



Research Productivity, Visibility, and Impact of PNU: Evidence and Policy Directions

Reynald M Cacho, Allen A Espinosa, Heidi B Macahilig, Nikolee Marie A Serafico-Reyes,
Arlyne C Marasigan, and Roldan S Cardona



AI-generated image derived from the analysis presented in this policy brief

Despite steady growth in research output, the Philippine Normal University (PNU) faces structural challenges in maximizing the visibility, citation impact, and global reach of its scholarly work. Drawing on Scopus, EduRank, and OpenAlex data from 2021 to 2025, this brief analyzes PNU's publication trends, citation performance, thematic focus, language use, and publishing channels. Key findings show a stable and expanding publication base, with a notable surge in Scopus-indexed outputs in 2025—though this trend warrants further validation given possible indexing delays. EduRank reflects more variable trends, while citation performance remains strong but uneven, suggesting concentration of impact in select publications. Outputs are heavily concentrated in education-related themes and English-language publications, predominantly in university-based journals—including PNU-managed outlets—alongside growing engagement with commercial publishers. These patterns indicate a research system anchored in institution-centered dissemination, with uneven movement toward broader global visibility. To address these gaps, the brief recommends strengthening mentorship, improving incentive structures, expanding collaborative productivity, and developing strategic publishing pathways—measures essential to enhancing citation impact, improving performance in international ranking systems, and sustaining PNU's leadership as the National Center for Teacher Education in the Philippines.

Recommended Citation:

Cacho, R.M., Espinosa, A.A., Macahilig, H.B., Serafico-Reyes, N.M.A., Marasigan, A.C., & Cardona, R.S. (2026). Strengthening Research Productivity, Visibility, and Impact of PNU: Evidence and Policy Directions. *Policy Brief Series 10(5)*, pp. 1-8. Philippine Normal University Educational Policy Research and Development Office.



Introduction

For a national teacher education institution (TEI) such as PNU, research productivity and visibility are not only indicators of academic performance but also critical to sustaining its leadership role in shaping education policy and practice in the Philippines. This policy brief provides an evidence-based assessment of PNU's research outputs over the past five years, focusing on publication trends, citation impact, thematic distribution aligned with the Sustainable Development Goals (SDGs), language use, and publishing channels. By triangulating multiple data sources, the brief aims to inform institutional strategies that incentivize collaborative research productivity, strengthen mentorship and engagement mechanisms to increase visibility and citation impact, and support strategic positioning in international benchmarking and ranking systems, which increasingly influence institutional visibility, partnerships, and funding opportunities.

Methodology

This analysis adopts a multi-source bibliometric approach using three primary data sources: Scopus, EduRank, and OpenAlex datasets. Published document counts were retrieved using the official university affiliation profile (University ID) in Scopus database, which compiles Scopus-indexed outputs across institutions for comparative analysis, while manual OpenAlex queries were conducted using standardized search parameters (Philippine Normal University; article; peer-reviewed journal sources; 2021–2025; with and without open access filters) to validate and contextualize observed trends. EduRank published data, which are also derived from OpenAlex, were used as a secondary reference for aggregated publication and citation counts, particularly for assessing research impact, recognizing that its methodology involves its own aggregation and ranking processes. Given significant differences in database coverage, indexing criteria, and aggregation methods, results from these sources are interpreted as complementary but not directly comparable indicators of research performance. The scope is limited to journal-based scholarly outputs and does not include other research products such as books, conference proceedings, or non-indexed outputs.

Key Findings

This section presents the analysis of PNU's publication and citation performance from 2021 to 2025 using multiple data sources, including Scopus, EduRank, and OpenAlex. It

examines trends in research output, citation impact, thematic alignment with the Sustainable Development Goals (SDGs), language distribution, and publication channels, while considering differences in database coverage, indexing scope, and methodological approaches.

