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A Leadership and Ethical Analysis of the Scholar-Practitioner

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ABSTRACT

This analysis aspires to offer informative practice on how to improve scholar-practitionership. Indicated is how the review of scholarly peer-reviewed studies is an investigative process providing context to scholarship studies and overall scholarship. Further, the scholar-practitionership application exhibits how exceptional scholarship skills improve the body of data, structure, and quality needed to investigate global issues. Scholars provide a wide-ranging analysis of phenomena to convey conceptual, theoretical, and empirical analysis of studies. Further, substantive feedback from collaborative research panels allows for substantiation and a well-developed final product. Likewise, the content of a scholarly study must align to reflect objectivity and continuity. Overwhelmingly, scholars must employ a disciplined and ethical research process to refine conceptual, empirical grey literature, and theoretical studies to provide application, transparency, and clarity.

KEYWORDS

Ethical Leadership, Research Quality, Scholar-Practitioner

INTRODUCTION

Ethical scholarship requires exploration, reflection, and introspection. Likewise, a comprehensive, structured review of scholarly peer-reviewed studies is essential to improve scholar-practitionership (Asfeldt & Stonehouse, 2021). Scholar-practitionership is based on the articulated belief in one’s ability to take the initiative required to accept an active role in one’s learning environment, context, procedure, and engagement, yet with mentorship (Campbell & Peacock, 2021; Viera, 2021). In comparison, scholar-practitionership is like andragogy, the study of adult education where adults take leadership and responsibility for their learning, quality of scholarship, and engagement (Clegg et al., 2021). Conversely to that of pedagogical approaches such as economics, sociology, business, political science, and law (Shapiro, 2005; Fillery-Travis & Robinson, 2018). As a result, scholar-practitionership applies to all who embark on intentional and ethical scholarship practices (Rigg et al., 2021).

Further, empirical scholarship involves scholars examining the objectives, procedures, of research studies (Rigg et al., 2021). To clarify the review of scholarly peer-reviewed studies procedure, a

DOI: 10.4018/IJRLED.M.313032

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scholar must decide if they will approach the scholarship from an inductive or deductive angle. A scholar incorporates evidence of reflection, data, expertise, alliances, structure, and summary into reviewing scholarly peer-reviewed studies. Crucial to any review of scholarly peer-reviewed studies, organizing the study logically is fundamental to establishing the outcomes, goals, and patterns of phenomena. This article provides an extended survey of literature by presenting a systematic review approach to address best practices for developing scholar-practitioner effectiveness.

Additionally, as an overarching framework, Leuders et al. (2022) presented the concept of diagnostic thinking and practice. In doing so, the evaluation of research affords ways of learning inherent in the scholar-practitionership process, which is the central focus of this research study. Likewise, diagnostic thinking and practice allows researchers to structure comparative research viewpoints and postulate an extensive, yet systematic perspective of practical application. As an overarching framework, diagnostic thinking and practice focuses on interests, objectives, strategies, and hypothetical premises as four essential aspects of conducting research. The advantages of diagnostic thinking and practice involves investigating phenomena and organizing studies based on a foundational framework. Analysis of the quality and constraints of existing studies ferret out gaps and hypothetical premises that need clarification. Furthermore, drawing associations inside and between research viewpoints strengthens scholar-practitionership. As an overarching framework diagnostic thinking and practice provides a basis for systematizing research.

A Leadership and Ethical Analysis of the Scholar-Practitioner
The status of a scholar-practitionership as a theoretical application and in practice feigns a Thorough investigation. For instance, By (2021) posited that knowledge acquisition of scholar-practitionership needs thorough study from a contextualized perspective. Indeed, By (2021) also recognized a gap in leadership in correlation to scholar-practitionership as a theoretical and practice-based standard. Concurrently, El-Amin (2021a) sought to fill this gap by addressing how ethical scholarship agency (ESA), as a conceptual framework, increases scholar-practitionership, which embodies intention to the procedure and stipulates a practical application framework (El-Amin, 2021a).

