



PERCEIVED BARRIERS IN RESEARCH UTILIZATION AMONG THE FACULTY OF NURSING SCHOOLS IN DAVAO REGION: A CONVERGENT METHOD

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Abstract : Research utilization has been challenging in nursing. At the forefront of research, schools and the nursing faculty are responsible for promoting the utilization and dissemination of findings. The study aimed to determine the extent of perceived barriers to research utilization in terms of adopter/nurse, organization/setting, innovation/research culture, and communication/accessibility where the profile on position, years of practice, age, and nursing degree were considered to determine the difference. In addition, the lived experiences were explored to clarify if the qualitative results corroborate with the quantitative findings. The convergent design used quantitative and qualitative data collection techniques in parallel. Datasets were analyzed separately and merged at the point of integration, where they were arranged side-by-side using a joint display. A total of one hundred eleven nursing faculty participated in the survey, and seven participated in the one-on-one interview.

The mean of the four barriers, namely, the adopter/nurse (faculty), the organization/school, research culture/innovation, and the communication/accessibility, were rated as "low" as a barrier as perceived by the participants. On the other hand, the qualitative data is based on the seven (7) transcripts, having 106 significant statements, 32 formulated meanings, 13 clustered themes, and four emergent themes. These emergent themes are: 1. No but Yes to Research and Utilization, 2. Schools bridge faculty in the utilization of research, 3. Conformity and compliance, and 4. Findings, where are you?

Additionally, the qualitative findings of organization/school and innovation/school culture corroborated with the quantitative findings, while the adopter or nurse faculty and communication/accessibility showed diverging findings. Most participants consider the adopter/nurse faculty and communication/accessibility as barriers. The comparison of quantitative and qualitative data allows a clear meta-inference as to corroborating or diverging. In conclusion, the four factors that are barriers to research utilization were rated low by the participants. The profile in terms of the years of practice of a nursing faculty is significant in research utilization. In contrast, the level of education, age, and position/rank are insignificant when considering the research utilization. The qualitative data corroborated the quantitative data regarding organization and innovation/research culture. Regarding the faculty and accessibility of findings, the faculty responses are diverged or do not corroborate with the quantitative data. The study's findings show that institutions significantly create an environment that supports and values research activities. By fostering a culture that prioritizes research and providing the necessary resources and support

IndexTerms - Barriers, Research Utilization, Adopter, Research, Organization, Accessibility

I. INTRODUCTION

Nursing schools are at the forefront of introducing change and innovation through research [1,2]. The nursing faculty should at least start research and utilization since they are in charge of education and are considered a role model in conducting and establishing the proper use and utilization of findings in research. The research conducted by nurses, whether educators or clinicians, provides a foundation for good nursing education and clinical practice [1]. Furthermore, research is not a solitary work or activity [3]; collaboration among educators, clinicians, researchers, and administrators is necessary to enhance research and utilization. The schools of nursing, hospitals, and other clinical facilities must provide the necessary means to support nursing researchers because research conducted by nurses provides a foundation for good nursing education and clinical practice. While the study findings must

be disseminated and used because many will benefit from the new knowledge [1], research utilization has been challenging, especially in nursing.

Wang et al. confirmed that there is a visible gap between research, utilization, and practice [14,15,16,19]. Many studies also show that there needs to be more research findings to improve the nursing practice [4]; in fact, several studies worldwide show that there are factors that cause the lack of utilization in research. One study shows that the attitude of nurses toward research utilization and their research interest is affected by their age, position, and even their level of education [5,6,7,8]. Research utilization is a challenge in nursing practice and education [9]; studies show several barriers to the conduct and especially the utilization of nursing research [1,5,9,10,11,12,13].

The conduct of different studies on research utilization among nurses in other parts of the world shows that factors limit the application of research findings in practice. Nursing education has a role in the facilitation of utilization. Besides that, other factors like the quality and availability of research, dissemination, the nurses, and the organization significantly affect the application of nursing research findings [1]. There are several nursing research findings, but many nurses must be made aware of them, which is one reason for poor research utilization. If the number of research is increasing and the number of users is low, a gap will result. The gap is caused by the different barriers to using the research findings, according to Funk et al. [1]. By knowing the barriers to research utilization, the gap will be shortened or even eliminated [20]; that is why this type of study is encouraged [9].

