Why is it Called Doctor of Philosophy and Why Choosing Appropriate Research Philosophical Paradigm is Indispensable During Ph.D. Program in India?

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ABSTRACT

Purpose: *A scholarly description, explanation, and claim about reality and a piece of complete knowledge about reality are only possible if such a reality is explained using many possible philosophical paradigms and perspectives. Owing to such importance of 'philosophy' the purpose of this article is to explain the essence of 'philosophy', briefly describe various available research philosophical paradigms in doctoral-level research, and recommend an ideal model that would encourage Ph.D. scholars in India to carry out doctoral-level research that is aimed at improving knowledge about a reality using different research philosophical paradigms and perspectives.*

Design/Methodology/Approach: *Postmodernism philosophical paradigm; Inductive research approach; Observation data collection method; Longitudinal data collection time frame; Qualitative data analysis.*

Findings/Result: *The word 'philosophy' exists in the Ph.D. degree 'by choice' and it is indispensable in doctoral-level of scientific and scholarly research. As long as the Ph.D. scholars can understand all the available research philosophical paradigms and make mindful choices of paradigms to answer their research question they will be able to determine (on their own) all the other choices in succeeding steps of doctoral-level research such as i) research approach; ii) data collection method; iii) data collection time frame; iv) sample size; v) sampling technique; vi) data collection instrument; vii) data analysis techniques; so on.*

Originality/Value: *There is a vast literature about research philosophy. However, there are only a few explanations about the essence and existence of the word 'philosophy' in the Doctor of Philosophy (Ph.D.) degree program. In addition, there are only a few stakeholders in the research education system who encourage Ph.D. scholars to choose a research philosophical paradigm that is uncommon in a discipline. Through this article, we have attempted to explain the purpose of the existence of the word 'philosophy' in addition to recommending the CRPhP model that encourages scholars to involve all perspectives and paradigms of a reality/phenomenon leading to complete and final knowledge about that reality/phenomenon.*

Paper Type: *Conceptual model.*

Keywords: Research Methodology; Research Design; Research Process; PhD; Ph.D.; Coursework; Doctoral Research; CRPhP Model; Philosophy; Research Philosophy; Philosophical Paradigms; Postmodernism

1. BACKGROUND :

There are many definitions of research. *We believe that research is all about searching ('search') for reality ('re') again and again ('re) until reality is acceptable across philosophical paradigms and perspectives*. One thing Ph.D. scholars must always remind themselves of throughout their Ph.D. journey is the fact that they will be awarded a Ph.D. degree for doing doctoral-level research. Doing doctoral-level research and generating research outputs such as research articles and a thesis determines the probability of success in getting a Ph.D. degree. The journey of doctoral-level research begins with

identifying research gaps and formulating a research question. The second and indispensable step of doing doctoral-level research is choosing an appropriate research philosophical paradigm that paves the path for finding an appropriate answer to the research question in a scientific and scholarly way. It is thus inevitable and imperative that Ph.D. scholars understand various research philosophical paradigms in depth and chose one that is appropriate before even starting any of the steps in their Ph.D. journey.

The doctoral-level research which is the single most important requirement of the Ph.D. program is cognitively demanding and intends to create researchers who can create new knowledge or interpret existing knowledge about reality by using different perspectives and philosophical paradigms. Knowledge sharing requires autonomy, good quality time, a stress-free brain for deep thinking, and the freedom to look for more meaningful findings. This is the single most important reason for making doctoral-level research flexible wherein the scientific and scholarly world gives autonomy to Ph.D. scholars to formulate their question and answer it within 3-6 years using an appropriate research philosophical paradigm. Nevertheless, only 50% of scholars admitted to Ph.D. in India completed, that too in ten years period whether or not they are aware of the importance of the existence of the word 'philosophy' in the Doctor of Philosophy (Ph.D.) degree.

