

TRACING ACADEMIC IMPACT THROUGH BIBLIOMETRICS: THE CASE OF A CATHOLIC UNIVERSITY'S INTERNATIONAL RESEARCH OUTPUT

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Abstract— This study examines the research utilization of the University of Saint Louis Tuguegarao's (USLT) published papers in international peer-reviewed journals through bibliometric analysis. Using data from USLT's Google Scholar profile, the study assessed research productivity, citation impact, and disciplinary distribution. The findings revealed a significant increase in research publications in recent years, with education and pedagogy as the most dominant field. Citation analysis indicated a growing influence of USLT's research, with a total of 1,647 citations, an H-index of 17, and an I10-index of 31. However, 66.33% of published papers remain uncited, highlighting the need for improved research visibility and dissemination strategies. The study identified USLT's most cited research papers and authors, with Dr. Darin Jan Tindowen leading in citation impact. The results underscore the importance of fostering international collaborations, publishing in high-impact journals, and strengthening research engagement to enhance USLT's academic influence. By implementing targeted strategies, the university can further increase the global reach and utilization of its research outputs.

Keywords— *Bibliometric analysis, research utilization, citation impact, academic productivity, University of Saint Louis Tuguegarao, international peer-reviewed journals*

I. INTRODUCTION

The value of academic research goes beyond simple publishing in the knowledge-driven culture of today; it resides in its use, citation, and impact on next projects and pragmatic applications. Globally, universities and research labs work to generate excellent research that not only enhances theoretical understanding but also has practical consequences. Leading Catholic university in Northern Philippines, University of Saint Louis Tuguegarao (USLT) has been at the forefront of research and invention thanks to its teachers and students actively supporting world scholarship. By means of its several research outputs across several fields, the University of Saint Louis Tuguegarao (USLT) has regularly added to the corpus of knowledge. Faculty and student researchers have over the years generated several papers for publication in credible international

peer-reviewed publications. Though publishing is evidence of academic achievement, the degree to which these research results are used still factors greatly in determining their influence.

Research projects that USLT has regularly undertaken have produced 300 papers in international peer-reviewed journals indexed in Google Scholar (University of Saint Louis, n.d.). These scholarly products exemplify the university's dedication to academic achievement and information sharing. Even if the amount of published research keeps rising, it is crucial to assess how much of these findings are applied in the professional and academic domains. Research utilization covers citation impact, information sharing, and useful applications in many fields going beyond publication (Noori, 2024). Evaluating research output, citation patterns, co-authorship networks, and theme concentrations requires the useful instrument of bibliometric analysis (Loentzen & Nelhans, 2024).

Evaluating research output, citation impact, collaboration networks, and theme trends in scholarly work can be accomplished with great power using bibliometric analysis (Dnthu, et al., 2021). This paper attempts to assess the visibility, relevance, and impact of USLT's published research inside the worldwide research community by means of analysis of its usage in international peer-reviewed publications. Moreover, it aims to spot trends of references, teamwork, and theme concentrations that might guide institutional policies for information sharing and future study paths.

II. METHODS

This study utilized a bibliometric research design to analyze the research utilization of the University of Saint Louis Tuguegarao's (USLT) published papers in international peer-reviewed journals. Bibliometric analysis is a quantitative method used to assess research productivity, citation impact, and scholarly influence by evaluating publication patterns,

citation trends, and collaboration networks The primary data source for this study was the Google Scholar account of the University of Saint Louis Tuguegarao, which provided a comprehensive index of the university's research outputs published in international peer-reviewed journals. At present, USLT has a total of 300 published research papers indexed in Google Scholar.

Data were extracted from the Google Scholar profile of USLT, specifically focusing on:

- The number of research publications per year
- The classification of research outputs by discipline
- Citation records and trends over time
- The most frequently cited papers and authors

The data collected were analyzed using frequency and percentage to determine the distribution and utilization of research publications. Specifically:

- Frequency and percentage distributions were used to analyze the classification of research outputs, the number of cited papers, and the most cited papers and authors.
- Trend analysis was applied to examine Research Publications in International Peer-Reviewed Journals of USLT through the Years and Citation Analysis of Published Researches of University of Saint Louis through the Years to determine publication and citation growth over time.