Globally, there are ways to foster nursing research and the application of findings, one of which is to encourage educational institutions to collaborate creatively and prioritize disseminating and using research findings. However, despite these ways, the actual application of research findings still needs improvement [12].

In the Philippines, many schools emphasize research, where marketable packages and promotions are given to researchers. However, even with the research promotion packages, the departments of research in different schools find it challenging to encourage individuals to conduct research and even utilize the research results. Moreover, nurses' utilization of research in the Philippines is only 20% more or less [17, 21]. The number of researchers is increasing, but there has yet to be movement in utilization. Some studies pointed out that factors influence the lack of utilization in research. Determining the barriers to research utilization is critical to supporting the Department of Health in encouraging researchers to utilize the research conducted here in our country correctly [22]. Furthermore, nursing education and practice may develop health-driven policies to minimize the gap and promote the use of available research findings.

The Commission on Higher Education's (CHED) mandate on research utilization, which can be found in the Republic Act No. 7722, also known as the Higher Education Act of 1994, emphasized that nursing faculty must engage in research activities as part of their professional development and contribution to the advancement of the nursing profession [23]. Specifically, CHED encourages nursing faculty members to conduct research that addresses current issues and challenges in the nursing field, contributes to evidence-based practice, and enhances the quality of nursing education. Research outputs are expected to be disseminated through publications in reputable journals and conference presentations to contribute to the body of knowledge in nursing.

Moreover, The Commission on Higher Education (CHED) in the Philippines encourages research utilization among faculty members in various disciplines, including nursing. CHED emphasizes the importance of translating research findings into practical applications that can benefit society, inform policy-making, and improve professional practice. Faculty members are encouraged to actively engage with stakeholders, such as healthcare institutions, government agencies, and community organizations, to ensure that research findings effectively address real-world problems and contribute to positive outcomes. CHED supports initiatives promoting research utilization through collaborations, knowledge exchange, and dissemination of research outputs to relevant stakeholders.

The researcher strongly supports the Philippine Nurses Association's goal to attain quality nursing care in conducting and enhancing research findings through research education and promotion. Furthermore, the conduct of this study will be a basis for improving the teaching and utilization of research and can be used for policy and research program enhancement. Hence, this study will determine the perceived barriers to research utilization among the faculty of nursing schools in the Davao region, considering the age, position, length of service, and nursing degree.

NEED OF THE STUDY.

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1. What is the extent of perceived barriers to research utilization in terms of adopter or nurse faculty, organization or nursing school, innovation or research culture, and communication or accessibility?
2. Is there a significant difference between the extent of research utilization among nursing faculty when grouped according to profile?
3. What are the lived experiences of the nursing faculty about the barriers to research utilization?
4. How do qualitative results corroborate with quantitative findings?

RESEARCH METHODOLOGY

3.1 Population and Sample

The participants of this study are faculty nurses who work in a nursing school located in the Davao Region and have worked for at least six months. Specifically, the participants were chosen based on the following inclusion criteria: A registered nurse working as a faculty for more than six months, teaching part-time or full-time in one of the nursing schools in Davao Region, at least 21 years old, male or female. Nursing faculty who are working outside of Davao Region will not be included. Purposive sampling through the snowball method was utilized. With this method, the researcher asked the participants to recruit future study subjects from their acquaintances until they had collected enough data to support the study.

Using the inclusion and exclusion criteria, a referral form was used for possible and prospective participants whom colleagues referred. The total number of nursing faculty in Davao Region is about 150. Using the Raosoft sample calculator, the recommended sample size is 109 (@ 0.05 confidence level). For this study, 111 nursing faculty from the different nursing schools of the Davao Region participated. In comparison, there were seven faculty of nursing who consented to have a one-on-one interview

3.2 Data and Sources of Data

The researcher used the nonspecific tool, which is the BARRIERS scale; this was developed by Funk et al. (1991). The tool was used to determine the barriers to research utilization. The tool includes four components of research utilization, which were adopted from Roger's theory (2003), and these are the following: nurse (adopter), setting (organization), research (innovation), and communication [13]. The survey questionnaire is divided into two parts: Part I is the demographic profile of the nursing faculty, where the respondent will check the correct item that will describe their age, position, years of experience, and educational attainment. On the other hand, Part II includes the 30 barriers survey questions with a scale of 1-4, with four as the highest/greatest extent, 3- high extent, 2- Low extent, and 1- no extent.

