

# Rethinking Research Utilization in the Built Environment: A Critical Look at Push and Pull Factors

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## ABSTRACT

To the increasing consternation of researchers, their result findings, resources and time, often appear to remain unused. Despite the huge research undertaken in developing countries, there seems to be paucity of evidence on research uptake. Establishing the drivers of research uptake is imperative to ensuring the pervasive effect of research utilization. This paper is articulated to examine the drivers of research uptake in the built environment faculties with the aim of identifying appropriate strategies to disseminate and utilize research in the built environment. The study utilised the questionnaire survey approach and consequently primary data was collected from 53 researchers in the built environment faculties in Ghana. Response data was subjected to descriptive and inferential statistics with one-sample t-test to examine the degree of significance of the drivers. Based on the overall sample, the mean-score rankings revealed that “demand factors”, “institutional context”, “proactive approaches to engagement” and “mutual benefits” were the four highly ranked drivers whereas human factor; and “supply factors; were considered to be least significant. The study demonstrates an epitome of research uptake in Ghana and consequently contributes to the body of knowledge on a previously unexplored context, by providing insight on the drivers of research uptake in the built environment faculties in Ghana. The findings of the study will be of utmost significance to researchers, policymakers and donor-funded agencies exploring alternatives of research uptake and utilization. Further study is recommended to critically examine the inherent challenges of research uptake within the built environment faculties in Ghana and expand the scope of the paper.

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## 1. INTRODUCTION

Research is generally understood to be a systematic process for generating new knowledge. It also acts as a powerful tool for providing information for policy formation (Stephenson and Hennink, 2002). This assertion presents a concern for improving the link between research and its usage (uptake). Scientific research has been identified as a tool for policy formation and consequently a catalyst for economic development (Department For International Development, 2012; Wolfe and Salter, 1997; Torres, 1981). More so, the shift to knowledge economy has stimulated a shift in paradigm, further placing the value of research on a high pedestal (Ribeiro, 2009; Organisation for Economic Cooperation and Development, 1996). Consequently, research continually feature as the overarching theme in much of western thoughts (Estabrooks *et al.*, 2008) obviously because of the indispensable benefits associated with it. Accordingly, nations in the transition and the developed economies have been successful in their developmental efforts, mainly because of the significant emphasis placed on research as a vehicle to national development (University Relations Office, 2013).

Research, as already noted, is a systematic process from its inception to usage (Bariball and While, 1994). Graham *et al* (2006) observed that: identifying the problem, reviewing and selecting the knowledge relevant to the problems, adapting the identified knowledge or research to the local context, assessing the barriers to using the knowledge; selecting, tailoring and implementing mechanisms to promote the use of knowledge, monitoring and evaluating knowledge use and sustaining ongoing knowledge use are the processes of research. Therefore, an omission or a neglect of any of the stages of the process may lead to a deviation of the intended purpose of the study (Bariball and While, 1994). The disparity between what is known to be effective and what is actually done in practice points to the fact that there is a gap in the research process (Dunne, 2011). However, this disparity presents an opportunity to finding a better and lasting solution to the long existing and unfortunately, increasing problem of disconnection between the world of research and scholarship and the world of practice and policy formation (Measuring the Impact of Research, 2010).

Research uptake development (DRUSSA, 2013) is a relatively new and emerging field. Hitherto, research dissemination involved distributing information to audience in forms that are appropriate to their needs in a one-way process. Research communication involves communicating research findings or output to a range of intermediate users and end users through an iterative, interactive and multi-directional process (DFID, 2012). However, Research Uptake (RU) transcends the mere dissemination and communication of information to end users. It engages end

users from the outset of research in order to ensure that research is useful and relevant. Traditionally, RU provides the opportunity of bridging the gap between research and practice. This new and emerging field if well exploited can help achieve the desired results of research works undertaken and hence accelerate the growth that would take millions of people out of poverty (DFID, 2012).

Grobbelaar (2013b) argues that research uptake and management forms a natural part of the research process and as such should be a routine.

