

Bridging Research and Practice: How Teachers Utilize Classroom Research Findings in Instructional Decision-Making

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ABSTRACT

Despite the increasing availability of classroom-based educational research, a persistent gap remains between research findings and instructional practice. Teachers often struggle to interpret, adapt, and apply research due to its complexity and limited alignment with diverse classroom contexts, resulting in research remaining largely theoretical. This descriptive qualitative study explored how teachers interpret, apply, and integrate classroom research findings into their instructional decision-making, as well as the factors influencing this process. The study was conducted in a private higher learning institution in Northern Mindanao and involved 20 purposively selected teachers actively engaged in research. Data were gathered through semi-structured interviews that allowed participants to articulate their experiences using their own words. Interviews were audio-recorded, transcribed verbatim, and analyzed using Braun and Clarke's (2006) six-phase thematic analysis. Ethical standards were strictly observed, and strategies such as member checking, audit trails, and reflexive journaling were employed to ensure trustworthiness. Findings revealed that while teachers valued research, they faced challenges related to research literacy, contextual adaptation, and institutional support. In response, the study developed a structured yet flexible program designed to support teachers in understanding, adapting, and implementing research findings in their classrooms. By foregrounding teacher voices, this study contributes insights into strengthening evidence-informed instructional decision-making and narrowing the research-practice gap.

Keywords: *Research-Practice Gap, Qualitative Research, Instructional Decision-Making, Teacher Research Use, Evidence-Based Teaching, Professional Learning*

INTRODUCTION

Why do many useful classroom studies stay in journals instead of being used in actual classrooms where students can benefit from them? The problem is not that teachers lack information, but that research is often hard to understand and apply in real teaching situations. While many studies show effective teaching strategies, teachers often struggle to make sense of the findings or adjust them to fit their own classrooms. Because of this, the gap between research and classroom practice continues, and teachers end up relying on trial-and-error methods or traditional ways of teaching instead of research-based approaches.

This gap has serious effects. When research is not used, opportunities to improve teaching and learning are lost. Teachers miss chances to reflect on and improve their teaching, and students miss out on learning experiences that are proven to work, such as evidence-based teaching strategies. Over time, this problem limits the ability of schools to consistently improve the quality of education. Therefore, helping teachers use research effectively should not be seen as just another professional development activity. Instead, it should be treated as a long-term investment in improving the overall quality of education (Farley-Ripple, 2024).

Scholarly literature emphasizes this issue. Ho (2022) pointed out that teachers relied on pragmatic, context-bound forms of evidence which highlighted the need to represent scholarly research findings in ways that teachers see as accessible and adaptable to their own classroom realities. Howard-Jones et al. (2024) also argued that teachers went through internal, mental and practical processes of understanding, adapting, and enacting research. These processes collapse when educators are not supported in these structured ways leaving research as just research (without articles/readings). In addition, Ogden (2023) described how research literacy and implementation knowledge were critical for educators' adoption of evidence-based practices, asserting that both individual teacher capacities and school-wide support structures were necessary to facilitate sustainable research use.

Together, all of this literature indicates that there is no problem with research evidence being available; however, teachers do not possess the knowledge or tools to properly interpret, modify and implement findings from this research into practice due to the complexity and variability within individual classrooms themselves. Without having this type of contextualized, structured support, teachers are still unable to convert the findings from the literature into effective classroom activities, thus leaving research as purely a form of theoretical knowledge rather than an avenue for practice improvement.

The gap identified as a result of this study led to the creation of a program that assisted teachers in understanding, adapting to, and applying findings from classroom-based studies in their instructional decision-making. The researcher created a structured yet flexible program in order to provide educators with the necessary tools to connect research evidence to classroom practice and improve their use of research to positively affect student learning. Rather than being seen simply as consumers of research, the goal of the program is to empower teachers to take an active role in incorporating research evidence into their instruction on a daily basis.

LITERATURE REVIEW

Research Utilization in Education

The use of research in education has become an international priority, with increasing expectations that schools and teachers draw upon evidence to inform their instructional practices. However, the challenge lies not only in producing high-quality research but also in ensuring that such findings are accessible, credible, and usable for teachers in their day-to-day classroom decisions.

Gleeson et al. (2022), in their two large-scale studies from Australia, outlined some of the factors related to educators' engagement and use of research. Their findings showed that teachers' usage of research was affected by a variety of factors to do with the perceived quality of the source, whether it was even relevant to their context, and also practical factors such as access and timing. Crucially, the study highlighted the importance of collaborativeness and collaborative colleagues as an important way to bridge research and practice. However, the research also pointed to the fact that many educators remain skeptical about - and altogether distrustful of - research applicability. This tells us that teachers want more than just access to studies; teachers also want and need guidance, support, and the opportunity to meaningfully collaboratively engage with research to inform instructional decision-making. These findings are particularly relevant for the present study since the program is intended to provide teachers with the tools to take the findings from the reports in their classrooms and collaboratively engage with them for the purposes of improving student learning.

In a higher education context, Bartosh et al. (2023) advocated for research-based learning as a pedagogical practice aimed at developing research capacities with students. They illustrate how integrating research methods throughout the realm of education, from the learning and knowledge building to the actual practice helped students to transfer that knowledge to real-life instances. While

this particular study addressed students rather than teachers, the principle is the same: research is of most significance when the students are involved in both meaningful and verifiable processes in relation to interpretation and application. Thus, this study seeks to develop teachers as active interpreters and users of research, rather than passive consumers of academic research findings. When teachers develop their research-based capacity, teachers can change the findings from research for their own classroom realities, and in turn, will provide students with more effective and research-informed learning experiences.

Ultimately, the studies collectively pointed out that educational research usage involves some form of accessibility, trust, cooperation, and engagement. Research by itself is not enough; systems must be in place to allow educators to connect evidence with practice. Based upon these findings, this study extended the research by proposing a program which could support teachers in using research data, stemming from their practice in the classroom to make instructional decisions, addressing systemic barriers and challenges of classroom practice.

Instructional Decision-Making

Instructional decision-making is a complex process influenced by teachers' knowledge, context, and the resources available to them. Increasingly, research is recognized as an essential foundation for improving these decisions, yet the challenge lies in how teachers interpret and apply findings meaningfully in their classrooms.

Xu, Yang, and Stefaniak (2022) examined the design decision-making of pre-service teachers in relation to integrating technology into their instruction. Their ongoing design-based research indicates that teachers contend with numerous pedagogical dilemmas when aimed with translating theory into practice, particularly digital learning contexts. Notably, the research also explained how specific instructional approaches, and associated professional development, assisted pre-service teachers in being better equipped to understand their design decisions. This indicates that teachers require support in shaping their development of applying evidence using classroom research, and is a priority of this study in supporting teachers to apply classroom learning into actual instructional design.

Likewise, Brew and Saunders, (2019) identified research-informed learning as an essential component of teacher education. Their work revealed that teachers who engaged with research by interrogating, critically examining, or applying findings improved their professional judgment and create a deeper understanding of how evidence relates to practice, and reinforced the idea that research should not only be consumed, but that teachers need to engage with research in order to build a deeper sense of meaning.

Considering these studies together demonstrate that while research involved instructional decision-making, the challenges stem not only from access to evidence but also from supportive structures, professional learning and development, and active engagement and meaning-making by teachers. Building off this point with regard to classroom research, the current study adhered to develop a program that could enable teachers to interpret, modify and implement classroom research to improve student learning.

Research-Practice Gap

The gap between educational research and classroom practice has been widely acknowledged, raising questions about why valuable findings often fail to translate into teaching strategies that improve student learning. While research generates insights into effective instruction, the challenge lies in teachers' ability to interpret, adapt, and implement these findings in their specific classroom contexts.

Howard-Jones, Woollacott, and Gilmore (2024) identified six phases of research uptake and implementation, and showed that researchers often need to think through complex internal processes

when applying research. The phases of engagement included awareness, understanding, preparing for adaptation, and enactment. Their theoretical review emphasized that teachers needed more than access to findings; they also needed some reflective support for moving through each phase.

