

Factors Compelling and Impeding Research Result Utilization: Policy to Increase Research Adoption

Reicon C. Condes¹ and Bernadette A. Alonzo Condes²

¹Talipan National High School, ²Quezon National High School, Department of Education SDO Quezon Province

ARTICLE INFORMATION

Article History:

Received: December 3, 2020

Received in revised form: December 23, 2021

Accepted: December 27, 2021

Keywords:

influential factors, research adoption, research utilization

*Corresponding author:

Reicon C. Condes (reicon.condes001@deped.gov.ph)

ABSTRACT

As research functions not only to generate knowledge but also to promote reforms and action, this study identified the factors that influence adoption of research findings. Using sequential transformative mixed-method data collection and analysis, this study involved 50 research works published in a provincial-wide research journal from 2014-2017. Through interview questions, influential factors in adopting research output were identified and validated using four-point Likert- scale. Based on the result, promotional strategies to make the research known to others, adoption of policy as a guideline for research management, and positive attitude towards using research-based output are the highly influential factors in adopting research findings. More importantly, a policy note was crafted to address ways to increase the number of produced research utilized by larger scale of target beneficiaries.

Introduction

Writing research does not only pave a way to improve the delivery of basic education services but, it also contributes to professional development of teachers and administrators. For this reason, the need for teachers and administrators to do basic and action research has proliferated in all areas of education. On the other hand, improvements and reforms cannot be done by simply conducting research but by sharing, implementing, and adopting the results. Publishing the research is not the end of it; for the results must be shared, collaborated,

and utilized. Likewise, research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process (Mohd et al., 2016). The given statements amplify that research are intended to improve, develop, and make a reform in education inferring that when a research result is not used and it does not contribute to development in education, the main purpose of conducting research will not be achieved.

As Field (2011) stressed, research in education improves education standards and the quality of teaching. In turn,

research findings shall not be regarded by practitioners, managers, and policy makers only as a concept. Research shall be conducted for the profession's improvement pointing out that education without research, innovative actions might only be based on beliefs. Additionally, research helps practitioners understand what works and what short and long-term implications are; provide a justification and rationale for decisions and actions; and identify problems, inform improvement and so forth. Knowing the importance of research, the findings shall be shared with colleagues since research works have high chances of being future-oriented and designed to benefit the learners rather than the researchers themselves.

Basic Education Research Agenda (BERA)

Knowing the significant impact of research undertaking for educational improvements, DepEd Order no. 39, s. 2016 provided the Research Agenda for Basic Education in the Philippines defining research as a methodical way of gathering and analyzing evidence to boost understanding of a phenomena. The agenda ensure that research to be conducted by DepEd's internal and external stakeholders are in cognizant of the departments' vision, mission, and goals believing that such will maximize resources and provide platform for research undertakings. Accordingly, there are four research themes enumerated: teaching and learning, child protection, human resource development, and governance, together with three cross-cutting areas which include: disaster risk reduction management, inclusive education, and gender and development.

In connection with the adoption of the Research Agenda, DepEd has established the Basic Education Research Fund (BERF) through DepEd Order no. 43, s. 2015. This fund shall be utilized to capacitate DepEd researchers in working with their research and to ensure that there the research

results will be widely disseminated through various means (i.e., plenary presentations, publications, forums, conferences). Those completed research, funded by the program, will be analyzed and be used for policy formulations and program developments.

In the study of Mohd et al. (2016) entitled "What motivates teachers to conduct research?", the authors stated that the main function of a teacher is teaching while researching is considered extra professional responsibilities. They pointed out that research is used to improve teaching by sharing or reporting research findings to co-teachers. Through sharing, the researcher also finds satisfaction in the research conducted.

Value of Research Works, Findings, and Output

Researching does not only push knowledge boundaries but also enables practitioners to break free from stagnant beliefs on how things should work. This happens as research works does not only prove a concept but also test the value of the concept through careful data processing. It does not only give weight on how beautiful the findings are, but rather how those findings can bring improvements. However, there are those who still misunderstand the task of teachers as researchers. Being presented in conferences and published in journals is not the end stage of a research work. It is suggested that research findings – a product, result, or output of a research activity (i.e., design, invention, technique, innovation, process) – be shared and be utilized to improve school policy for better governance and delivery of educational services (Darling-Hammond in Mohd et al., 2016)

Henceforth, the state and local education offices should work together in a network so that research findings can be shared and implemented. A forum should

be organized by state and educational associations to actively disseminate research findings. Moreover, educational managers should capacitate teachers in trying out and applying the up-to-date educational practices that are proven to work in classroom and in wider educational settings.