Unfortunately, policymakers in many developing countries do not fully utilise research-based information (Von Grebmer, 2005). Given the likely impact of RU on the research process, a number of organisations have taken keen interest in this discipline. Key among such organisations are the Development for the Research Uptake in Sub-Saharan Africa (DRUSSA) and DFID. Recently, DRUSSA in collaboration with its twenty-four (24) partner universities focused on building capacity for research uptake and its management (Grobbelaar, 2013a). Also, DFID is only willing to invest in aspects of developing economies proven to have likely impact through research uptake. Many other authors have also studied on how best to put research into practice i.e. research uptake (Uhawenimana, 2013; Roberts, 2013; Grobbelaar, 2013b). However, a lot of these studies have focused on improving strategies without rigorously examining the drivers that facilitate the utilization of research. Little or no evidence of improving research uptake exists in the built environment discipline. Eventually, the problem is more acute. However, the built environment has also been identified as critical and imperative to socio-economic development (Srinivasan *et al.*, 2003). Wright *et al.* (1996) identified lack of exposure to research utilization strategies among other things as the reasons for the traditional lack of research uptake. These problems are compounded by the disorderly interacting factors between researchers and users (Landry *et al.*, 2001). Less clear, however, is how these interacting factors influence the uptake of research findings. Thus, this paper examines the drivers of RU in the Built Environment (BE), focusing on the viewpoints of researchers in the BE in Ghana. What follows examines research uptake by other authors, drivers to the uptake of research.

## **2.0 LITERATURE REVIEW**

### **2.1 Contemporary Works on Research Uptake**

Researchers are faced with the problem of making their research count in practice and policymaking. A number of studies have been conducted on RU, all in attempt to further get research into practice. Measuring the impact of research (2010) maintained that the argument has been there for long but the current economic crisis has shaped it. Consequently, authors have looked at the situation from different dimensions. Most of these studies identifying the gap have focused more on barriers or challenges rather than the facilitators or drivers of research utilization (Stephenson and Hennink, 2002; Wright *et al.*, 1996; Funk *et al.*, 1995). Few authors

have attempted to explore the *pull and push factors* (drivers) needed to successfully get research into practice. For example, Uhawenimana (2013) focused on the interactions between the university and the community. According to Uhawenimana (2013), the growth of countries grounded on research uptake is bolstered by universities devoting themselves to quality education and developing curricula based on the need of community. Uhawenimana further argued that community outreach activities should be an integral part of universities curricula, in order to expose students early to the community in their studies before graduation. This would further ensure community based research to contribute to a strong knowledge-based economy in their country (Uhawenimana, 2013).

Furthermore, Roberts (2013) opined that research requires agents of facilitation and dissemination, and correspondingly needs to be heard and understood to be useful. Research requires interest and its uptake can only be achieved through engagement (Roberts, 2013). Jones (2011) argued that there is no linear trajectory from research to policy outcome, thus each of the actors and institutions has a role to play and their relationships with each other are key to ensuring a successful outcome. This can only happen through establishing and maintaining links to industry and business, helping potential commercial research to be taken up and utilised (Roberts, 2013).

Works by Roberts (2013) and Jones (2011) highlighted the need for engagement in research in order to be successful in its implementation and uptake. Cilliers (2013) observed that research uptake in the African setting has its own peculiar problems ranging from poor organisational structures within universities and other research establishments which are not geared to easily allow the practice of research uptake and management, nor a field sufficiently professionalised to promote the uptake of research works.

However, as aforementioned, these attempts have been more generic rather than focusing on specific disciplines. The problem is that the results or the findings is more likely to be diluted, not addressing the inherent drivers in a particular discipline. Research uptake in the built environment faculties has historically been neglected. Consequently, most research findings do not reach the intended audience. Weiss (1979) established that in scientific research getting to the audience with the problem depends on the efficiency of the communication links, and thus, the usual prescription is to improve the means of communication to policymakers. Unfortunately, after many years of Weiss' assertion, links between policymakers and researchers still appear to be an impediment to the uptake of research (Stephenson and Hennink, 2002).

## **2.2 Drivers of Research Uptake**

According to Cargo and Mercer (2008), establishing the drivers of research uptake are essential for academic partners to adopt the most appropriate strategies for research uptake. The resolution of barriers to the uptake of research would inevitably drive the utilization of research (Dunne, 2011). Landry (1990) discussed

this under four major models: *science-push*, *demand pull*, *dissemination* and *interactive models*.