As an innovative concept, the challenges of scholar-practitionership denote a less researched theoretical construct. For example, proponents of scholar-practitionership, Asfeldt and Stonehouse (2021) described essential components of scholar-practitionership as deliberate, focused, and providing evocative erudition. Further, structural training and development regard scholar-practitionership as central to expertise (Komives, 2018). Conversely, in higher education, scholar-practitionership is analytically less researched and lacks an articulate methodological structure. Indeed, research tools for students and instructors need improvement in supporting learners in scholar-practitionership and leadership development (Fertman, 2018; Smikle, 2019; Clegg et al., 2021). Moreover, the extent of this perspective offers new meaning to the many benefits of how constructing an exceptional review of scholarly peer-reviewed studies improves scholar-practitionership (Lowery, 2018). Additionally, in application, noteworthy scholarship skills advance the body of scholarship and increase expertise in the professions.

The Systematic Method as a Guide
Most social and behavioral sciences scholarship studies utilize the systematic method (El-Amin, 2021a). Nevertheless, appropriate examination relies to a great extent on discipline-explicit methods. However, it is feasible for scholarship to be methodical without adjusting the components of the traditional systematic method. For instance, ethnographers might not have deduced hypotheses when conducting scholarly studies. Yet, numerous aspects of their scholarship use conventional methodology, including the determination of subjects, preferences about perceptions to record, and the screening procedure (Rigg et al., 2021). Further, assessing scholarship development, testing procedures, and analysis provide effective metrics.
Scholarship methods and analysis help scholars understand the systematic method, resources, scholarship method capabilities, and the expectations of their audience (Prager et al., 2020; Prager et al., 2021). Through scholarship methods analysis, scholars obtain scientific evidence, study development, create a scholarship plan, enhance the sense of responsibility, and help improve the core constructs of disciplines (Rogers, 2019). Indeed, the advantages of scholarship lie in the ability of scholars to analyze scholarship from the aspects of the research question, scholar-practitionership, and scholarship development (Lowery, 2018). Scholars analyze various disciplines such as policy, economy, sociology, technology, environment, and law in the social sciences. The scholar obtains scientific data through scholarship methods and analysis by collecting data. Scholarship aptitude occurs based on comprehensive and systematic scholarship methods and analysis, which stipulates direction and a clear course to achieve research objectives.

Further, the systematic method is the crux of scholarship exploration and stipulates the framework on which the study’s inductive portion rests. Notwithstanding, the review of scholarly peer-reviewed studies is continuously assessed, altered, and revised as an iterative cycle to systematically connect the data. Moreover, scholars connect theory to practice by including recommendations. Significantly, scholars assemble various materials to demonstrate a detailed position dependent on evidence. Eventually, scholars provide expertise in examining the review of scholarly peer-reviewed studies by stating their findings.

**Qualitative, Quantitative, and Mix-Methods Scholarship Standards**

Qualitative and quantitative are two sorts of scholarship to draw (El-Amin, 2021a). A qualitative, subjective examination stipulates advancement for themes of inquiry and requires analysis through descriptive exploration. Quantitative-based examination conveys data systematically, and applying quantification and metrics conveys the significance of a study (Poitras, 2020). Finally, mixed-methods studies scholarship is a mix of qualitative and quantitative analysis. A pragmatic examination consists of a mixture of the two kinds of investigation.

The ideal approach to organizing a scholarly study addresses the analytical approaches reflecting the scholar’s capabilities and excellence are based on scholarly preparation, experience, or combination. Further, the application of Boolean sources stipulates the tools and methods for attaining pertinent articles (El-Amin, 2021a). Further, scholarship innovation measures the viability of the assessment method. Indeed, a review of scholarly peer-reviewed studies exercises analytical examination (Prager et al., 2020; Prager et al., 2021). The review of scholarly peer-reviewed studies is an informative exercise in scholarly fields. To this end, a review of scholarly peer-reviewed studies scholarship requires reflection, analytical exploration, investigation, and summary times. Scholarship stipulates expertise in the professions.