Various research studies have identified factors affecting the Ph.D. success rate across the world. To name a few a) scholar-supervisor/guide relationship; b) mentorship; c) dissertation process; d) role of the department; e) role of peer qualities; f) transformational learning experience provided; g) level of curiosity and interest in reviewing the existing literature; h) planning and time management skills; i) level of creative thinking and writing skills; j) amount of freedom in the research project; k) level of a supportive environment for Ph.D. scholars' well-being; l) higher-education practices; m) supervisors' research capabilities and gender; n) expectations set by the research environment; o) Ph.D. scholars' expectations; p) support network; q) level of Ph.D. scholars' socialization with the research community; r) Ph.D. scholars' navigation system; s) different terminologies for various components of doctoral-level research are given by different disciplines creating undue confusion in scholars' minds; t) data collection methods which just play the role of data collection and it is just one of the steps of the doctoral-level research process being portrayed as the research methodology/design; u) scholars' inability to identify their genuine interest in a fact/phenomenon/reality/truth/dependent variable, intensive review of existing literature, locating an important research gap, and finally formulating a research question [1-49].

Furthermore, in reality, a majority of stakeholders in the research education system have a lower level of clarity about the most important and indispensable step of the doctoral-level research process i.e., choosing an appropriate research philosophical paradigm that lays stepping stones toward answering the research question in a scientific and scholarly way. In addition to this lower clarity, a majority of them guide the Ph.D. scholars to begin the journey without educating the scholars about the essence of philosophical paradigms. In addition, they also mandate that scholars use certain philosophical paradigms that are commonly used in a discipline. This lower level of clarity and the beginning of the Ph.D. journey without a clear understanding of the research philosophical paradigms is making it difficult for Ph.D. scholars to complete the journey successfully and most importantly if some scholars complete their Ph.D. journey successfully, their awareness about the research philosophical paradigm chosen to answer their research question is very low. We believe that if the scholars can begin their Ph.D. journey by allocating a higher level of focus and time toward understanding various research philosophical paradigms available and choose the one that is appropriate their journey will be with a very lower level of complications and with a higher level of awareness about the essence of research philosophical paradigms. But this reality is knowingly or unknowingly, intentionally, or unintentionally suppressed by a majority of stakeholders in the research education system in India. In other words, this *suppressed reality* has resulted in creating humungous confusion about the existence of the word 'philosophy' in the Ph.D. degree among Ph.D. scholars in India.

2. OBJECTIVE :

A majority of research scholars (including a few ones who have completed their Ph.D.) have a predisposition in their minds that the existence of the word 'philosophy' in the Ph.D. degree is just 'by chance' and not 'by choice'. We strongly recommend Ph.D. scholars come out of this false assumption. The word 'philosophy' exists in the Ph.D. degree 'by choice' and it is indispensable in doctoral-level of scientific and scholarly research. Any description, explanation, and claim about reality (key objective

of 'research') must be accompanied by a certain philosophical paradigm. A good description, explanation, and claim about reality and a piece of complete knowledge about reality are only possible if such a reality is explained using many possible philosophical paradigms and perspectives. *Owing to such importance the key objective of this article is to explain the essence of 'philosophy' and various available research philosophical paradigms in doctoral-level research and recommend an ideal model that would enable Ph.D. scholars in India to carry out doctoral-level research that is aimed at improving knowledge about a reality using different research philosophical paradigms and perspectives.*

