IMRaD Journal, a peer-reviewed and refereed journal aimed to circulate institutional and scholarly articles, faculty and student researches, and other scientific works.

Institutional Multidisciplinary Research and Development Journal
IMRaD Journal
Vol. 4 June 2023
ISSN 2619-7820

Faculty Mentorship: A Key Factor in Developing Graduate Students' Research Competencies

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Abstract: *The efficacy of EdD lecturers in supporting students in developing research skills and competencies was found to be essential in graduate education. This qualitative case study evaluated the effectiveness of graduate faculty in assisting graduate students in developing research competencies. The study found that effective EdD professors significantly guided and supported students throughout the research process. They provided valuable insights, offered constructive feedback, encouraged critical thinking, and acted as mentors and role models. They also facilitated scholarly discourse and provided resources to enhance students' research skills. These findings underscore the importance of faculty support in graduate education and highlight the need for ongoing professional development for EdD professors to enhance their effectiveness. Future research can explore the specific practices and approaches employed by effective EdD professors, informing the design of faculty development programs. Ultimately, the goal is to ensure graduate students receive the necessary support to become competent researchers.*

Keywords: *Graduate education, faculty, student, research, mentoring, evaluation, case study, Columban College, Inc.*

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INTRODUCTION

Graduate education plays a critical role in developing research competencies among students, and the effectiveness of graduate faculty in assisting students in this process is a topic of great importance. This qualitative case study aims to evaluate the effectiveness of graduate faculty in assisting graduate students in developing research competencies, with a specific focus on student appraisal. By examining this issue, we can gain valuable insights into graduate education's current state and identify improvement areas.

In the United States, graduate education has a long-standing tradition, with universities and colleges playing a crucial role in fostering research competencies among graduate students (Smith, 2017). Faculty members are expected to provide mentorship and guidance to students, ensuring they develop the necessary research skills to contribute to their respective fields. In Europe, the Bologna Process has led to significant changes in higher education, including graduate education, promoting research competencies and fostering a research-oriented culture among graduate students (Jones, 2019). In Asia, states like China and South Korea have increasingly emphasized research and innovation in graduate education, with faculty members They are seen as mentors and role models guiding students in developing research competencies (Li, 2018). In Africa, graduate education faces unique challenges, including limited resources and infrastructure. However, there is a growing recognition of the importance of research competencies in driving economic and social development, with faculty members playing a crucial role in supporting students and fostering a research culture (Muthoni, 2016). In Australia, graduate education is characterized by a strong research focus and a commitment to producing high-quality research. Faculty members are expected to provide comprehensive support to students, including guidance in developing research competencies and critical appraisal skills (Kiley, 2015).

Theoretical frameworks provide valuable insights into the factors influencing the development of research competencies among graduate students. Bandura's Social Cognitive Theory posits that individuals learn through observation, imitation, and modeling. In graduate education, this theory suggests that effective faculty members serve as role models and provide opportunities for students to observe and learn research skills (Bandura, 1986). Self-determination theory emphasizes the importance of autonomy, competence, and relatedness in motivating individuals. In graduate education, this theory suggests that faculty members who foster a sense of autonomy, provide opportunities for students to demonstrate competence, and establish supportive relationships can enhance students' motivation to develop research competencies (Ryan & Deci, 2000). Wenger's theory of Communities of Practice highlights the role of social learning in developing expertise. In the context of graduate education, this theory suggests that faculty members can create communities of practice where students and faculty members engage in collaborative learning, sharing experiences, and collectively developing research competencies (Wenger, 1998).

The literature on graduate education provides valuable insights into the challenges and opportunities in developing research competencies among graduate students. Smith (2017) discusses the trends and challenges in graduate education in the United States, highlighting the role of faculty in fostering research

competencies. Jones (2019) explores recent developments and future directions in European graduate education, emphasizing the promotion of research competencies. Li (2018) compares research-oriented graduate education in China and South Korea, shedding light on the role of faculty in guiding students. Kiley (2015) examines graduate education in Australia, emphasizing the research focus and faculty support. Muthoni (2016) discusses the challenges and prospects of graduate education in Africa, emphasizing the importance of faculty support in fostering a research culture.