Figure 1

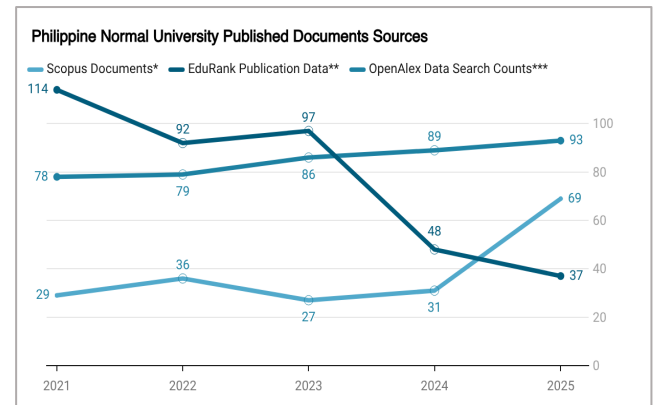


Table 1

Philippine Normal University Published Documents Sources

Document Sources	2021	2022	2023	2024	2025
Scopus Documents*	29	36	27	31	69
EduRank Publication Data**	114	92	97	48	37
OpenAlex Data Search Counts***	78	79	86	89	93

Note: *Publication counts were obtained from the Scopus database (Elsevier) using the institutional affiliation profile of the Philippine Normal University (AF-ID: 60241794). The dataset includes indexed documents from 2021 to 2025, extracted on March 22, 2026.

** As captured from <https://edurank.org/uni/philippine-normal-university/> PNU Annual Publications as of March 2026 (OpenAlex Database Source)

*** OpenAlex.org search words: Philippine Normal University; Article; Peer Review; Journal Source; 2022-2025; Open Access/is Not Open Access.

Across the three sources shown in Figure 1 and Table 1, the data from 2021 to 2025 reveal diverging patterns rather than a consistent trend, reflecting differences in database coverage and indexing criteria. OpenAlex article search count results, which capture journal articles whether Scopus-indexed or not, exhibit the most stable trajectory, increasing steadily from 78 in 2021 to 93 in 2025, with only a slight plateau between 2023 and 2024. Scopus, limited to journals indexed within its database, reports lower counts but demonstrates the strongest recent gain, rising from 29 in 2021 to 69 in 2025 despite fluctuations in the intervening years. In contrast, EduRank research metric began at a high baseline of 114 in 2021, showed a more volatile pattern, and ultimately declined to 92 in 2022, briefly recovering to 97 in 2023, and then dropping sharply to 48 in 2024 and further to 37 in 2025, suggesting inconsistencies in aggregation or reporting methods despite its reliance on OpenAlex-derived data. While OpenAlex does not reflect a pronounced decline, both Scopus and EduRank point to 2024 as a

relative low point followed by a recovery in 2025, most notably in Scopus, where the sharp increase in indexed documents may reflect an improvement in PNU's presence in internationally indexed journals, although this trend should be interpreted cautiously, given potential indexing and reporting effects.

Table 2

Philippine Normal University Publication and Citation Data (2021–2025)

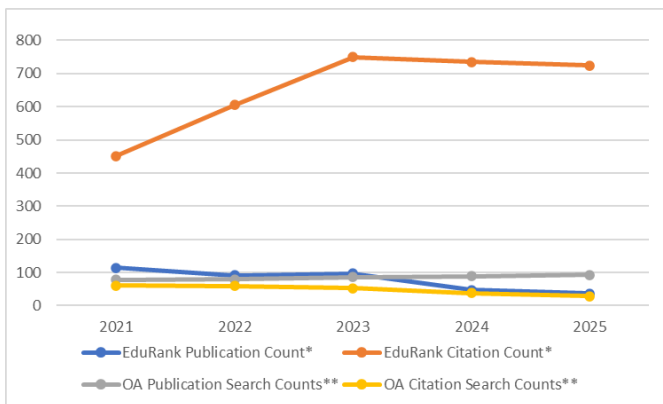
Metric	2021	2022	2023	2024	2025
EduRank Publication Count*	114	92	97	48	37
EduRank Citation Count*	452	605	750	735	724
OA Publication Search Counts**	78	79	86	89	93
OA Citation Search Counts**	61	60	53	38	29

*Source: EduRank data for Philippine Normal University, accessed March 2026.