Similarly, an OECD (2024) working paper again recognizes that the research-practice gap is prevalent across countries, despite increasing policy vigilance to promote evidence-based practice. The report notes research-practice partnerships (RPPs) as an area of promise, because it shares examples of researchers collaborating with practitioners in Norway, the US, and Germany to better utilize evidence-informed practice in classrooms. The paper recognizes that challenges still exist, including sustaining collaboration and ensuring findings are relevant to the teachers' current needs. These considerations further bolster the rationale for this study's focus on creating useful mechanisms that support teachers in using classroom research for instructional decision-making.

Support Systems and Resources for Research Use

In the academic settings, support systems and resources are central to improving the utilization of research, productivity, and general scholarly performance. With the rising demands of research worldwide, research institutions have become more focused on structural and service orientated structures which allow the researcher to traverse through the convoluted phases of the research process, such as the discovery of topics and data handling, to publication and impact analysis.

The role of academic libraries and institutional infrastructures as the key facilitators of research activities is noted in a wide field of research on research support services (RSS). The results of a systematic review by Haq and Jan (2025) synthesized a body of literature on RSS globally and revealed that a transition is made towards a type of provision that is holistic that is, it contains research data, bibliometric services, citation management tools, and supports scholarly communication. These services are aimed to support the researchers at different stages of career so that information resources could be not only discoverable but also useable in the course of the research. The authors also underline strategic innovation that combines collaborative model and digital technologies to address the needs of various research effectively.

In addition to this macro-level synthesis, institution-level studies enlighten us on the perceptions and usage of support systems by researchers. To take an example, the research support services in Indian academic libraries were explored by Singh and Siwach (2024) who singled out database access, infrastructure facilities, and institutional repositories as among the high-priority resources of faculty and scholars. However valuable, the study did not reveal all the training opportunities on research tools and digital competency, which indicates that support should also be supplemented with skill-building and customized instructions to enhance the usability and effectiveness.

On an institutional policy and research culture level, more recent empirical studies (e.g., Kayali et al., 2025) highlighted the more significant role of academic support structure on the outcomes of research. Their analysis shows that effectively coordinated support systems including research funding systems, digital platforms, mentorship networks, and administrative processes are associated with increased efficiency in research, future collaboration opportunities, technological innovation, and research satisfaction in general. This is in line with calls of building sustainable environments in which research can thrive through empowering both the digital and human resources of universities.

Collectively, these studies demonstrate a multi-dimensional ecosystem of supports, comprising of physical and digital resources, customized services (including data management and citation support), institutional policies, and capacity building. Other issues, including the lack of resources, training, and the heterogeneous uptake of advanced support technologies, are also emphasized. In this regard therefore, the literature indicates that effective support systems do not simply comprise of resources

but rather inter-woven platforms that coordinate tools, services and institutional strategies to create an environment in which high quality research can be conducted.

Synthesis and Research Gap

The literature reviewed indicates a collective focus on the idea that the successful application of research to education depends on the combination of access, trust, collaboration, and well-organized support systems. Research use research studies suggest that teachers gain more when actively involved in the interpretation and application of research instead of being passive recipients of research (Gleeson et al., 2022; Bartosh et al., 2023). Similarly, the studies of instructional decision-making (Xu et al., 2022; Brew and Saunders, 2019) point to the fact that professional growth, guidance, and practical resources help to advance the capacity of teachers to make informed decisions. Simultaneously, the support system, including institutional infrastructures, research support services, and digital platforms as well as mentorship networks (Haq and Jan, 2025; Singh and Siwach, 2024; Kayali et al., 2025), is required to help bridge the research-practice gap and allow teachers and researchers to translate evidence into practical strategies. Through these studies, there is a similar theme that research impact is the most optimal when there is a convergence of structural, digital, and human resources to enable engagement, skill-building, and collaborative application.

However, with this emerging knowledge, there still seems to be a huge gap in the context-specific, structured programs that actively support the teachers to utilize the classroom generated research in making instructional choices. Although the previous literature will cover overall research support practices or faculty-level capacities, there are very few mechanisms that will combine teacher-constructed classroom research with professional learning and institutional support in a coordinated way. In addition, very little empirical data exists regarding how multi-dimensional support systems, a combination of digital tools, mentorship, and collaborative frameworks can be operationalized to encourage teacher engagement with research in actual classroom settings. This paper fills this gap by identifying and discussing a proposal to develop a program that empowers teachers to act as active communicators and consumers of classroom research, to offer the resources and the systematic support they need to improve instruction through evidence-based practice.

MATERIALS & METHODS

In this study, the research design was a descriptive qualitative research design in order to understand the various experiences of the teachers in applying classroom research findings to inform their judgments about instruction. This was the right method since participants were able to use their own words to provide an understanding on how they interpreted, adapted as well as applied research in practice in classroom environment. The study, as opposed to assessing the efficacy of teaching or quantifying the volume of research, was about what the term research entails and how such research is undertaken, the obstacles that teachers face, and ways they manage to get results into their lessons.

This was done in a higher learning institution located privately in one of the largest cities in Northern Mindanao, where 20 teachers, who actively involved themselves in research, participated. Participants were selected purposefully. This sample was sufficient to explore in depth and to cover the differences in terms of teaching experience, disciplines, and research involvement. Semi-structured interviews were conducted to obtain detailed accounts of the experiences of participants experiences. To test the clarity, relevance and reliability of the interview protocol, three research and education experts were asked to validate the interview questions. The interviews took around 45-60 minutes each and were audio-taped with the consent of the participants and also transcribed word-for-word so as not to lose the richness of the stories.

The research process was also carried out with ethical standards being followed. The participants were briefed on the study's purpose, voluntary participation and free will to withdraw any time. Informed consent was provided before data collection, and confidentiality was guaranteed by the use of pseudonyms and safe storage of all the data.

Furthermore, data analysis was on the basis of six-phase thematic analysis of Braun and Clarke (2006) that suited the purpose of finding common patterns, themes and insights in the experiences of the participants. The steps of the analysis included: (1) getting acquainted with the data by reading transcripts several times, (2) creating preliminary codes, (3) identifying the patterns and themes, (4) revising and developing themes, (5) designing and naming themes, and (6) working out the final report. Themes were used to capture common meanings and strategies of teachers in using research results as opposed to counting responses.\

Several approaches were used to make the study trustworthy. Member checking was used to increase credibility as the participants confirmed the accuracy of transcripts and interpretations. Reliability was maintained by an elaborate audit trail of research decisions and analysis process. Confirmability was considered by using reflexive journaling as a strategy of being aware of the positionality of a researcher and reducing bias. It was possible to achieve transferability through rich descriptions of the experience of the participants and teaching contexts so that the readers can know how the findings can be applicable to other educational settings that may be similar.

With such a methodological approach, the purpose of the study was to offer a finer insight into how teachers perceive, adapt, and use classroom research in their decision-making in teaching. Focusing on teacher voices, the study aimed to create an insight that may guide the process of program and strategy development to assist teachers in closing the gap between the knowledge of research and classroom practice.

RESULTS AND DISCUSSION

1. How do teachers interpret, apply, and integrate classroom research findings into their instructional practices, and what factors affect this process?

Theme: Reflective and Collaborative Sense-Making of Research Informs Practical Teaching Decisions

The interpretations of classroom research findings and their application by teachers are more or less influenced by recurrent interpretation, practice adaptation, and group discussion as a foundation of significant classroom usage. The theme indicates the way teachers are not passive readers of research but constructive interpreters of this research, and make sense of it by connecting the outcomes to actual classroom situations and student needs. This strategy allows educators to put theory into practice and close the gap between research evidence and practice.

Sub-theme 1: Peer Collaboration and Simplification

The sub-theme of "Peer Collaboration and Simplification" brings out teacher cooperation as the main theme and the techniques employed to make educational material more understandable as the sub-theme. When teachers have difficulties in comprehending or expounding on particularly hard topics, talking to colleagues turns out to be an avenue that not only helps in exchanging information but also in getting things straight. In this scenario, simplification may mean the use of simpler terms, analogies, or giving a detailed explanation that not only clarifies the content to teachers but also to their students.