3.3 Theoretical framework

The dependent variables are concepts derived from Rogers (2003) Diffusion Innovation Theory, which was adopted in the BARRIERS Scale labeled by Rogers' theory: 1) the characteristics of the adopter – the nurse's research values, skills, and awareness 2) the characteristics of the organization – setting barriers and limitations; 3) the characteristics of the innovation – qualities of the research; 4) the characteristics of the communication – presentation and accessibility of the research. Nursing faculty members are the adopters of this study and the agents of change. Nursing school nurses are educators who teach and motivate students to conduct research and are the first line to promote change. In contrast, the nursing school will be the setting or organization representing the change's location. Rogers (2003) described it as a social system, specific areas or units where problem-solving occurs and the common goal is set and achieved. The nursing schools of the Davao Region will be considered the organization or system of this study where teaching and initial production of research occurs.

3.4 Statistical tools and econometric models

The quantitative data used descriptive statistics such as frequency, mean, and percentage to describe the profile of the participants and the extent of their perception of the barriers to research utilization. However, to determine the significant differences in the perceived barriers to the utilization of research, ANOVA (Analysis of Variance) was used. This is to check on the homogeneity of the variables. Video interviews were transcribed to generate text data using a voice transcription application, and then steps in qualitative data analysis were guided by the procedures of Braun & Clark (2006). First, text data were read thoroughly several times to understand the participants' perspectives. Second, text data was divided into meaningful units. Third, units were condensed to reduce the text but preserve the core. Fourth, condensed meaning units were coded. Fifth, text and codes were reviewed for consistency. Sixth, codes were compared based on differences and similarities and sorted into themes, which are summarized in a table presented in Appendix L. Peer Adviser reviews were observed to establish the validity of qualitative data [60]. This approach allows a systematic and rigorous analysis of interview transcripts to identify themes and insights that emerge from the data.

IV. RESULTS AND DISCUSSION

The section below includes the answers from 111 nursing faculty participating in the study. Specifically, the following parts are presented and analyzed below: The extent of perceived barriers to research utilization, the demographic profile to the extent of research utilization, the qualitative data from the experiences of participants on research utilization, and the integrative analysis, which provides a complementary picture of the quantitative and qualitative results.

Extent of Perceived Barriers to Research Utilization

Looking at the extent of perceived barriers, such as the nurse or the faculty, organization, research, and Accessibility, they are not strongly considered barriers to utilizing research, as shown in Table 1. The participants rated the proposed barriers low, with a highest mean of 2.21 for communication/Accessibility and a lowest mean of 2.05 for innovation/research. Though the four barriers were not considered as barriers in the utilization, both the organization and culture in research show a lower extent than the faculty nurse and Accessibility of resources.

Based on the data, the perceived barriers to research utilization in the institution are relatively low across all

categories. The mean scores for adopter/nurse, organization/setting, innovation/culture in research, and communication/accessibility are around 2, indicating that these barriers are not considered significant obstacles by the respondents. The standard deviations (SD) for each category are also relatively low, suggesting a consensus among the respondents regarding the level of barriers in each area. This could indicate a relatively homogenous perception among the nursing faculty members regarding the challenges they face in utilizing research in their practice.

The data suggest that while some barriers were present, the participants perceived them as low severity. This could be a positive sign for the institution, as it may indicate a supportive environment that values research utilization and promotes a culture of evidence-based practice.

Table 1
The Extent of Perceived Barriers to Research Utilization

Barriers	Mean	Standard Deviation (SD)	Description
Adopter/nurse	2.20	.71	Low
Organization/setting	2.10	.74	Low
Innovation/culture in research	2.05	.74	Low
Communication/accessibility	2.21	.82	Low
Category Mean	2.14	.75	Low

Demographic Profile of the Participants to the extent of research utilization

Table 2 shows that the study participants are primarily between the age of 31-40, representing half (50%) of the total participants. Meanwhile, participants between the age of 41-50 rank second, representing 25% of the total, and the third age group is between the age of 51-60, about 16%, while the remaining 9% are below 31 years old (5%). However, 4 participants are senior citizens; they are 60 years old and above, which is about 4% of the participants from the total of one hundred eleven faculty of nursing who participated in the study.