**Source: OpenAlex Data (query: Philippine Normal University; article, peer-reviewed journals, 2021–2025; citations limited to 1–1000; Open Access/is Not Open Access), accessed March 2026

Figure 2

Philippine Normal University Publication and Citation Data (2021–2025)



The comparison between EduRank and the manual OpenAlex (OA) query, as shown in Table 2 and Figure 2, reveals both alignment and methodological divergence. EduRank reports higher but more volatile publication counts, declining from 114 in 2021 to 37 in 2025, while the OA manual counts show a steady increase from 78 to 93, despite EduRank drawing from OpenAlex, suggesting differences in aggregation, filtering, or update cycles. The contrast is more pronounced in citations, where EduRank shows sustained high and cumulative counts (452 to 724), whereas OA citation search counts decline from 61 to 29; however, this

inconsistency is largely methodological, since the OA manual query counts only the number of articles that have been cited within set limits (not covering other publication types), not the total number of citations received. These citation indicators should not be directly compared, as EduRank reflects cumulative citation counts while the OA query captures the number of cited articles within defined parameters; instead, they should be interpreted as complementary but methodologically distinct measures. Together, both sources suggest that PNU's publication base remains stable or growing, while citation performance is sustained but uneven across years.

Table 3

Sustainable Development Goals (SDG) Classification of Published Articles — Philippine Normal University (2021–2025)

SDG Category	2021	2022	2023	2024	2025	TOTAL
Quality Education	35	41	36	26	14	152
Gender Equality	3	7	9	3	0	22
Good Health and Well-being	4	5	5	2	1	17
Peace, Justice and Strong Institutions	3	5	1	3	0	12
Decent Work and Economic Growth	1	2	1	3	1	8
Climate Action	1	1	3	0	0	5
Partnerships for the Goals	1	2	1	2	1	7
Sustainable Cities and Communities	3	0	1	0	0	4
No Poverty	0	1	1	1	0	3
Zero Hunger	0	1	1	1	0	3
Reduced Inequalities	2	0	0	1	1	4
Life on Land	1	0	1	0	0	2
Industry, Innovation and Infrastructure	0	0	0	0	1	1
GRAND TOTAL						240

Note: OpenAlex data (query: Philippine Normal University; article, peer-reviewed journal sources; 2021–2025; SDG Category), accessed March 2026.

Using the OpenAlex database and a structured search query that enables classification of articles by Sustainable Development Goals (SDGs) shown in Table 3, it is possible to map PNU's research contributions across global development priorities from 2021 to 2025. The results show a strong concentration in Quality Education (152 out of 240), reflecting the university's core mandate, while all other SDGs register comparatively modest and fragmented contributions. Secondary clusters appear in Gender Equality (22) and Good Health and Well-being (17), though these remain significantly lower and show uneven trends recently. Most other SDGs, including Climate Action, Sustainable



Cities, and Industry, Innovation, and Infrastructure, have minimal and sporadic outputs, indicating limited thematic spread. Overall, the pattern highlights PNU's clear strength in education-focused research while pointing to opportunities for broader and more sustained engagement across the SDG agenda.

Additionally, the language distribution of PNU publications from 2021 to 2025 is overwhelmingly dominated by English, accounting for 383 out of 398 outputs, which reflects alignment with international scholarly communication and indexing standards. This strong English orientation supports global indexing and international collaboration, but it does not preclude strategic use of local languages. Global visibility and local relevance are complementary, not contradictory—a balanced approach can maximize both. Contributions in Filipino languages remain limited, with only 9 publications appearing intermittently across the years, suggesting modest engagement with local language dissemination. Other languages, such as Portuguese, Spanish, and Indonesian, appear only in isolated instances, indicating minimal multilingual or cross-regional publishing activity. Overall, this presents PNU's strong orientation toward global academic audiences, while pointing to opportunities to expand strategic use of local and regional languages for broader knowledge accessibility and community impact.

Table 4.

Publication Output by Publisher Type: Institutional Concentration and Emerging Global Engagement, 2021–2025

Category	2021	2022	2023	2024	2025	Percentage
A. Philippine University-Based Publishers	5	9	25	2	2	29.9%
B. Asian University-Based Publishers	8	9	7	5	5	23.6%
C. International University-Based Publishers	2	2	0	4	5	9.0%
D. Commercial / For-Profit Publishers	2	4	8	7	14	24.3%
E. Societies / Institutes / Independent Publishers	6	6	1	3	3	13.2%
Grand Total	23	30	41	21	29	

Note: OpenAlex.org search words: Philippine Normal University; Article; Peer Review; Journal Source; 2021-2025; Open Access/is Not Open Access; Publisher), accessed March 2026. Publisher categories (A–E) are author-constructed for analytical purposes and are based on institutional affiliation and publishing model to enable systematic comparison of publication patterns.