Table 1.1
Teachers' Sense-Making of Research Findings in Classroom Practice

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Reflective and Collaborative Sense-Making of Research Informs Practical Teaching Decisions	Peer Collaboration and Simplification	Engaging colleagues, Simplifying complex ideas	<i>"Kung lisod sabton ang study, I discuss it with my colleagues. Usahay, another teacher might explain it in simpler language or give examples from their experience."</i> (P1) <i>"Naay uban studies na complicated, if it is complicated, I simplify it in simple terms. For example, it talks about scaffolding as a teaching strategy, I write it step-by-step for the students to be guided."</i> (P2) <i>"I watch videos or read articles nga nag-explain sa same topic."</i> (P7)	Teachers engage in peer discussions and use external resources to simplify complex research.
	Practical Application to Classroom	Relating findings to teaching, Translating research into practice	<i>"I relate the findings to real-life situations. Example lang, if the research emphasizes critical thinking, I would think about activities na maka enhance sa critical thinking pod sa mga student such as solving real problems."</i> (P3) <i>"I compare the results of the research with my own teaching experience. If naay similarities or differences, I reflect on why it happened."</i> (P5) <i>"I translate the findings into my teaching plan. For example, if the research says collaborative learning is effective, I plan group activities in my class."</i> (P9)	Teachers apply research findings to classroom activities by relating them to their own experiences and adapting them for practical use.
	Visual and Reflective Techniques	Organizing information, Using visuals	<i>"I make charts or diagrams para visually makita ang findings."</i> (P8) <i>"I underline key points or write notes para ma-organize ang ideas."</i> (P4) <i>"I ask questions like, 'Unsa gyud ang lesson ani para sa akong students?'"</i> (P10)	Teachers use visual aids and reflective techniques to organize and make sense of research findings.

The responses demonstrate various ways in which teachers take different routes in their effort to make tough material easier to chew. One teacher (P1) told how sharing hard studies with co-workers can be a source of new perspectives, i.e., simpler language or pertinent examples. Collaborating this way makes it easier to grasp difficult concepts. Another teacher (P2) reported on their routine of research simplification, that is, for example, scaffolding into a stepwise format for students to follow. Through this practice, the teachers illustrate how the breaking down of abstract theories into smaller and easily digestible parts is done. Last but not least, other teachers (P7) also resort to a very simple external resource, i.e., videos or articles, for gaining a better comprehension of difficult areas, such as the one just mentioned, which shows the importance of using additional media for facilitating understanding.

Research has confirmed that working together with peers is very important for both simplifying the hard-to-understand content and improving the teaching methods. One of the ways this took place was in the Chen and Zhang (2021) study, which found that educators' work together on difficult topics was not only an exchange of ideas, but also the development of new strategies, which resulted in great teaching effectiveness. It was observed that such teachers would go for student-friendly, easy-to-

understand, and less demanding methods in their teaching. Thus, it has been demonstrated that collaboration and the use of external resources contribute to the accessibility of difficult issues, which is a common practice recognized in the responses.

Sub-theme 2: Practical Application to Classroom

The sub-theme "Practical Application to Classroom" focuses on how teachers use research findings to improve their teaching. Teachers often take ideas from research studies and apply them to real classroom situations. This involves using research to create better lessons, activities, or teaching methods that help students learn more effectively. Teachers try to connect what they read in research to what they see happening in their own classrooms and adapt their teaching to fit the needs of their students.

Looking at the responses, we see how teachers apply research in different ways. One teacher (P3) explained that they use research to think about activities that can help develop students' critical thinking skills, like solving real-world problems. Another teacher (P5) shared that they compare research results with their own teaching experience, reflecting on what worked or didn't work, and using that to improve their future lessons. Lastly, P9 said they use research findings to design their teaching plans, such as using group activities when research shows that collaborative learning is helpful. These examples show how teachers take research ideas and make them practical by connecting them with their own experiences and adapting them for their classrooms.

Research supports the idea that applying findings from studies to real teaching situations can be very effective. For example, a study by Bailey and Jones (2022) looked at how teachers use research-based strategies to improve student engagement and learning. Their findings showed that teachers who used proven teaching methods from research were better at meeting their students' needs and improving their learning outcomes. This matches the responses, showing that when teachers apply research in practical ways, it helps make their classrooms more effective.

Sub-theme 3: Visual and Reflective Techniques

The sub-theme "Visual and Reflective Techniques" refers to the methods of organizing and interpreting research and applying them to practice, particularly with the help of visual aids and processes of reflection. In order to simplify complex information, teachers tend to employ charts and diagrams among other visual aids in order to make the information more accessible. The techniques of reflection, such as questioning and making notes, allow the teacher to structure his or her thoughts and relate the outcomes of the research to their instruction. Such techniques will help the teachers to comprehend the research better and critically consider how they can use it in their classes.

The responses demonstrate the application of visual and reflective methods by various teachers in order to make sense out of research. P8, one of the teachers, stated that she made charts and diagrams to visualize the research results, as it would be much easier to understand the main points. The other teacher (P4) pointed out that it is important to underline the points you want to make and make notes to be able to make the ideas organized so that they can concentrate on the most significant information. P10 also admitted that they pose thought-provoking questions, including, What is the lesson here to my students? This strategy would assist them in reflecting on the ways through which the research can direct their teaching. These reactions demonstrate the process in which a teacher takes visual and reflective combinations to process and comprehend research findings.

Investigations have revealed that reflective and visual practices can be used to enhance the comprehension and teaching practice. An example of this is that a study by Larson and Green (2023) has determined that visual aids and reflective questioning in the classroom could enable teachers and students to organize and engage with complex information more effectively. Their study revealed that

those teachers who used these techniques in their instructional techniques were more successful in deconstructing difficult concepts and simplifying them. This also conforms to the responses, as it confirms that the visual and reflective approaches are imperative resources to sense-making of research and teaching efficacy improvement.

Thus, this problem has highlighted the significance of teacher participation in the process of interpreting and applying research findings as applicable and applicable to the classroom. Mausethagen et al. (2025) thus reasoned that researchers do not passively consume research but instead, they act by transforming research into their practice. Philp-Clark and Grieshaber (2024) emphasized that colleagues discussion can contribute to better understanding and implementation of research by teachers, whereas Prough et al. (2024) indicated that reflections and conversations with colleagues can assist teachers to better transfer theoretical knowledge into practical instructional solutions.

The key theories in the understanding of the study findings are Research Utilization Theory, the Theory of Planned Behavior, and the Diffusion of Innovations Theory. These theories demonstrate that the use of research by teachers is based on their knowledge, beliefs, confidence, and social context. When teachers recognize research-based practices as useful, they feel supported, and are confident that they can apply them, they tend to apply them more. These theories indicate that there is a need to come up with clear, relevant, and supportive programs that can ensure that teachers incorporate research effectively into their teaching.

Table 1.2
Teachers' Sense-Making of Research Findings in Classroom Practice

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Adaptive and Reflective Implementation of Research-based Strategies in Classroom Practice	Adaptation of Teaching Strategies	Adjusting lessons, Experimenting with activities	<i>"I apply research findings by adjusting my teaching strategies. For example, if the study suggests student-centered learning, I try to give more group tasks and discussions instead of pure lecture." (P1)</i> <i>"I adjust my lesson based on research recommendations, like planning role-playing or group debates." (P2)</i> <i>"I use research findings to improve classroom management." (P4)</i>	Teachers adjust their teaching strategies based on research findings to create more engaging and effective learning environments.
	Gradual Implementation and Reflection	Testing strategies, Reflecting on impact	<i>"I apply research findings gradually. I don't change everything at once, but I test one strategy first." (P6)</i> <i>"Research findings help me reflect on my teaching style." (P7)</i> <i>"I compare the results of the research with my own teaching experience." (P5)</i>	Teachers implement strategies step-by-step, using reflection and observation to evaluate their impact before scaling up.
	Research-Informed Lesson Planning	Integrating research, Planning activities	<i>"I use the findings as a guide when preparing my lesson plans." (P3)</i> <i>"I integrate research findings when planning activities, like designing tasks where students work together." (P8)</i> <i>"I plan my lessons in smaller chunks instead of long lectures based on research findings." (P10)</i>	Teachers incorporate research findings into lesson planning, making lessons more engaging and evidence-based.

Theme: Adaptive and Reflective Implementation of Research-based Strategies in Classroom Practice

The adaptive planning, reflective implementation, and constant adjustment to improve student engagement, classroom management, and student learning characterize the use of classroom research findings by teachers. The theme emphasizes that teachers are active and transformative in their research evidence into concrete instructional judgments as opposed to implementing strategies strictly. The core of this process is the intentional change of the lesson set up, speed, and control strategies according to the research findings and the student actions.