In the *science-push model*, researchers are the sources of ideas directing research and research findings are likely to be used when available. In the *demand pull model*, the initiative shifts from the researchers to the users who become the source of ideas for directing research (Rich, 1991). The *dissemination model* was developed based on the fact that a step should be added to research activities by developing dissemination mechanisms to get research findings to their users (DFID, 2012). Obviously, these aforementioned models were criticized for their inherent weaknesses. There was therefore the need to develop a new model that overcomes the criticisms of the previous models which is the *interaction model*. This model suggests that research utilization depends on several interacting factors between researchers and users (Weiss, 1979) rather than the linear trajectory of information as assumed by the previous models. In this paper, we propose to classify the drivers of research uptake into three main categories: Supply factors; Demand factors; and Proactive approaches to engagement. This is because the dissemination and interactive models can broadly be part of the Proactive approaches to engagement.

### **2.2.1 Supply factors**

The *science push model* assumes the supply of advances in research finding as the major determination of research uptake (Landry *et al.*, 2001). The progenitors are researchers in this model and the users are simple receptacles for the results of the research. Research must be made available for use by audience. Also, the university (Researchers) needs to facilitate the process of pushing knowledge into its external environment (Grobbelaar, 2013a). According to Grobbelaar (2013a), this could be done through: sufficient capacity to manage and facilitate the Research Uptake (RU) cycle, appropriate procedures to push knowledge into the external environment, and building awareness and training researchers to integrate RU in their research process. Furthermore, the output of a research and sources of funding influence the utilization of research (Landry *et al.*, 2001). According to Wright *et al.* (1996), the higher the cost incurred by the users in understanding and appreciating quantitative research outputs or reports, the less likely the use of research. Research funded by external sources are often used because they are more sensitive to the needs of users located outside the academic circles rather than internally funded research that focuses only on the advancement of scholarly works (Wright *et al.*, 1996)

### **2.2.2 Demand factors**

Criticisms to the supply factors or science-push model stimulated the emergence of the demand pull model (Landry *et al.*, 2001). This model creates a customer-contractor relationship in which the practitioners (customer) define what they need

and contract researchers to execute the works in exchange for payments. Research that meets the current programmatic needs of the audiences is highly likely to be adopted and put into practice (Cargo and Mercer, 2008; Stephenson and Hennink, 2002).

The control of such demand for knowledge products does not, however, lie in the domain of researchers which makes it difficult for researchers to explore what activities to engage in (Grobbelaar, 2013a). Notwithstanding, researchers can forge relationships with influential stakeholders in communities, government, etc. to stimulate the demand for research (Grobbelaar, 2013a; DFID, 2012; Waddell, 2001). This can happen when researchers reach out to communities to find their current pressing needs and integrate them into their research (Roberts, 2013). Correspondingly, this is evident in the fact that Grobbelaar (2013a) has identified researchers who have managed to develop absorptive capacities for the uptake of research in their communities and government sectors.

### **2.2.3 Proactive approaches to engagement**

The approaches to engagement has had an evolving past and its development has been dramatic. Grobbelaar et al. (n.d.) focused on stakeholder engagement and participation. The field of engagement and participation is very broad and littered with considerable different theories and philosophies within the various institutions (Grobbelaar et al., n.d.). Nonetheless, Landry *et al.* (2001) opined that utilization of knowledge depends on these various disorderly interactions occurring between researchers and users rather than on linear sequence beginning with the needs of the researchers or the needs of the users. They further argued that a more sustained and intense interaction between researchers and users will enhance the chances of the utilization of research. However, despite the various differences between the theories and philosophies of engagement, it is undoubtedly critical to the uptake of research.

## **3.0 METHODOLOGY ADOPTED FOR THE STUDY**

The research was undertaken using a combination of methods involving review of related literature and questionnaire survey. A literature review was conducted to reveal the theoretical understanding underpinning the research uptake in the BE faculties. Most of the drivers identified from the literature were noted to be foreign. As a result, the study adopted preliminary survey involving researchers in some selected BE faculties in order to localise the drivers. This was necessary because according to Graham *et al* (2006), knowledge or findings of such studies must be tailored to local context.