On the other hand, as others would rather avoid getting involved in research, there are a lot of benefits that research brings. A disinterested academician could just be doing it for promotion purposes while for those who have dedication, doing research is not just an imperative but a need. Research could be used to create knowledge and use them for efficient delivery of the curriculum through understanding critical issues, prove or test effectiveness of practices, and appreciate data and information (Zarah, 2017).

Factors in Adopting Research Output

Regardless of who engages in research, a researcher begins with a problem. McLean as cited by Stremmel (2007), delineated three major components of teacher research: conceptualization phase; implementation phase; and interpretation phase. On the other hand, although there is a tendency to think that the product of research is for presentation or publication, teachers' research must first and foremost be accessible and be relevant to those who conduct it and those in situations where the findings can be implemented or adopted.

In connection to research adoption, major factors that play in adopting research results and output depends on the perspectives of those who conducted the research and those who will make use of its results. For example, the advantage, trialability, complexity, and compatibility of using a research product could affect the decision in adopting it. Additionally, individual factors like personality, demographics,

needs and interest, communication behavior, commitment, and connections are also considered influential, not mentioning the belief system and development pace of the organization (Edwards, 2016; Tomatzky & Klein, 2013).

Since adoption of scientific work is also regarded as a process of gaining targeted organizational members' appropriate and committed use of an innovation, using research findings can be considered as relative to the conduciveness of an organization's culture to cater an innovation that fits one's own values. This means that implementing new practices brought by the introduction of research-based reform could either be hampered or facilitated by the way the organization accepts it. With such, problems arise credited to resistance, avoidance, compliance, and commitment.

To further highlight the complexity of adopting research output, an in-depth study of Durlak and DuPre (2008) from 81 reports revealed at least 23 contextualized issues before embracing an innovative work. These include those that are related to the community, source of innovation, organizational functioning, support system, and technical assistance. Against this background, it can be conceived that aside from knowledge-generation, doing research is not only to inform but to promote a call to action. Consequently, researchers should seek to contextualize their findings in a way applicable to their target research beneficiaries.

However, a pressing concern that plagues the advancement of educational practice lies in a long-drawn translation of research findings and output into practice. Often, a research project ends up being presented to conferences and being used for promotion advancement purposes. The underlying problem is in overcoming the barriers for a research output to be adopted. Henceforth, addressing those hurdles

is critical for attaining the essence of a research work.

As stated in Chapter I Section 7 (5) of R.A. 9155, the Department of Education (DepEd herein after) is tasked “to undertake national educational research and studies” which will serve as bases for input towards educational transformations. Likewise, various Schools Division Offices have been engaged in motivating teachers and administrators to conduct action research to be presented in various research plenary presentation.

Despite the accomplishments in research production that transpired in the various research presented in different conferences and their publication in research journals, conducted research must be traced back and its utilization must be monitored to ensure that the research are being implemented and adopted by others. Hence, this study involved a pre-survey that determined the number of research that a provincial division in CALABARZON (Cavite, Laguna, Batangas, Rizal, Quezon) region has produced from year 2014 to 2017; which were adopted by the target beneficiaries. With the result of having only 22 out of 50 (22%) research being put into use, this study focused on identifying the possible factors and forces that compel and impede the adoption, implementation, and utilization of research findings. By determining the factors that hamper the materialization and utilization of research results, the division, the administrators, and the teachers will be enlightened by such factors that will aid them to realize that their research output must be shared, implemented, and utilized. Furthermore, this study can also be a basis in modifying rules and policy in conducting action research. With the end view of putting research results into practice, this study primarily focused on disclosing the influential factors that either compel or impede the adoption of the findings,

recommendations, and products of various Basic Education Research works guided by those laid out by literature. This goal was achieved by answering the following inquiries.

1. What are the reasons for adopting the research output?
2. What are the reasons for not adopting the research output?
3. What are the factors influential in adopting the research output?
4. What policy recommendation/s can be given based on the findings of the study?