III. RESULTS AND DISCUSSION

Table 1. Research Publication in International Peer-Reviewed Journals of USLT through the Years

Year	Frequency	Percentage
2025	5	1.67
2024	45	15.00
2023	50	16.67
2022	38	12.67
2021	30	10.00
2020	28	9.33
2019	43	14.33
2011-2018	56	18.67
2010 and below	5	1.67
Total	300	100.00

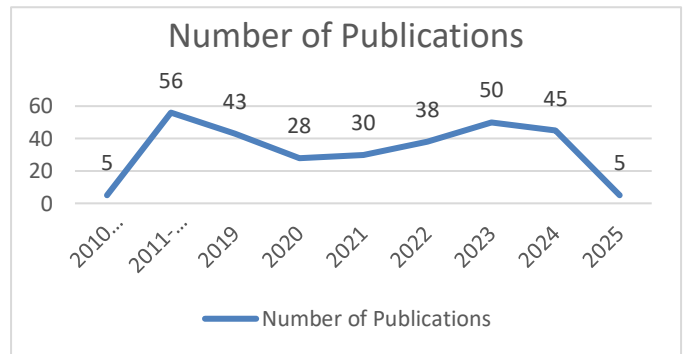


Table 1 shows the quantity of research papers from the University of Saint Louis Tuguegarao (USLT) published internationally in peer-reviewed journals over many years. Particularly in recent years, the data show the university's expanding research culture—that is, the consistent increase in academic production over time. With 50 papers (16.67%), 2023 registered the most publications; closely followed by 2024, with 45 papers (15.00%). Reflecting the university's ongoing attempts to improve research output and international awareness, this shows a strong and sustained research momentum. With 56 publications (18.67%), implying that USLT had already established a notable research footprint before the recent rise in publishing activity, the period 2011 to 2018 also made a noteworthy contribution. With 43 publications (14.33%), another noteworthy high was noted in 2019 showing a constant increase in research output prior to the upheavals caused by the COVID-19 epidemic.

Various institutional and worldwide issues explain the drop in research output during the epidemic years of 2020 and 2021. COVID-19's arrival caused changes in normal academic activities like the cancellation of face-to-face classes, limited access to laboratories and research resources, and fieldwork restrictions. Sohrabi, et al. (2021) claim that especially in fields needing physical presence for data gathering and experimentation, the epidemic drastically changed the scene of academic research worldwide. At the university level, comparable limitations probably led to postponed or discontinued initiatives, hence affecting general publication output. Furthermore, the changing of institutional priorities

from research to emergency response and online teaching adaption added to the transient drop in academic output. This situation reflects the results of Clemmons, et al. (2022), who underlined that faculty members were loaded with extra duties during the epidemic, therefore having less time and assistance for research-related activities.

Notwithstanding these challenges, the institution indicated recovery in 2022 with more research papers, so starting a return to activity. This pattern indicates the institution's tenacity and post-pandemic attempts to maintain and enhance research performance. The rise in publications fits with research highlighting the flexibility of academic institutions and scholars after the first crisis stabilizes (Brembs, et al., 2023). The low output shown in 2010 and earlier also suggests the university was still in its formative years regarding worldwide publication. Younger universities, according to Shih and Forsberg (2023), generally enter global research awareness later because of capacity-building and limited resources, which supports this.

In general, the information points to USLT making notable improvement in enhancing its research culture and global interaction. The university's dedication to academic excellence, faculty research development, and institutional support of scholarly activities shown in the rising trend of recent years.

Table 2. Distribution of Published Research at the University of Saint Louis by Category

Category	Frequency	Percentage
Education & Pedagogy	132	44.00
Science & Technology	32	10.67
Information & Communication Technology	14	4.67
Social Sciences & Humanities	14	4.67
Business & Economics	9	3.00
Health & Medical Sciences	9	3.00
Agriculture & Environmental Science	3	1.00
Cultural & Indigenous Studies	4	1.33
Religious Studies & Ethics	4	1.33
Interdisciplinary & Others	69	23.00
Library & Information Science	2	0.67
Public Policy & Governance	7	2.33
Disaster Risk Reduction & Management	1	0.33
Total	300	100.00

Table 2 shows University of Saint Louis (USLT) published research distribution among several academic fields. With 132

articles (44.00%), the data show that most of the university's research output falls in Education & Pedagogy. Strong representation of USLT indicates its dedication to improving pedagogical innovations, faculty development, and teaching and learning strategies. USLT is a Catholic university with a strong intellectual background, hence the focus on research connected to education is expected since it supports the university's goal of enhancing academic excellence and hence boosting student learning results. According to Lopez (2021), institutions that prioritize pedagogy-related studies contribute not only to improving educational quality but also to the development of responsive and reflective educators capable of addressing diverse classroom needs. This aligns with the goals of teacher education programs in the Philippines, which aim to build research-informed competencies among faculty and students alike.