An informal preliminary survey involving ten (10) researchers was conducted. The process involved one-on-one unstructured interview sessions with each session averaging 15 minutes in duration. The topic was introduced as well as the aim and

the objectives. Subsequently, the localised drivers were included in a survey questionnaires to elicit response from the respondents. The departments within the BE faculties differ in sizes, and their modes of conduct of research differ. The study adopted clustered since there is the tendency for the respondents to be influenced by the aforementioned factors. The population in the various clusters were as follows; Kwame Nkrumah University of Science and Technology (KNUST)- 56, Building and Road Research Institute (BRRI) - 42, Kumasi Polytechnic (K'Poly)-19, and University of Education Winneba, Kumasi Campus (UEW-K) - 11. The departments in the clusters were Architecture, Building Technology, Civil Engineering, Land Economy, Planning, and Geodetic Engineering. Thus, approximately the total population was 130.

Structured questionnaire was sent to 70 researchers representing the sampling frame. Out of the 70 sampled, 53 valid responses representing 75.71 percent was thus retrieved. The respondents were to score the variables identified from the literature and the preliminary survey on the Likert items, where 1= Not important, 2 = Not Very important, 3 = neutral, 4 = Important and 5 = Very important. In all six variables were deduced after the reviewing of literature and examination of the preliminary survey. The questions were written using plain language to ensure easy comprehension by the various respondents. The analyses of the results is based on these number of questionnaires retrieved and consequently formed the basis of the findings of this research. Survey data was coded and analysed using the Statistical Package for Social Science (SPSS) version 16.0. The SPSS was also utilised for descriptive (cross tabulations) and one-sample t-test. To determine the relative significance of the variables (drivers), one-sample t-test was used.

In an attempt to rethinking research utilization in the BE faculties, it deemed necessary and imperative to establish the various factors that drive research uptake. In analysing the results of the drivers of research uptake in Built Environment faculties, this research was interested in the factors that drive research uptake in order of significance. This was done through the one-sample t-test. The one sample t-test is normally used to establish whether a sample mean is significantly deviant from a hypothesized mean (Mensah, 2013; Kwofie *et al.*, 2011; Ahadzie, 2007). Subsequently, a statistical t-test of the mean carried out to determine whether the population considered a specific criterion to be significant or otherwise. The mean ranking of each criterion was tabulated to help elucidate the consensus reached by the respondents.

For each criterion, the null hypothesis was that the criterion was not significant ( $H_0: U = U_0$ ) and the alternative hypothesis was that the criterion was significant ( $H_a: U > U_0$ ), where  $U_0$  is the population mean. Thus  $U_0$  represented the critical rating above which the criterion considered significant. Given that the rating adopted ascribed higher ratings of 4 and 5 to important and very important criterion,  $U_0$  fixed at an appropriate level of 3.5 (Ahadzie, 2007).

## 4.0 DISCUSSION OF RESULTS

### *4.1 Demographic Background of Respondents*

Table 1 provides a cross-tabulation of the profession of respondents, their departments and their respective institutions; revealing that 37 respondents were Lecturers (Researchers) whilst 16 were Researchers. Additionally, a cursory look at the Table 2 reveals that 5 respondents were in Architecture department, 20 in Building Technology, 9 in Civil Engineering, 3 in Land economy, 11 in Planning, whilst 5 were in Geodetic Engineering. As stated earlier, this study focused on BE faculties, thus this indication reflects the scope of the study. The larger size of the respondents in Building Technology department can be attributed to the fact that the various institutions under the study have a Building Technology department (see Table 1). Also, the larger number of respondents in KNUST was also due to the sampling technique used as KNUST was allocated a larger sample size. It was thus not surprising that the Institution had the greater number of respondents.

The number of research undertaken by the respondents may be linked to their level of experience in research and thus their knowledge on drivers to the uptake of research works. Hence, the respondents were asked to indicate the volume of research undertaken and also approximately the number of research they undertake every year. Table 2 revealed the volume of research works undertaken by respondents. Forty-two (42%) have less than ten research works, 32% have from 10 – 20 research works; and 26% have undertaken more than 20 number of research works.