Table 2
Profile of the Participants in terms of age

Age of the Participants	N=111	%
21 – 30 yr.	5	5
31 – 40 yr.	56	50
41 – 50 yr.	28	25
51 – 60 yr.	18	16
Above 60 yr.	4	4
Total	111	100

Additionally, regarding position or rank in school, Table 3 shows that most participants are full-time faculty (74%). About 8 (7%) coordinators and 3 (3%) Deans/Heads of nursing schools participated in data collection. In comparison, the remaining 8% are part-time instructors who are either retired or have other occupations aside from teaching. The remaining 9 (8%) are nursing faculty assigned in the clinic, community extension offices, or other offices not under the nursing department.

Table 3
Profile of the Participants in terms of Position/Rank

Position/Rank	N	%
Part-time instructor	9	8
Full-time instructor	82	74
Coordinator	8	7
Assistant Dean	0	0
Dean/Head	3	3
Others	9	8
Total	111	100

Looking at the length of service as a faculty member in nursing, Table 3 shows that most of the participants have been teaching for less than three years, 41% (N=46). This is followed by participants having 3 to eight years (21%). The tenured faculty teaching for more than 18 years is about 19% (N=21), and the remaining 9 (8%) are nursing faculty teaching between eight to eighteen years.

Table 4
Profile of the Participants in terms of Years of Practice as a Faculty in Nursing

Years of Practice as a Nursing Faculty	N	%
Less than three years	46	41
3 – 8 years	23	21
8 – 13 years	9	8
13 – 18 years	12	11
Over 18 years	21	19
Total	111	100

In terms of the level of education, the data in Table 5 shows that most participants have finished their master's degree (41%). In comparison, 29% are presently enrolled in the master's degree, and some are already finishing their academic requirements in graduate school. Nineteen participants still have their bachelor's degree (17%) and plan to enroll in graduate school. About 9% (N=10) are enrolled in a Doctoral degree; the remaining 4% have graduated from their post-graduate course (PhD or DN). The majority, which is composed of 46 participants (41%), are master's degree holders since it is a fact that the essential requirement for a faculty to teach in colleges and universities is to earn a master's degree.

Table 5
Profile of the Participants in terms of Level of Education

Level of Education	N	%
Bachelor's degree (BSN)	19	17
Earned master units	32	29
Master's degree (MA/MS)	46	41
Earned Doctoral units	10	9

Doctoral degree (PhD, DN, etc.)	4	4
Total	111	100

The level of education, age, and position are not significant in terms of the extent of research utilization. Table 6 shows a p-value of 0.146 for the level of education, 0.314 for age, and 0.186 for position, signifying an acceptance of the null hypothesis. On the other hand, the years of practice among nursing faculty are significant in terms of the extent of research utilization.

Table 6
Significant Difference of Demographic Profile to the Extent of Utilization

Profile	df	F	p-value	Decision	Interpretation
Level of Education	4	1.754	.149	Accept Ho	Not significant
Age	4	1.213	.314	Accept Ho	Not significant
Position	4	1.597	.186	Accept Ho	Not significant
Years of practice	4	2.640	.042	Reject Ho	Significant

The data in Table 7 shows the specific significant difference (post-hoc) in the research utilization between the nursing faculty having less than three years and faculty between 3 to 8 years of practice having a p-value of 0.19 and 0.037. Moreover, nursing faculty between 3-8 years have higher or better research utilization than those under three years of practice. On the other hand, nursing faculty teaching for more than thirteen (13) years of practice did not show a significant difference in research utilization compared to the nursing faculty with different years of practice.

Table 7
Years of Practice in terms of Research Utilization

Years of Practice	Mean Difference (I-J)	p-value	Decision	Interpretation
Less than three years	-.40149	.019	Reject Ho	Significant
3 – 8 years	-.50930	.037	Reject Ho	Significant
8 – 13 years	.04971	.817	Accept Ho	Not significant
13 – 18 years	-.24871	.155	Accept Ho	Not significant
Over 18 years	.04971	.817	Accept Ho	Not significant

Experiences of the Nursing Faculty on Research Utilization

Using the six (6) step qualitative analysis by Braun & Clarke, the seven transcripts yielded 106 significant statements, 32 meanings, 13 clustered themes, and four emergent themes. These emergent themes are: 1. No but Yes to Research and Utilization, 2. Schools bridge faculty in the utilization of research, 3. Conformity and compliance, and 4. Findings, where are you?