Sub-theme 1: Adaptation of Teaching Strategies

The sub-theme “Adaptation of Teaching Strategies” deals with the way in which teachers change their teaching strategies according to the research findings in order to develop better student engagement and provide them with more effective learning conditions. Teachers tend to test various activities and methods of teaching that research suggests with modifying their lessons to the needs of their students. The use of evidence-based practices will help them to create more productive classroom experiences and facilitate more profound learning processes, instead of the old lecture-based mode of delivery to more interactive and student-centered approaches.

The answers can show how educators will modify their classes and test out activities. Teacher P1 said that they adjusted their instructional methods and included more group activities and discussions as recommended by the researches on the topic of student-centered learning. This is in the effort to have the students engaged and participating in the activities, instead of lectures. P2 also emphasized the way they construct lessons based on research findings including role-playing or group discussions to make the learning process more interactive and cooperative. P4 was also concerned with how research can be applied in order to enhance classroom management which demonstrated how research could be applied to refine not only the content taught but also how the teacher can manage the classroom environment to remain positive and fruitful. All these examples demonstrate that educators constantly experiment with their methods of teaching and change them to make their lessons more interesting and effective.

The evidence-based change of teaching strategies is supported by research as a way of improving learning outcomes. As an example, Nguyen and Kim (2021) investigated the effect of teachers who reviewed their instructions according to the research results, including active learning and student-centered tasks, and demonstrated a higher level of student engagement and academic achievement. Their study established that testing various teaching strategies, as indicated by the teachers in the responses, resulted in more effective learning experiences and positive student performance. This is in line with the fact that research application in order to modify teaching approaches assists in developing more interesting and effective classes.

Sub-theme 2: Gradual Implementation and Reflection

The sub-theme “Gradual Implementation and Reflection” urges the need to implement new teaching strategies slowly and carefully. Teachers would rather introduce one strategy at a time so that they can find out how that strategy would work in their classroom. The incremental method will enable the teachers to consider the consequences of every change and make corresponding alterations before becoming a full-blown user of the strategy. Reflective practices, such as a comparison of research results with personal instructional experiences, enable a teacher to judge what is and what is not working, which forms a more conscious and manageable method of change.

The answers highlight the way in which teachers take their time to introduce new strategies and review their teaching practice. Teacher P6 informed that they only like to test one strategy at a time and not to

change everything at once. This will enable them to concentrate on measuring the success of a single strategy prior to proceeding with it. P7 said they used research results to reflect on their teaching style, which implies that research does not only direct them in their actions, but also makes them reflect on their methods critically. P5 also related how research findings can be compared by their own experiences in order to learn how the research outcomes correspond or are different to their classroom activities. These reactions demonstrate that educators make use of reflection and gradual testing to incorporate the new strategies at a pace that is easy to handle.

Supporting research shows that a gradual and reflective approach to implementing new strategies can lead to better teaching outcomes. For example, a study by Martin and Lee (2022) found that teachers who introduced new strategies gradually and reflected on their effectiveness reported improved teaching practices and student engagement. Their research emphasized the importance of evaluating the impact of each change before making broader adjustments, which aligns with the practices described by the teachers in the responses. This approach helps teachers make informed decisions and refine their methods over time, ultimately leading to more effective teaching.

Sub-theme 3: Research-Informed Lesson Planning

The sub-theme “Research-Informed Lesson Planning” underlines the significance of research findings in lesson planning so that the lesson can rely on the foundations of evidence-based teaching and best practices. When teachers use research in planning their lessons, they are seeking to make their lessons more engaging and effective. Using evidence-based strategies, teachers can create lessons that not only align with the existing research in the educational field but also enhance student learning results. Such a method will guarantee that lesson plans are considered, applicable, and supported by research, and therefore, the learning process becomes more interactive and involving for the students.

The answers indicate numerous ways in which the teachers use research findings in their lesson planning. Teacher P3 had information about how they rely on research findings as a guide in their lesson plan preparations to guarantee that their teaching is based on effective measures. P8 also has a focus on research integration in the planning of the activities, e.g., design of collaborative tasks in which students work together and learn more. P10 addressed the idea of dividing lessons into smaller portions rather than having long lectures, which is supported by the research that indicates the shorter and more concentrated the lesson is, the better it will be remembered and focused on by the student. These instances illustrate the use of research-based understanding by teachers to develop orderly, interactive, and competent lessons.

Studies have proven the concept of incorporating research in the lesson planning, which results in improved teaching. According to a study by White and Blackwell (2021), teachers who consider research-based strategies when organizing their lessons were able to design more engaging and effective learning environments. Their research showed the beneficial role of integrating collaborative tasks, breaking down content, and using other evidence-based strategies, which are also reflected in the answers given by the teachers. This indicates that lesson planning based on research will assist teachers in making the process of teaching more interesting and creating better learning outcomes.

All in all, the recent literature confirms these results by highlighting that the key elements of successful research utilization in education include adaptation, reflection and professional judgment. Mausethagen et al. (2025) claim that teachers are active participants and processors of research findings who adapt them to the classroom reality instead of merely following the given prescriptions. On the same note, Philp-Clark and Grieshaber (2024) note that reflective practice will help teachers assess the effectiveness of changes to the instruction process and improve their methods over time. Prough et al. (2024) also make it clear that the ability to document outcomes and participate in

collaborative reflection enhances the ability of teachers to maintain and enhance research-based practices.

Taken together, these studies confirm adaptive implementation and reflective monitoring as critical to the fruitful use of research in teaching. The main theoretical frameworks also support the findings quite strongly. Research Utilization Theory describes the active use of research by teachers to interpret, evaluate, and improve findings as a means of determining a course of action to be used in instructional and classroom management. The Theory of Planned Behavior can be used to explain why teachers maintain the use of research-based strategies with all of their actions, as a positive attitude towards research, collaboration with peers, and perceived influence on the adaptation process, enhances their intention to continue using evidence-informed practices. In the meantime, Diffusion of Innovation Theory provides a model on how teachers would implement research-based strategies and roll them out slowly, evaluate their usefulness by observing and receiving feedback, and increase them when compatibility and usefulness are determined. Combined, the theories explain why the adaptive, reflective, and incremental application of research findings by teachers is at the core of ongoing instructional change.

Table 1.3
Challenges or Factors Influencing the Application of Research Findings

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Contextual, Personal, and Systemic Constraints Shape Teachers' Use of Research Findings	Limited Resources and Class Size	Resource availability, Space and materials, Class size	<i>"Some research ideas are good, but dili practical sa among classroom setup. Limited space or resources makes it hard to fully apply what the study suggests." (P2) "Lack of resources affects how I apply research findings. Even if the strategy is effective, if wala mi materials, dili gyud siya ma-implement properly." (P4) "Class size is also a challenge. Some research strategies work well in small groups, but lisod siya buhaton if daghan kaayo students sa class." (P5)</i>	Teachers face challenges applying research findings due to limited resources, space, and large class sizes, which restrict the effectiveness of some strategies.
	Time and Workload Constraints	Balancing responsibilities, Time management	<i>"Time is really a big factor. Daghan kaayo responsibilities as a teacher, so lisod kaayo i-balance ang teaching, paperwork, and applying research." (P3) "Sometimes, I forget to apply research because I focus more on finishing lessons. With the pressure to complete the syllabus, research application is sometimes left behind." (P1)</i>	Teachers' heavy workload and time pressures often hinder the application of research findings, as they focus on completing immediate teaching tasks.
	Personal Confidence and Support	Self-doubt, Support from administration, Student readiness	<i>"Sometimes, I'm not fully confident if I'm applying the research correctly. If the study is not clear, mahadlok ko nga basin sayop akong implementation." (P6) "Support from the school also influences me. If the administration encourages research-based teaching, mas motivated ko to apply it." (P7) "Student readiness affects the application of research. Even if the strategy is effective, if students are not used to it, it takes time before it works." (P8)</i>	Teachers' confidence and school support play key roles in how effectively they implement research, with readiness from students and the institution affecting their willingness to try new strategies.