3. WHY IS IT CALLED DOCTOR OF PHILOSOPHY (PH.D.)? :

We are sure many Ph.D. scholars might think about wherefrom this philosophy entered the research process. They might also wonder why the term Doctor is part of their degree because most of them think that a Doctor is a Medical Practitioner. Ph.D. scholars must be mindful of the fact that they have joined a degree program that is abbreviated as Ph.D. This abbreviation has two components in it. Doctor and Philosophy. The meaning of a doctor is not a medical practitioner. In the olden days, medical practitioners were known as Physicians/Surgeons. Somehow the prefix Dr. and the name Doctor got attached to Physicians/Surgeons by dominant power relations and exposure. However, In Latin the meaning of doctor is 'To Teach' and the meaning of doctorate is 'I Teach'. "Dr" or "Dr.", is used as a designation for a person who has obtained a doctorate. In many parts of the world, it is also used by medical practitioners, regardless of whether they hold a doctoral-level degree.
In Greek, the meaning of Philosophia is 'Love of Wisdom' or 'Pursuit of Knowledge' or 'A System of Thought'. Philosophy means, studying fundamental and general questions about a) the mind; b) language; c) values; d) knowledge; e) reasoning; f) existence; g) reality. The practitioners of philosophy were known as Philosophers till the 19th century and now they are known as Researchers. Philosophy plays an important role in a) critical thinking; b) deeper reflection about concepts, methods of inquiry, value claims, and other perspectives; c) imparting knowledge about rigorous analysis, sound argument, critical examination, consistent thoughts, systematic thoughts, and writing skills. This is the single most reason why Ph.D. scholars need to understand the importance of the second step of the doctoral-level research process, check for available research philosophical paradigms and choose the one which is appropriate to answer their research question formulated in the first step of the doctoral-level research process.

4. RESEARCH PHILOSOPHICAL PARADIGMS :

Research philosophy has three important components such as,

- Ontology (what is the nature of reality?).
- Epistemology (what is the nature of knowledge?)
- Axiology (what is the nature of value?)

Ph.D. scholars might recall that before joining a School their Parents were everything (ontology; epistemology; axiology) when it comes to believing in something was real or not. We believed in anything and everything our parents said to us whether it is about the Earth or Planets or Gods or Concepts or some Characters in some famous stories. This is because our ability as Infants to critically think about reality was limited. Furthermore, our perspective about reality changed slowly as we went to School or as we have grown. Because we were imparted knowledge about how to evaluate a claimed reality by the Teachers, Textbooks, or Exposure. However, the Ph.D. program demands scholars to think critically about known or unknown realities in the world by doing scholarly research themselves. Today, we might be believing in a Religion that is inherited by our Family or based on our interests. This belief in our Religion is merely based on the philosophy that is adopted by the Religion (ontology, epistemology, and axiology of our religion). Just like a philosophy we are following as part of our Religion we need to also follow the philosophy of Scientific Religion (One Global Religion) to be qualifying as a Researcher or Scientist. Like there are many communities within every Religion in the world, Scientific Religion also has many communities that look at any given reality using different lenses or perspectives (Research Philosophical Paradigms).

Ph.D. scholars must know that the research philosophical paradigm is a *"basic belief system or worldview that guides the investigation"* [50]. The research philosophical paradigm that a scholar

chooses shall determine all the other choices in succeeding steps of doctoral-level research such as i) research approach; ii) data collection method; iii) data collection time frame; iv) sample size; v) sampling technique; vi) data collection instrument; vii) data analysis techniques and so on. We will briefly explain various research philosophical paradigms that are globally accepted by the Scientific Religion [51-76].

4.1. Positivism (Objectivism):

The researchers who belong to Positivism research philosophical paradigm believe in the following.

- The nature of reality (Ontology) is real, external to us, and independent of our thinking. There is only one true reality (universalism) and the social world is made up of granular and unchanging things.
- The nature of knowledge (Epistemology) is derived from scientific methods. Realty is observable and measurable. There are only Law-like generalizations and numbers are an integral part of reality. Causal explanation and prediction is the required contribution and there are only three types of realities such as 'True', 'False', and 'Meaningless'.
- The nature of value (Axiology) is value-free research. The researcher must be detached from reality under research and needs to be neutral and independent of what is researched. The researcher maintains an objective stance on reality.
- Concrete entities are like trees or stones and abstract entities are gods or ideas.

Prediction, estimation, and forecasting are one of the most important objectives of researchers believing in Positivism. They objectively reflect on reality and anyone can validate their knowledge claims.

4.2. Interpretivism (Subjectivism):

The researchers who belong to Interpretivism research philosophical paradigm believe in the following.

