MAKING RESEARCH OUTCOMES COUNT IN IMPROVING EDUCATIONAL DELIVERY IN NIGERIA

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Abstract

Research drives innovation and development in virtually every facet of life.   Over the years conferences are held which bring researchers together to share and disseminate research outcomes and evidences on education and developmental issues and to explore ways of applying such outcomes to improve policies in educational delivery, quality and impact. In addition, individual members of the academia also conduct one form of research or the other to find solutions to problems of education. Studies have however shown that the outcomes of most of these research activities are not adequately utilized for decision and policy making. Several reasons have been adduced to be responsible for this situation. This study assessed to what extent research outcomes are being utilized to improve educational delivery and determine possible reason for ineffective utilization. The study employed both in-depth interviews and questionnaire to collect data for the study. Population of the study consisted of academia in selected Nigerian Universities, policy makers and stakeholders in education. Data collected was analysed using both content analysis and simple percentages. Findings revealed that research outcomes are not effectively utilized because of lack of access by policy makers as a result of ineffective dissemination and collaboration between researchers and policy makers. This finding calls for urgent need to evolve effective pathways to disseminate research outcomes for effective utilization in education improvement.

Keyword: Research Outcomes; Improving Education; Educational Delivery

Introduction

Education is a highly priced commodity and has been perceived as a catholicon for all development needs especially in the growing economies where poverty rate is high. No society can rise above its educational system. It is a case of "show me your society and I will show you the quality and quantity of education. Thus every government in action and deeds tries to match words with actions by increasing the financial allocation to education. This action, according to Todaro (1997) in Igbokwe (2009), has proved ineffective as the results over the decades have not translated to real sustainable development leading to overhauling of policies and policy somersaults. This situation could be attributed to ineffective or non-utilization of research outcomes in policy making in education. In Nigeria most policies in education have not brought about the desired effect on the citizens and in national development despite the huge investment on education at various levels. This is because most of such policies are based on politics rather than research based knowledge. That is to say that the absence of evidence based policies renders education in the country ineffective, Research drives innovation, development as through research; new ideas, knowledge, methods and practices are discovered. It also helps to improve knowledge, skills and educational delivery and overall policy formation in education. According to Overseas Development Institute, effective use of research based knowledge is vital for better

development policies and programme. This is because research exposes policy makers to wider range of validated concepts and experiences than those drawn from politically constrained processes. Through research also policies are generated upon technically well informed knowledge which explains why some policies succeed and others do not.

Research utilization involves making decisions concerning policy, advocacy and resource allocation planning and managing programmes using information generated from research.   It can enhance policy decision making about resource allocation for services and programmes, and decisions about how to deliver and finance educational services and delivery. Research utilization also facilitates innovative changes that may lead to improved educational delivery and outcomes (Majdzade et al.,(2008). It also promotes critical thinking and reflective practices as well as validates research efforts, motivates scholars to continue to discover knowledge and reinforces accountability (Gillis and Jackson, 2002).

Statement of the Problem.
Nigeria educational system has witnessed what can be referred to as policy summersault. Successive governments have come up with policies which did not either see the light of the day or achieve their purpose. A lot of reason have been said to be responsible for this situation. While some believe that most policies are formulated to serve the political interest of people in authority and when they are out of that position their policy dies with them, other believe that policies in education do not succeed because they are not grounded on the real problem and need of the country. Yet others believe that policies in education fail because they are not based on research findings. However, to influence educational delivery or any other policy making, research outcomes must be available, relevant and appeal to policy makers. In other words, the potency of every research in influencing or impacting policy making is a function of many factors which include level of accessibility and utilization by policy makers.

There are however salient factors that determining extent of utilization of research outcome in policy making. These factors include perception and attitudes of policy makers on the effectiveness of research outcomes, ethnicity and other personal characteristics of policy makers. This assertion is premised on the theory of Reasoned Action by Fishbein and Ajzen which stipulated that the decision to practice or not to practice any new behaviourin this case, utilization of research outcomes,is dependent on the individual's perception, attitude, beliefs, and values placed on that new practice. Although several studies have been conducted on the research utilization in policy making in health and social sciences (Weiss, 1980; Hanney et al, (2003) there doesn't seem to be any such studies with regards to policy making in educational delivery. This study therefore assessed extent of utilization of research outcomes in policy making in education Nigeria. It will also assess factors that influence level of utilization.