Theme 1: Faculty of Nursing as a Barrier: "No but Yes to Research and Utilization"

The interview transcripts on the barriers of research utilization show varying responses, which differ or diverge from the quantitative findings. The nursing faculty as a factor in the utilization of research is considered a barrier by most participants. However, they are willing to learn and look forward to possibilities in research [P6]. "As a faculty, I am into research and utilization. However, because sometimes "nakakatamad" (felt lazy). There is limited research that is why utilization also is low. Pero we are interested in enhancing and learning". This is supported by P1, P2 saying that "listed gyud sya especially if you do not have any experience." makuti demands much time reading and researching. The faculty still considers themselves a barrier since they need help with research. Most of them are not interested due to lack of time, [P1,4,5] "we are not interested because of time and "we are not good at research." Additionally, participants emphasized that "I should

say, I am not that good in research; I find it difficult and challenging, if not because I am teaching research, I am not interested in the conduct of research. The first barrier is me".

Theme 2: Organization/School as a Barrier: "Schools' bridges faculty in the utilization of research."

The study's organizations support and promote research conduct and utilization, though policies and programs for proper utilization must be improved and accessible to students and stakeholders. P3 said that "most institution naman talaga supports the faculty and utilization of research," while P4 also agreed that their school supports research, "Actually, our school supports any research that the faculty or students are doing... So, whatever the researchers want or plans to have the school is very supportive in any way". The school offers benefits and packages to faculty who are interested in research. However, some organizations still need improvement, like in the case of P5 and P7, "The support is okay because they are giving funds for research and even monetary allowances if you are going to conduct research. Nevertheless, I think what is lacking is a push from the higher-ups to conduct research." P4 added, "There is a lack of personnel in their research office." Having a low extent as a barrier in the quantitative data, the

statements of the participants show corroboration and agreement regarding the aspect of organization as a barrier.

Theme 3: Research Culture as a Barrier: "Conformity and compliance."

The research culture within an organization impacts the utilization of research findings. In contrast, the participants said that the [P4,5] research culture needs to improve; the people who are into research are sila2 pa rin." Furthermore, P2 supported this by saying, "[P2] Yes, it is there. However, I feel only those who are intellectuals and into research lang gyud ang mu access or if it is a requirement..."

The research culture fosters an environment where the faculty of nursing values and prioritizes evidence-based decision-making, but as P4 said, "There are many, ma'am. Many faculty members and staff members presented and attempted to present. Moreover, after that, no one dared. Because they feared embarrassment, participants recognized that the research culture and utilization were present. However, something must be done to improve, as P2 implied, "It needs to be improved, kulang pa gyud." The qualitative data shows that the research culture and innovation are a barrier, though the quantitative data shows that the extent of this as a barrier is low. Hence, both data corroborate with each other.

Theme 4: Communication/Accessibility as a Barrier: "Findings, where are you.."

Accessibility and communication are crucial in research utilization, especially within an educational organization. Easy access to research findings and information is essential, but according to P1, "Accessibility? Nah it needs to be improved kulang pa talaga..Somebody has to push really to use and make it more accessible, yes it can be available, but it seems that it is not so prioritized...yes it is there, but I feel only those who are intellectuals and into research lang gyud ang mu access or if it is a requirement..." Moreover, some participants are not aware of where to access the findings. [P7] "Actually, ma'am, I do not know where to find or look for those findings. with the response of P6, he said, "The resources sometimes are difficult to gather; things need to be gathered, especially if it is outside the campus." The qualitative data explains further that even with the availability of findings through different sources online, the faculty are not aware of where to access them. Hence, it can be a barrier to research utilization; as P1 said, [P1] "Accessibility needs to be improved kulang pa talaga. Somebody has to push really to use and make it more accessible, yes it can be available, but it seems that it is not so prioritized...yes it is there, but I feel only those who are intellectuals and into research lang gyud ang mu access or if it is a requirement..." Hence, the qualitative data further explains the result of the quantitative data.

Integration of Quantitative and Qualitative Data in Research Utilization Among Nursing Faculty

The data is presented side-by-side to display the integration of findings between the survey questionnaire and the interview responses from the nursing faculty of the Davao Region. Integrating the quantitative results with qualitative transcripts effectively presents data from a convergent-concurrent mixed method study. The results and findings are compared by topic to assess whether there is divergence or corroboration between the two data and develop the meta-inference.