- The nature of reality (Ontology) is complex and rich. It is socially constructed through culture and language and has multiple meanings, interpretations, and realities. It is a flux of processes, experiences, and practices.
- The nature of knowledge (Epistemology) derived from theories and concepts is too simplistic. Reality is observable and measurable. The focus is required on narratives, stories, perceptions, and interpretations. New understandings and worldviews are required as a contribution.
- Nature of value (Axiology) is value-bound research. Researchers are part of what is researched, and their subjectivity is acceptable. researchers' interpretations are the key to contribution. The researcher is reflexive and heavily relies upon the Human subject as the instrument to measure some phenomena.
- Their main focus is on People's thoughts and ideas.

A new explanation or interpretation of reality is one of the most important objectives of researchers believing in Interpretivism. They subjectively reflect on reality and their knowledge claims are only defensible.

4.3. Critical Realism:

The researchers who belong to the Critical Realism research philosophical paradigm believe in the following.

- The nature of reality (Ontology) is stratified and layered viz, the empirical, the actual, and the real. It is external, independent, and intransient. It is made up of objective structures and causal mechanisms.
- The nature of knowledge (Epistemology) is epistemological relativism. It is observable and measurable. It is historically situated and transient. Reality is a social construction. A historical and qualitative causal explanation is required as a contribution.
- Nature of value (Axiology) is value-laden research. The researcher acknowledges bias by world views, cultural experience, and upbringing. The researcher tries to minimize bias and errors and is as objective as possible.
- Their main focus is on understanding rather than describing. They believe that unobservable structures cause observable events.

Distinguishing between the real & the observable world is one of the most important objectives of researchers believing in Critical Realism. They intend to validate subjective reality through objectivism.

Critical realism originated to bridge the extreme gap between Positivism and Interpretivism.

4.4. Postmodernism:

The researchers who belong to Postmodernism research philosophical paradigm believe in the following.

- The nature of reality (Ontology) is nominal complex and rich. It is socially constructed through power relations, some meanings, and interpretations. Realities are dominated and silenced by others in power. Realities are a flux of processes, experiences, and practices.
- The nature of knowledge (Epistemology) is what is counted as 'truth' and 'knowledge' is decided by dominant ideologies. It focuses on absences, silences, and oppressed/repressed meanings, interpretations, and voices. Exposure to power relations and the challenge of dominant views are expected to be the contribution.
- Nature of value (Axiology) is value-constituted research. Researchers and research are embedded in power relations. Some research narratives are repressed and silenced at the expense of others. The researcher is radically reflexive.
- Their main focus is on relativism.

Exposing power relations and challenging dominant views is one of the most important objectives of researchers believing in Postmodernism. They believe that reality is shaped by social, historical, and cultural contexts according to the individual, place, and or time (for example, not all people would see corruption as negative). They reject any 'certain' belief and 'absolute' value. They intend to challenge the existing knowledge claims.

4.5. Pragmatism (Mixed):

The researchers who belong to Pragmatism research philosophical paradigm believe in the following.

- The nature of reality (Ontology) is complex, rich, and external. It is the practical consequences of ideas. It is a flux of processes, experiences, and practices.
- The nature of knowledge (Epistemology) has practical meaning in specific contexts. True theories and knowledge are those that enable successful action. The focus is on problems, practices, and relevance. Problem-solving and informed future practice is expected a contribution.
- Nature of value (Axiology) is value-driven research. Research is initiated and sustained by the researcher's doubts and beliefs. The researcher is reflexive. Researcher involvement and subjectivity are required. A practical point of view is important in addition to the usage of the best tools possible to investigate a phenomenon.
- They are not committed to or limited by one specific philosophical paradigm.

Addressing problems practically is one of the most important objectives of researchers believing in Pragmatism. They believe that what works is reality, and they intend to come up with reasonable, practicable, and logical claims.

5. DIFFERENT PHILOSOPHICAL PARADIGMS AND ONE REALITY :

Previous explanations about different research philosophical paradigms might push Ph.D. scholars into confusion. To give better clarity let us demonstrate the difference among all these philosophical paradigms with an example that most of us understand irrespective of discipline. Let us assume that we give 'Obesity' *(Obesity is a complex disease involving an excessive amount of body fat)* as the 'Reality' to five different researchers believing in different research philosophical paradigms. Figure 1 depicts Obesity for better understanding.