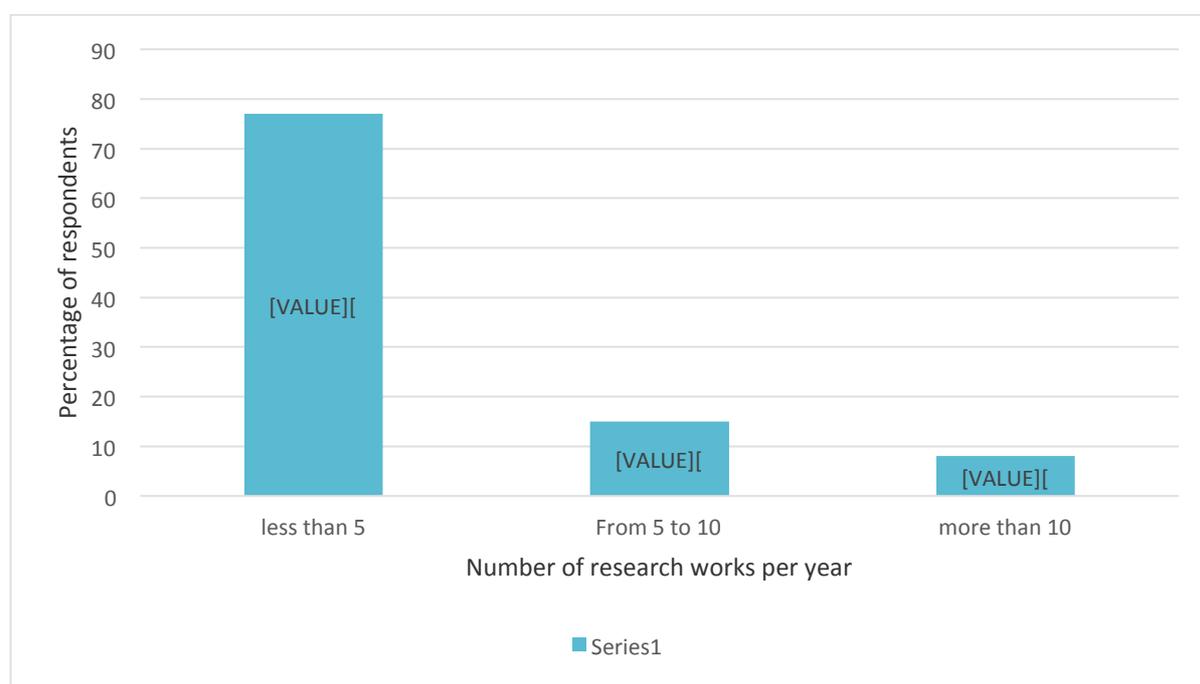
Figure 1 also reveals the yearly research works undertaken by the respondents. The regularity of research works undertaken is essential to the responses that will be given out by respondents as research uptake strategies (including the drivers) are dynamic and thus changes from time to time (Graham et al., 2006). This means that a strategy that was effective some time past may not be effective now, and some time to come (Senapathi, 2011). The point here is that the active involvement of respondents in research is likely to have a bearing on their knowledge on research uptake strategies.

**Table 1 Cross tabulation of Profession of respondents, Department within the Built Environment of respondents and institution of respondents**

			Department within the Built Environment of respondents					Total	
			Architectur e	Building Technology	Civil Engineering	Land Economy	Planning		Geodetic Engineerin g
Institution of respondents									
<b>KNUST</b>	Profession of respondents	Lecturers	3	8	2	3	8	2	26
	Total		3	8	2	3	8	2	26
<b>UEW-K</b>	Profession of respondents	Lecturers		4					4
	Total			4					4
<b>BRRRI</b>	Profession of respondents	Researcher/BRRRI	2	4	4		3	3	16
	Total		2	4	4		3	3	16
<b>Kumasi Polytechnic</b>	Profession of respondents	Lecturers		4	3				7
	Total			4	3				7

**Table 2 Volume of research works undertaken**

	Frequency	%	Cumulative %
less than 10	22	42	42
From 10 to 20	17	32	74
more than 20	14	26	100.0
Total	53	100.0	



**Fig. 1 Number of research works undertaken yearly**

#### 4.2 Drivers of Research Uptake in the Built Environment

A summary of the test results presented in Tables 3 to 4. The mean for each criterion including the associated standard deviation and standard error presented in Table 3.