Research Questions
To guide this study, six research questions were formulated. These are:
- What is the perception of policy makers on the importance of utilization of research out comes in policy making?
- What is the level of utilization of research outcomes in policy making in Education?
- What are the factors that enhance utilization of research outcomes in policy making?
- What are the barriers to research outcome utilization among policy makers?
- Is there any collaboration between researchers and policy makers in education?
- In what way can research be made to count in policy making in education?

Literature Review

Carol Weiss, a leading figure in research utilization in policy making identified three forms of utilization of research findings in policy making (Weiss, 1980). These are; as data and findings, as ideas and criticism or as briefs and argument for action. Hanney et al, (2003) argue that utilization of research outcomes in policy making is sometimes instrumental, conceptual or symbolic. Instrumental use involves the use of research outcomes directly in policy formation while conceptual use involves the use of research outcomes to support continuation of an already established position.

A number of barriers have been identified as obstacles to utilization of research outcomes.
Almeida and Bascolo(2006) categorized the barriers into ideological, historical, uncertainty, different conceptions of risk at the individual or collective level, media interference, marketing and circulation of research and research process time frames and the fact that policy makers do not have clear-cut purpose for what they do. Albert(2007) enumerates the factors influencing the utilization of research findings by health policy makers in a developing country as access to information; language; time consuming process, relevance of research findings, trust in the research and competency in research method's.

Harris (2013) opines that researchers and policy makers are guided by different values, languages, time frames, reward systems and professional ties. Davies (2008) adducing reasons for non-utilization of research findings, describes how policy makers fall back to their values, experience, expertise and judgments in the policy making process. He, also, is of the opinion that policy making process is heavily influenced by lobbyists, pressure group and to a large extent on the resources within their disposal. Similarly, policy makers' decision to use research depends on source of information they trust, interests, how they value information, their motivation to make decisions and other actors with whom they interact, compete and form alliances(Almeida 2006).

There is also the problem of the inability of policy makers to interpret research outcomes. Corroborating this fact, Cable (2013) argues that politicians that make up the bulk of policy makers are incapable of using research-based evidence because they cannot understand the concept of testing hypothesis. However, Onukwube(2011) believes that political manipulation and ambitions rather than research outcome seem to be among the strongest determinants factors influencing policy making in Nigeria.Furthermore, he opines that incentives play significant role in factors that influence use,that when researchers are rewarded for making the knowledge they generate accessible and usable and getting officials to be involved in knowledge transfer processes, utilization is enhances.

The push and pull factors were found to significantly influence use; where the push factor represents researchers' efforts to tailor research to policy makers (users) and pull; is building capacity among decision makers to use research. Research outcome utilization in policies is difficult because research results itself are contested, debated and tested again, reinforcing the time consuming process mentioned by Albert (2007). Another reason is that policy processes also are complex, multi-factorial and non- linear; involving a sequence of stages from agenda setting through decision making to implementation and evaluation with many agencies trying to influence each other. Allied to these, the policy making culture is rather centralized and does not give room for research outcome utilization (Albert,2007).

Uzochukwu et al(2015) identified several factors militating utilization of research in policy making in Nigeria. The factors cut across the researchers and the policy makers.Policy makers on the one hand are found to lack capacity, to demand and to uptake research, unwilling to use research and resisting change

while on the other hand, the cost of research, flexibility, complexity, reversibility, relative advantage, risk, the characteristics and the method of dissemination of research results were found to influence research utilization apart from the obvious lack of linkage between researchers and policy makers. The two communities see their activities as 'products' not processes. Other key factors that affect research utilization according to Uzochukwu, et al ,on the part of researchers ,are timeliness and relevance of findings; the production of credible and trust worthy reports; close personal contacts with policy makers and summaries of finding that present key actionable recommendations. They also identified researcher's motivation for undertaking studies as attracting grant, money, publishing in peer-reviewing journals and not on current issues before the government; which policy makers are not interested in. The researcher's interest is to focus on question that will attract a clear and crisp answer whereas the policy direction is influenced by interests, ideology, values and opinions. The researchers rarely consider their audience in their language, reports summaries to make their findings acceptable. They also reported lack of high quality research, general weak and unreliable research institutions and think-tanks

 Furthermore, policy makers' inabilities to set research agendas to allow timely researchers' intervention also influence research utilization. Young (2013) asserts that research utilization in policy making can be effective when researchers delineate their objectives clearly and focus on current problems ; when they engage closely with policy makers throughout the process from identifying the problem , undertaking the research and drawing out recommendations for policy and practice from the results; when they understand the political factors which may enhance or impede uptake; develop strategies to address them ; when they invest heavily in communication and engagement activities as well as the research itself and build strong relationships with key stakeholders.