As discussed in the earlier section researchers following a specific research philosophical paradigm accept any reality in different ways. They also follow different research approaches, data collection, and analysis methods to finally come up with their recommendations to the end user. In this example, we can see that the recommendations of all five researchers are different for the same reality (Obesity). The approach of all five researchers following different philosophical paradigms is illustrated in tables 1 to 6 showing only the key components of their research. We can also see that one of the most important changes among all the five researchers is the selection of Independent variables. Some have chosen Independent Variables that are directly measurable/observable and some that are directly not measurable/observable.

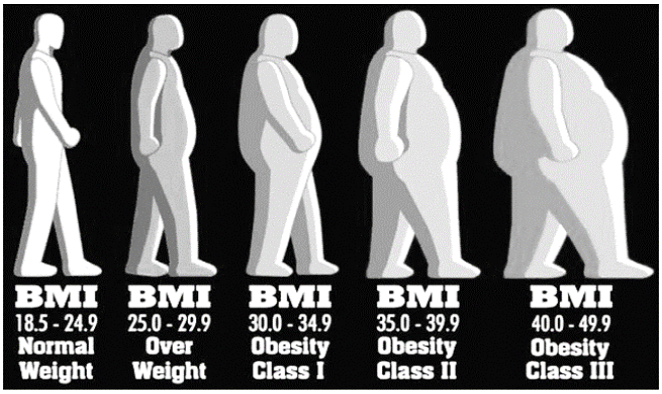

Fig. 1: Obesity [77]

Table 1: Research outcome of a Positivist on Obesity

Dependent Variable	Obesity
Independent Variable	Fat
Key Findings	The probability of obesity is higher with BMI greater than 25 kg/m2.
Predictors	BMI
Recommendation	Lose weight till the ideal BMI achieved.

Table 2: Research outcome of an Interpretivist on Obesity

Dependent Variable	Obesity
Independent Variable	Eating Habits
Key Findings	A low-saturated fat, high-fibre, high plant food diet can substantially reduce the probability of obesity.
Predictors	Environment you live.
Recommendation	Eat only healthy food.

Table 6 is a summary of the recommendations of all five researchers following different research philosophical paradigms. Scholars can also take a look at how their recommendation that was based on their research outcome is connected to the real-life context. If we take a close look at the summary table we will realize that the most logical, reasonable, and practicable recommendation is made by the Pragmatist researcher (mixed philosophical paradigm). The pragmatist is the only one who is recommending the person suffering from Obesity 'Gain Control (Control over Input)' rather than recommending 'Lose Weight (Control over Output)'. Nevertheless, one cannot be sure about what research philosophical paradigm must be chosen for research. As long as we have chosen a research philosophical paradigm appropriate to the expected research output it is fine. None of these five research philosophical paradigms is either superior or inferior. Each of them has its merits and demerits.

Table 3: Research outcome of a Critical Realist on Obesity

Dependent Variable	Obesity
Independent Variable	Eating Habits in Relation to Height and Weight
Key Findings	Healthy eating habits would maintain an ideal BMI and in turn reduce the probability of obesity.
Predictors	How many calories you intake and how many you burn?
Recommendation	Burn more calories.

Table 4: Research outcome of a Postmodernist on Obesity

Dependent Variable	Obesity
Independent Variable	Dominant Eating Practices in the Society
Key Findings	There is a far more complex relationship between obesity and BMI than is commonly explicated in the media by the scientific journalism.
Predictors	Type of society you want and body size we value.
Recommendation	Losing weight may not be the solution.

Table 5: Research outcome of a Pragmatist on Obesity

Dependent Variable	Obesity
Independent Variable	Lifestyle
Key Findings	Obesity is a result of bad lifestyle.
Predictors	Quality and quantity of food intake; level of activity; climatic conditions; bmi; weight loss methods; duration of healthy diet.
Recommendation	Gain control over your lifestyle.