Since the investigation dealt with lifting the identified obstacles in research adoption, it was also an imperative to come up with a starting point to attain the research value being sought by this study. The attached policy note served as the answer for the additional purpose satisfied by this investigation.

Framework of the Study

As this investigation would like to capitalize on the notion that essence of research projects is fulfilled if their findings are being adopted by its target beneficiaries, this study focused on the phase of research utilization. As a phase stipulated in Department of Education order no. 16 series of 2017, it would mean that this study emphasizes those research findings that are being utilized. The study focuses on identifying the compelling and impeding factors of adopting research projects. Hence this investigation would augment the research management as a sub-process focusing on specific way or procedure to increase the number of adopted research projects.

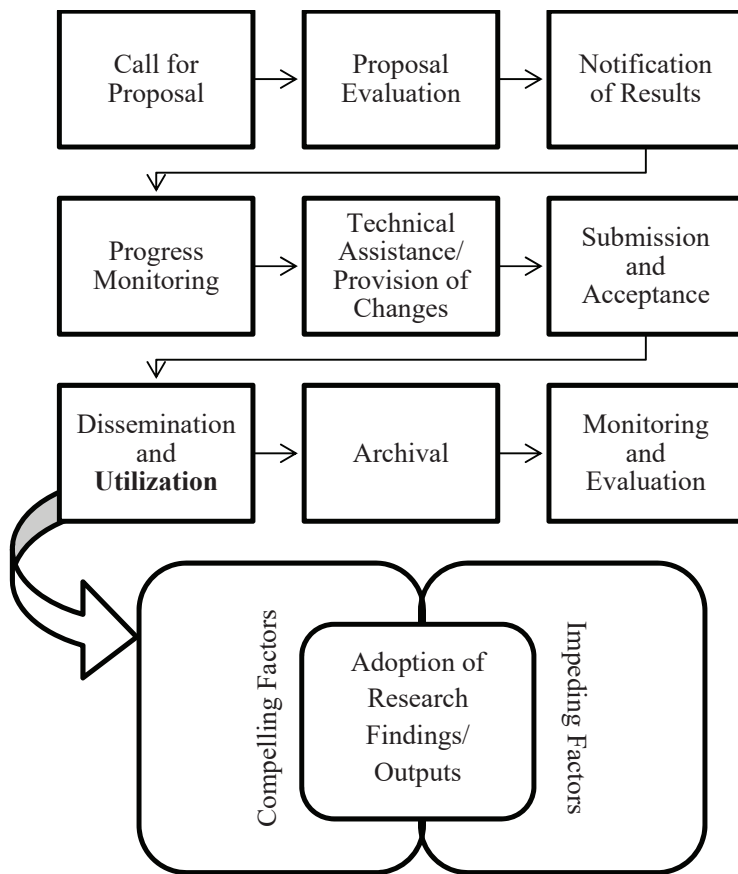


Figure 1. Research Management Cycle emphasizing Research Utilization.

Imbided in Figure 1, the Philippine’s basic education department, DepEd, intends to promote and strengthen the culture of research by providing guidance in managing research initiatives in national, regional, division, and school levels (DepEd, 2017). The research management cycle commences with a call for proposals, which happens at least once a year. This will be followed by evaluation of proposals through initial screening of eligibility requirements and committee evaluation using specified criteria and scoring template. Once finished with the evaluation, the research committee will notify the proponents if their research was approved or disapproved. For those disapproved proposals, proponents are encouraged to resubmit their projects after

integrating the comments. Meanwhile the approved research projects will undergo progress monitoring and possible technical assistance based on the progress monitoring. In case the proponents see the need to modify the approved proposals, they may request for a change or extension to the research committee. When the approved research is completed, the proponents shall submit the manuscript for technical evaluation in terms of acceptability and additional comments, suggestions, or recommendations. To serve the purpose of conducting research projects, the proponents and managers shall take measures to disseminate their findings through various platforms. In this phase, the utilization of research findings and output is crucial. The current investigation focusses

in this stage. Guided by the findings of Durlak and DuPre (2008), Edwards (2016), Tomatzky and Klein (2013), and Stremmel (2007), data about the factors that affect adoption of research results in a provincial schools division in CALABARZON was examined to formulate a policy in increasing the number of adopted research. Meanwhile, the research management process continues with archiving the completed research and monitoring and evaluation of the entire research cycle.