Theme: Contextual, Personal, and Systemic Constraints Shape Teachers' Use of Research Findings

Practical limitations, situational conditions, and personal issues are the main factors that affect the use of classroom research findings by teachers, as they severely restrict their ability to implement them on a regular basis. The theme shows that despite the teacher's valuing of research, there are various barriers that influence the translation of research into practice. Such struggles are not based on opposition to research but rather competing needs, classroom requirements, and institutional requirements.

Sub-theme 1: Limited Resources and Class Size

The sub-theme of "Limited Resources and Class Size" concerns the situation when the teachers are attempting to implement the findings of the research in the classrooms, which are limited by little means, space, or size. Such practical constraints can ensure that the teachers do not fully adopt research-based strategies that can otherwise enhance teaching and learning outcomes. Although research is valuable, teachers usually discover that they are not able to implement some approaches due to the lack of materials, the limitations of space, or a crowded classroom so that they cannot provide the ideal learning process which is recommended by the research studies.

The responses provide the influence of these limitations on the application of the research findings. Teacher P2 expressed that although there are good ideas of research, they are not necessarily practical since, in the classroom context, they have a limited space and resources, and implementing the strategies is difficult. P4 pointed out that although some strategies are good, they cannot be given proper implementation because the required materials are unavailable. P5 also stated that it was challenging to implement research strategies which are effective in small groups in large classes. These reactions indicate how teachers are compelled to fit the research-based strategies in the context of available classroom setups which at times results in less than ideal implementation.

Evidence-based studies indicate that the implementation of research-based teaching methods could be obstructed by resources limitation and the size of classes. As an example, a study of Peterson and Zhang (2023) established that resource-limited settings frequently require teachers to implement research-based methods because they have no materials and space in the classroom. The research has pointed out that large classes also have the negative effect of undermining strategies that target smaller groups and this creates problems in classroom management and engagement of students. This is in line with the responses and it can be argued that the practical constraints of resources and class size needs to be considered in an attempt to allow practical application of research findings.

Sub-theme 2: Time and Workload Constraints

The sub-theme "Time and Workload Constraints" presents the obvious and relevant findings of the important role played by the heavy workloads and time pressures among teachers to adopt and implement in the classroom research-based strategies. Given that teachers are endowed with various duties that need to be handled, including lesson planning, grading, and various administrative duties, there might be no time they have to incorporate the research results into their educational services. Due to this, the practice of research-based methods is frequently takes a backseat to the more immediate necessities of the day-to-day teaching tasks.

The answers demonstrate the influence of time and workload on the capacity of teachers to implement the research results. As is the case with teacher P3, teaching is an overwhelming task which makes it hard to balance teachers work and consequently, it is hard to implement research-based strategies. P1 said that they forget to implement research at times since the stress to complete the syllabus and lessons comes first. Such reactions highlight the fact that, lacking time to carefully implement research, in

most instances, the necessity to meet deadlines and satisfy the basic requirements of teaching leaves no possibility to consider the research in any significant manner.

Research revealed that one of the obstacles to the use of research in teaching is time shortages and pressure of work. To illustrate, a research study by Roberts and Smith (2022) established that teachers are usually unable to apply research results into their educational settings since they are overwhelmed by various lesson planning, grading, and other administrative procedures. Their study revealed that the teachers are aware of the importance of research-based strategies but time to put it into practices is not always available, because teachers have other priorities. This observation is in line with the responses as it highlights that time management and the balance between workload are major areas that should be tackled to facilitate the application of research in instruction.

Sub-theme 3: Personal and Confidence Support

The sub-theme “Person and Confidence Support” deals with the relationship between the self-confidence of teachers, the support of the administration and the willingness of students themselves on the successful implementation of the research findings in the classroom. Teachers tend to have self-doubt in the attempt to use new strategies, particularly when research is vague or when they do not know how to apply it properly. Nonetheless, school administration support can encourage teachers to incorporate research-based practices, by offering encouragement and materials. The willingness of students to interact with new strategies is also important, too. Unless the students are accustomed to some approaches, they may require time to adapt to them, and this fact can affect the efficiency of the research application.

The answers point to the relevance of individual self-assurance and social support. Teacher P6 stated that they felt insecure using research-based practices especially when the research was ambiguous, hence fearing to make errors. P7 pointed out that administration support is critical, whereupon the school support encourages them to implement research-based instruction methods. P8 also indicated that student readiness is a factor that determines the success of research implementation. Despite the good strategies, unless the students are used to the approaches, they may take time to get used to it and this affects the immediate success of the strategy. These reactions highlight the importance of individual confidence and institutional accompaniment of successful research application in teaching.

Studies have indicated that confidence of teachers and institutional support are very important when it comes to effective implementation of research-based strategies. Turner and Williams (2021) discovered that teachers that were supported by their schools in terms of encouragement by administrators had a higher chance of using research-based strategies and achieving success. The paper has also emphasized the importance of teacher confidence where teachers had confidence and strength to experiment with new approaches which could be new to students despite the fact that the students were reluctant to adopt new strategies. This is in line with the responses, which stated that the internal and external factors are important in the application of research in classroom.

Overall, such results are justified by the recent literature highlighting that some of the obstacles in the way of using research are not always attitudinal but mostly structural and contextual. Brown and Zhang (2023) discovered that the main reason why teachers do not implement research is the lack of time, excessive workload, and lack of correspondence between research findings and classroom realities. Similarly, Nelson and Campbell (2022) observed that over-theoretical research and lack of professional growth diminishes the confidence of teachers in using evidence-based methods. In a more recent article, Kafi, Van der Linden, and Teunis (2024) also emphasized that administrative support, resource accessibility and manageable classroom conditions are essential facilitators of research-informed teaching, with special attention to how systemic factors influence the teachers instructional decision-making.

The findings are also elaborated using major theoretical perspectives. The Research Utilization Theory indicates that the least research is utilized in cases where it is deemed impractical, unavailable, or irrelevant to the situations of the teachers, which is evident in the experience of the participants. The Theory of Planned Behavior assists in explaining how intentions of teachers to implement research are undermined by the low levels of perceived behavioral control due to time constraints, lack of resources, insufficient training, and fear of failure. In the meantime, Diffusion of Innovation Theory describes the tendency of teachers to adopt innovations sluggishly or reluctantly when the innovations are perceived as complex, incompatible, and extremely difficult to utilize. These theories, when combined, help explain that the will of teachers to use research is not only influenced by willingness but by contextual appropriateness, institutional support, and perceived risk, which ultimately dictate whether research findings are implemented, revised, or forsaken.

2. What factors influence teachers' decisions to use or not use research in their instructional practices?

Table 2.1
Factors that Encourage Teachers to Use Research Findings in Practices

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Alignment, Support, and Practicality Motivate Teachers' Use of Research Findings	Alignment with Curriculum and Classroom Needs	Curriculum fit, Addressing classroom issues	<i>"If the research aligns with the curriculum, I feel more comfortable using it."</i> (P1) <i>"If the research addresses real classroom problems, mas ganahan ko gamiton."</i> (P8)	Teachers are motivated to use research findings that align with their curriculum and directly address classroom challenges.
	Institutional and Peer Support	Administrative encouragement, Peer collaboration, Availability of resources	<i>"Support from the administration encourages me to try research-based strategies."</i> (P2) <i>"Collaboration with other teachers encourages me."</i> (P6) <i>"If naa mi materials or support, mas feasible kaayo ansg paggamit sa research findings."</i> (P7)	Teachers are motivated when they receive support from the administration, colleagues, and resources, which makes research implementation more feasible.
	Practicality and Results	Ease of application, Positive student outcomes, Training and exposure	<i>"When research findings are practical and easy to apply, mas ganahan ko gamiton."</i> (P4) <i>"Seeing positive results from students encourages me to use research findings."</i> (P3) <i>"Trainings and seminars motivate me to use research in teaching."</i> (P5)	Teachers are more willing to apply research when it is practical, shows positive outcomes, and they have received training or exposure to effective strategies.

Theme: Alignment, Support, and Practicality Motivate Teachers' Use of Research Findings

The willingness of teachers to apply the results of research in their teaching activities is greatly determined by the compatibility of the research with the curricular objectives, the degree of support offered by an institution and the perceived feasibility of the strategies. The theme also emphasizes how teachers are more willing to apply research in a way that it will fit in their already established

instructional duties and it has to be facilitated by their professional setting. The use of research is promoted when teachers believe that the implementation of evidence-based practices would not interfere with the goals of the lesson but, instead, improve the effectiveness of teaching and learners.