6. WHAT IS YOUR RESEARCH PHILOSOPHICAL PARADIGM? :

Bristow and Saunders's instrument 'HARP' (Heightening of Awareness of Your Research Philosophy) [51] is one of the best instruments to know your current research philosophy. We strongly recommend Ph.D. scholars fill in their scores for each of the questions shown in table 7 to know their current philosophical paradigm (personal). HARP instrument has been developed with six important constructs of research philosophy such as i) Ontology; ii) Epistemology; iii) Axiology; iv) Purpose; v) Data; vi) Structure. Scholars must be aware that there are no right and wrong answers to any of these thirty questions. Though this instrument is developed exclusively for business management discipline, it fits scholars from other disciplines (The only way to use this instrument for scholars from a discipline other than Business Management must forget their discipline while filling in their scores). Scores to be assigned is, for Strongly Agree = 3; Agree = 2; Slightly Agree = 1; Slightly Disagree = -1; Disagree = -2; Strongly Disagree = -3. Once the scholar has completed filling in the scores add the scores as shown below.

- **Score 1** = Sum of scores of questions 1, 6, 11, 16, 21, and 26
- **Score 2** = Sum of scores of questions 2, 7, 12, 17, 22, and 27
- **Score 3** = Sum of scores of questions 3, 8, 13, 18, 23, and 28
- **Score 4** = Sum of scores of questions 4, 9, 14, 19, 24, and 29
- **Score 5** = Sum of scores of questions 5, 10, 15, 20, 25, and 30

Finally, if Score 1 is higher than Score 2, 3, 4, and 5 then you are a Positivist; If Score 2 is higher than Score 1, 3, 4, and 5 then you are a Critical Realist; If Score 3 is higher than Score 1, 2, 4, and 5 then you are an Interpretivist; If Score 4 is higher than Score 1, 2, 3, and 5 then you are a Postmodernist; If Score 5 is higher than Score 1, 2, 3, and 4 then you are a Pragmatist.

Table 6: Summary of the research outcome on Obesity across all paradigms

Researcher	Dependent Variable	Independent Variable	Recommendation	Real-life Context
Positivist	Obesity	Fat	Lose Weight	Short-term solution and Not sustainable.
Interpretivist	Obesity	Eating Habits	Eat Only Healthy Food	Short-term solution and Not sustainable.
Critical Realist	Obesity	Eating Habits in Relation to Height and Weight	Burn More Calories	Good solution but require commitment.
Postmodernist	Obesity	Dominant Eating Practices in the Society	Losing Weight May Not be the Solution	Not a healthy solution.
Pragmatist	Obesity	Lifestyle	Gain Control Over Lifestyle	Praticable and natural solution. Sustainable too.

Table 7: Bristow and Saunders's HARP Instrument [51]

Q. No.	Question	Strongly Agree (+3)	Agree (+2)	Slightly Agree (+1)	Slightly Disagree (-1)	Disagree (-2)	Strongly Disagree (-3)
Your Views on the Nature of Reality (Ontology)							
1	Organizations are real, just like physical objects.						
2	Events in organizations are caused by deeper, underlying mechanisms.						
3	The social world we inhabit is a world of multiple meanings, interpretations, and realities.						
4	'Organisation' is not a solid and static thing but a flux of collective processes and practices.						
5	'Real' aspects of organizations are those that impact organizational practices.						
Your Views on Knowledge and What Constitutes Acceptable Knowledge (Epistemology)							
6	Organizational research should provide scientific, objective, accurate, and valid explanations of how the organizational world really works.						
7	Theories and concepts never offer completely certain knowledge, but researchers can use rational thought to decide which theories and concepts are better than others.						

