Scale was used to measure the attitudes of respondents, who were 200 undergraduate and graduate students and 200 educators who teach at the undergraduate and graduate levels.

With the unavailability of information on the exact number of educators in Philippine Higher Education Institutions, the researchers have decided to limit the respondents to 400, given that 100 is believed to be the minimum sample size needed to get meaningful results, concurred by many statisticians (Fox, 2022), and the tendency of slovin's formula to suggest 300-400 respondents if the population is known, with a 5% margin of error and 95% confidence level.

The response rate was 64% to get 400 responses, the researchers had to reach out to 379 educators and 246 students, a total of 625 individuals from 4 HEIs in Region IV-A. Frequency, percentage, and mean scores were computed to show levels of attitude, whereas 1.00-1.75 is equivalent to the response of strongly disagree, interpreted as a very negative attitude; 1.76-2.50 is equivalent to the response of disagree, interpreted as a negative attitude, 2.51-3.25 is equivalent to the response of agree interpreted as positive

attitude, and 3.26-4.00 is equivalent to the response of strongly agree interpreted as a very positive attitude. Meanwhile, the T-test and Analysis of Variance (ANOVA) were performed to determine significant differences, while the Pearson R correlation was analyzed to find existing significant relationships.

No one was forced to participate in the study. Participation was strictly voluntary, and respondents expressed their willingness to participate before answering the questions. To ensure anonymity, no personal information that could identify the respondents was collected, except for their highest educational attainment, rank, tenure, and sexuality, which were necessary for the purpose of the study.

All personal information collected has been kept confidential during the conduct of the research and was immediately disposed after the analysis. Data privacy laws, such as Republic Act 10173 or the Data Privacy Act of 2012 in the Philippines, were strictly followed to ensure that the privacy rights of the respondents were not violated. The researchers have upheld the highest standards of ethical conduct in this study and have taken all necessary measures to ensure that the rights and welfare of the respondents were protected.

RESULTS

The results of this study provide significant information about the practice of authorship improprieties in academic publications in the Philippines, particularly the practice of including advisers as co-authors in students' research works.

Table 1

Attitude towards research authorship guidelines designed by COPE

Statement	Students		Educators	
	Mean	Interpretation	No	Interpretation
1. Shouldering all the expenses as enough reason to make someone an author of a research.	1.61	Strongly Disagree	2.04	Disagree
2. Helping in the editing and formatting the paper as enough reason to make someone an author of a research.	2.77	Agree	3.59	Strongly Agree
3. Commenting on the revisions needed as enough reason to make someone an author of a research.	2.44	Disagree	3.76	Strongly Agree
4. Helping in finding a research conference and a journal where the research can be presented and published is enough reason to make someone an author of a research.	2.89	Agree	3.24	Agree
Composite Mean	2.43	Disagree	3.16	Agree

Both students and faculty members hold the shared belief that merely providing funding for a research project does not suffice to confer authorship status on an

individual. This may mean they agree that authorship should be based on more substantive contributions to the research process. However, their views diverge regarding the role of feedback for revisions in determining authorship. Faculty members believe that advisers who assist students in identifying sections of the paper requiring revision should be considered authors, while students hold a contrary belief, suggesting that providing feedback for revisions alone should not automatically grant authorship status to advisers.

Despite this difference, both cohorts concur on the importance of involvement in the presentation and publication of the study as a criterion for authorship. They agree that actively participating in the dissemination of the research findings is crucial for being recognized as an author. Furthermore, both students and faculty members assert that contributing to the editing process of the study warrants inclusion as an author.

This indicates that for them, active engagement in the refinement and improvement of the research manuscript demonstrates a significant level of intellectual contribution deserving of authorship recognition. These results show that while there are some differences in opinion between students and faculty members regarding the role of feedback for revisions in determining authorship, both groups share common ground on the significance of involvement in the presentation, publication, and editing processes as criteria for authorship attribution.

Figure 1

Student’s perspective towards including advisers as co-authors of students’ theses