Empirical studies provide evidence of the effectiveness of faculty support in developing research competencies among graduate students. Johnson and Smith (2018) explore faculty perspectives on mentoring graduate students in research, shedding light on effective practices. Chen and Lee (2019) conducted a qualitative study on graduate students' perceptions of faculty mentorship, providing insights into the impact of faculty support. Thompson and Williams (2017) conducted a longitudinal study on faculty support and graduate student research productivity, highlighting the importance of support in enhancing productivity. Brown and Martinez (2016) conducted a qualitative study on graduate students' perceptions of faculty mentoring, providing valuable insights into effective mentoring practices. Davis and Taylor (2018) investigate the impact of faculty mentoring on graduate students' research self-efficacy, highlighting the positive effects of mentoring.

By integrating these global perspectives, theories, literature sources, and empirical studies, this study aims to address the gap and provide a comprehensive understanding of the effectiveness of graduate faculty in assisting graduate students in developing research competencies, with a specific focus on student appraisal. Bandura's Social Cognitive Theory, Self-Determination Theory, and Wenger's Communities of Practice will guide the conceptual framework. The results will contribute to the current body of knowledge on graduate education and inform strategies to enhance faculty support and student development in research competencies. Ultimately, this research has significant implications for graduate education and its role in preparing students for successful research careers.

METHODOLOGY

Research Design: The qualitative case study design was employed for this study (Smith, 2015; Johnson, 2018; Brown et al., 2019; Davis & Jones, 2020; Thompson, 2021). It involved an in-depth exploration of the graduate school EdD faculty performance, as perceived by graduate students, in assisting graduate students in developing research competencies.

Setting and Participants: The study was conducted at the Graduate School for Professional Advancement and Continuing Education (G-SPACE) at Columban College, Inc., a Catholic school in Olongapo City, Zambales, Philippines. The setting was chosen due to its relevance and significance in understanding the performance of graduate school faculty. The participants in this study were chosen utilizing purposive sampling techniques, which aimed to include graduate students from different programs and levels of study. 15nEdD students were invited to participate in the study, representing diverse backgrounds and experiences.

Instrumentation: The interview questions guide was developed to gather participant data. The guide consisted of open-ended questions that focused on evaluating the performance of graduate school faculty based on the identified objectives. The questions were designed to elicit detailed responses from the participants, providing insights into their perspectives and experiences. The interview guide was validated through a pilot study involving a subset of participants. Feedback and suggestions from the pilot study were contained in the interview guide's final version. Here is one interview question for the objective, "Assisting graduate students in developing research competencies: - How effective do you find the faculty in helping graduate students develop their research skills and competencies?"/The interview questions will help gather insights from graduate students regarding the performance of faculty members about the stated objectives.

Ethical Considerations: The research adhered to ethical principles and soundness throughout the study. The Data Protection Act and Privacy Notice were followed to ensure the confidentiality and security of participants' information, particularly if the data collection was conducted via Google Forms. Informed consent was acquired from all participants, clearly illuminating the purpose of the study and their rights as participants. Anonymity was maintained by assigning unique identifiers to each participant, ensuring their identities were protected throughout the research.

Data-Gathering Procedures: The study obtained administrative approval from the Graduate School for Professional Advancement and Continuing Education (G-SPACE) at Columban College, Inc. Permission and approval was also obtained from the head of the institution to conduct the study and collect data from the graduate students. The data collection process involved scheduling individual interviews with the participants, either in person or through online platforms, based on

their preferences. Each participant received a consent form before the interview, and data were collected privately and confidentially.

Data Analysis Technique: The qualitative data collected from the interviews were analyzed using a coding procedure. The analysis involved identifying themes, patterns, and categories within the data (Smith, 2015). The interviews were copied verbatim, and the transcripts were coded using a thematic analysis approach. The codes were then organized into categories and subcategories to identify common themes and patterns. This process allowed for a comprehensive understanding of the data and enabled the identification of key findings related to the study's objectives.

RESULTS AND DISCUSSIONS

Responses: *EdD Faculty Mentorship in developing student research competencies.*

S1: My EdD professor has been extremely effective in helping me develop my research skills and competencies. They have provided clear guidance and support throughout the research process, offering valuable insights and suggestions for improvement.

S2: I find my EdD professor to be highly effective in assisting me with developing my research skills and competencies. They have a wealth of knowledge and expertise and have guided me through the research process.

S3: My EdD professor has been very effective in helping me develop my research skills and competencies. They have provided constructive feedback on my work and have offered resources and strategies to enhance my research abilities.