For Maxwell in Young (2013) researchers can only be good policy entrepreneurs when they synthesize simple, compelling stories from the results of the research; become 'good networkers' to work effectively with other stakeholders involved in the process; become good engineers to design programmes that can generate convincing evidence at the right time and political fixers who know who is making the decision and how to get them. They also need to work in multi-disciplinary teams with others who have these. He opines that effective utilization of research outcome requires efforts at all levels, individuals, organizational and institutional, for all stakeholders -research providers, research users and intermediary groups.

Methodology
The study employed the survey design. Population of the study consisted of researchers in the University of Lagos, Policy Makers and Stakeholders in education. The sample size for the study consisted of 200 respondents comprising stakeholders in the Ministry of Education, Lagos State, Principals and Vice principals of Secondary Schools in Lagos State, Staff of the Nigerian Educational Research and Development Council (NERDC) and Researchers in the University of Lagos. The respondents were purposively selected. This sampling technique was used because of attitude of some of the stakeholders especially from the Ministry of Education and NERDC who refused to complete the questionnaires. Therefore the researchers made use of only those who were available, hence the purposive sampling. The main instrument for data collection was questionnaire which was designed using four-point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). Items with Mean of 2.5 are regarded as agree while those with less were regarded as disagree. Of the 200 copies of questionnaire distributed, 193 were retrieved in good state.   Data collected was analysed using simple percentages, mean and standard deviation.

Results

Research Questions 1: Stakeholder's Perception of Importance of Research Outcomes in Policy Making

S/N	Statement	SA	A	D	SD	Mean	Std. dev.
1	Research evidence is valuable tool for effective policy formulation and implementation	101 (52.3%)	92 (47.7%)	-	-	3.5233	.5007
2	Research Processes are time consuming	39 (20.2%)	109 (56.5%)	17 (8.8%)	28 (14.5%)	2.8238	.9185
3	Policy makers perceive the quality of research done in education as low	15 (7.8%)	69 (35.8%)	71 (36.8%)	38 (19.7%)	2.3161	.8771
4	Research play a minor role in policy effectiveness	30 (15.5%)	66 (34.2%)	66 (34.2%)	31 (16.1%)	2.4922	.9416
5	Research outcomes does not enhance policies in education	27 (14.7%)	8 (4.1%)	74 (40.2%)	75 (40.8%)	1.9293	1.0191
6	Research outcomes are not related in any way to policy in education	18 (9.3%)	32 (16.6%)	91 (47.2%)	52 (26.9%)	2.0829	.8975
7	Research findings from education are of low quality	17 (8.8%)	79 (40.9%)	51 (26.4%)	46 (23.8%)	2.3472	.9402
8	Improvement in education policy may not require research outcomes	22 (11.4%)	24 (12.4%)	68 (35.2%)	79 (40.9%)	1.8541	.9179
	Mean Average					2.4211	0.8765

Table 1 shows responses of stakeholders' perception of the importance of research outcomes in policy making. From the table it is evident that almost all the respondents agreed that research evidence is a valuable tool for effective policy formulation and implementation.

Table 2: Level of Utilization of Research outcomes in policy Making/Formulation in education