Methodology

Research Design

For the purposes of this study, the sequential transformative mixed method of data collection and analysis was done where there were two phases of data collection, large scale qualitative to small scale quantitative approach with an aim of crafting a policy note about adoption of research output (Creswell, 2009). The data gathered through qualitative means served as the basis for the quantitative data. The quantitative data aided in establishing and concretizing the concepts shared by the participants in strengthening the findings as revealed in succeeding part of this paper.

Participants

A total of 50 research works, whose authors have given consent, and are published in the research journal of a provincial school division from year 2014-2017 were involved in this investigation. Meanwhile, 12 purposively chosen authors, who met the criteria: (a) was able to present their studies in international audience and (b) was able to publish their research work in international refereed journals, served as the respondents for the interview. This interview focused on the factors that influenced the adoption

of their research output. Such number corresponds to the saturation point on interview-based qualitative studies (Crouch & McKenzie, 2006) while the survey-questionnaire were administered to all the authors of the research works involved.

Moreover, the authors validated the status of research adoption through documentary evidence and interview from the researchers' immediate supervisor during the time they conducted their research. This was also done to triangulate the reasons for adoption or non-adoption of research outputs.

Instruments

The data for the qualitative stage, the first phase of the investigation, was gathered through interview questions about the factors that might have influenced the adoption or non-adoption of their research findings. For the next stage, a four-point Likert scale was used. The statements included in the scale are based on the responses given by the participants during the interview which were integrated with those factors stated in the literature review (Durlak & DuPre, 2008; Edwards, 2016; Stremmel, 2007; Tomatzky & Klein, 2013). The scale undergone expert validation where research managers from several universities served as the raters.

Data Collection

After securing the necessary permit to conduct the investigation, data gathering commenced through a call for research participants, posted and disseminated through the help of research coordinators in school-level, district level, and division level. After expressing their intent to join in the study, the participants were asked to provide profiles of their research experience to identify who will qualify as informants for the qualitative phase. Then, data gathering was done through several modes. There are

personal and telephone interviews done for those who prefer the modality. Also, online data gathering through google forms was done to provide ease and convenience to the participants. To ascertain the validity of their responses, participants were asked to confirm their answers for both qualitative and quantitative data gathering stage by giving them summary result of their answers.

Then, having the gathered data, the authors crafted a policy note addressing the factors affecting the implementation and adoption of their respective research results. With such, the DepEd may consider the research findings in formulating policies towards the utilization of different research output.

The authors strictly followed the ethical standards in conducting educational research. Moreover, all the participants were given briefing letter prior to acquiring their consent. In like manner, the participants had the privilege to sign a withdrawal letter in case they do not like to proceed with the study. The aim of both letters is to assure the participants that their engagement in the research is voluntary and that they are free to withdraw from it prior to the completion of the research study. The researchers assured the participants that their responses will be treated with confidentiality and be used for academic research purposes only. The authors also ensured that the participants were not harmed nor abused both physically or psychologically during the conduct of the research by creating and maintaining a conducive climate.

Data Analysis

To address the first and second research inquiry, the responses yielded from the interview were recorded and transcribed. Afterwards, thematic coding was done to identify the factors that influence adoption of research output. Then, the quantitative

responses were subjected to weighted mean under a four-point scale to support the findings on the identified influential factors in adopting research output. Based on the results of the qualitative and quantitative analysis, the proposed policy was crafted anchored on the most influential factor in ensuring that research findings and output will be adopted.

Results and Discussion

This section presents the findings and the corresponding narratives regarding the influential factors compelling and impeding the utilization of research output, results, and recommendations as shared by the participants. Disclosed also is the ranking of those identified factors that aided in identifying the priority plan aimed to address the issue that is being given attention in this investigation.

Table 1 shows that research results have a chance of being adopted based on the factors such as advantages and disadvantages of their adoption. The context of application also affects the adoption of the research output. Furthermore, the policy governing the adoption of research output is also a factor together with the support from administration and peer. Such policy provides framework on the mechanism and process in adopting research findings. It is also important to have promotional strategies to make others aware and be familiar on the research's findings. Moreover, attitude towards change is also seen as a contributory factor in adopting research output. Focusing on the stated reasons, a research's findings might have a greater chance of being adopted by others if its output greatly meets the given considerations.