**Developing as a Scholar-Practitioner**

The nature of writing a review of scholarly peer-reviewed studies differs from other academic writing because it advances scholar-practitionership (Lowery, 2018). When conducting scholarship, it is important to comprehend the procedure, which entails a clear purpose of the scholarship objectives, analysis, methods, strategies, conclusions, and presentation to improve scholar-practitionership (Rigg et al., 2021). The review of scholarly peer-reviewed studies helps the author to interpret the scholarship of others. It stipulates reflexivity, where the scholar can reflect, assert knowledge, gather data, structure, and present corroborations (Armstrong, 2018). Central to any scholarship is how to organize the material to integrate outcomes, goals, and standards of the study by applying the systematic method.

Additionally, the review of scholarly peer-reviewed studies stipulates the context for the body of research (Prager et al., 2020; Prager et al., 2021). Review of scholarly peer-reviewed studies is frequently evaluated, reevaluated, and amended as an iterative procedure to link the scholarship premise to scholarly sources. Likewise, scholarship topics emerge from the review of scholarly peer-reviewed studies in that they reciprocate ideas and challenges important to the scholar (Rigg et
al., 2021). Correspondingly, the review of scholarly peer-reviewed studies is a compiled collection of sources indicating a logical order based upon evidence or outcomes. The resources contained in the review of scholarly peer-reviewed studies should follow a structure to include the author(s), scholarship structure, findings, and recommendations of each specific reference.

Likewise, reflexive activities are a major component of academic scholarship. To this end, a review of scholarly peer-reviewed studies requires periods of reflection. Attributes of reflection doing academic scholarship include ensuring that the scholarship is defined and that the study’s objectives conclude. Scholars must examine, analyze, and reflect upon new knowledge acquired through scholarship by implementing foundational knowledge to current problems or challenges (Akhavan et al., 2020). Further, rectifying scholarship skills provide real value in developing aptitude in the professions.

Defined are reliability and validity. Reliability is a measurement, quantification, or data with high dependability and accuracy. In a quantitative study, validity determines how a concept is accurately measured (Poitras, 2020). The various kinds of reliability are test-retest reliability, internal reliability, and different scholars (inter-rater or external reliability). The distinct types of validity construct content, face, and criterion validity. Indeed, it is essential to conduct research that is reliable and valid.

Further, reliability and validity provide scholarship ethos for scholarship studies. Moreover, regarding relevance, scholarship is time-based in that the scholar must complete the scholarship in each period. Scholarship requires frequent evaluation, reevaluation, and emendations as an iterative procedure to contextualize and increase scholarship quality (Prager et al., 2020; Prager et al., 2021). Likewise, scholarship topics emerge from the review of scholarly peer-reviewed studies in that they correlate to premises and issues important to the scholar (Rigg et al., 2021). Likewise, scholarship is an accumulated collection of materials that indicate a tangible position based upon evidence or outcomes to ascertain phenomena. Scholars require the skill to complete studies, policies, grants, and reports.

**Ethical Scholarship**

Behavioral scholars in different disciplines approach experiments from an ethical standpoint by incorporating integrity, morals, and ethics (Mitchell et al., 2020). There are social and behavioral risks that may impair subjects’ emotional and psychological well-being, committed violations of confidentiality and privacy, and character damage (El-Amin, 2021a). Despite having an ethical framework, scholars cannot definitively predict risks of harm and must rely on preemptive analysis and scholarship standards to avoid precarious methodology. Moreover, human subject risk mitigation is important in social and behavioral sciences. Thus, scholars conduct humanitarian studies to benefit all by examining the dynamic issues raised by behavioral scholarship with human subjects and integrating ethics to legal standards (Belmont Report, 1979).