The significance level was also set at 95% in accordance with orthodox risk levels. Based on the five-point Likert scale rating, a success criterion was deemed significant if it had a mean of 3.5 or more. Where two or more criteria had the same mean, the one with the lowest standard deviation was assigned the highest significance ranking. The standard error is the standard deviation of sample means as well as a measure of how likely a sample represents the population. Hence, a large standard error (relative to the sample mean) suggests that there is a lot of variability between means of different samples. A small standard error suggests that most sample means are similar to the population mean, therefore the sample is likely to be an accurate reflection of the population. The standard error associated with all the means is relatively close to zero suggesting that the sample chosen is an accurate reflection of the population (Table 3).

**Table 3. Results of t-test showing one-sample statistics**

Drivers	N	Mean	Std. Deviation	Std. Error
Demand factors	53	4.0943	.81487	.11193
Supply factors	53	2.8113	.85612	.11760
Mutual benefits	53	3.5094	.72384	.09943
human factor	53	3.0000	.85485	.11742
Proactive approaches to engagement	53	3.5283	.97278	.13362
Institutional context	53	3.8302	1.23625	.16981

The fact that the standard deviations are all less than 1.0 indicates that there is little variability in the data. Alternatively, standard deviation values of less than 1.0 indicated consistency in agreement among the respondents of the reported level of results. However it is important to draw attention to the variable *Institutional context*, which had a standard deviation more than one (1.24) suggesting that there might be differences to how this variable was interpreted by the respondents. Further discussion on the t-test below provides plausible explanation for this.

**Table 4 Summary of t-test showing rankings and results of 1-tailed test.**

Drivers	Mean	Standard deviation	Rank	Sig. (1-tailed)
Demand factors	4.0943	.81487	1st	.000
Institutional context	3.8302	1.23625*	2nd	.029
Proactive approaches to engagement	3.5283	.97278	3rd	.417
Mutual benefits	3.5000	.72384	4th	.463
Human factor	3.0000	.85485	5th	.000
Supply factors	2.8113	.85612	6th	.000

Note: \*shows high inconsistency in its agreement

The results show that all the drivers but human factors and supply factors played significant roles in research uptake. Furthermore, demand factors, institutional context, proactive engagement and mutual benefits were the most significant drivers that contributed to the uptake of research in BE.

The summary shown in Table 4 indicates that *demand factors* occurred as the highest ranked significant criterion whilst *supply factors* occurred as the lowest. In general, the results largely agree with the conventional wisdom of utilizing research; as demand-driven research centers on the needs of the users.

Table 4 reveals that, apart from the so-called traditional drivers of research – demand and supply factors, some of the recently acknowledged drivers of research are now also perceived by researchers in the uptake of research (*c.f.* Landry *et al.*, 2001). That is research uptake is also driven by the Institutional context ( $p=0.029$ ) and the human element ( $p=0.000$ ) of the researcher.

#### **4.2.1 Supply factors**

According to Landry *et al.* (2001), the major determination of research uptake is the supply of advances in research findings. The users are simple receptacles for the results of the research. That is, research utilization follows a linear sequence from the supply of research to utilization by end users (Landry *et al.*, 2001). This supply of research to the end users can be done effectively through sufficient capacity to manage and facilitate the research uptake cycle; and also through appropriate procedures to push research into the external environment (Grobbelaar, 2013a). However, transfer of research to users or the mere reception of research by the potential users does not imply its use (DFID, 2012). Raw research findings is not usable knowledge. According to Lomas (1990), there is a process for transforming it into one usable in policy making. It was therefore not surprising that the supply

factors were ranked the least important drivers in the uptake of research. Notwithstanding, the respondents considered it a critical driver ( $p=0.000$ ).