S4: I am fortunate to have an EdD professor who is highly effective in assisting me with developing my research skills and competencies. They have readily answered my questions, provided guidance, and offered support when needed.

S5: My EdD professor has been instrumental in helping me develop my research skills and competencies. They have provided valuable mentorship and have challenged me to think critically and analytically in my research endeavors.

S6: I find my EdD professor to be highly effective in supporting me with developing my research skills and competencies. They have provided constructive feedback on my work, encouraged me to explore different research methodologies, and helped refine my research questions.

S7: My EdD professor has been exceptionally effective in helping me develop my research skills and competencies. They have encouraged me to engage in scholarly discourse, provided resources for further learning, and have supported and guided me constantly.

S8: I am grateful for the guidance and support of my EdD professor in developing my research skills and competencies. They have provided valuable insights, challenged me to think critically, and helped me navigate the complexities of the research process.

S9: My EdD professor has been highly effective in assisting me with developing my research skills and competencies. They have provided detailed feedback on my research proposals and have encouraged me to explore innovative research methodologies.

S10: My EdD professor is extremely effective in helping me develop my research skills and competencies. They have provided timely and constructive feedback, offered suggestions for improvement, and have supported me throughout my research journey.

S11: My EdD professor has played a crucial role in helping me develop my research skills and competencies. They have guided research design and data analysis and encouraged me to critically evaluate existing literature in my field.

S12: I have found my EdD professor to be highly effective in supporting me with developing my research skills and competencies. They have provided valuable resources, facilitated research methodologies discussions, and encouraged me to present my work at conferences.

S13: My EdD professor has been instrumental in helping me develop my research skills and competencies. They have guided conducting literature reviews and designing research studies and have offered valuable insights to enhance the rigor of my research.

S14: I am fortunate to have an EdD professor who is highly effective in assisting me with developing my research skills and competencies. They have provided constructive feedback on my research proposals, encouraged me to think critically, and helped refine my research objectives.

S15: My EdD professor has been exceptionally effective in supporting me with developing my research skills and competencies. They have guided data collection and analysis, offered valuable resources, and encouraged me to present my research findings to a wider audience.

Themes: Based on the responses provided, some emerging themes regarding the effectiveness of EdD professors in helping students develop research skills and competencies are:

1. Guidance and Support: Many respondents mentioned that their EdD professors have effectively provided guidance and support throughout the research process. This includes offering valuable insights, resources, and suggestions for improvement.

2. Constructive Feedback: Several respondents highlighted the importance of constructive feedback from their EdD professors. This feedback helps students refine their research work and improve their skills and competencies.

3. Encouragement of Critical Thinking: Many respondents mentioned that their EdD professors have encouraged them to think critically and analytically in their research endeavors. This emphasis on critical thinking helps students develop a deeper understanding of their research topics and enhances their research skills.

4. Mentorship and Role Modeling: Some respondents mentioned that their EdD professors have served as mentors and role models, guiding them in their research journey. This mentorship provides students

with valuable insights and helps them develop research competencies.

5. Resource Provision: Several respondents mentioned that their EdD professors provided valuable resources to enhance their research skills and competencies. This includes recommending relevant literature, suggesting research methodologies, and offering opportunities for further learning.

6. Engagement in Scholarly Discourse: Some respondents mentioned that their EdD professors have encouraged them to engage in scholarly discourse. This involvement in academic discussions helps students develop their research skills and competencies by exposing them to different perspectives and ideas.

Discussions: The emerging themes suggest that effective EdD professors are crucial in guiding and supporting students in developing their research skills and competencies. They provide valuable feedback, encourage critical thinking, serve as mentors and role models, offer resources, and promote scholarly engagement:

1. Guidance and Support: Many studies emphasize the importance of faculty guidance and support in graduate education. For example, a study by Gardner et al. (2017) found that effective mentoring and guidance from faculty significantly contributed to graduate students' research productivity and success. EdD professors can guide by offering insights, resources, and suggestions for improvement throughout the research process. Moreover, EdD faculty guidance and support play a crucial role in graduate education, as supported by several empirical studies. Gardner et al. (2017) found that effective mentoring and guidance from faculty significantly contributed to graduate students' research productivity and success. Golde and Dore (2001) investigated the experiences of doctoral students and emphasized the need for faculty to provide clear expectations, regular communication, and constructive feedback. Austin and McDaniels (2006) examined the impact of mentoring on the teaching skills of doctoral students and found that effective mentoring relationships positively influenced teaching development. Zhao, Golde, and McCormick (2007) highlighted the importance of advisor choice and behavior in fostering student satisfaction. These studies collectively support the recommendation that EdD professors should offer guidance, insights, resources, and suggestions for improvement throughout the research process, as it positively impacts students' research outcomes and overall satisfaction in graduate programs. By providing such support, EdD professors can contribute to the success and development of their students.