Scholars may use human subjects for scholarship if it is within the criteria of the Belmont Report (Belmont Report, 1979). For example, a scholar needs clearance to work with human subjects, yet the perspective of many by which extent to protect human subjects is a critical perspective that has changed. Notwithstanding, scholarship of human subjects based on intergroup relations permits observations to determine the various ways individuals relate to each other, animals, or the natural universe. Mitchell et al. (2020) indicated three measurements by which people relate to the natural universe within behavioral science: fortitude with human subjects, creature pride, and human–creature relationship. To begin with, Mitchell et al. (2020) developed reliability as a study construct to expound upon ethical considerations and perceptive connectedness. While humans have a natural affection for the natural universe, behavioral scholarship is required to better understand human subjects and the natural universe. There are unambiguous perspectives and practices toward scholarship with human subjects. However, ethical decision-making and complying with codified standards ensure that participants are protected.

Undeniably, the ethicist’s evolving vocation, with an adopted code of ethics and changing procedures for evaluating scholarship proficiency in the academy (Mitchell et al., 2020). There is
much deliberation regarding the absolute function of animal studies. The field of behavioral science transmutes to embrace heightened awareness of ethics in research (Riedlinger et al., 2019; Pape et al., 2022). Scholars need to balance the need for experimental content and animal rights (English, 2020).

Scholars maintain ethics throughout their academic careers by ensuring compliance with academic standards. Presently, virtual education is developing at a remarkable rate; however, many scholars face virtual courses with trepidation because they do not think they are as rigorous as bricks-and-mortar classrooms (Prager et al., 2020; Prager et al., 2021). Virtual classes can be just as rigorous, yet some scholars still have qualms. This perspective is due to a great extent because some students are dishonest. Various investigations indicate dishonesty occurs in virtual courses. While many students operate with academic integrity, the discernment remains. This insight influences suppositions about virtual classes and even dishonesty practices in bricks-and-mortar institutions. Thus, academic honesty emerges as a preeminent concern in higher education. Peterson (2019) indicates that scholars are dishonest for many reasons. Ostensibly, virtual instruction methods versus bricks and mortar settings are easier to maintain dishonesty (Prager et al., 2020; Prager et al., 2021).

Additionally, the ramifications of virtual dishonesty are lackluster concerning institutional follow-through. Moreover, reducing academic dishonesty in virtual classes hinges on an instructor’s ability to identify academic dishonesty. Regardless of the rationale for why scholars cheat, it is not very ethical to do so and breaks the moral code of academics.

A focus on ethics stipulates scholars with a fundamental understanding and experience within the field use a structured approach regarding the ethics code. Ethical codes help scholars build competency and professional insight. Ethics maintain morals and utilize adaptation skills in various circumstances to achieve organizations’ or clinics’ goals, objectives, and missions. Additionally, aligning the value of ethics and professionalism to structural goals is an emerging need in the execution and success of behavioral science (Pape et al., 2022). Those in behavioral science must support future colleagues by implementing leadership training programs that encourage ethical development (Fertman, 2018; English, 2020; Singh et al., 2021). Moreover, enhanced ethical attributes of individuals in behavioral science benefit society and the profession (Pape et al., 2022).

Scholar performance requires applying good judgment in practice. Judgment is used to decide how best to study, when, and why. Academic integrity allows scholars to study for theory-to-practice application. Execution of academic integrity requires discipline. Integrity necessitates accepting responsibility for one’s study style and understanding of requirements. Applying these skills allows scholars to stay on track, which is important to understanding the subject matter truly.

Ethically, scholars need to protect the human rights of study participants. Ways to maintain and ensure ethics are to fulfill an Institutional Review Board (IRB) procedure in the academy or scholarship institute. The IRB ensures study participants complete the informed consent and that scholars secure participants’ responses by encoding or securing their data (Belmont, 1979). The Belmont Report was established in 1979 to assist scholars in ethical scholarship as it applies to human subjects. It is important to denote scholars, practitioners in academia, and scholarship institutes applying the Belmont Report to standardize scholarship and conduct scholarship on human and animal subjects. Further, the essential moral standards are contended to control scholarship on human subjects, which are essential in scholarship. These conditions mitigate potential challenges for informed consent, confidentiality, risk management, and scholar-practitionership.