In connection, Tomatzky and Klein (2013) revealed that a research study's output and suggestion, having considered compatibility, advantage, and complexity of

Table 1*Reasons for Adopting the Research Output*

Generated Theme	Sample Responses	Codes	General Description
Benefits in adopting the research output	<i>Timely. Help the performance of the students Lessens the burdens of the coaches, teachers and students as well Needed every time during the selection of athletes most especially to their academic status.</i>	Timely, Helpful, Needed	Gains that could spring from utilizing the findings and output of the research.
Context where to apply the research findings / output	<i>The research output is applicable to larger population. But, it is hard because of individual difference</i>	Applicable	Adopting research for a fitting situation or similar scenario and condition.
Knowledge on the Policy Governing Adoption process	<i>In terms of the reading program: 1. They don't know how to implement the program; 2. They find it hard to understand the process and 3. There is a confusion in terms of the teachers knowledge about the program.</i>	Implementation, Process	Presence of widely disseminated procedure or specific steps of adopting research findings or output
Administrative and Peer Support to Researcher(s)	<i>Through the researcher's initiative of sharing the research findings and output through the help of her immediate head(s) permitting her to share in an INSET</i>	Initiative, Help from Superior, Permission by Immediate Head	Championing culture of research where research undertakings are practiced and advocated
Promotional strategies towards the awareness/ familiarity on research findings / output	<i>It is not yet adopted by other mentors because a learning module for such kind of activity is not yet recognized.</i>	Yet to be recognized	Making the research findings and output known to wider audiences and to target beneficiaries
Attitude towards change	<i>Teachers believe that change is inevitable and that alternative ways/research-based methods should be practiced.</i>	Inevitable Change, Should Apply Research-Based practice	Willing to accept developments and transformations of usual process and proceedings brought by research-based investigations

implementation, has a greater chance to be adopted in a particular area. Among others, the advantage in adopting the research product, organizational context, human resource support, familiarity on the research itself, and attitude of the adopting party are the enablers for utilizing the research output, findings, and recommendation.

Table 2 shows the factors for which research output will or may not be adopted by others that include the attitude towards change which causes others to oppose new processes and ways geared for improvement. For them, it is just another task to be carried out in addition to their work loads. Furthermore, lack of knowledge on the policy that governs the adoption of research output hinders the adoption process. Aside from the suitability of the

research output in the context of adopting party, implementation cost and timeline are also considered as factors for not adopting the research results. Moreover, the idea of using the output as trial and error is also regarded as a factor in adopting research result which is connected to the confidence on the ability of the research output to deliver the desired outcome. In connection to administrative support and peer support, promotional strategies are also eyed to be a critical factor in adopting research result. These strategies involve making the possible beneficiaries familiar and aware of the benefits form the research output. Considering the stated reasons, research output may have a greater chance to be used by the target beneficiaries if the factors mentioned were addressed.

Table 2

Reasons for Not Adopting the Research Output

Generated Theme	Sample Responses	Codes	General Description
Attitude towards change	<i>Attitude of the adopting party. Their Ego.</i> <i>There might be some teachers in the district who do not support the utilization of the output</i> <i>The teacher does not believe it will help his/her learners</i> <i>Teachers retained concepts of assessment and their views are confined to what they previously believed in.</i>	Adopting Party's Ego Does not support the utilization Perceive not to be helpful Confined Beliefs	Resistance of people to innovative and research-based practices coupled with unwillingness to adopt to changes on usual, age-old, and ineffective practices
Knowledge on the Policy Governing Adoption process	<i>Adoption and utilization procedure is not clear</i>	Unclear Process	Steps to adopt certain research finding or output are not clearly specified nor disseminated in a clear-cut policy.
Context where to apply the research findings / output	<i>Suitability of the research output to the situation at hand or problem</i> <i>Bookkeeping and entrepreneurship is no longer offered in the Junior High School. No Curriculum Guide will support that the said subject can be taught in the said level</i>	Suitability to Situation	Either unfitting for the situation or having greatly differing scenario or situation does not necessitate using or adopting the research findings and output.
Implementation cost and timeline	<i>Insufficient resources to be used in remediation like projector</i> <i>The budgetary requirements and equipment for implementing the research output</i>	Insufficient Resources Budgetary Requirement	Budget constraints and untimely manner of implementing or enacting the change or innovation
Trial-ability of the research findings/ output for possible setbacks	<i>Cost of bicycle units building up to the fear of failure</i>	Possibility of Failure	Too risky to implement the change as it may cost essential resources
Administrative and Peer Support to Researcher(s)	<i>1. Availability of time and help from the administration to implement the said research.</i> <i>2. Busy planning and doing another research and other paper works</i>	Help from Administration	Uncooperative and discouraging environment where culture does not welcome nor back-up research undertakings
Promotional strategies towards the awareness/ familiarity on research findings / output	<i>The research has not been introduced to other advisers or teachers</i>	Research was not introduced	Lacking ways and avenue to disseminate research findings and output to wider suitable audiences and target beneficiaries