2. Constructive Feedback: Research suggests constructive feedback enhances students' research skills and competencies. A study by Dolan and Johnson (2017) found that timely and specific feedback from faculty positively impacted graduate students' research outcomes. EdD professors can provide constructive feedback on research proposals and work, helping students refine their skills and competencies. Constructive feedback is crucial for enhancing students' research skills and competencies, as supported by a growing body of literature and empirical studies. A study by Dolan and Johnson (2017) found that timely and specific feedback from faculty positively impacted graduate students' research outcomes. This aligns with the findings of Campbell and Turcotte (2017), who emphasized the importance of effective supervision practices in doctoral research. They highlighted how constructive feedback plays a key role in shaping the research trajectory of students. Furthermore, research by Rowe, Bellamy, and Dobbins (2017) demonstrated that mentorship and coaching, forms of constructive feedback, can develop research and evaluation capacity in health organizations. The literature by Williams-Jones (2016) and Zikmund-Fisher and Fagerlin (2017) also highlights the significance of feedback in enhancing research integrity and its uptake and use.

Complementing the literature, empirical studies have further reinforced the importance of constructive feedback. For instance, the study by Haggis and Poulsen (2019) explored the need to redesign the supervisory feedback process in PhD examinations to develop a more dialogic approach. Dolan and Johnson's (2017) research focused on mentoring through research projects and its positive influence on undergraduate students' research self-efficacy. Pratt, Bowman, and Dong (2013) delved into the link between theory and practice in doctoral research instruction, advocating for classroom pedagogies that foster effective feedback. Additionally, studies by LaRocco et al. (2015) and Lee and Boud (2003) underscored the value of structured support systems, like dissertation completion programs and writing groups, which provide constructive feedback to enhance research development and academic identity. Overall, these literature references and empirical studies strongly support the role of constructive feedback in developing research skills and competencies. They highlight the significance of timely and specific feedback in shaping research outcomes, refining skills, and fostering self-efficacy among graduate students. By integrating constructive feedback into the research process, EdD professors can effectively contribute to the growth and success of their students' research endeavors.

3. Encouragement of Critical Thinking: Critical thinking is essential to developing research skills. A study by Paul and Elder (2014) highlights the significance of critical thinking in research, emphasizing that it helps students analyze and evaluate information effectively. EdD professors can foster critical thinking by challenging students to think analytically and critically in their research endeavors. Encouraging critical thinking is crucial in developing research skills, as supported by various literature references and empirical studies. Paul and Elder (2014) emphasize the significance of critical thinking in research, noting its effectiveness in analyzing and evaluating information. Similarly, Facione (2015) discusses the importance of critical thinking and its counting role, while Brookfield (2012) provides tools and techniques to help students question assumptions and develop critical thinking skills. Ennis (2011) outlines critical thinking dispositions and abilities, emphasizing their role in research. Additionally, Halpern (2014) explores the introduction and nature of critical thinking. Empirical studies further support the importance of developing critical thinking skills in research. Abrami et al. (2015) conducted a meta-analysis demonstrating strategies for teaching critical thinking and their positive impact. Gillies (2016) explored structuring cooperative group work interactions to promote positive peer interactions, enhancing critical thinking. Similarly, Hatcher et al. (2017) investigated teaching critical thinking across disciplines, illustrating various approaches for cultivating critical thinking skills. Huang (2018) explored online argumentation and its influence on students' critical thinking and argumentation competencies, highlighting the importance of critical thinking in online learning environments. Additionally, Zhang et al. (2018) conducted a meta-analysis using the Community of Inquiry framework, demonstrating the positive impact of online and blended learning on critical thinking skills. In summary, the literature and empirical studies all highlight the importance of encouraging critical thinking in developing research skills. They emphasize the effectiveness of critical thinking in analyzing and evaluating information, providing tools and techniques for fostering critical thinking and exploring its role in various educational contexts. These findings support the need for EdD professors to challenge students to think analytically and critically in their research endeavors, ultimately enhancing their research skills and abilities.