S/N	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std Dev.
1	Policy changes are often based on research outcomes/findings	8 (5.1%)	65 (41.1%)	77 (48.7%)	8 (5.1%)	2.4620	.67377
2	Policy makers in education make deliberate effort to utilize research findings	33 (17.9%)	24 (13%)	105 (57.1%)	22 (12.0%)	2.8098	.86946
3	New Ideas, new techniques in education originate from research finding in Nigeria	25 (13%)	24 (12.4%)	38 (19.7%)	106 (54.9%)	2.3839	.85306
4	New developments in education are products of research findings in education	44 (22.8%)	117 (60.6%)	17 (8.8%)	15 (7.8%)	2.9845	.79370
5	Research outcomes are only used when necessary	35 (18.1%)	8 (4.1%)	69 (35.8%)	81 (42%)	2.0933	.83641
6	Research outcomes are used to support previously made decisions	55 (28.5%)	66 (34.2%)	50 (25.9%)	22 (11.4%)	2.7979	.98192
7	Policy makers in education call for research when they are sure it exists	22 (12%)	47 (25.5%)	41 (22.3%)	74 (40.2%)	2.0924	1.06466
8	Most research outcomes are used to support previously made decisions	48 (24.9%)	24 (12.4%)	89 (46.1%)	32 (16.6%)	2.3 927	.99924
9	Policy makers are rarely receptive to new ideas from research outcomes/findings	34 (17.6%)	24 (12.4%)	87 (45.1%)	48 (24.9%)	2.5544	1.05000
10	Policy makers only use research outcomes when the findings are based on wide social concerns.	24 (12.4%)	56 (29.0%)	65 (33.7%)	48 (24.9%)	2.2902	.97828
11	Policy makers utilize research outcomes when the findings are based on wide social concerns	50 (25.9%)	24 (12.4%)	33 (17.1%)	86 (44.6%)	2.3394	.95203
12	Research outcome are not utilized by policy makers to solve specific educational problems	45 (23.3%)	114 (59.1%)	34 (17.6%)	-	2.0570	.63890
	Mean Average					2.2387	0.8224

Table 2 shows the responses of the stakeholders on the level of utilization of Research outcomes in policy formulation in education. From the result, it is evident that majority of the respondents were of the view that level of utilization of research outcomes/findings in policy making/formulation is low since average mean responses is 2.2387which is below the 2.5 decision bench mark.

Table 3: Factors that enhance utilization of research outcomes

S/N	Statements	SA	A	D	SD	Mean	Std. Dev.
1	Resources at the policy makers disposal influence the extent of the use of research outcomes	32 (16.6%)	131 (67.9%)	8 (4.1%)	22 (11.4%)	2.8964	.80986
2	Policy formulation is based on makers' beliefs and values.	39 (20.2%)	123 (63.7%)	16 (8.3%)	15 (7.8%)	2.9637	.77307
3	Educational level of the policy makers to a large extent influence evidence based policies in education	47 (24.4%)	114 (59.1%)	15 (7.8%)	17 (8.8%)	2.9896	.82279
4	The timing of research outcomes is a factor to utilization or non-utilization of research findings by policy makers in education of research outcomes for utilization	57 (30.6%)	97 (52.2%)	8 (4.3%)	24 (12.9%)	3.0054	.93287
4	The timing of research outcomes is a factor to utilization or non-utilization of research findings by policy makers in education of research outcomes for utilization	57 (30.6%)	97 (52.2%)	8 (4.3%)	24 (12.9%)	3.0054	.93287
5	Education policies are influenced by social realities rather than research outcomes	30 (15.5%)	91 (47.2%)	48 (24.9%)	24 (12.4%)	2.6580	.88809
6	Public opinions rather than research influence policy making in education	54 (28.0%)	90 (46.6%)	16 (8.3%)	33 (17.1%)	2.8549	1.01535
7	Politics play a significant factor in research utilization by policy makers in education	94 (48.7%)	82 (42.5%)	9 (4.7%)	8 (4.1%)	3.3575	.75805
8	Utilization of research for policy making depends on policy makers experience, expertise and judgment	46 (23.8%)	115 (59.6%)	17 (8.8%)	15 (7.8%)	2.9948	.80037
9	Policies in education are greatly determined by lobbyists and pressure group rather than by research outcomes/findings	54 (28%)	74 (38.3%)	31 (16.1%)	34 (17.6%)	2.7668	1.04709
10	Policies in Education are influenced by international external factors	35 (18.1%)	96 (49.7%)	54 (28.0%)	8 (4.2%)	2.8187	.77275
	Mean Average					2.9305	0.8620

Table 3 shows the responses of the stakeholders that affects utilization of Research outcomes in policy making. It is evident from table 3 that all the factors play a significant role in utilization or non-utilization of research outcomes in policy formulation. The average mean value of the factors is 2.930 indicating a significant role of the factors in determining utilization of research outcomes.