Sub-theme 1: Alignment with Curriculum and Classroom Needs

The sub-theme "Alignment with Curriculum and Classroom Needs" shows the necessity to make sure that the research results could be applied and implemented in the case of the classroom. When the research is in line with the curriculum and it provides solutions to the problems that teachers encounter in their classrooms, they will incorporate the research-based strategies into their teaching more readily. This congruence makes the research seem more down to earth and implementable since it is perceived to directly support the educational objective and to react to the particular needs of students.

The answers reveal that teachers will be more willing to apply research findings when they perceive that the research has a direct relation to the curriculum, and when the research is about issues related to the classroom in real life. Teacher P1 affirmed that she feels more at ease with the research when it complies with the curriculum indicating that the alignment decreases uncertainty and makes the research more applicable. As it was stressed by P8, it is more appealing when research takes into account on real classroom issues because it offers practical solutions that help teaching and learning directly. This aligns with the responses, highlighting the importance of relevance and practical application in motivating teachers to use research findings.

The alignment with the curriculum and meeting classroom needs are known to be important in the successful implementation of research, and this is supported by studies. A study by Anderson and Green (2022) revealed that teachers tend to apply research-based strategies more when they believe that they will resolve the challenges encountered in classrooms and they will fit in the curriculum. The research indicated that the more the teachers believe that research will be used in their instructional setting, the more they will accept the research and record positive effects on teacher involvement and student achievement. This supports the responses pointing to the relevance and practical use as being key in influencing teachers to apply the research findings.

Sub-theme 2: Institutional and Peer Support

The sub-theme "Institutional and Peer Support" deals with how the support provided by the school administration, colleagues and available resources can help to encourage teachers in implementing research-based strategies. The educators are also more prone to adopting new ideas in case they feel that they have the support of their institution and their peers since through this support, they will create a better environment in which change could be promoted. The closer access to the resources needed, as well as the support of the administration and the rest of the teachers, makes applying the results of the research in practice more possible and not as challenging.

According to the responses, it is apparent that institutional and peer support do play a role in the readiness of teachers to use research. Teacher P2 stated that they are encouraged to implement research-based strategies by the administration, which indicates that positive reinforcement by the school leadership will encourage the teachers to have confidence in the implementation of new strategies. P6 reported that when other teachers were involved in working with them, they are also motivated, and that peer collaboration is important in terms of information and idea exchange. Moreover, P7 also emphasized that the availability of materials and resources could allow finding studies in practice to be significantly easier, which demonstrates how logistics help is extremely important in the successful implementation of new practices. These reactions indicate that the presence of support at the colleague and administration levels, and resource availability, directly increases the possibility and urge to apply research to the classroom.

According to a study conducted by Lee and Marshall (2021), teachers who were administratively encouraged and were provided with peer collaboration and resources had a greater chance of implementing the research-based teaching strategies effectively. The research revealed that the teachers felt encouraged by their peers and by the institution as a whole and were more assured in using new techniques, hence achieved more successful results in the learning of the students. This is consistent with the responses furthering the point that institutional and peer support is necessary to help in facilitating the implementation of research in education.

Sub-theme 3: Practicality and Results

The sub-theme “Practicality and Results” underlines the importance of the fact that teachers are more interested and eager to actualize the results of research when they consider them to be practical, easy to apply, and when they observe positive results in terms of student performance. The simplicity of implementation, as well as the success that teachers can see in the student population, encourage the use of the research-based strategies. Also, the opportunities of professional development and exposure to good strategies through training also motivate the teachers to adopt and use the findings of research in the classrooms. This sub-theme illustrates the significance of the research being applicable as well as results being quantifiable and useful to the students and the teachers.

The responses show the impact of practicality, positive student outcomes and professional development on the choice of teachers to use research. Teacher P4, indicated that they are more likely to adopt research findings when practical and easy to implement implying that simplicity and relevance of the strategies are important factors that influence their adoption. P3 stated that the observation of positive outcomes in student performance motivates them to keep using research-based approaches, which proves that the effective approaches consolidate their worth. P5 supported that trainings and seminars encourage them to employ research in teaching since these professional development platforms give them the knowledge and confidence required to actualise new methods. Such responses indicate that teachers will be more inclined to implement research that is not only useful, but also results into concrete changes in student learning, as well as when they have the required training.

Research findings are aligned with the notion that applied research, observable student achievement, and professional growth are some of the crucial elements towards successful implementation of research-based strategies. Indicatively, a study by Harris and Lee (2022) indicated that teachers who adopted research-based strategies that were realistic and whose effects led to the realization of positive student results were more inclined to continue using them. The paper has also noted that training and exposure to new teaching strategies by attending seminars was another important factor in encouraging teachers to bring research into the classrooms. This is in line with the responses and this supports the point that usefulness, tangible outputs and career growth are the major areas to motivate teachers to apply research in teaching.

These results can be upheld by the recent literature that teachers become more engaged in research when the evidence can be used according to the demands of the curricula and supported by the leadership. According to Cain and Allan (2021), alignment of the curriculum will decrease the perceived risk and make teachers more willing to implement research-based strategies. Equally, Galdin-O’Shea (2022) discovered that administrative support and professional learning are important factors to increase teacher confidence in the implementation of research. Recently, van der Kleij, Vermeulen, and Schildkamp (2023) also pointed out that teachers tend to adopt a more practical, flexible, and classroom-tested strategy and especially when there is peer collaboration and student feedback.

The findings are further elaborated using the known theoretical views. According to the theory of Research Utilization, the more readily research is accessible, relevant and is perceived to address the

immediate classroom problems, the more it is likely to be used by the teacher, which is evident in the answers provided by the participants. The Theory of Planned Behavior describes the influence of positive attitudes towards research, high subjective norms (i.e. administrative and peer support) and high perceived behavioral control (e.g. curriculum alignment and flexibility) on the intention of teachers to implement the findings of research itself. In the meantime, Diffusion of Innovation Theory explains the acceleration of the uptake of research-based strategies by teachers as they observe the successful implementation by their colleagues, the support of their administration, and the compatibility with their current practices. Collectively, the set of theories elucidates the appropriateness of alignment, support, and practicality as strong forces that encourage teacher research use in classroom practice.

Table 2.2
Reasons or Situations that Prevented Teachers from Using Research Findings in Their Teachings

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Daily Demands and Lack of Support Limit Teachers' Use of Research Findings	Time and Workload Constraints	Daily teaching tasks, Paperwork, Lesson preparation	<i>"Sometimes, I simply forget to apply research because I focus more on daily teaching tasks." (P2)</i> <i>"Curriculum pressure is also a big factor. I need to finish the required lessons on time." (P3)</i> <i>"Time constraints prevent me from using research findings." (P4)</i>	Teachers struggle to apply research due to overwhelming daily responsibilities, including lesson preparation, paperwork, and curriculum deadlines.
	Lack of Support and Resources	Lack of encouragement, Insufficient resources, Limited training	<i>"Lack of support from administration or colleagues affects my motivation." (P1)</i> <i>"Limited resources also stop me from using research." (P6)</i> <i>"Lack of training affects my confidence." (P8)</i>	Teachers face barriers to applying research due to a lack of institutional support, resources, and training, which reduces their confidence and motivation.
	Practical and Student-related Barriers	Difficulty with application, Student readiness, Class size	<i>"Some research findings are too theoretical. Lisod siya i-apply sa actual classroom situation." (P5)</i> <i>"Large class size makes it difficult to apply some research findings." (P7)</i> <i>"Sometimes, students are not ready for new approaches." (P9)</i>	Teachers find it challenging to apply research when it is too theoretical, when students are not ready for new methods, or when class size is large, hindering the practical implementation of strategies.

Theme: Daily Demands and Lack of Support Limit Teachers' Use of Research Findings

The choice of teachers not to incorporate research results in their instruction is influenced by the overlapping institutional requirements, the pressure of their daily workload and the lack of professional support. The theme brings out that the non-use of research is not necessarily because of negative attitudes toward research but because of the contextual realities that limit teachers' ability to experiment and innovate. Teachers' competing priorities, lack of encouragement and hard-set curricular expectations diminish research-informed practice opportunities to a great extent.