Some scholars have used some ethically questionable scholarship methods in the past. Ethically questionable techniques are never useful despite a scholar’s aspiration to complete a study. Ethically questionable techniques led to the code of ethics to create assurances in scholarship procedures and protect humans, animals, and the environment by incorporating informed consent, confidentiality, parameters, deception, and withdrawal (Belmont, 1979).
Collaborative Scholarship

From a strategic perspective, research allows scholars to collaborate with other scholars. Scholars establish a clear framework for cross-collaborative analysis regarding how participatory experiences impact a professional field. An approach to achieving and sustaining high-quality output, thus, emphasizing inputs (scholarship practices) rather than outputs (quality performance), must be conveyed within the scholarship design. Further, success factors that lead to greater scholar-practitionership are planning (research design and assessment); performance quality (performance administration); professional development (institutional engagement, research design, teamwork), and adaptation (the capacity to acclimate to internal/external changes) (Heinrich & Green, 2020; Clegg et al., 2021).

Similarly, collaborative scholarship as a method provides greater context of the research problem, such as who, what, how, where, and other aspects apropo to research development. Establishing answers to these multifaceted questions necessitates due diligence. Thus, this requires performing research, data analytics, collaborative meetings, and thinking methodically about how the research will make a broader impact. Given research-informed development, its findings, and implications; efforts to expand collaborative scholarship improve research gaps to improve effectiveness. Additionally, collaborative scholarship is an excellent way to ensure researchers operate at their highest level (Clegg et al., 2021). Further, collaborative scholarship permits research teams to identify acceptable practices, rank opportunities for improvement, and enhance researcher productivity. As a result, collaborative scholarship is used to achieve excellence in the research process.

Sourcing Techniques and Strategies

Indeed, El-Amin (2021a) found that assessing the number of theoretical vs. empirical sources is beneficial when conducting a scholarship study. Areas of improvement needed to meet source requirements for a scholarship focus determines the number of theoretical, empirical, conceptual, and grey literature sources. Grey literature sources may or may not be a major component of scholarship. Nonetheless, grey literature is materials and scholarship developed by entities external to typical publications or academic publishing channels. Further, various grey literature publication sources are unpublished reports, government documents, working papers, white papers, and assessments included in a study. While grey literature is useful, most studies contain only peer-reviewed academic sources to validate preliminary suppositions.

Additionally, sourcing techniques and strategies employ critical thinking by determining what, why, and how to ascertain the best keywords for a Boolean search. For instance, if a scholar focuses on structural performance as a keyword search, the words or phrases structural performance, structural behavior, change management, leadership, and relationship management populate reference data (Rajagopalan, 2018; Clegg et al., 2021). Notwithstanding, the purpose of a thorough Boolean search is to determine the gap in the literature.

RESEARCH METHODOLOGY

This research indicates that for many scholars providing scholar-practitioner effectiveness is a priority. Scholar-practitioner effectiveness build utilize a research methodology to anchor and research studies. The goal is to discern what factors for improvements are applied if scholars apply research methodology.

Major Research Question

Q1. What are best practices for developing scholar-practitioner effectiveness?
Material and Instrument
A systematic review approach was utilized in this study to identify scholar-practitioner effectiveness as frequently practiced. A systematic review specific to the research community identified factors for implementing scholar-practitioner effectiveness. Moreover, there are several characteristic aspects of validity. Internal validity is the degree to which the question correlates. The goal of the researcher was to ascertain the internal validity of the systematic review to confirm that subjectivity was nonexistent so that results were accurately identified. As a result, connections were analyzed to measure studies by utilizing the systematic review method.

Operational Definition of Variables
An explanation of scholar-practitioner effectiveness measurements within the context of research application serves as an operational variable for the study. Research is associated primarily with the dimension of researcher development and support mechanisms. The goal is to assist researchers understand the benefits of quality scholarship.