Between 2021 and 2025, publications were largely concentrated in university-based outlets, accounting for 62.5% of the total (Table 4). Philippine university publishers lead at 29.9%, followed by Asian (23.6%) and international (9.0%) university outlets. This reflects a clustered institutional pattern, where a significant proportion of research remains within university-managed publication ecosystems. Such concentration aligns with global evidence that university journals constitute a substantial segment of scholarly publishing, often characterized by strong regional clustering, local ownership, and limited international visibility due to language, indexing, and metadata constraints (Nazarovets, 2025; Lamury & Willinsky, 2025). In the Philippine context, this includes outlets hosted by institutions such as the Philippine Normal University and the University of the Philippines, while the Asian cluster is largely composed of Indonesian and Malaysian university publishers like Brawijaya University and UiTM Publisher. Within PNU's share, 42 of the 144 sampled publications are published in one of its managed journals, including *The Normal Lights*, indicating a strong reliance on in-house publication platforms. While this may constrain external visibility, such journals serve as valuable developmental platforms for early-career researchers, offering accessible, low-barrier entry points for scholarly publishing and mentorship. The dual function of institutional journals – as both local knowledge hubs and training grounds – should be recognized alongside their visibility limitations.

At the same time, there is a gradual shift toward commercial publishers, which now account for 24.3% of outputs and show a notable increase in recent years. Publications in outlets associated with Elsevier, Springer Nature, and Wiley indicate growing engagement with globally indexed journals and enhanced research visibility. However, this shift also introduces access constraints, as many articles remain behind paywalls when not published as Open Access, potentially limiting wider dissemination. In contrast, societies and independent publishers account for a smaller share at 13.2%, reinforcing the growing prominence of commercial outlets. Overall, the pattern reflects a system that remains rooted in university-based publishing while progressively engaging with international and impact-oriented platforms.

Policy Implications and Recommendations

The findings of this analysis, while grounded in the institutional context of the Philippine Normal University (PNU), reflect systemic patterns that are broadly relevant



across Higher Education Institutions (HEIs), Teacher Education Institutions (TEIs), and national higher education and research agencies in the Philippines. The observed challenges—such as uneven citation impact, institutional concentration of publication channels, and limited diversification of research agendas—are not unique to PNU but are indicative of wider structural conditions within the Philippine research ecosystem.

As such, the policy directions outlined in this section are designed not only to inform institutional reforms within PNU but also to provide transferable strategies that may guide other HEIs and TEIs in strengthening their research productivity, visibility, and impact. Moreover, these recommendations align with the mandates of national agencies such as CHED, DepEd, and DOST, particularly in advancing research quality, fostering internationalization, and enhancing the contribution of higher education research to national development goals.

To improve coherence and policy relevance, the recommendations are structured into two categories. Core Policy Actions (items 1–4) represent priority structural reforms aimed at strengthening research systems and outputs. Supporting Policy Actions (items 5–6) address the enabling environment needed to sustain these reforms, including dissemination, partnerships, and alignment with broader institutional and national priorities.

1. Institutionalize Research Production Systems and Pipelines

Establish a centralized research production support unit, as part of the Research Management Office, that provides end-to-end assistance, including manuscript development, internal peer review, journal targeting, and language editing. Redesign internal research grants into multi-year, milestone-based funding schemes tied to submission, acceptance, and publication. Implement real-time research monitoring systems at faculty and unit levels to track outputs and enable early intervention.

Such system-level approaches have been adopted in research-intensive universities like the University of the Philippines Diliman, where Office of the Vice Chancellor for Research And Development grants have driven steady publication growth—averaging eight additional papers annually to 208 in 2017 for the College of Science, surpassing one publication per PhD faculty per year since 2013 (David & Geronia, 2019). Coordinated

support and milestone funding improve publication completion rates and reduce stalled outputs (Gopez et al., 2024)

2. Strengthen Mentorship and Collaborative Research Structures

Develop structured mentorship and co-authorship pipelines to improve research productivity and quality.

Institutionalize mentorship-based research teams that link senior and early-career faculty researchers and require participation in co-authorship pipelines with defined output targets. Organize faculty into programmatic research clusters aligned with institutional and national priorities, moving beyond isolated individual projects toward sustained research agendas.