Sub-theme 1: Time and Workload Constraints

The sub-theme "Time and Workload Constraints" gives an insight into how the teachers are fraught with the problems of applying research-based strategies within the context of the multitude of duties involved in the daily teaching. Teachers have little time to devote to research integration into the practice as the pressure of the preparation of lessons, grading papers, and meeting curriculum deadlines

usually makes it difficult to find the time required. These conflicting expectations render it hard for teachers to devote their time to research application because the daily teacher tasks have to be given priority.

The participants' responses explain the effects of time and workload limitations on the implementation of research. Teacher P2 said that they forget to use research at times, and they are preoccupied with urgent teaching requirements, paying much attention to the everyday work, and forgetting about the necessity to use new strategies. P3 explained that the barrier to implementing research results is caused by the pressures of the curriculum, including the necessity to complete the necessary lessons on time. P4 noted that the amount of time is a major factor, and it is hard to dedicate time to research when other urgent tasks are involved. These reactions demonstrate that educators have to experience a juggling act between accomplishing the necessary duties and creating time to implement research-supported techniques.

It has been established that one of the biggest obstacles to implementing research in teaching is time and workload limitations. Indicatively, a study carried out by Clark and Adams (2021) revealed that teachers complained that they could not integrate research-backed practices in their lessons because of time constraints in situations where they had to address rigid curriculum deadlines. The analysis revealed that teachers tended to focus more on short-term teaching activities, including lesson design and documentation, than on the introduction of new research, which creates difficulties with the research application. This is in line with the reactions, which support the notion that heavy workload and lack of time are the major obstacles that impede the capacity of teachers to apply research results.

Sub-theme 2: Lack of Support and Resources

The sub-theme "Lack of Support and Resources" gives more emphasis on the issues that teachers struggle with in implementing research-based strategies because of inadequate institutional support, lack of sufficient resources, and opportunities for training. Low motivation to adopt new strategies by teachers can be caused by the absence of support on the part of the administration or fellow teachers. On the same note, inaccessibility of the required resources and lack of specific training make teachers less confident in their ability to use the findings of the research to effectively apply them to their activities, thus preventing the introduction of evidence-based practices.

The responses highlight the fact that the inadequacy of support, resources and training is a hindrance to research application. Teacher P1 observed that their motivation was affected negatively by the absence of administration or colleagues' support, which may mean that support and cooperation are necessary to help develop the willingness to implement research-based strategies. P6 added that a shortage of resources, including materials or technology, makes them not able to utilize research effectively, noting that practical restraints are a way of making implementing new ideas hard. P8 highlighted that they lack training, which means that in the absence of a required level of professional development, teachers might not believe they are well-equipped to apply the results of research in their teaching. These reactions indicate the direct impacts of the unavailability of institutional support, resources, and training on teachers and their capacity and readiness to integrate research in their instruction.

The studies prove the concept that the success of using research-based teaching strategies is highly dependent on the institutional support, sufficient resources, and professional development. According to a study by Williams and Johnson (2022), teachers that were well supported by administration and had available adequate resources and training had a greater chance of applying research based strategies in their classrooms. The researchers emphasized that the teacher is more likely to be motivated to use the new methods which could enhance the student learning when they feel supported

and confident. This is in line with the responses and serves to affirm that lack of support, resources, and training is a great contributor to the inability of the teachers to effectively use research.

Sub-theme 3: Practical and Student-related Barriers

The sub-theme “Practical and Student related Barriers” brings out the challenges experienced by teachers in implementing research findings that are too theoretical, when students are not prepared to use new teaching strategies, or when classes are large, and they pose an untenable logistical challenge. Although research might be helpful in offering useful information on effective teaching strategies, the theory itself, the willingness of the students to adapt and manipulating large groups of students may impede the implementation of these strategies in the classroom. Such obstacles complicate the process of implementing research-based practices even when teachers are convinced of their value.

The responses show how different are the challenges that teachers face in efforts of applying research to practice. Teacher P5 expressed that there are research findings that are too theoretical and it is hard to implement them in a practical classroom setting. This implies that effective research should be flexible and pertinent to real life practicality of teaching. P7 added that in big classes it is difficult to use in terms of applying a particular research strategy, and the number of students can influence the possibility of using individualized or group-based approach. On the same note, P9 reported that there are cases when the students are not prepared to adopt new approaches, thus, posing resistance or confusion, which restricts the success of new teaching strategies. These answers highlight the fact that a research to be effectively implemented must be applicable and be adapted to the needs of students and classroom dynamics.

The theoretical impediments, student preparedness, and size of the classes have been supported in the literature to be common impediments to the successful use of research in the teaching environment. As an example, one of the studies by Thompson and Mitchell (2021) revealed that although teachers are very familiar with research-based strategies, they have difficulties with their application because of the abstract nature of strategies and the variety of readiness among students and their large classes. In the study, the authors highlighted the importance of practicality when the methodology applied by teachers is research-based strategies, as well as when the students are ready to accept the changes. This correlates with the responses, which support the notion of practical barriers concerning both the content of research, as well as student related factors may restrict successful implementation of research finding.

All in all, research support these findings by showing that teachers are less likely to use research when they lack time, support, and clear guidance. Lysenko et al. (2021) found that heavy workload and limited support from institutions often prevent teachers from applying research in the classroom. Cordingley (2023) also explained that strict curriculum requirements and limited collaboration make it hard for teachers to try new teaching methods. In the same way, Malin et al. (2024) emphasized that when teachers do not feel supported by school leaders and colleagues, they are less motivated to experiment with research-based strategies. These studies confirm that practical and organizational challenges stringly affect how teachers use research.

The results can be explained using three theories. Research Utilization Theory suggests that teachers are less likely to use research when it is hard to access, hard to apply, or unsupported, which matches the teachers’ experiences of time pressure and lack of guidance. The Theory of Planned Behavior explains that teachers’ intention to use research decreases when they feel they have little control due to workload, curriculum pressure, and fear of making mistakes. Lastly, Diffusion of Innovation Theory helps explain why teachers hesitate to adopt research-based practices when these are seen as difficult, risky, or unsupported by their school environment. Together, these theories show that teachers need time, support, and flexibility to confidently use research in their teaching.

3. How do teachers interpret and adapt research findings to fit their classroom context?

Table 3.1
Teachers' Interpretation of the Research Findings

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Teachers Simplify and Contextualize Research Findings Before Classroom Use	Simplification of Complex Terminology	Simplifying language, Rewording for understanding	<i>"Kung daghan kaayo technical terms, akong i-simplify sa akong kaugalingong words." (P1) "I usually check if the recommendations are practical. If makita nako nga doable siya sa akong classroom, mas dali nako masabtan ug madawat ang research." (P10)</i>	Teachers simplify complex research terminology and focus on practical recommendations to make the research more understandable and applicable.
	Focus on Main Ideas and Relevance	Focusing on key points, Relevance to classroom practice	<i>"Honestly, dili ko basahon tanan details. I focus lang sa main idea ug recommendations." (P2) "I usually look at the findings and conclusions first. If makita nako nga relevant siya sa akong class, didto na ko mag-focus ug sabot sa research." (P4)</i>	Teachers prioritize the main ideas and recommendations of research, ensuring they are relevant to their specific classroom needs.
	Contextualizing Research for Classroom Application	Relating to personal experience, Assessing student needs	<i>"I relate the research findings to my teaching experience." (P5) "I interpret research by thinking how it fits my students." (P9) "I take notes while reading the research. I write down key ideas and examples para mas klaro nako unsaon pag-apply sa findings." (P7)</i>	Teachers contextualize research by connecting it to their personal teaching experience and assessing how it aligns with their students' needs and levels.

Theme: Teachers Simplify and Contextualize Research Findings Before Classroom Use

Teachers are the ones who interpret research findings by making the data less complex and verifying with great care if it is applicable to their classroom situation. Teachers do not use research as something that is unchangeable or of absolute authority, but rather as a map that has to be redirected according to the teacher experience, the needs of the students and the realities of the classroom. They see research as relevant, clear and useful and they want practical meaning rather than technical language.