Limitations of the Study
As a result, the limitations of the study do not provide support regarding how various industries adhere to scholar-practitioner frameworks in specific professions. Notwithstanding, by implementing scholar-practitioner practices, it shows a commitment to quality research as a multidimensional phenomenon regardless of which industry a researcher works.

The Implications of the Study
Scholarship analysis provides a distinct perspective on scholarship (Rigg et al., 2021). Moreover, research analysis is a contrast to traditional educational practices or in any scientific practice in that it helps researchers focus on the improvement of the research studies or curriculum instead of simple execution. Additionally, engagement by the learner allows the instructor to link topical connections and action to learning (Lawless et al., 2018). Campbell and Peacock (2021) maintained that implementing analysis practices has challenging issues. For instance, analysis is considered an advanced educational method as challenges persist in implementing analysis. In contrast, a lack of support by higher education institutions concerning the time and resources it takes to vet intentional education practice theory (IEPT) properly is counterintuitive for instructional effectiveness (El-Amin, 2021b).

Relationship Management
Relationship management is key in working with others in the evaluative procedure. Relationship management derives from the scholar’s ability to communicate and improve the analysis procedure. As a result, relationship management issues may cause dissonance with stakeholders. Although relationship management issues are inherent in scholarship analysis, efforts to mitigate conflict are necessary while they may differ from scholar to scholar (Lowery, 2018; Olekalns et al., 2020). Relationship management issues occur because the evaluator may not meet often enough, too much, or not ensure the correct stakeholders are at the correct meetings. Additionally, attention to team building ensures those evaluating scholarship work well together and understand the structure of relationship management channels.

Transparent relationship management in the analysis procedure occurs due to working relationships and the research team’s culture (Beliso-De Jesús, 2018; Cleveland & Cleveland, 2020; Leary, 2022). Nguyen and Kleiner (2003) indicated that structural factors that negatively impact the relationship management procedure cause issues with those on the scholarship team. Deciding which relationship management goes to and when depends on the relationship management strategy, culture differences, and analysis plan (Cleveland & Cleveland, 2020; Leary, 2022). Therefore, successful relationship management is maintaining transparency throughout the scholarship procedure.
Differentiating and assessing evaluative scholarship relationship management is a strategic management concept that supports and aligns analysis endeavors with the short-and long-term goals of the scholarship. Traditionally, analysis is seen as productive when it meets scholarship goals and objectives. Finally, assessing analysis and scholarship relationship management determines how measurements of the scholarship objectives align with the stakeholder’s vision of the analysis.

Analysis Through Appreciative Inquiry
Aligning the value of analysis to scholarship goals is a persistent need in scholarship. Analysis through appreciative inquiry aims to expand the application to a holistic analysis perspective. Analysis through appreciative inquiry involves creating a means for evaluators to connect with the heart and logic, an innovative method in analysis practices. However, the analysis through an appreciative inquiry approach is not a typical analysis method (Pape et al., 2022). On the other hand, analysis through appreciative inquiry effectively supports the need to provide variety in executing analysis procedures by assessing objectives using matrices.

Additionally, this approach offers a specific set of critical and reflective analysis measures that address alignment between educational and structural objectives. Appreciative inquiry makes those evaluated less anxious when going through the procedure. At least participants know the evaluators intend to focus on strengths and closing gaps. Appreciative inquiry forces us to embrace the best of ourselves when we design research studies to solve societal problems (Akhan et al., 2020). For instance, instead of fixating on the adverse, scholars can contemplate the why and how to improve gaps, if there are any.