8	Concepts and theories are too simplistic to capture the full richness of the world.						
9	What generally counts as 'real', 'true', and 'valid' is determined by politically dominant points of view.						
10	Acceptable knowledge is that which enables things to be done successfully.						
Your Views on the Role of Values in Research (Axiology)							
11	Researchers' values and beliefs must be excluded from the research.						
12	Researchers must try to be as objective and realistic as they can.						
13	Researchers' values and beliefs are key to their interpretations of the social world.						
14	Researchers should openly and critically discuss their own values and beliefs.						
15	Research shapes and is shaped by what the researcher believes and doubts.						
Your Views on the Purpose of Research (Purpose)							
16	The purpose of research is to discover facts and regularities and predict future events.						
17	The purpose of organizational research is to offer an explanation of how and why organizations and societies are structured.						
18	The purpose of research is to create new understandings that allow people to see the world in new ways.						
19	The purpose of research is to examine and question the power relations that sustain conventional thinking and practices.						
20	The purpose of research is to solve problems and improve future practice.						
Your Views on What Constitutes Meaningful Data (Data)							
21	Things that cannot be measured have no meaning for the purposes of research.						
22	Organizational theories and findings should be evaluated in terms of their explanatory power of the causes of organizational behavior.						
23	To be meaningful, research must include participants' own interpretations of their experiences, as well as researchers' interpretations.						
24	Absences and silences in the world around us are at least as important as what is prominent and obvious.						
25	Meaning emerges out of our practical, experimental, and critical engagement with the world.						
Your Views on the Nature of Structure and Agency (Structure)							
26	Human behavior is determined by natural forces.						
27	People's choices and actions are always limited by the social norms, rules, and traditions in which they are located.						
28	Individuals' meaning-making is always specific to their experiences, culture, and history.						
29	Structure, order, and form are human constructions.						

30	People can use routines and customs creatively to instigate innovation and change.						

7. THE CRPhP MODEL FOR CHOOSING PHILOSOPHICAL PARADIGM :

The research philosophical paradigm is a *"basic belief system or worldview that guides the investigation"* [50]. That is why choosing an appropriate research philosophical paradigm is indispensable during the doctoral-level research process. An appropriate philosophical research paradigm must be chosen based on one or more of the following options *in the order of priority*.

i. Best suitable philosophical research paradigm to answer the research question.
ii. End-use of research output.
iii. End-users of research output.
iv. Demand (gap) for different philosophical research paradigms.
v. The philosophical research paradigm that is commonly used in your area of research.
vi. Ph.D. scholars' philosophy.

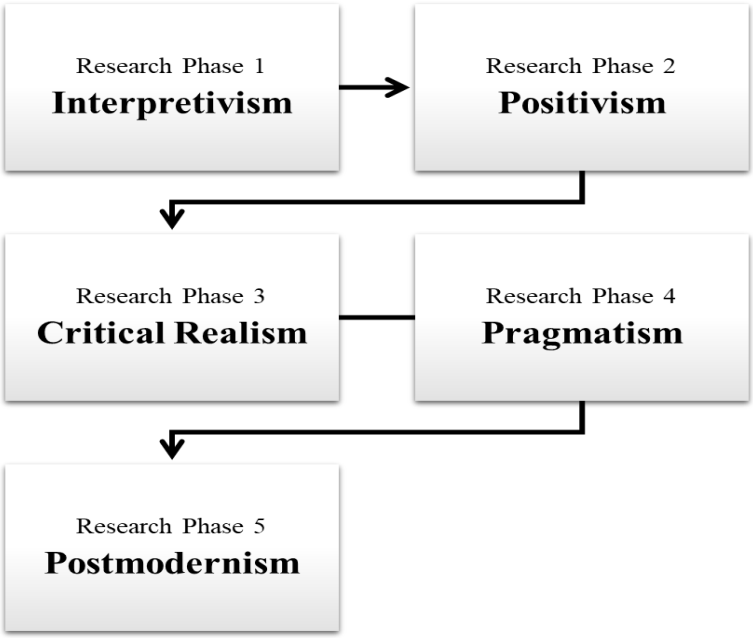

Fig. 2: CRPhP model

In addition to the above-listed options, we strongly recommend Ph.D. scholars in India adopt a holistic model for choosing an appropriate research philosophical paradigm. To enable Ph.D. scholars to create new knowledge or interpret existing knowledge about any reality using a multi-disciplinary approach we have developed a model named CRPhP model (Choosing Appropriate Research Philosophical Paradigm During Ph.D.) as illustrated in figure 2. Ideally, scholars are recommended to break their research into different phases which cumulatively help them achieve their key research objective and each of these phases must be dedicated to a specific research philosophical paradigm. Nevertheless, if time does not permit them to use all the paradigms then they are recommended to continue their research journey after the Ph.D. until they achieve their key research objective i.e., to answer their research question formulated during Ph.D. using all the available and appropriate research philosophical paradigms.