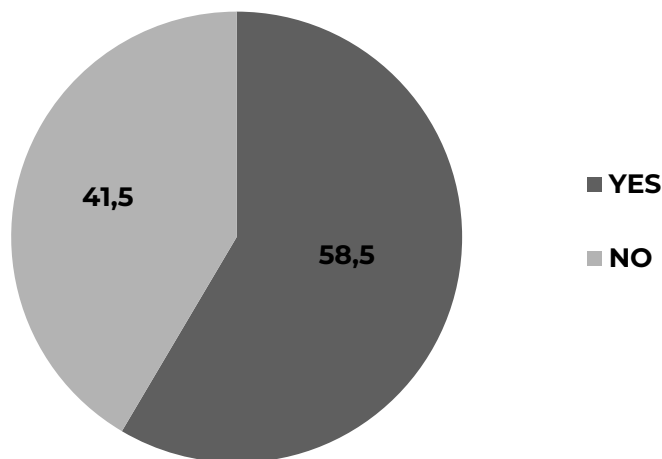
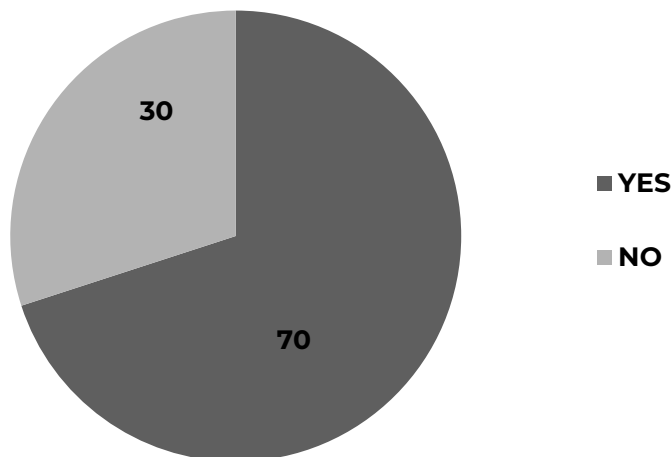


Figure 2

Educator’s perspective towards including advisers as co-authors of students’ theses



When asked about their position on including advisers as authors in students' theses upon acceptance for presentation at conferences and publication in journals, both educators and students expressed a favourable stance. However, it's worth noting that educators generally displayed a stronger consensus on this matter compared to students. Educators and students alike demonstrated a positive inclination towards acknowledging the contributions of advisers in students' theses, particularly upon the acceptance of these works for presentation at conferences and subsequent publication in academic journals. While both groups recognized the value of advisers' input and support throughout the research process, educators appeared to exhibit a more unanimous agreement on the importance of including advisers as authors in such scenarios.

This suggests a widespread recognition among educators of the significant role advisers play in guiding and shaping students' research endeavors, thereby warranting their inclusion as authors in scholarly publications resulting from these efforts. Additionally, this could also indicate that Filipino educators lack an understanding of the difference between the roles of advisers and authors in the research process. While students also acknowledged the contribution of their advisers, the level of consensus among educators indicates a stronger endorsement of this practice within academic circles.

Table 2

Attitude towards including advisers as authors in students' theses in terms of higher educational attainment, rank, and tenure

Statement	t	Sig.
Attitude towards including advisers as authors in students' theses in terms of highest educational attainment	1.746	.000
Attitude towards including advisers as authors in students' theses in terms of academic rank	-4.525	.000
Attitude towards including advisers as authors in students' theses in terms of tenure	6.293	.000

The Analysis of Variance (ANOVA) conducted on faculty members' attitudes towards including advisers as co-authors in students' theses, categorized by their highest educational attainment, academic rank, and tenure, reveals significant variations. It becomes apparent that faculty members with higher levels of educational attainment, academic rank, and tenure tend to demonstrate greater support for this practice. This correlation suggests that individuals with advanced degrees, higher academic ranks, and longer tenures are more inclined towards endorsing the inclusion of advisers as co-authors in students' theses.

A discernible trend emerges from this analysis, revealing that faculty members in tenured positions, possessing doctorate degrees or pursuing doctoral studies, and occupying higher academic ranks, such as associate professors and above, are more frequently listed as co-authors in student theses. Conversely, there is a lower prevalence of inclusion among faculty members who are relatively new to the field, hold master's

degrees or are pursuing master's studies, and hold lower academic ranks, such as assistant professors and below.

This observed disparity in attitudes can be attributed to the perceived benefits derived from this practice. It suggests that a significant number of educators, particularly in the Philippines, specifically in Region IV-A, may have advanced in their careers, attained regular status, and garnered recognition as highly engaged and productive researchers by leveraging their students' accomplishments.

This phenomenon highlights a potential reliance on student achievements as a means of professional advancement, indicating a systemic issue within academic institutions regarding the evaluation and promotion of faculty members based on their scholarly output. Such practices may inadvertently create an environment where faculty members feel pressure to prioritize their involvement in student research projects as a means of advancing their own academic careers, potentially impacting the overall academic integrity and quality of research output within these institutions.

Table 3

Relationship between Research Engagement and Productivity of educators and Attitude towards including advisers as authors in students' theses

		Attitude towards the practice	Attitude
Research Engagement and Productivity	Pearson Correlation	.586**	1
	Sig. (2-tailed)	.000	

The results of the Pearson R Correlation analysis revealed a significant relationship between faculty members' research engagement, productivity, and their attitudes towards the inclusion of advisers in students' theses. This analysis demonstrated a noteworthy correlation, indicating that educators who exhibit higher levels of research engagement and productivity are more likely to support the practice of including advisers in students' theses or the other way around.