According to Clegg et al. (2021), scholarship analysis highlights the success of new strategies, initiatives, and scholarship. Analysis outcomes strengthen ongoing strategy development and programming to measure the extent of transformation (Speier-Pero & Schoenherr, 2020). Analysis undergirds an organization’s effectiveness and enhances its ability to develop and efficiently procure untapped resources. Analysis adapted to the contexts of a program permits alignment. Analysis should address significant issues, provide staff and stakeholders with reliable data to address challenges, and develop strengths and opportunities (Prager et al., 2020; Prager et al., 2021). Analysis encourages multiple perspectives and involves a representation of people who care and benefit from the program. Likewise, evaluators and implementers must be adaptable by working together to respond to the needs of program stakeholders. Analysis should build individuals’ skills, knowledge, and perspectives to self-reflect, dialogue, and act based on data (Lowery, 2018).

Evaluative thinking collects and analyzes data to convey a strategy, initiative, program, policy, or organization. Evaluative thinking is a systematic procedure that is valuable and necessary in a culture of innovation (Cleveland & Cleveland, 2020). Such a procedure involves identifying assumptions about what works, what does not work, and why; posing thoughtful questions about what changes after program implementation; pursuing deeper understanding through reflection and discourse; communicating the learned experience without irony or hyperbole; and making informed decisions in preparation for action (Lawless et al., 2018; Clegg et al., 2021).

Confidentiality as an Ethical Imperative
Confidentiality and non-disclosure agreements enact ethical obligations on parties receiving material data from disclosing parties that consider data or material to be confidential (Belmont Report, 1979). Preparing an appropriate agreement requires consideration of some key issues. The evaluator should identify which data meet confidentiality standards. There may be limitations on what data is deemed confidential, such as data already known to those surveyed. Whether receiving or disclosing data, confidentiality measures require deliberation and moral standards of ethical decision-making. The duration for keeping the data confidential is also needed. Also, imperative is explicating the purpose for disclosure, i.e., confidential data shared with another party for a specific purpose. Most importantly, the agreement should indicate the purpose of the assessment.
The principal reasons why scholars prefer assessment data are that assessments disclose responses from respondents providing more context to the analysis or a study. In an unbiased assessment condition, the scholar finds what motivates assessment respondents and what is imperative to them, including their feelings, comments, and input (Prager et al., 2020; Prager et al., 2021). An unbiased assessment condition best suits the well-being of the assessment respondent. Respondents should give transparent criticism in an anonymous assessment technique. For example, virtual or paper assessments are more private than vis-à-vis assessment meetings or phone assessments. Assessment respondents should have a chance to reflect on imperative key themes. Conducting assessments is an unbiased way to receive authentic responses. Gathering impartial assessment data is necessary.

Qualitative scholarship is utilized in scholarship to promote a thoroughly efficient way to yield significant and useful outcomes. Authoritative qualitative analysts must provide analysis that has been conducted in an exacting, reliable, and thorough way by accurately chronicling, systematizing, and recording the strategies for analysis with enough detail to allow readers to decide if the procedure is reliable. Although there are various instances of conducting qualitative scholarship, few refined strategies are accessible to scholars for conducting a thorough and applicable topical analysis (Pape et al., 2022). A means of conducting a topical analysis can be made by an auditable path, providing interpretation, and presenting the data. In this way, the outcome of scholarship contributes intentionally by systematizing and providing verification of the analysis.

Execution reports advance analysis of scholarship outcomes. Status reports recognize where a task is in its present state to ascertain scholarship dimensions. Reports estimate a schedule at finish, schedule to finish, and planned execution status providing scholars and instructors a context to the analysis plan. Eventually, special case reports depend on challenges, issues, and opportunities. The distinct kinds of execution reports are helpful to gauge where the scholar is during the procedure. These reports contain data utilized for task administration and execution. Likewise, there are four types of analysis reports: performance reports, standing reports, scholarship reports, and special case reports.

Regarding reporting analysis data, a general inductive approach for analysis of qualitative analysis data is to collapse raw text data into a summary format; establish demonstrative connections between the analysis or scholarship goals and the summary findings constructed from the raw data, and build a framework of the uncovered experiences or procedures revealed in the raw data. The general inductive methodology gives an effectively utilized and efficient arrangement of systems for examining subjective data that can deliver substantial discoveries. Even though the general inductive methodology is not as impactful as some other expository procedures for hypothesis or model improvement. It stipulates a basic, direct methodology for inferring data regarding logical assessment questions (Heinrich & Green, 2020). Many evaluators discover that applying a general inductive methodology is less confusing than applying other ways to work with subjective analysis.