As believed by Stremmel (2007), teachers' research must first and foremost be accessible and relevant to those who conduct it and those in situations where the findings can be implemented or adopted. In connection to the adoption of research findings, Edwards (2016) posited that research utilization could be hindered by factors involving output's relative advantage,

compatibility, complexity, observability, and trialability.

Table 3 reveals that the participants consider the promotional strategies as the factor to have the highest influence in adopting the research output gaining a weighted mean of 3.54. These promotional strategies pertain to the activities

Table 3*Factors Considered in the Adoption of Research Outputs*

Identified Factors	4	3	2	1	WM	VI
	HI	I	FI	NI		
Benefits in adopting the research output	26	13	6	5	3.20	I
Promotional strategies towards the awareness on research findings output	32	13	5	0	3.54	HI
Knowledge on the policy governing adoption process	24	17	9	0	3.30	HI
Administrative and peer support	16	18	10	6	2.88	I
Implementation cost and timeline	20	21	9	0	3.22	I
Context where to apply the research output	21	16	7	6	3.04	I
Trial-ability of the research output for possible setbacks	15	19	10	6	2.86	I
Attitude towards change	25	16	9	0	3.32	HI

Note: Not Influential (NI); Fairly Influential (FI); Influential (I); Highly Influential (HI)

conducted to promote awareness and familiarity of the beneficiaries on the availability and ways in implementing research output. Other highly influential factors in adopting research output include the attitude towards change and the policy in adopting the research output as they gained weighted mean of 3.32 and 3.30, respectively. With such results, enhancement on the monitoring and implementation of promotional strategies might be a great help in increasing the number of adopted research outputs. Moreover, it is important to address other factors since the participants also considered them to have influence in adopting research results.

Stressing the importance of adopting research results, Mohd et al. (2016) stated that the state and local education offices should work together in a network so that research findings can be shared and implemented. Research results should be actively disseminated for the benefit of all teachers. Moreover, educational leaders should push stakeholders to try out and utilize research-based practices for the

enhancement of the teaching-learning engagement.

Conclusions and Recommendations

Despite numerous research conducted by DepEd personnel, this investigation introspected if those research really served their purpose of advancing educational practices by tracking if the output, findings, and recommendations were utilized rather than ending in mere conference presentation or journal publication. In this regard, compelling and impeding reasons on why research works have been neither been adopted nor utilized were investigated. With the findings extracted through this study, those factors have been disclosed and used in formulating a guide aiming to increase the numbers of utilized research. Hence, this study has provided a policy guide (Appendix A) with specific steps to enable the adoption of various research findings and outputs. The guide includes the benefits that a particular research can give to the adopting parties; strategies on how to make the research known to

others; guidelines or specific procedures in adopting the research outputs; support from peers and educational leaders; cost and timeline of implementation; context where the research is to be applied; trial-ability of the research to minimize possible setbacks; and attitude of those who are about to adopt the research towards the change in their practices.

Among the mentioned factors on adopting research output, the highly influential ones are having promotional strategy as a tool to make the research findings and output known to others and make the adopting parties familiar with the research itself; having a specific policy which will govern the process of adopting the research; and having positive attitude towards the integration of research results or output. With careful considerations laid out in the attached crafted policy recommendation (see Appendix A), having a guideline for research adoption tends to be more advantageous and could promote immediate result in increasing adopted research studies. Meanwhile, the crafted policy recommendation is still for consideration of DepEd educational leaders. What is more important, is that this investigation has provided guide points in the context of basic education researchers whose works are waiting to be utilized to aid advancement of educational practice.

