

**Research Utilization Practices, Compliance, and Institutional Effectiveness among Graduate Faculty: Basis
for a Research Utilization Enhancement Framework**

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Abstract

This study examined research utilization practices, faculty compliance, and institutional effectiveness at the AIMS School of Graduate Studies, with particular emphasis on how faculty and student research findings were translated into academic, administrative, and quality-improvement practices. The study was anchored on the premise that research becomes institutionally valuable when findings are not only produced and disseminated but are systematically interpreted, applied, documented, evaluated, and integrated into organizational decision-making and continuous improvement. A descriptive-correlational mixed-methods research design was employed. Quantitative data were gathered from graduate faculty through a structured survey assessing research productivity, research dissemination, research utilization, research-informed instruction, research-based curriculum and program development, evidence-based institutional decision-making, research stakeholder engagement, research-driven continuous quality improvement, faculty compliance, and institutional effectiveness. Qualitative data were obtained through interviews to provide contextual explanations of the quantitative findings and to identify challenges encountered in utilizing faculty and student research. The findings indicated that research utilization practices were generally favorable across the academic and institutional functions examined. Faculty members demonstrated engagement in producing and disseminating research and in applying research findings to instruction, curriculum and program development, institutional decision-making, stakeholder engagement, and continuous quality improvement. Faculty compliance with institutional research-utilization expectations was likewise generally favorable, particularly in participation in research-related and quality-improvement activities. Institutional effectiveness was also perceived favorably in terms of academic program effectiveness, instructional effectiveness, evidence-based governance and decision-making, stakeholder responsiveness, and continuous quality improvement. The inferential findings established significant positive relationships among research utilization practices, faculty compliance, and institutional effectiveness. Research-utilization dimensions collectively contributed significantly to institutional effectiveness, although no individual dimension emerged as a statistically significant unique predictor when the dimensions were considered simultaneously. Qualitative findings further revealed that the principal challenges involved systematic implementation, documentation, translation of research findings into practice, workload and time constraints, resources, technical support, and institutional mechanisms for sustaining research utilization. The study found that AIMS-SGS had a good basis for utilization of research, but needed more institutionalized processes from research to practice. Therefore, a Research Utilization Enhancement Framework was proposed to develop a continuous cycle between research generation, dissemination, translation, application in academia, evidence-based governance, stakeholder engagement, documentation, evaluation, and continuous quality improvement. The framework places research as a strategic institutional asset to enhance graduate education, governance, stakeholder responsiveness, and sustainable institutional development.

Keywords: Research Utilization; Faculty Compliance; Institutional Effectiveness; Research-Informed Instruction; Evidence-Based Decision-Making; Quality Improvement; Graduate Education; Maritime Education.