The CRPhP model recommends that Ph.D. scholars follow the path in the sequence listed below.

- **Research Phase 1:** To begin the research journey with interpretivism (after an in-depth literature review about the existing knowledge concerning reality) and introduce the scholar's theoretical/conceptual model.
- **Research Phase 2:** To use positivism for testing the scholar's theoretical/conceptual model.
- **Research Phase 3:** To use critical realism for rationalizing scholars' tested model.

- **Research Phase 4:** To use pragmatism to finetune the scholar's model and make it practical (make it work).
- **Research Phase 5:** Once the scholars have used these four research philosophical paradigms to understand the reality/phenomenon of their research question then in phase 5, they are required to expose power relations and challenge dominant views about the reality/phenomenon.

8. CONCLUSION :

"Over and above the two main research perspectives such as 'positivism' (realist/objective) and 'interpretivism' (subjective), there are various other perspectives each researcher uses in understanding a phenomenon. The point would be obvious, however: from each given point of view (or paradigm) we chose to focus on different aspects of the phenomenon observed. Yet, it would seem sensible to apply several perspectives to explain a phenomenon. And indeed, we see more and more studies subscribing to methodological pluralism (not to be confused with paradigmatic pluralism!). This, however, necessitates transparency and explanation of assumptions. This constant presentation of theories and methods, though, does not in itself achieve the classic aim of social sciences. Perspectivism is the solution to this challenge. Different perspectives provide knowledge about precisely that part of a phenomenon that is enlightened by that perspective. Hence, the more perspectives that are involved, the more complete will be our knowledge about a phenomenon. In an abstract logical sense, this means that involving all perspectives of a phenomenon leads to complete and final knowledge about that phenomenon, if, we ensure that achieving this does not lead to paradigm incommensurability" [78]. We strongly second this recommendation of Bechmann, C. Suzanne and the CRPhP model conforms to this ideology.

A majority of Ph.D. scholars in India who have already begun their teaching career before obtaining a Ph.D. degree wonder why they need a Ph.D. degree as they are already teaching, and they are good at it. Scholars should be aware that a Ph.D. holder is the one who can teach (Real meaning of Doctor) the pursuit of knowledge (Real meaning of Philosophy). A teacher without a Ph.D. can only teach what is written in a textbook (existing knowledge about reality) and his or her own experiences. This does not mean that Teachers without a Ph.D. degree are not capable of teaching the pursuit of knowledge, there are a few Teachers better than many Ph.D. holders, but the number of such Teachers is very low.

It is the responsibility of every stakeholder in the research environment and system to ensure that the scholars are made aware of every step involved in carrying out doctoral-level research in addition to the importance of various research philosophical paradigms available for them to choose to achieve their key research objective during the Ph.D. journey. Designing robust coursework that is intended to create awareness about the essence of philosophy in doctoral-level research is an appropriate way of fulfilling this responsibility. In addition, scholars must understand that Ph.D. is not just a degree program it is much more than just a degree. Ph.D. is a program that intends to train scholars to become life-long researchers who are required to contribute to the development of existing knowledge about reality using different perspectives throughout their research careers. As long as the Ph.D. scholars can understand all the available research philosophical paradigms and make mindful choices of paradigms to answer their research question they will be able to determine (on their own) all the other choices in succeeding steps of doctoral-level research such as i) research approach; ii) data collection method; iii) data collection time frame; iv) sample size; v) sampling technique; vi) data collection instrument; vii) data analysis techniques.

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