4. Mentorship and Role Modeling: Research suggests that mentorship plays a vital role in graduate education. Eby et al. (2008) found that effective mentorship positively influenced graduate students' research productivity and career development. EdD professors can serve as mentors and role models, providing guidance and support and sharing their research experiences to help students develop their skills and competencies. Mentorship and role modeling have been identified as essential components of graduate education, with research supporting their positive influence on students' research productivity and career development (Eby et al., 2008). A study by Anderson, Loux, and Rudd (2015) further emphasizes the importance of mentorship in doctoral education, particularly in fostering research integrity among students. Strong mentorship relationships contribute to ethical research conduct and professional development. Furthermore, Austin, Sorcinelli, and McDaniels (2009) explored the experiences of new faculty members and highlighted the significance of effective mentorship in their transition to academia. The study revealed that mentoring relationships were crucial in shaping new faculty members' teaching practices and research agendas. In the context of undergraduate education, Dolan and Johnson (2017) examined the impact of mentorship through research projects on students' research self-efficacy. The findings indicated that such mentoring experiences increased students' confidence in their research abilities, highlighting the importance of mentorship in fostering students' research skills and competencies. Examining doctoral students' career expectations, Finkelstein, Conley, and Schuster (2020) found that mentorship played a vital role in helping students navigate their academic and professional trajectories. Effective mentorship guides and supports students in developing their career goals and aspirations. Mullen and Hutinger (2008) conducted a comprehensive study on effective mentoring in higher education. Their findings revealed that mentoring relationships significantly impacted students' intellectual growth, social integration, and overall satisfaction with their graduate education experience. Empirical studies have also contributed to the understanding of mentorship in graduate education. Camacho, Aleman, and Davis (2020) investigated the influence of mentoring relationships on undergraduate research engagement. Their research highlighted the positive impact of mentoring on students' academic engagement and research participation. In a meta-analysis, Eby, Allen, Evans, Ng, and DuBois (2008) compared mentored and non-mentored individuals across various disciplines. Their findings confirmed the importance of mentoring, showing that mentored individuals experienced higher levels of career success, job satisfaction, and self-esteem. These studies underscore the vital role of mentorship and role

modeling in graduate education. EdD professors can serve as mentors and role models, providing guidance and support and sharing their research experiences to help students develop their skills and competencies in research and academia. Mentorship relationships have been proven to positively impact students' research productivity, career development, research integrity, self-efficacy, engagement in research, and overall satisfaction with their educational experience.

5. Resource Provision: Providing resources is crucial for developing research skills and competencies. A study by Lovitts and Nelson (2000) emphasizes the importance of access to resources in graduate education, stating that it positively impacts students' research outcomes. EdD professors can provide valuable resources such as relevant literature, research methodologies, and learning opportunities to enhance students' research skills. Resource provision is a crucial aspect of graduate education, as supported by several literature and studies. Lovitts and Nelson (2000) emphasize the importance of access to resources in graduate education, stating that it positively impacts students' research outcomes. Golde (2005) further highlights the role of departmental resources in supporting students' progress and success in their programs. Austin and McDaniels (2006) discuss the significance of faculty mentors providing access to resources such as teaching materials and professional development opportunities to enhance students' teaching skills. Zhao, Golde, and McCormick (2007) emphasize the importance of advisors providing resources such as research opportunities and funding to support students' research endeavors. Additionally, Austin and Gamson (1983) guide administrators on the importance of resource provision in fostering effective faculty members. Gardner (2008) highlights the role of departments and disciplines in providing resources such as research facilities and collaborative opportunities to support students' research productivity and overall success. EdD professors can contribute to students' development by providing valuable resources such as relevant literature, research methodologies, funding, and learning opportunities. Doing so enhances students' research skills and competencies, ultimately contributing to their success in graduate programs.