With 32 papers (10.67%), Science & Technology makes up a sizeable share of published studies outside from research with an eye on schooling. This emphasizes the university's participation in scientific advances, technical developments, and applied research spanning several disciplines including engineering, computer science, and industrial applications. Likewise, Social Sciences & Humanities and Information & Communication Technology both explain 14 articles (4.67%), suggesting that USLT scholars are also investigating digital transformation, societal challenges, human behavior, and cultural studies.

Research in Health & Medical Sciences and Business & Economics comes out to be 9 articles (3.00%) per. These studies most certainly concentrate on entrepreneurship, financial management, economic trends, medical advancements, and healthcare policies. These fields are nonetheless vital for industry uses and public health enhancement even if their share of the total research output is lesser. Whereas Cultural & Indigenous Studies and Religious Studies & Ethics both have 4 articles (1.33%), the category of Agriculture & Environmental Science has 3 publications (1.00%). These numbers point to a growing curiosity in local customs, environmental preservation, sustainability, and ethical debate inside the university's scholarly scene.

Comprising 69 papers (23.00%), a substantial share of the research output goes under the Interdisciplinary & Others category. This shows the university's involvement in multidisciplinary studies combining several spheres of knowledge to solve difficult social issues by means of a comprehensive research method. Public Policy & Governance also notes 7 articles (2.33%), which show USLT's participation in institutional leadership research, policymaking, and governance. With two papers (0.67%), Library & Information Science most certainly addresses the function of libraries in digital information management and academic research. With one publication (0.33%), Disaster Risk Reduction & Management finally shows some scientific interest in disaster preparedness and mitigating.

Table 3. Citation Analysis of Published Researches of University of Saint Louis through the Years

Year	Frequency	Rank
2025	37	9
2024	294	2
2023	331	1
2022	278	3
2021	236	4
2020	171	5
2019	124	7
2018	50	8
2017 and below	153	6
Total	1647	
H-Index	17	
I10-index	31	

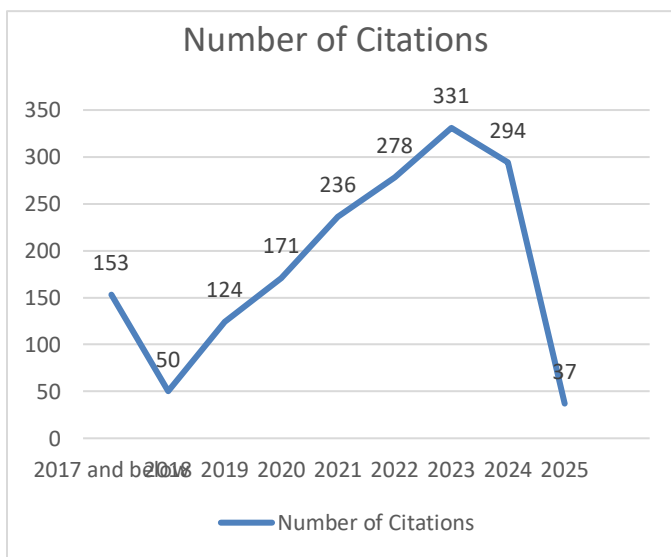


Table 3 shows the Citation Analysis of Published Researches of the University of Saint Louis (USLT) through the Years, therefore offering information on the scholarly influence and visibility of the university's production. Citation frequency, which shows the degree to which other scholars have cited USLT's published works, therefore indicating their impact on the scholarly community. With 331 citations, 2023 ranked first among all years according to the statistics as it had the most citations. This implies that research papers from past years became rather well-known in 2023, maybe because of enhanced indexing in academic databases, more distribution efforts, or the rising significance of the university's research subjects. With 294 citations, 2024's second-highest citation total reflects the university's ongoing increasing trend in research influence. Closely behind with 278 citations, 2022 ranks third in citation count. Comprising a significant share of the overall citations, these three years show a growing trend in USLT's academic impact.