Shared in this investigation are the influential factors that aid in research utilization. Data analyzed and processed in this work used to craft the attached policy note came from the perspective of those researchers whose research works were involved in this study. Perhaps, another similar approach in identifying research utilization concerns could be conducted by research managers in varying governance level focusing on the perspective of the adopting party. This may further deepen the understanding on what lies behind either of adoption or non-utilization of a research-

based practice.

As most of the research participants are teacher-researchers whose ranks are within the classroom setting, perspectives imparted in the findings are mostly influenced by them. Possibly, demographic multi-level profiling of research starting from the school-level could be done and investigated in relation to which research projects are adopted or not. Profiles such as rank, educational attainment, length of service among others could also be contributor to the success of research adoption. This claim needs further investigation.

More so, the policy note crafted through this investigation could be further critiqued by research managers. Others may start probing the effectiveness of the crafted guidelines to ascertain if the output of this work could really serve its purpose which would have been ironic, if not so.

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Policy Recommendation

I. **Topic:** Policy on Adopting Basic Education Research Results, Findings, and Output

II. **Overview**

The policy note gives recommended procedures for proper utilization of results, findings, and outputs of Basic Education Researches. Primarily, this policy note covers division-wide implementation issuance and policy issuance regarding the significant effects on improving practice within classrooms, schools, and higher level of educational governance (Hine, 2013) through the adoption of research-based practices.

III. **Policy Recommendation**

The following process is recommended for the evidence-based adoption of research findings and output geared upon continuous improvement:

Phase 1. Research Presentation

The researcher should present the research output to the identified beneficiaries and end-user of the research output. The presentation should include the specific ways and rudiments of utilizing the research product. In this way, the target user or the adopting party will be much aware of the research output and its possible impact. Activities under this option include but not limited to school-based and district –based research presentations. A more localized and discipline-specific presentations may bring opportunity to utilize research output.

Document/s Needed: Research Paper, Action Plan for the Research Output, Narrative Report/ Minutes of Meeting; Attendance

Phase 2. Expression of Intent to Adopt Research Output

Adopting party should express the intention to use or adopt the research findings or output through a formal letter addressed to the researcher/s and researcher/s' immediate head. On the other hand, a research output to be utilized within the organization need not to file an expression of intent if the immediate head had assessed the research output to be deemed necessary to be implemented. The immediate head may simply issue memorandum pertaining to the adoption of research output.

Document/s Needed: Letter of Intent addressed to the Researcher/s and Researcher/s' Immediate Head or Memorandum

Phase 3. Approval for Research Output Adoption

After receiving the expression of intent to adopt the research output, the researcher/s and researcher/s' immediate head shall respond through a formal letter, addressed to