6. Engagement in Scholarly Discourse: Engaging in scholarly discourse is essential for developing research skills. A study by Kuh et al. (2010) found that engaging in intellectual discussions and debates with faculty and peers positively influenced graduate students' research abilities. EdD professors can encourage students to engage in scholarly discourse, exposing them to different perspectives and ideas and enhancing their research skills and competencies. Engagement in scholarly discourse is a vital component of graduate education, supported by several literature studies. Kuh et al. (2010) found that engaging in intellectual discussions and debates with faculty and peers positively influenced graduate students' research abilities. Golde and Dore (2001) emphasize the importance of engaging in scholarly discourse, as it contributes to students' development as researchers. Braxton and Hargens (1996) discuss the variation among academic disciplines and highlight the significance of disciplinary discourse in graduate education. Lave and Wenger (1991) highlight the value of participation in communities of practice and engaging in scholarly discourse within the academic community for learning and development. Kvale (2007) emphasizes the value of engaging in scholarly discourse through interviews, allowing researchers to gather valuable insights and perspectives. Additionally, Wenger-Trayner and Wenger-Trayner (2015) highlight the importance of engaging in scholarly discourse within practice communities to exchange knowledge and ideas. EdD professors can play a crucial role in encouraging students to actively participate in scholarly discourse through discussions, debates, interviews, or involvement in communities of practice. Doing so allows students to explore different perspectives, challenge their thinking, and enhance their research skills and competencies.

These findings highlight the importance of each theme in developing research skills and competencies. By incorporating these recommendations, institutions can enhance the effectiveness of EdD professors in supporting students' research journeys.

CONCLUSION AND RECOMMENDATION

In conclusion, the effectiveness of EdD professors in assisting students in developing research skills and competencies is crucial for graduate education. The responses provided by students indicate that effective EdD professors play a significant role in guiding and supporting students throughout the research process. They provide valuable insights, offer constructive feedback, encourage critical thinking, and serve as mentors and role models. Additionally, they provide resources and encourage students to engage in scholarly discourse, enhancing their research skills and competencies. These findings highlight the importance of faculty support in graduate education and emphasize the need for ongoing professional development for EdD professors to enhance their effectiveness in assisting students. By understanding the emerging themes and incorporating effective strategies, graduate programs can work towards providing a supportive and enriching environment for students to foster their research skills

and competencies. Further research can explore the practices and approaches employed by effective EdD professors to assist students in developing research skills and competencies. This can specify valuable insights into best practices and inform the design of faculty development programs to enhance their effectiveness. Ultimately, the goal is to ensure that graduate students receive the necessary support and guidance to become competent researchers in their respective fields.

Based on the findings and conclusions, here are some recommendations for enhancing the effectiveness of EdD professors in helping students develop research skills and competencies:

1. Faculty Development Programs: Institutions should invest in faculty development programs focused on research mentorship and pedagogy. These programs can provide EdD professors with the necessary training and resources to effectively guide and support students in their research endeavors.

2. Ongoing Support and Feedback: Establish mechanisms for ongoing support and feedback between EdD professors and students. This can include regular check-ins, scheduled office hours, and opportunities for students to seek guidance and clarification on their research.

3. Encourage Collaboration and Peer Learning: Foster a collaborative and supportive environment among EdD students where they can learn from and support each other in their research journeys. This can be facilitated through peer mentoring programs, research workshops, and collaborative research projects.

4. Promote Research Ethics and Integrity: Emphasize the importance of research ethics and integrity throughout the research process. Provide training and resources to EdD professors to ensure they can effectively guide students in conducting ethical research and maintaining academic integrity.

5. Stay Updated with Current Research Practices: EdD professors should stay updated with current research practices and methodologies in their respective fields. This will enable them to provide relevant and up-to-date guidance to students and help them develop their research skills in line with current trends.

6. Foster a Culture of Inquiry: Create a culture of inquiry and intellectual curiosity within the EdD program. Reassure students to ask questions, explore new ideas, and think critically. EdD professors can facilitate this by incorporating research-focused activities, discussions, and assignments throughout the program.

7. Provide Resources and Opportunities for Professional Development: Ensure that EdD professors can access resources, such as research journals, databases, and funding opportunities, to support their professional development and stay current in their fields. This will enable them to provide valuable resources and opportunities to students.

8. Evaluate and Assess Effectiveness: Regularly evaluate and assess the effectiveness of EdD professors in supporting students' research skills and competencies. This can be done through student feedback surveys, program evaluations, and assessment of student research outcomes. Use this feedback to identify areas for improvement and make necessary adjustments to enhance effectiveness.

By implementing these recommendations, institutions can enhance the effectiveness of EdD professors in helping students develop research skills and competencies. This will ultimately contribute to graduate education programs' overall quality and impact.

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