**Recommendations**

The systematic method, the review of scholarly peer-reviewed studies, and ethics are principal points of interest, which lie in the potential advantage each offers to scholarship publications or grant opportunities for both the scholar and an institution (Rigg et al., 2021). As a result, the research gap of the study does not provide support regarding the how various industries adhere to the scholarship procedure to facilitates ascendency in the professions. Notwithstanding, by doing so shows a commitment to scholar-practitioner as a multidimensional phenomenon regardless of which industry a researcher circulates. Further, reviewing scholarly peer-reviewed studies offers a structured approach that scholars can fine-tune based on current data as the study evolves (Lowery, 2018). Along these lines, scholars are responsible for developing and improving scholar-practitioner as they participate in research endeavors (Rogers, 2019).
CONCLUSION

Indeed, reviewing scholarly peer-reviewed studies development allows scholars to utilize many scholarship tools and data to understand data and content implementation. Tools for reviewing scholarly peer-reviewed studies construction exist as classified as a primary or secondary source related. Well-managed review of scholarly peer-reviewed studies involves building a structure for the study and assessing content for validity (Rigler et al., 2021). A review of scholarly peer-reviewed studies development of this nature occurs to ascertain studies that most align with the purpose of the scholarship. Last, poor-quality searches yield unsubstantiated data. For instance, there are outputs but no valid and notable inputs. Finally, scholar-practitionership is improved by incorporating an ethical and strategic approach to reviewing scholarly peer-reviewed studies.

Scholar-practitionership is formed and affected by the ability of researchers to appeal to the scholarly community. While scholar-practitionership is a logical method to evaluate ethically defined research applications, it also provides a commitment to scholarship in a broader sense. As such, scholar-practitionership provides complex relationships between interest and research needs in various disciplines. As such, these attributes are operationalized and considered in analysis. Scholar-practitioners must address gaps by assessing calculated methodologies, which is fundamental to content validity. A scholar-practitionership evaluation must consider topical interest and a specific framework to reduce barriers in the execution of scholarship. The review of a leadership and ethical analysis of the scholar-practitioner has limitations in that this study may benefit from utilizing a quantitative approach by surveying researchers to ascertain their perceptions of leadership and research ethics. Notwithstanding, a well formulated research structure contributes to a well-crafted ethically based study while illuminating the complexities of research phenomenon.

COMPETING INTERESTS

The author of this article declares there are no competing interest.

FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.
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Abeni El-Amin, Ph.D., Ed.D., MPsy - I/O, LSSMBB, has nearly two decades of experience and education in Business Administration as an educator and practitioner. Further, as a higher education professor, she has designed and developed curriculum and training programs in business administration, educational leadership, legal studies, political science, psychology, and health sciences. She has managed large corporate and government budgets; managed staff and developed sustainable programs. Dr. El-Amin is a globally recognized thought leader on diversity, equity, inclusion, and belonging. She helps organizations develop a culture of belongingness through innovative and thought-provoking trainings. Dr. El-Amin is an author, international university lecturer, trainer, and speaker. Dr. El-Amin is the editor of Implementing Diversity, Equity, Inclusion, and Belonging Management in Organizational Change Initiatives and Implementing Diversity, Equity, Inclusion, and Belonging in Educational Management Practices - IGI Global. Dr. El-Amin is co-founder of Project Ricochet, Inc., a youth development organization and Titan and Mogul, Inc., a global consultancy that provides lean six sigma and HR consultancy focusing on DEIB to improve organizational culture. She is also the author of, In Search of Servant Leadership, Determined to Serve - The Ricochet Effect, and Titan Financial Legacy - The Ricochet Effect.