### ***Human factor***

According to Meagher (2013), the personal style of the researcher including skill at engaging influences the uptake of research. The human style of the researcher would influence or explain the strategy and somewhat the mode of communication of the research findings. That is whether to use the unpopular 'container theory' of communication or to involve a one-to-one basis with ample room for dialogue and discussion (von Grebmer, 2005) all depend on the human element of the research. Contrary to this empirical knowledge which is cognizant among researchers, the results of this study proved otherwise. Human factor had a mean score less than the test value 3.5 (Table 4), hence was not regarded by respondents as a significant driver to the uptake of research.

### ***Mutual Benefits***

It is clear that the impact of research evidence on policy and practice is an agenda that has been gathering momentum (Sumner *et al.*, 2009). Certain concerns are stimulating this agenda. First, funders of the research in the case of donor-funded research, draws on results-based management and is concerned with getting value-for-money from the research spending (Sumner *et al.*, 2009). More so, those in the development research are concerned with the impact of their research whether the research is affecting lives. That is to say research works are likely to be utilized if both parties stand to benefit. Conversely, the respondents ranked the variable as a 4<sup>th</sup> important driver (Table 4) in the utilization of research and moreover, do not consider it as a relevant driver ( $p=0.463$ ). This provides informative evidence that researchers in the BE faculties in Ghana might need to reconsider their current perception about mutual benefit as not a critical driver of research uptake.

### ***Proactive approaches to engagement***

According to Landry *et al.* (2001), utilization of knowledge depends on various disorderly interactions occurring between researchers and users rather than on linear trajectory beginning with the needs of the researchers or the needs of the users. More so, research findings that attract the attention of policymakers are more likely to be integrated into policy decisions, thus increasing its use (von Grebmer, 2005). From Table 4 the respondents ranked the driver third. However, the respondents considered this driver as not significant ( $p=0.417$ ).

### ***Institutional context***

Research not geared towards solving a problem may be pushed aside because it may be in conflict with the organisational interests, i.e. institutional context (von

Grebmer, 2005). Organisational structures, rules and norms are essential determinants of knowledge utilization (Rich and Oh, 1993). Accordingly, research is likely to be used if it supports the interests and the goals of the organisation. In view of this, researchers must consider the interests and goals of the recipient organisation. This driver was thus ranked second after demand factor as a significant driver of research uptake. A point worthy of note is that the driver had a standard deviation of 1.236 (Table 4) suggesting that there might be differences in how this variable was interpreted by the respondents.

### ***Demand factors***

When research focuses on the needs of the users instead of focusing on the advancement of scholarly knowledge, the likelihood of its utilization increases. It was therefore not surprising that the demand factors was ranked first by the respondents (Table 4). This findings confirm the assertions by Cargo and Mercer (2008), Stephenson and Hennink (2002) and Landry *et al.* (2001) that research is likely to be utilized if it is tailored to address the current pragmatic needs of the audience. That is to say the research can influence the policy process if the information presented to the policymaker:

- Gives a good understanding of the magnitude and dynamic of the problem at stake;
- Explains the causes of the problem; and
- Recognizes the political context, outlines the basic actions that can be taken, and indicates the outcome (von Grebmer, 2005).

## **5.0 CONCLUSION**

Scientific research can be very instrumental in the fueling of socio-economic development of a nation. Scientific research that addresses the drivers of research utilization or uptake can have a strong potential of usage and thus a significant impact. This paper explored the drivers of research uptake in the built environment faculties from the Ghanaian perspective. The drivers identified elucidated the disorderly interaction of researchers and policymakers and provides succinct views of getting research into practice. The findings of this paper would be invaluable to policymakers who are seeking to use research findings to solve their problems and also to researchers who are interested in using research to make impact in the lives of citizenry. Getting research into practice requires an alignment with the contextual differences of the progenitors (researchers) and receptacles (users) of research findings. In order to achieve that, research works need to take into account the current needs of the audience, proactive approaches to the uptake of research must also be emphasized and interactive engagement must be encouraged and promoted to ensure all-inclusiveness in the research process to eliminate missing data on which decisions are based. Also, researchers must invest resources that

would make users understand and perceive research reports important or pertinent. The current study focused on the researchers, future studies must thus focus on the end-users of the research. Conceptual framework to facilitate uptake of research should also be developed to define the processes of research uptake in the built environment faculties.

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