Comparable models in Southeast Asian universities demonstrate that structured mentorship and collaborative research arrangements significantly improve publication output and continuity across career stages (ASEAN Secretariat, 2022).

3. Incentivize High-Impact and Indexed Research Outputs

Align institutional incentives toward quality, impact, and sustained productivity.

Strengthen incentives for publication in Scopus- and Web of Science-indexed journals, particularly in higher-impact outlets. Complement existing per-publication incentives with pipeline-based incentives that reward sustained productivity over a multi-year period. Provide dedicated support for Article Processing Charges (APCs) in Quartile 1- and Quartile 2-indexed journals, with priority given to high-impact publications.

This approach ensures that incentives reward not only individual outputs but also long-term research trajectories and higher-impact contributions. Financial incentives, such as monetary rewards for published research, have been proven effective in Indonesia, motivating lower-rank faculty to engage in research (Alta, 2020). Similar competitive research reward schemes in Cambodian institutions stimulate faculty and student research activities (Heng & Heng, 2023).

4. Expand Strategic Internationalization and Research Partnerships and Publications

Establish formal co-authorship programs with identified high-impact partner institutions, focusing on the co-development of publishable research outputs. Link institutional funding and



mobility support to jointly produced, internationally co-authored publications, and provide seed funding, research incubation, and academic writing support to sustain collaborative research pipelines. In parallel, strengthen journal-to-journal and publication office collaborations through formal partnerships with reputable international university-based and society publishers to support shared editorial initiatives, co-publication pathways, peer reviewer exchange, and reciprocal knowledge exchange.

These mechanisms are intended not only to increase collaboration but also to diversify authorship and expand faculty access to a broader range of publication platforms. Research and publication partnerships across ASEAN HEIs enhance academic collaboration, visibility, and resource-sharing. This bridges performance gaps between high- and low-performing HEIs while providing mentorship, shared facilities, and higher citation impact through joint publications and regional indices (Bastareche, 2024; Sombatsompop et al., 2011). All collaborations must remain grounded in the integrity of peer review, editorial independence, and quality standards. In addition, journal management systems may adopt a developmental review approach, under which manuscripts that do not meet the target journal's scope or threshold are not immediately rejected. Instead, they receive structured feedback and, where appropriate, are recommended for submission to partner or more suitable journals within the network. This approach supports high-potential manuscripts requiring further refinement, strengthens author development, and promotes a more inclusive and strategic publication ecosystem. While domestic collaborations remain essential for contextual and nationally relevant research, international partnerships are consistently associated with higher citation visibility, underscoring the strategic value of sustained global engagement and knowledge sharing.

5. Promote Strategic Publishing Open Access and Knowledge Dissemination

Encourage publication in internationally indexed journals to enhance global reach, while supporting Diamond or Platinum Open Access publishing in reputable indexed outlets to improve accessibility and citation potential. For subscription-based journals, consider Green OA archiving in institutional repositories. At the same time, sustain institutional journals as developmental platforms, particularly for early-career researchers, and expand the use of Filipino and regional languages for policy translation and community engagement.

Adopt a dual purpose strategy that pursues global visibility through English-language, internationally indexed publications (including Open Access where feasible) and local/regional impact through policy briefs, community reports, and select publications in Filipino or other local languages. These two pathways reinforce each other: internationally visible research can inform local policy translation, and locally grounded studies gain global credibility through English dissemination.

This balanced approach recognizes that global visibility and local impact are complementary rather than competing goals. In Malaysia, structured programs like “Fit to Publish” and “Route to High Impact Publication” drive a 168% increase in indexed publications by enhancing research quality and targeted dissemination, demonstrating the effectiveness of strategic publishing initiatives (Ghani et al., 2025).

6. Diversify Research Agenda and Strengthen Policy Linkages

Broaden the research agenda and strengthen alignment with national and global priorities.

Encourage interdisciplinary and transdisciplinary research beyond education-focused themes to expand contributions across multiple Sustainable Development Goals (SDGs). As evidence shows, faculty engaged in interdisciplinary research demonstrate higher productivity, impact, and prestige, while such approaches also foster more innovative and holistic solutions to complex educational issues (Yu et al., 2022). Integrate benchmarking with comparable institutions in the Philippines and Southeast Asia, and position research outputs to inform national agencies such as CHED and DepEd, as well as legislative bodies.