Citations from 2020 (171 citations, 5th rank) and 2021 (236 citations, 4th rank) show that research generated during the epidemic years has kept being mentioned in next studies. This could be explained by the relevance of studies carried out during the COVID-19 epidemic, especially in domains connected to education, health sciences, and technology-related ones.

Older publications—especially those from 2019 (124 references, 7th rank) and 2018 (50 references, 8th rank)—had less citations than more current years. Studies from 2017 and before nevertheless accumulated 153 citations, ranking 6th and suggesting that older research is still important and often referenced. 2025 presently boasts 37 citations, ranking 9th; but, as the year goes on and more new research gets attention, this number is projected to rise.

Apart from reference counts, USLT's H-Index is 17, so at least 17 research articles have been cited 17 times or more. This statistic shows a rising degree of influential research often cited by other academics. Moreover, the I10-Index shows 31 research publications with at least 10 references, therefore attesting to the richness and quality of USLT's intellectual output. With rising citations in recent years, the citation analysis shows generally a good trend in the research impact of USLT. While the consistent citation accumulation from past years emphasizes the long-term impact of the university's research, the high citation counts in 2023 and 2024 point to a strong intellectual presence and relevance.

Table 4. Number of Published Papers of University of Saint Louis with Citations

Number of Published Papers	Frequency	Percentage
100 citations and above	6	2.00
1-99 citations	95	31.67
No citation	199	66.33
Total	300	100.00

Table 4 shows the number of published papers of the University of Saint Louis (USLT) together with citations, therefore offering information on the influence of university research output on citations. According to the statistics, although USLT has made great contributions to scholarly study, most of its published works have not attracted enough citations. Out of the three hundred published works, just six (2.00%) have gotten one hundred citations minimum. Demonstrating their great importance in the academic community, these widely cited articles reflect the most significant scientific achievements of the university. These studies most certainly come from several study domains and might have been published in high-impact journals, therefore increasing their awareness and use.

Of the more significant total, 95 papers (31.67%), have between 1 and 99 citations. This suggests some academic influence since about one-third of USLT's research outputs have been cited by other academics. These publications support the scientific visibility of the institution and help to shape debates in their particular disciplines. Still, most of the published research papers—199 studies (66.33%), lack citations yet. This implies that over half of USLT's research products are still underused or in their early years of acceptance. A number of elements could be involved in this, including low journal influence, limited distribution, or the recency of some papers.

Table 5. Top 5 Most Cited Papers of University of Saint Louis

Research Title	Category	Number of Citations
Ubiquitous learning environment using android mobile application	Education & Pedagogy	184
Twenty-first-century skills of alternative learning system learners	Education & Pedagogy	181
Study habits and attitudes: The road to academic success	Education & Pedagogy	140
Influence of empowerment on teachers' organizational behaviors	Education & Pedagogy	115
Study Habits and Attitudes of Freshmen Students: Implications for Academic Intervention Programs	Education & Pedagogy	111

Based on citation count, Table 5 shows the Top 5 Most Cited Papers of the University of Saint Louis (USLT), therefore stressing the research projects with the most important intellectual influence. Emphasizing USLT's great research concentration and influence in the subject of education, the results show that all five of the most cited papers belong in the category of Education & Pedagogy. With 184 citations, "Ubiquitous Learning Environment Using Android Mobile Application," the most often referenced study reflects the growing curiosity in technology-integrated learning. The great number of citations in this work points to its applicability in debates on digital learning environments, mobile-assisted education, and creative teaching approaches. This trend is consistent with global research advocating for the integration of mobile technologies to personalize and diversify instruction (Samala, et al., 2024). With 181 citations, "Twenty-31 Century Skills of Alternative Learning System Learners," the second most often cited publication closely reflects the scholarly community's extensive referencing of research on alternative learning approaches and 21st-century skill development. As discussed by Gonzalez-Perez and Ramirez-Montoya (2022), 21st-century skills—such as critical thinking, communication, and digital literacy—are essential in preparing learners for

modern challenges, and research addressing these skills garners significant academic attention.