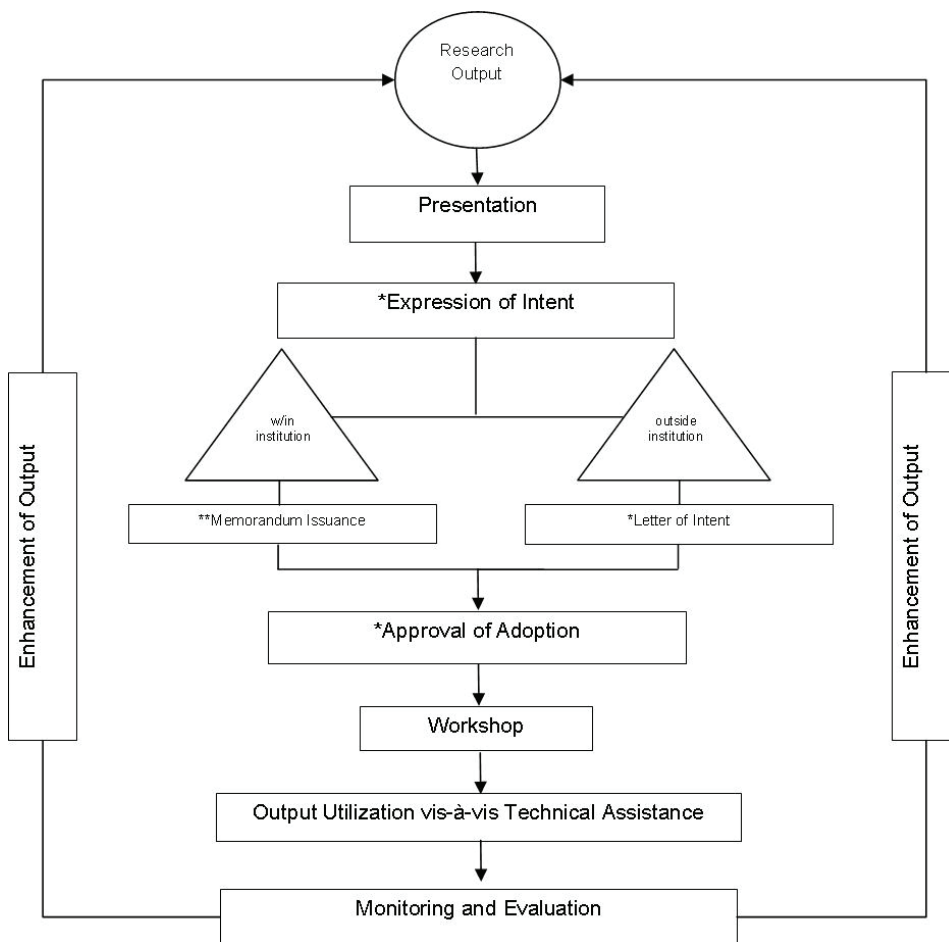


Figure 1. Process flow for research output utilization

*for continuous improvement, this can be skipped for the succeeding cycle of implementation

**the issuance will already connote approval of the implementation of research output

the adopting party, within 5 working days regarding their approval for the research output to be adopted.

Document/s Needed: *Letter of Approval*

Phase 4. Workshop

Upon approval, both parties shall schedule a workshop covering the proper way of utilizing the research output, provided that the activity will observe no disruption of classes. This will ensure that the research output will be used as planned on how it will be effective in improving current educational status.

Document/s Needed: *Research Report, Action Plan for Research Output, Narrative Report and Attendance*

Phase 5. Output Utilization vis-à-vis Technical Assistance

The adopting party may now implement the research output following the prescribed methods given by the researcher. Meanwhile, the adopting party shall issue certificate of corroboration, signed by both parties' immediate head, for the researcher. Furthermore, both parties shall ensure to have technical assistance in the implementation of the research output.

Document/s Needed: *Photographs of Research Output Implementation and Corroboration*

Phase 6. Monitoring and Evaluation

The adopting party and the researcher shall assess the effectiveness of the research output. This will serve as a feedback mechanism for further enhancement of the research output and future area for research undertaking

Document/s Needed: *Performance Indicators, Minutes of Meeting, and Attendance.*

IV. Duties and Responsibilities

- a. Schools Division Research Committee and Sub-Committee (Congressional, District, School)** shall provide avenue for more localized and discipline specific research presentations and ensure that each phase of research output adoption is followed.
- b. Planning and Research Unit and Research Coordinators** shall do the safekeeping and submission of documents pertaining to the process of research output adoption. Also, they shall work hand-in-hand with the researcher/s and immediate head regarding the adoption of research output. Furthermore, they shall guarantee the quality of the research output and its adherence to the ethical conduct of educational research and Basic Education Research Agenda.
- c. Researchers** shall inform their research coordinators and immediate heads regarding their research works' progress. They shall prepare all the necessary documents showing the transparent, ethical, and accountable utilization of their research output.
- d. Adopting Parties** shall credit the researcher by adhering to the process of research output utilization. With the guidance of the researcher, they shall prepare the essential documents for monitoring and evaluation of the research output for further enhancement of the research output and for identification of future area of research study.

V. Effectivity / Transitory Provision

This policy shall take effect 15 days after being published on the official SDO Quezon Website. All funds to be used for the implementation of this policy shall be based on usual accounting and auditing procedures concerning research activities.

VI. References

- Condes, B. & Condes, R. (2018). *Utility and futility of results: The aftereffects, compelling and impeding forces in adopting research output*. Department of Education: Region IV-A CALABRZON Basic Education Research Fund.
- Hine, G. (2013). The importance of action research in teacher education programs. *Issues in Educational Research, 23(2), 2013: Special Issue 151*.
- Mohd. T., Abd. R., & Jamil A. (2016). *What motivates teachers to conduct research?*. National University Of Malaysia, 43650 Bangi, Selangor D.E. Malaysia
- Republic Act 9155. *Governance of Basic Education Act of 2001*.