These strategies may also guide other Teacher Education Institutions (TEIs) and State Universities and Colleges (SUCs) in assessing and strengthening their own research productivity and visibility systems, including regular updating of institutional or program research and creative agendas. That could also mean regularly updating one's institutional or program research and creative work agenda.

References:

Alta, A. 2020. *Beyond The Scopus Frenzy: Policy Alternatives To Incentivize Academic Publications*, LPEM FEBUI Working Papers 202051, LPEM, Faculty of Economics



and Business, University of Indonesia. https://www.lpem.org/wp-content/uploads/2020/06/WP-LPEM-051-Beyond-the-Scopus-Frenzy_Policy-Alternatives-to-Incentivize-Academic-Publications.pdf

ASEAN Secretariat. (2022). *The state of higher education in Southeast Asia*. ASEAN. https://asean.org/wp-content/uploads/2023/08/The-State-of-Higher-Education-in-Southeast-Asia_11.2022.pdf

Bastareche, R. D. (2024). Global Educational Collaboration: Its Platform, Premises and Promises. *FMDB Transactions on Sustainable Techno Learning*, 2(2), 88–101. <https://doi.org/10.69888/FTSTL.2024.000209>

David, C.P. & Geronia, M.C. (2019). Insights on the scientific publications of the faculty at the University of the Philippines College of Science (1998–2017). *Science Diliman*, 25(1), 1–20. <https://distantreader.org/stacks/journals/sciencediliman/sciencediliman-7135.pdf>

EduRank. (2026). *Philippine Normal University publication and citation data*. Retrieved March 2026 from <https://edurank.org/uni/philippine-normal-university/>

Elsevier. (2026). *Scopus database*. <https://www.scopus.com>

Ghani, E. K., Bakar, Y. N. A., Mahmood, A., & Sukmadilaga, C. (2025). Strategic Human Capital Outcomes in Strengthening Research, Publication, and Commercialisation for Global Visibility: The FPN Experience. *International Journal of Research and Innovation in Social Science*, IX(XIV), 1632–1643. <https://doi.org/10.47772/IJRISS.2025.914MG00123>

Gopez, C.P., dela Cruz, A.L., Magahis, H.L.A., Resurreccion, A.D., Demeterio III, F.P.A. (2024). The research productivity profiles of the Philippines' most research-active universities. *SciEnggJ*, 17(1), 134–147. <https://doi.org/10.54645/2024171ZLG-77>

Heng, K., & Heng, K. (2023). *Promoting research in Cambodian higher education: Opportunities, challenges, and policy implications*. <https://doi.org/10.62219/cjes.2023118>

Lamury, M. and Willinsky, J. (2025). Accessibility, language, discipline, and indexing status of university journals that use Open Journal Systems in Indonesia: a case study. *Science Editing*, 12(2), 190–196. <https://doi.org/10.6087/kcse.367>

Nazarovets, M. (2025). University journals: a semi-systematic literature review of trends, challenges and future research directions. *Insights*, 38 (13), 1-26 <https://doi.org/10.1629/uksg.705>

OpenAlex. (2026). *Scholarly publication data for Philippine Normal University*. Retrieved March 2026 from <https://openalex.org>

Sombatsompop, N., Premkamolnetr, N., Markpin, T., Ittiritmeechai, S., Wongkaew, C., Yochai, W., Ratchatahirun, P., & Beng, L. I. (2011). Viewpoints on synergising ASEAN academic visibilities through research collaboration and the establishment of an ASEAN Citation Index Database1: Viewpoints on synergising ASEAN academic. *Asia Pacific Viewpoint*, 52(2), 207–218. <https://doi.org/10.1111/j.1467-8373.2011.01451.x>

Yu, L., Yan, Y., & Li, M. (2022). Does Interdisciplinary Research Lead to Higher Faculty Performance? Evidence from an Accelerated Research University in China. *Sustainability*, 14(21), 13977. <https://doi.org/10.3390/su142113977>

AI Use Disclosure

Portions of this document were assisted by AI for drafting and editing purposes. The authors take full responsibility for the content.