This finding suggests that faculty members who are actively involved in research activities and demonstrate a greater output of scholarly work are also more inclined towards recognizing the contributions of advisers in student research endeavors. It implies that a deeper involvement in research may lead to a greater appreciation of the collaborative nature of academic work, including the valuable role played by advisers in guiding and mentoring students throughout the research process.

On the other hand, this may also mean that these educators are only productive in terms of research. Hence because they are included as authors in students' theses; hence, their greater appreciation for research collaboration is due to benefitting from it. Furthermore, this correlation highlights the potential influence of faculty members' own experiences and perspectives as researchers on their attitudes towards academic practices such as authorship attribution in student theses.

Educators who are more immersed in the research community may have a better understanding of the complexities involved in academic collaboration and may be more receptive to practices that promote mentorship and collaboration between faculty and

students. However, this is only acceptable in collaborations where all authors have assumed authors' roles.

This correlation underscores the importance of considering faculty members' research engagement and productivity as factors that may influence their attitudes towards academic practices, such as the inclusion of advisers in students' theses or their attitude towards the practice as a factor influencing their research productivity. It emphasizes the need for further exploration of the interplay between faculty members' professional experiences, scholarly activities, knowledge, and attitudes towards collaborative research practices within academic institutions.

The common authorship guidelines implemented by research journals

Committee on Publication Ethics' Guidelines:

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved".

Throughout the four-month research project, it became evident that the global research community adheres to a standard for determining authorship in studies, commonly known as the Authorship Guidelines established by the Committee on Publication Ethics (COPE). These guidelines are the benchmark for most scholarly journals, ensuring that individuals who have made significant contributions are appropriately recognized as authors in published papers. Among the criteria outlined by COPE, four key factors are highlighted as crucial determinants of authorship.

Given the established criteria outlined by COPE, it becomes apparent that advisers should not be included as authors in students' theses. The roles of advisers fundamentally differ from those of authors, as advisers primarily provide guidance and supervision rather than make substantive contributions to the research. The COPE guidelines emphasize that authorship should be attributed to individuals who have made substantial intellectual contributions to the conception, design, execution, or interpretation of the research study.

Additionally, authors are expected to be actively involved in drafting or revising the manuscript for intellectual content and to approve the final version of the paper for publication. These criteria underscore the importance of direct involvement and contribution to the scholarly work being published. In contrast, the role of an adviser typically involves providing guidance, mentorship, and oversight throughout the research process.

While advisers play a crucial role in providing support and facilitating the progress of student research projects, their contributions do not typically meet the criteria for authorship as outlined by COPE. Advisers are more appropriately acknowledged for their

roles in mentoring and supervising students rather than being listed as authors of the resulting theses or research papers.

Therefore, based on the established Authorship Guidelines by COPE and the distinct roles of advisers in the research process, it is concluded that advisers should not be included as authors in students' theses. Instead, they should be recognized and acknowledged for their valuable contributions as mentors and supervisors in guiding students through the research journey, which is usually expressed in the acknowledgement section of the paper.

Critical Review of the Practice

The following themes were established based on the analysis conducted by the researcher:

- Educators serving as advisers for students' theses receive compensation for their role.
- Transformation of advisers into authors upon study completion appears incongruous.
- Disparity in accountability between students and advisers.
- Some universities in the Philippines extend authorship to individuals present during the defense, excluding advisers.

The observation that educators, when appointed as advisers for students' theses, receive compensation for their role in assisting and supporting students throughout their studies is crucial. This compensation serves as recognition for the valuable assistance provided by advisers and is inherent to their job responsibilities. Given this context, seeking inclusion as authors in student theses could be seen as excessive, especially considering that guiding and supporting students is already part of their professional duties.

Moreover, the practice of including advisers as authors in student theses raises valid concerns about the delineation of roles during the study's conduct and writing process. Advisers are appointed to provide guidance and supervision, not to make substantive contributions to the research itself. Therefore, the transformation of advisers into authors upon study completion may appear incongruous and potentially misrepresent their level of involvement and contribution.

Additionally, there is a disparity in accountability between students and advisers. If students encounter challenges or fail during the study's conduct, they bear the consequences alone, while advisers continue to receive compensation. However, upon successful completion, not only are students recognized, but advisers also become acknowledged as co-authors, seemingly without bearing the same level of accountability for their contributions. This practice could be perceived as problematic, as it places undue emphasis on recognition without ensuring commensurate responsibility.

Furthermore, the observation that some universities in the Philippines extend authorship to individuals such as statisticians, deans, and panel members present during the defense adds another layer of complexity to the issue. This practice, especially

when advisers who are intimately involved in students' thesis writing are not deemed worthy of authorship, raises questions about the criteria and integrity of authorship attribution within academic institutions. It highlights the need for clearer guidelines and standards regarding authorship attribution to ensure fairness and transparency in academic practices.

