

Glocal Publication: From International Prestige to Local Relevance

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As part of its mission, USFD Philippines is committed to upgrading academic publication capabilities in Physical Education by offering “glocal” avenues for dissemination, combining global standards with local relevance. This mission takes on renewed urgency in light of recent shifts in the academic publishing landscape, particularly in the Philippines.

The implementation of CHED Memorandum Order No. 15, Series of 2019 formalizes the requirement for graduate students—both master’s and doctoral—to publish or provide proof of acceptance of their research in refereed journals as a prerequisite for graduation (Quinto, 2022). This policy marks a transformative step in elevating research culture and output in the country, aligning national academic standards with global publishing practices.

However, this transformation is not without challenges. Recent studies (Damoco, 2024; Pangket et al., 2023) reveal that many Filipino graduate students feel ill-equipped to meet the demands of publication. They face steep learning curves in academic writing, a lack of institutional support, and significant psychological stress, often navigating the peer-review process alone. Merga et al. (2019) further illuminate the emotional toll of constant rejection and feedback fatigue, calling for more humanized publishing pathways.

It is in this context that glocal publication emerges as a compelling response. Glocal publishing acknowledges that not all high-quality research must be published in high-impact international journals to be impactful. As scholars and editors, we must resist the notion that internationalization equates to superiority. Instead, we must empower local scholars to publish where their work matters most—within and for their communities.

This inaugural issue of the USFD Journal of Physical Education Pedagogy and Sports Performance represents more than just a compilation of articles; it is a manifestation of our commitment to local empowerment through scholarly excellence. Each contribution is the product of rigorous inquiry, mentorship, and the belief that research must be both globally competitive and locally grounded.

To assist authors, we also recognize the importance of guided manuscript transformation, particularly in converting theses and dissertations into publishable journal articles. While generative AI may offer linguistic and formatting assistance, we stress that such tools must never replace the researcher’s intellectual responsibility. All article reductions must be human-mediated to ensure the authenticity of findings and research integrity remains intact.

As we move forward, we urge fellow educators, institutions, and graduate programs to support the academic publishing journey, not only by requiring it but also by mentoring it. Let this journal be a space where knowledge is not only created but also shared, contextualized, and transformed for the greater good.

We dedicate this volume to the next generation of Physical Education researchers—may your voice find both platform and purpose.

References

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