Table 4: The extent of collaborations between Researchers and Policy Makers

N/S	Statement	SA	A	D	SD	Mean	Std. Dev.
1	There is apparent lack of communication between researchers and policy makers in education	81 (42%)	66 (34.2%)	31 (16.1%)	15 (7.8%)	3.1036	.9407
2	Researchers involve policy makers and community in determining the areas of coverage in researches to be conducted	31 (16.1%)	25 (13%)	98 (50.8%)	39 (20.2%)	2.6269	.9819
3	Researchers and policy makers in education rarely meet through seminars, workshop to discuss issues in education methods, techniques and content	57 (29.5%)	60 (31.1%)	35 (18.1%)	41 (21.2%)	2.4611	1.0205
4	Interaction between researchers and policy makers in education to discuss available findings, the suitability to policy related problems and to identify other policy areas requiring research is non-existent	25 (13%)	107 (55.4%)	32 (16.6%)	29 (15.0%)	2.6632	.88714
5	Policy makers in education do not appreciate research organizations and think-tanks in education development	23 (11.9%)	116 (60.1%)	40 (20.7%)	14 (7.3%)	2.7668	.7517
6	Research processes should be participatory involving policy makers and other stakeholders in education	75 (38.9%)	101 (52.3%)	-	17 (8.8%)	3.2124	.8363
7	Collaboration requires increase in awareness of recent research findings by policy makers	101 (52.3%)	67 (34.7%)	-	25 (13.0%)	3.2642	.9882
	Mean Average					2.8711	0.9152

Table 4 shows the responses of the respondents on the extent of collaboration between researchers and policy makers. Information from table 4 shows that virtually all the respondents agreed that there is a relatively poor collaboration between researchers and policy makers in Education as shown by thehigh value of their mean responses which is 2.871.

Table 5: Barriers to effective utilization of research outcomes in policy/formulation

S/N	Statements	SA	A	D	SD	Mean	Std. Dev.
1	Research outcomes are rarely accessible to policy makers	58 (30.1%)	58 (30.1%)	47 (24.4%	30 (15.5%)	2.7461	1.05218
2	Research outcomes are not disseminated appropriately	15 (7.8%)	137 (71.0%)	17 (8.8%)	24 (12.4%)	2.7409	.77408
3	Research processes are not originally modeled to influence policies	14 (7.3%)	89 (46.1%)	33 (17.1%)	57 (29.5%)	2.3109	.97721
4	Most research orientations are outside educational policy domain	46 (23.8%)	66 (34.2%)	40 (20.7%)	41 (21.2%)	2.6062	1.07061
5	Policy makers lack political will to formulate and implement integrated, interactive policies which research outcomes present	44 (22.8%)	108 (56%)	15 (7.8%)	26 (13.5%)	2.8808	.91361
5	Policy makers lack political will to formulate and implement integrated, interactive policies which research outcomes present	44 (22.8%)	108 (56%)	15 (7.8%)	26 (13.5%)	2.8808	.91361
6	There is lack of collaboration between researchers, policy makers and policy implementers in education	46 (23.8%)	105 (54.4%)	8 (4.1%)	34 (17.6%)	2.8446	.98249
7	Researchers and policy makers look down on each other	30 (15.5%)	58 (30.1%)	48 (24.9%)	57 (29.5%)	2.3161	1.05997
8	There is existence of conceptual confusion among researchers	53 (27.5%)	57 (29.5%)	40 (20.7%)	43 (22.3%)	2.6218	1.11193
9	Inconsistencies and changes in scientific findings affect research outcomes utilization in policy formulation and implementation	31 (16.1%)	89 (46.1%)	25 (13.0%)	48 (24.9%)	2.5337	1.03590
10	Research findings are sometime unrealistic	24 (12.4%)	73 (37.8%)	40 (20.7%)	56 (29.0%)	2.3368	1.02852
11	Policy makers sometimes lack capacity to decode and utilize research outcomes	40 (20.7%)	104 (54.9%)	7 (3.6%)	40 (20.7%)	2.7565	1.00921
12	There is a mutual distrust between researchers and policy makers with regards of	58 (30.1%)	64 (33.2%)	41 (21.2%)	30 (15.5%)	2.7772	1.04438

	authenticity of research findings						
13	Most researches are not tailor made to suit policy needs in education	58 (30.1%)	89 (46.1%)	24 (12.4%)	22 (11.4%)	2.9482	.93953
	Mean Average					2.6476	0.9999