DISCUSSION

The major results of the study shed light on the complex dynamics surrounding the inclusion of advisers as co-authors in students' research works, revealing nuanced perspectives from both students and educators within the academic community. The interpretation of these results highlights several key findings and implications.

Firstly, the study identified a divergence in attitudes between students and educators regarding the practice of including advisers as co-authors. While educators generally exhibited stronger support for this practice, students expressed varying degrees of scepticism and concern. This suggests a potential disconnect in perceptions between the two groups, possibly stemming from differences in their experiences, expectations, and understanding of academic authorship norms.

Furthermore, the results underscore the ethical considerations inherent in including advisers as co-authors. Educators often justified their inclusion based on the guidance and support provided to students throughout the research process. However, students and the researcher's analysis, lean on a different angle, particularly on the delineation of roles and the potential dilution of authorship criteria, emphasizing the need for transparency and accountability in authorship attribution.

Another notable finding is the influence of institutional practices and cultural norms on attitudes towards adviser inclusion. Some academic institutions, particularly in the Philippines, have established practices of extending authorship to advisers and even other individuals present during thesis defenses. This raises questions about the integrity and consistency of authorship standards within academic institutions, highlighting the importance of establishing clear guidelines and ethical standards.

CONCLUSIONS

The inclusion of advisers as co-authors in students' theses remains a highly contentious issue, influenced by various factors such as role distinction, ethical concerns, the assessment of substantial and intellectual contributions, and considerations of fairness. The distinction between the roles of advisers and authors raises ethical questions regarding the appropriateness of adviser inclusion, particularly given their primary responsibility for guidance and support rather than direct participation in the research process.

This practice challenges established norms of authorship attribution and undermines the principles of transparency and accountability in scholarly publishing. Furthermore, the criteria for determining authorship, including substantial and intellectual contributions, must be rigorously applied to ensure fairness and integrity in research dissemination. All contributors should be recognized appropriately based on their contributions to the research endeavor, without diluting the significance of authorship through unwarranted inclusion.

It is therefore clear that addressing the complexities surrounding authorship in student theses requires a comprehensive understanding of the roles and responsibilities of all stakeholders involved. Clear guidelines and ethical standards must be established to guide authorship decisions and mitigate potential conflicts of interest. By promoting transparency, fairness, and integrity in authorship practices, academic institutions can uphold the credibility and reputation of scholarly research while ensuring due recognition for all contributors.

The researcher hereby proposes the following interventions. It is believed that greater emphasis on sole-authored papers is essential to bolster research productivity and mitigate authorship improprieties. In Philippine Higher Education Institutions (HEIs), such improprieties are common, hindering proper recognition of authors' contributions and dispersing research credits among multiple contributors. This practice also constrains overall research output, as educators may consolidate efforts into single projects or await co-authorship opportunities, rather than producing individual works.

Accrediting agencies and HEIs should thus encourage educators to pursue independent research and value sole-authored papers. Collaboration should be permitted but regulated to prevent improprieties; studies with multiple authors, especially those with personal or professional ties, require careful consideration. Additionally, advisers listed as co-authors should not receive authorship credit, as their role is advisory, and they already receive compensation for their guidance.

In fact, aside from receiving payment for their advisory responsibilities, they simultaneously gain credit as authors for the works they only supervised with this practice, thus benefitting from incentives on top of their regular salary, accruing points towards their ranking and promotions, and earning prestige of having published research. This accumulation of benefits is disproportionate to their actual involvement in the research. Ending this practice can foster increased exposure, accountability, and research productivity in HEIs.

This will also result in a genuine research culture. It is, therefore, crucial for Higher Education Institutions (HEIs) and Accrediting Agencies to exercise critical judgment when recognizing authors in research, particularly deans, professors/lecturers, and thesis advisers, in students' work presented at conferences or published in journals. This practice should not be considered an accomplishment for educators, as it implies that they have written and conducted the research with their students while also serving as panellists and advisers. Paradoxically, this suggests that they have essentially evaluated their own research and provided guidance to themselves.

On the other hand, advisers who are “genuinely” committed to becoming co-authors in students' theses to ensure research productivity and engagement should fulfil the role of co-authors, thereby assuming the SAME responsibilities and accountability as the students. To become a co-author, the adviser and the students must mutually agree prior to the commencement of the study, necessitating the signing of an agreement form between the two parties. Additionally, as they stand to benefit from the completed study, advisers should not receive remuneration for their role as advisers.

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- Dasmariñas Research Conference 2024, hosted and funded by Kolehiyo ng Lungsod ng Dasmariñas, Philippines;
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CONFLICT OF INTERESTS

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