About the Authors

Reynald M Cacho (cacho.rm@pnu.edu.ph) is a Professor of Educational Management at Philippine Normal University South Luzon and also serves as a Strategic Foresight Analyst at the Knowledge Management and Strategic Foresight Office at Philippine Normal University Manila. His work combines teaching, research, and institutional analytics, with a focus on promoting evidence-based decision-making in education. His current research interests include generative AI in education, cultural knowledge sustainability, innovation management, language and literacy education, Technological Pedagogical Content Knowledge, and graduate employability.

Allen A Espinosa (espinosa.aa@pnu.edu.ph) is a Professor of Science Education at the College of Advanced Studies and a Fellow of the Educational Policy Research and Development Office of the Philippine Normal University. His current research



interests include policy research, teacher education, information disorder, and social justice in education.

Heidi B Macahilig (macahilig.hb@pnu.edu.ph) is a full professor and director of the Educational Policy Research and Development Office (EPRDO) at the Philippine Normal University (PNU). A pioneering graduate of PNU's Ph.D. in Reading Education, her expertise centers on literacy, teacher education, and language-in-education reform, specifically bridging the gap between evidence-based research and national policy.

Nikolee Marie A Serafico-Reyes (serafico.nma@pnu.edu.ph) is an Associate Professor of Social Science Education at the Faculty of Behavioral and Social Sciences and a faculty researcher at the Educational Policy Research and Development Office of the Philippine Normal University. Her research interests are in curriculum history, social studies, history education, and educational policy reviews.

Arlyne C Marasigan (marasigan.ac@pnu.edu.ph) is a professor of Educational Leadership and Management at the College of Advanced Studies and is a fellow at the Educational Policy Research and Development Office of the Philippine Normal University. Her research interests include rural, environmental, and science education.

Roldan S Cardona (cardona.rs@pnu.edu.ph) is a Professor of Mathematics Education at Philippine Normal University North Luzon. His current interests include generative artificial intelligence, ethnomathematics, social justice in mathematics education, and future studies.



The PNU Educational Policy Research, and Development Office

The EPRDO is a specialized research center in the University focused on policy research and studies on teacher education. It is established to provide research-based policy recommendation to policy makers. It also serves as the clearing house for all data relevant to teacher education in the Philippines and beyond.

Vision

The Philippine Normal University, through the EPRDO aims to be innovation hub of teacher education research and educational policy studies.

Mission

To strengthen the culture of excellence in teacher education research and educational policy studies.

Objectives

The EPRDO shall manage the University's research production, enhance human resource capabilities, and share expertise with other Teacher Education Institutions (TEIs) in the area of teacher education research

Strategies

1. Establish and maintain a web-based university research portal that facilitates automated research management system and which also serves as the database of teacher education policies and teacher education research in country and Southeast Asia.
2. Share research expertise and competence in teacher education research with other TEIs throughout the country;
3. Develop and disseminate the University research agenda;
4. Design and implement the research capability program for faculty and staff;
5. Manage University's research production, particularly the conduct of educational policy studies in education and teacher education; and
6. Serve as the implementing arm for research incentives and research ethics review.

Values

SYNERGY (Working collaboratively as a team)

EFFICIENCY (Delivering research services efficiently)

EXCELLENCE (Achieving high quality research outputs)

PRODUCTIVITY (increasing research production of the University)

The **Policy Brief Series** aims to provide observations, analyses, and insights by PNU faculty and researchers on various educational policy issues. The views contained in the policy briefs are those of the authors and do not necessarily represent the official views of the University.

The **Policy Brief Series** is published monthly by the **Philippine Normal University Educational Policy Research and Development Office** (PNU-EPRDO). The PNU-EPRDO oversees the editing, compiling, and printing of the policy brief.

Editors

Term 3, SY 2025-2026

Heidi B. Macahilig, PhD

Director

Allen A. Espinosa, PhD

Nikolee Marie A. Serafico-Reyes, PhD

Arlyne C. Marasigan, PhD

Fellows

Bhejay L. Molera

Seth R. de Guia

Neil Franco E. Abad

Christian Jonel B. Enclonar

Support Staff

Address

Room 204, Pedro Orata Hall

Philippine Normal University, Manila, Philippines 1000

<https://www.facebook.com/pnueprdo>



PNU Educational Policy Research and Development Office

(+632) 317-1768 loc 750 | eprdo@pnu.edu.ph | www.pnuresearchportal.org