Table 8 shows how the quantitative data is linked to the qualitative data. Column 1 shows the topic concern, which is the barriers to research utilization; column 2 shows the mean scores and standard deviation from the survey; and column 3 shows the themes generated and supporting quotations of the themes from the participants who participated in the interviews. The comparison of the quantitative and qualitative results allowed us to draw meta-inferences

(Column 4). The meta-inferences can be "corroborating" or "Divergent." Corroborating means that the findings from both data types confirmed and agreed with the results from the other. "Diverged" means that the two datasets do not agree and have differing views but have expanded insights into the descriptions of each topic.

Table 8

Integration of Quantitative and Qualitative Findings and the Mixed Methods Meta-Inference

Barriers to research utilization	Quantitative Data Means, ANOVA @ .05	Qualitative Data Themes	Mixed Method Meta-inference Integration and Corroboration
1. Nursing Faculty (Adopter)	Low extent $\bar{x}=2.20$ SD=.71 Significant to research utilization: Years of practice p-value=0.042 f-value=2.640	No But Yes to Research and Utilization <i>[P5.6] Pero we are really interested to enhance and learn. Yes, but the degree is not the same...there are faculty who are really determined and likes to research... [P1,2] "lisod gyud sya especially if you don't have any experience..", makuti and demands lot of time reading and researching [1.4,5] "we are not interested because of time "we are not good at research" [P6] I have taught research : I should say, I am not that good in research, I find it difficult and hard [P6] As a faculty, I am into research and utilization, but because sometimes nakakatamad, and there are limited research that is why utilization also is low. Pero we are really interested to enhance and learn.</i> <i>[P5] Yes, but the degree is not the same...there are faculty who are really determined and likes to research... I admit I still lack that motivation to research, especially utilizing researches.maybe in due time pag hindi na busy...</i> <i>[P6] It is not hard in research, as long as you are willing to learn in research. And then, when it comes to commitment</i>	<i>Diverge</i> The quantitative data does not support the qualitative data since faculty members provided responses based on the options given or on the way it aligns or is nearest to their perception, leading to a different view in the qualitative interview. The faculty lacks interest and skill in research utilization but they are willing to be trained and learn the skill. On the other hand, quantitative data shows that only the years of practice is significant in terms of research utilization.
2. The Organization of the school of nursing	Low extent $\bar{x}=2.10$ SD=.74	Schools' bridge faculty in the utilization of research <i>[P3] Most institution naman talaga supports the faculty and utilization of research. It's not being promoted.</i>	<i>Corroborating</i> The school provides adequate support for researchers, ensuring they have necessary resources and encouragement.

2. The Organization or the school of nursing	Low extent \bar{x} =2.10 SD= .74	Schools' bridge faculty in the utilization of research	<i>Corroborating</i>
		<i>[P3]Most institution naman talaga supports the faculty and utilization of research. It's not being promoted.</i>	The school provides adequate support for researchers, ensuring they have necessary resources and encouragement.
		<i>P3,4]Actually, our school supports any research that the faculty or students are doing... So whatever the researchers want or plans to have the school is very supportive in any way</i>	Participants does not consider the organization or their institution as a barrier because of the support and the packages offered by the institutions. On the other hand, recommendations by the participants were given in the qualitative data
		<i>[P5,6] "The school gives enough support to faculty who are conducting research.. Another barrier, ma'am., is that I don't understand the research manual of the school</i>	
3. Research Culture / Innovation in the school	Low extent \bar{x} = 2.05 SD = .74	Conformity and compliance	<i>Corroborating</i>
		<i>[P4,6]]It needs to be improved, kulang pa gyud</i>	Research culture can be a barrier in to a low extent. The research culture must be improved to foster an environment where the faculty of nursing values and prioritizes evidence-based planning and decision-making. Faculty view engaging in research as an additional burden but since institutions provide funds and monetary allowances for conducting research, motivation from higher-ups is needed to encourage a culture of research and utilization of findings in their specific institution.
		<i>[P4,5]The research culture needs to improve, the people who are into research is sila2 pa rin</i>	
		<i>[P2]yes it is there but I feel only those who are intellectuals and into research lang gyud ang mu access or if it is a requirement...</i>	
		<i>[P4]There are many, ma'am. I mean, there were many faculty and staff who presented, who attempted to present. And after that, no one dared. Because they were afraid of being embarrassed</i>	