Note: Figures outside the parenthesis are frequency distributions (ii) figures in the parenthesis are percentage distributions; SA= strongly agree, A= Agree, D= Disagree, SD= Strongly Disagree

Table 5 shows the response of participants on the barriers hindering effective utilization of research outcomes in policy making education.Information from table 5 shows that out the array of possible barriers to utilization of research outcomes in policy making, only two have mean less than 2.5. This implies that virtually all the factors identified above impede effective utilization of research outcomes in policy formulation. Thus issues like accessibility of research outcomes, dissemination process, orientation, political will among others must be put inconsideration for research effective utilization of research findings for policy purposes.

Discussion of Findings

This research study was conducted to assess to what extent research outcomes count in policy making in education. Specifically the study determined the perception of policy makers on the importance of research outcomes in policy making, assessed extent of utilization of research outcomes in policy making, factors that determine utilization, barriers to effective utilization and level of collaboration between researchers and policy makers. The study revealed that majority of the respondents perceive research out comes as vital for policy making in education. This finding is consistent with Tseng,(2012) who is of the view that policy makers and practitioners attach high stakes and incentives to the use of research evidence in policy making. Despite the positive perception of the importance of research in policy making, the study revealed low level of utilization of research outcomes in policy making in education. The revelation is consistent with Ememe, Afonja and Jegede, 2016; Tseng, 2012. For instance, Ememe et al., reported that most research findings from the University of Lagos are not utilized by policy makers while Tseng observed that despite the huge sum of money spent on research, utilization in policy making seem to be hindered. The reasons for this situation include ineffective dissemination of research outcomes, lack of understanding of how practitioners and policy makers can use research findings. Orton et al.2011 therefore argued that effective utilization of research outcomes can be enhanced through making research findings accessible, relevant and easy to use, with increased advocacy and communication efforts.

The study also revealed an array of factors that can enhance utilization of research in policy making. These include making resource available to policy makers; educational level, beliefs and values of policy makers, public opinions, politics, policy makers experience, expertise and judgement among others. This finding is consistent with Onukwube, (2011); Datta, et al. (2011). For instance, Onukwube reported that policy makers were influenced by factors such as political manipulation and personal ambition. On the other hand, Datta, et al. reported that most policy makers in Africa are influenced by personal factors such as ethical stance and professional ambition, corruption and self- seeking.

With regards to barriers to effective utilization of research findings in policy making, the study revealed ineffective dissemination and inaccessibility research outcomes to policy makers; lack of political will by policy makers, lack of collaboration lack of capacity by policy makers, mutual distrust among others. These findings are apt and consistent with previous studies. For instance, Newman, et al., (2012) observed that most policy makers do not possess the necessary skills and knowledge to understand and use research

outcomes. Uzochukwu, et al.,(2015) also argued that Policy makers lack capacity to demand and to uptake research , unwilling to use research and resisting change. The study also revealed a relatively low collaboration between researchers and policy makers.

Conclusion and Recommendations

This study has shown to a large extent that research outcome utilization in policy making is vital for improvement in educational delivery. However there is evidence of low utilization as aptly shown in this study. Several factors have been identified as being responsible for this situation. There is therefore need to address this situation. To this end, the following recommendations are made:

- Government should be mindful in appointing policy makers especially with regards to education. They should endeavour to put individual who have the expertise in policy making in education.
- Researchers should ensure that research outcomes get to policy makers using dissemination channels that will ensure interactions with all stakeholders. For instance, in addition to dissemination through seminars and scientific papers, dissemination through one-on-one channels that will ensure effective reach-out to policy makers should be encouraged.
- There is need to scale up collaboration between researchers and policy makers not just as end users even at the stage of identifying and selecting problems to research on. This will ensure policy oriented research outcomes.
- Rather than allowing their beliefs, values and political orientations to influence their policy decision in education, policy makers should rely on research outcomes because through research new ideas, practices and innovations that drive development are produced.
- Finally every effort should be made to eliminate all barriers to effective utilization of research outcomes in policy making in education.

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