



Liberating Untapped Potential The Case of Young Student Publication

Editorial

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“Publish or Perish” is a predominate pressure in the fields of higher education and research as undergraduate, graduate, and PhD students strive towards enhancing their academic career and to become experts of their area of interest. The value of the published work depends on the prestige of the journal and the impactful results of the research. The immediate benefits of the rigorous process research and publishing can help schools and organizations receive funding through grants and research sponsorship that can ultimately provide societal benefit such as improvement in medical advancements, product development, or environmental benefits of species, habitats. However, the consequences of this pressure have created issues pertaining to researchers integrity (peer reviews are manipulated, results are inaccurate, and conflict of interest is ignored), multiplication of authorship (researchers are joining each others studies as a co-author, contributor, or even guest author to boost publication credits), and publication bias, and Salami slicing (researchers start slicing up their project results in order to generate multiple articles rather than just one large paper). The immense pressure can discourage aspiring individuals from committing their journey with research and pushes individuals away from the underlying purpose of research, which is to learn and educate other individuals about their discoveries.

Scientific discoveries cannot be forced or controlled, and oftentimes in research, we may not find the solution to the problem. Experimental failure is just as important as successes, because the scientific process requires us to commit trial, over and over again to observe for any changes or impact. This pressure to produce quality results is not conducive of the learning process, and it is more of a setback in education than advancement.

A way to better prepare young scholars who want to endure this journey is by acknowledging and reviewing the work of young scholars as they commit in research to learn and discover more about the world they inhabit.

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Throughout middle and high school, students are asked to conduct research projects and write a report on their discovery with supporting evidence. Students often have to design their own research design, conduct their experiments while manipulating their variables, and analyzing the outcome of their research to reject or fail to reject their hypothesis. All the while, students are taught how to properly cite their sources and write their paper in academic formatting and present their findings to their peers, teachers, and academic professionals. This is all to say that young students are engaging in the same research process that researchers in higher academic settings also utilize when conducting their studies.

All around the globe there are predominate examples of young scholars who engage in research to help solving systemic problems in their communities. Professional scholars and researchers need to provide young scholars with unconditional encouragement and constructive feedback on how to improve their work so they can continue to embark on their journey as curious researchers contribute to the ever-growing database of scientific discoveries. Through their research, they too strive to understand the world around them and invest immense amount of time, resources, and energy to help solve problems that professional scholars and researchers are trying to solve. By investing in the education of young scientific scholars, professional researchers and scholars can provide guidance earlier in their education career so that they can be prepared for their journey as researchers and publish their own work to share their discovery around the world.