Research Through Innovation

4. Accessibility and communication for research utilization	Low extent \bar{x} = 2.21 SD= .82	Findings where are you?	<i>Diverge</i>
		<i>[P5] I think everything can be accessed in school</i>	Accessibility is considered to be a barrier by most participants; while there are online sources but still, they admit of not having enough knowledge about the support and programs for utilizing research outputs Moreover, the faculty give emphasis on the need to promote research outputs more effectively within the institution and utilize them as references for future studies
		<i>[P7] Actually, ma'am, I really don't know where to find or to look for those findings. I just know that my research, I think two years ago when we started face-to-face, I just knew it also from fellow faculty that you have institutional research.</i>	
		<i>[5] Everything can be searched online already. So if I have things or if I like to know more about certain studies in relation to me teaching research or in relation to the topics that I'll be discussing to the students. So it is just one Google away, ma'am.</i>	
		<i>[P6] the resources sometimes they will have difficulty gathering the things that needs to be gathered specially if it is outside the campus</i>	

Communication and dissemination are very important aspects of research utilization. Effective communication of research findings to the faculty, especially the administrators of policy, practitioners, and the community, is essential for ensuring that the research is understood, valued, and ultimately applied in real-world settings [40]. In this study, dissemination and communication in research utilization (is) are considered as a slight (a) barrier among the faculty of nursing while the responses during the interviews expanded and even differed from their response in the survey. The faculty of nursing in the Davao Region considered dissemination strategies, like publication, presenting findings at conferences and fora, and engaging with the media, and digital platforms, to help reach the wider audience and maximize the results of the research. By effectively communicating and disseminating research findings, researchers increase the likelihood that their work will be utilized and have a meaningful impact on society.

The nursing profession has long recognized the importance of evidence-based practice, which requires the integration of the best available research evidence with clinical expertise and patient preferences. Despite continual exploration of barriers to research utilization within the nursing profession and the development of subsequent strategies to facilitate research implementation, a disconnect remains between ideal and actual practice [66]. Clear communication channels, collaboration opportunities, and recognition for research contributions can motivate faculty to actively engage with research and basically incorporate it into their teaching activities and practice.

In addition, organizations play a crucial role in the research utilization of faculty members by creating an environment that supports and values research activities [1,40]. By fostering a culture that prioritizes research and provides the necessary resources and support, organizations can enhance the research utilization of faculty and contribute to the overall success of the academic institution.

In terms of differences between the position, years of practice, and age to the extent of research utilization among nursing faculty in terms of their nursing degree. The results of the study revealed that the research utilization is significantly different between nursing faculty when categorized by their years of practice. Some studies have found that more experienced faculty members may be more likely to engage in research activities and utilize research findings in their teaching and practice [67]. This could be due to their accumulated knowledge, skills, and familiarity with research processes over time. On the other hand, newer faculty members or those with less experience may face barriers in research utilization, such as lack of confidence, limited time, or inadequate training.

However, there is a significant difference in the research utilization of the nursing faculty when grouped by their age and nursing degree. Similarly, a significant difference in the research utilization of the nursing faculty resulted when grouped by their years of practice and nursing degree. Clearly, age and years of practice are significant in terms of attaining the nursing degree.

The results of this study may not be a solution to eliminate the barriers, but to be aware and come up with solutions, policies, and programs to enhance the utilization of research. Through this study, it is the barriers are looked into, hence intensifying the strengths and exploring more possibilities in the conduct of research and utilization.

To summarize, faculty of nursing face many challenges in engaging with research and utilization. Many of them have heavy workloads, lack time and limited resources in to engaging with research. In addition, limited research skills were also implied. Faculty lack the necessary training or expertise to effectively interpret and apply research findings in their teaching or practice. Based on the results and findings of the study, the extent of the perceived barriers in research utilization is low. The level of education, age, and position are not significant in terms of the extent of research utilization. The years of practice among nursing faculty are-considered significant in terms of the extent of research utilization. Nursing faculty who are between 3-8 years have higher or better research utilization than those who are less than 3 years of practice and more than 8 years of practice.

The experiences of the nursing faculty in terms of research utilization have the following emergent themes: “No but Yes to Research and Utilization”, “Schools’ bridges faculty in the utilization of research,” “Conformity and compliance,” and “Findings, where are you?”

The quantitative and qualitative data for the nurse faculty (adopter) and communication/accessibility as a barrier are diverged or not corroborating, while the data for organization/setting (school of nursing) and innovation/research culture are corroborating.

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