With 140 references, "Study Habits and Attitudes: The Road to Academic Success," the third most often mentioned work emphasizes the need of knowing students' study practices and how they affect their academic success. Likewise, with 115 citations indicating great interest in teacher motivation, professional development, and workplace dynamics in educational institutions, "Influence of Empowerment on Teachers' Organizational Behaviors" has with 111 references, the fifth-ranked study, "Study Habits and Attitudes of Freshmen Students: Implications for Academic Intervention Programs," underlines even more the need of research targeted on student learning strategies and educational support programs.

The predominance of Education and Pedagogy in the most cited publications implies that USLT's research contributions are especially significant in forming debates on teaching approaches, learning environments, and educational psychology. The great citation numbers of these papers show how extensively other researchers, teachers, and legislators have used them to enhance instructional strategies.

Table 6. Top 5 Most Cited Authors from University of Saint Louis

Name of Author	Department	h-index	i10-index	Number of Citations
Darin Jan Tindowen	SECAP/URIO	13	15	853
Luisa Aquino	SAS/VPAA	3	2	298
Marie Jean Mendezabal	SACE/SMQAA	7	6	297
Ertie Abana	SACE/URIO	7	7	130
Pyrene Quilang	SAS	4	3	69

Based on citation measures—including H-index, I10-index, and total number of citations—table 6 shows the Top 5 Most Cited Authors from the University of Saint Louis (USLT). With the H-index measuring the number of papers with at least that many citations (e.g., an H-index of 13 means 13 papers have been cited at least 13 times), and the I10-index reflecting the number of papers cited at least 10 times, these measures offer a complete picture of an author's research influence. Standing out as the most powerful researcher at USLT is Dr. Darin Jan Tindowen, connected with the School of Education, Criminology, Arts, and Psychology (SECAP) and the University Research and Innovation Office (URIO). Having an H-index of 13, an I10-index of 15, and a total of 853 citations, Dr. Tindowen has had a significant influence in the field of education research. He is a top researcher both inside and outside of the institution thanks in great part to his

contributions—especially in pedagogy, alternative learning systems, and educational innovation.

Ranked second with 298 citations, an H-index of 3, and an I10-index of 2 Dr. Luisa Aquino, from the School of Advanced Studies (SAS) and the Office of the Vice President for Academic Affairs (VPAA), her citation total points to notable intellectual influence. Likewise, Dr. Marie Jean Mendezabal of the Strategic Management, Quality Assurance and Accreditation (SMQAA) and the School of Architecture, Computing, and Engineering (SACE) has an H-index of 7, an I10-index of 6, and a total of 297 citations. Her contributions to her profession are clearly in line with those of Dr. Aquino. Showing sustained research involvement and modest citation impact, Dr. Ertie Abana from SACE and URIO has an H-index of 7, an I10-index of 7, and 130 total citations. Last but not least, SAS's Dr. Pyrene Quilang has an H-index of 4, an I10-index of 3, and 69 total citations, therefore displaying developing impact in scholarly research.

According to the citation counts, USLT boasts a varied collection of highly cited experts from several fields, with pedagogy and education still taking front stage. The significant difference in citation counts between the top-ranked author and others points to some academics who have become somewhat well-known while others are still developing their impact on their field of work. Further improving the citation impact of USLT faculty members would involve increasing cooperation, publishing in higher-impact journals, and worldwide research projects.

IV. CONCLUSION AND RECOMMENDATIONS

Published research articles of the University of Saint Louis Tuguegarao (USLT) in international peer-reviewed journals offer insightful analysis of the institution's research output, impact, and application. USLT has shown a great dedication to research over time, shown by the consistent rise in publications especially in recent years. The predominance of pedagogy research and education emphasizes how well the institution leads in promoting faculty development, student learning, and teaching approaches. Although citation patterns show increasing awareness of USLT's research contributions, a lot of papers still go underused, underlining the need of more effective distribution and involvement plans. The study also showed that

most research outputs have not been mentioned; just a small fraction have attained high counts. Still, the growing frequency of citations in recent years points to a better research impact. Highly cited articles and writers help to confirm the university's place in intellectual conversation. Targeting high-impact publications, bolstering multidisciplinary studies, and improving research partnerships can help the institution's research exposure and use to improve going forward. USLT may position itself even more as a major contributor to worldwide academic and professional communities by always improving its research approaches.

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