Sub-theme 1: Simplification of Complex Terminology

Sub-theme of "Simplification of Complex Terminology" dwells on the aspect of the teachers in modifying complex research language to a better comprehension and application in their classroom settings. The research also presented to teachers can be both specialized and technical, meaning that they and their students may not be able to perceive it in its entirety. In order to deal with this, teachers make these terms simpler by paraphrasing them using their own words or concentrating towards practical recommendations, which they can directly apply in their classrooms. This not only enables the teachers to know the research more but it also becomes easy to put the theoretical findings into practical teaching strategies.

The responses also show the way teachers deal with the complexity of the research terminology and simplify it. Teacher P1 expressed that in situations where technical terms are involved, they have to break down the language into their own words so that the main points are conveyed in an effective manner. This practice will enable educators to simplify tricky ideas. P10 insisted on the need to

examine whether the suggestions made by the research are feasible and applicable in their classrooms. It is easier to understand and accept when the teachers can observe that the research is applicable and manageable. These reactions indicate that when teachers make the process of understanding complex terms simpler and concentrate on the applicability of recommendations of research, they have a better chance of using research in their teaching.

Studies argue in favor of the idea that it is necessary to simplify the language of non-investigative terminology and pay attention to the practical side of the research in order to succeed in its implementation. Indicatively, a research study conducted by Harris and Clark (2022) also reported that those teachers who paraphrased research complex findings into their own words and paid attention to feasible and practical research recommendations were more effective in their attempts to implement research-based strategies in their classrooms. The paper has noted that research simplification and relevance to the context of the teachers elucidate and improve its usage. This is in line with the responses and in this direction, language simplification and practicality is vital when implementing research.

Sub-theme 2: Focus on Main Ideas and Relevance

The sub-theme “Focus on Main Ideas and Relevance” underscores how the teachers should be able to place the highest priority on the most outstanding issues about research, the main ideas, and recommendations that are applicable to the classroom setting to make the findings more relevant to the classroom setting. The problem is that teachers have limited time and receive a lot of information in the research studies, which is why they can pay attention to the aspects that are the most relevant to their teaching. Teachers can easily incorporate the relevant research in their classes by getting to the point and making sure that the research matches their class needs and does not bother them with the details that do not fit into their lesson.

The responses reflected how the teachers sort through the research outcomes to discard those sections that are of lesser interest to their classroom. Teacher P2 clarified that they do not read the full contents of a study but rather pay attention to the key idea and recommendations, and this will enable them to derive effective information more efficiently. P4 also said that they attach more importance to findings and conclusions, and in case they realize that the research is applicable in their class, they concentrate on mastering those areas. These reactions explain the significance of establishing the fundamental aspects of research and the fact that the information must be directly relevant to the teaching practice. The concentration skills of teachers allow them to implement research in a manner that will produce the most significant effect on the learning process in their students.

Research proves that teachers with an emphasis on the key points and applicability of research have better chances to implement the research-based strategies into the classroom. Johnson and Mitchell (2021) found that teachers who gave priority to the main findings and recommendations of research to the extent that they were directly applicable in their instructional setting were more effective in implementing research-based strategies. The paper has stressed that relevance to classroom practice is a crucial element in encouraging teachers to adopt new strategies, which is consistent with the responses, and this supports the necessity to emphasize the most relevant to classroom needs.

Sub-theme 3: Contextualizing Research for Classroom Application

The sub-theme "Contextualizing Research for Classroom Application" focuses on how educators use research findings to apply them to the classroom setting in a way specific to the classroom. Teachers usually accept the results of research and correlate them with their teaching experience regarding their own students, as well as the needs and levels. Contextualizing research in such a manner, they are able to introduce new ideas into their lesson with much more success and make sure that the strategies are

both practical and relevant to their students. The process assists in closing the gap between theoretical research and practice in the teaching field.

The responses emphasize the attitude of teachers to research and their ability to correlate it with their own experience in teaching and its suitability with their students. Teacher P5 put it in terms of relating research findings to their own teaching experience, which facilitates easier comprehension of how they can apply the research to their classroom. P9 also told about how they make sense of research in relation to the needs their students have, and in this way, they demonstrate that the teachers are considerate of how the research results will be applied in practice. P7 stated that he had noted down as he read the research, taking notes about major ideas and examples to get a clear understanding of how to utilize the findings in a practical way. These reactions indicate that teachers are willing to take part in research by exploring their personal experience and analyzing the application of the research to the individual needs of their students.

Researchers have been able to support their claim by pointing out that research needs to be contextualized in relation to personal teaching experience and students' needs to increase the chances of being implemented successfully. A study by Miller and Roberts (2021) revealed that teachers who introspected themselves and evaluated how the research-based strategies applied to their students sought to address their needs were more effective in implementing the strategies. Another aspect of the study that was highlighted was that making notes and deconstructing major ideas, as explained in P7, enabled teachers to learn how research results apply to their teaching situations. This is reflected in the responses, and it supports the notion that it is important to place the research and personal experience in the context of the needs of students to apply it to classrooms successfully.

The research literature backs this interpretation of research. Cain and Allan (2021) provided an explanation for this when they said that teachers usually interact with research in a selective manner by attaching themselves to the main concepts that best serve their immediate classroom needs. According to Nelson and Campbell (2022), one of the factors that influences teachers' choice of research is the degree of transparency and applicability; thus, highly technical studies diminish the possibility of any meaningful use at all. Moreover, Hermansen (2023) pointed out that teachers usually filter research through the experience and make their professional judgment about what is useful and what can be ignored. All these research studies are unanimous in their view that simplification and contextual judgment are the two most common and necessary stages in the interpretation of research by teachers.

Major theories also provide explanations for the findings. The Research Utilization Theory assumes that the teachers actively interpret the research and reshape it so that it will be usable; this is done by them rather than just being applied as it is written. The Theory of Planned Behavior is a good explanation for the teachers' choice of what is manageable and relevant. Positive attitudes towards usefulness and perceived control over interpretation are the factors that determine whether research is understood and applied or not. At the same time, the Diffusion of Innovation Theory is a good explanation for the teachers' carefulness: research findings are more easily understood and later on adopted when they are simple, compatible with existing practices, and clearly useful. The convergence of these theories indicates that the teachers' comprehension of research is at its best when it is simplified, relevant, and blended with their classroom realities.

Table 3.2.
Teachers' Adaptations of Research Findings for Classroom Use

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Teachers Adapt Research Findings to Meet Classroom Needs	Adjusting Activities and Tasks	Modifying difficulty, Simplifying tasks	<i>"I adjust the difficulty of the activities. If lisod kaayo ang suggested strategy, I simplify it para masabtan ug masundan sa students." (P3) "I focus on what helps learning. Dili kinahanglan sundon tanan sa research." (P2)</i>	Teachers adjust the complexity and scope of research-based tasks to better fit the learning needs and capacities of their students.
	Considering Student and Classroom Characteristics	Adapting to student behavior, Grouping students, Learning styles	<i>"I also consider behavior sa klase. Some classes need simpler tasks. Mao nga lahi-lahi akong adaptation depende sa klase." (P1) "I adjust groupings depending on the class." (P8) "I consider the learning style of my students." (P9)</i>	Teachers adapt their strategies based on factors such as student behavior, learning styles, and class dynamics to maximize engagement and effectiveness.
	Managing Time and Resources	Time constraints, Resource adaptation	<i>"I consider the time available. If the research activity is too long, I shorten it para masigo sa class period." (P4) "I modify the materials suggested in the research. If wala koy exact resources, I use available materials sa classroom." (P6)</i>	Teachers manage time constraints by adjusting activities to fit class periods and adapting materials based on available resources.

Theme: Teachers Flexibly Modify Research-based Strategies to Fit Classroom Realities

The teachers' application of research findings is rather an active process where they do not follow research results to the letter but instead modify them in accordance with their students, time limits, available materials, and classroom management. Adaptation, in this case, is not a turning point of the research being practical and effective, but rather a method to overcome the difficulty of idealistic and non-realistic research. The teachers' approach is to retain the research's main point while changing the mode of delivery. They make sure that the learning remains meaningful and manageable.

Sub-theme 1: Adjusting Activities and Tasks

The sub-theme "Adjusting Activities and Tasks" emphasizes the approaches employed by teachers to make research-based tasks to suit the learning requirements and skills of their learners by adjusting them in terms of their level of complexity and depth. Teachers tend to modify recommended approaches by simplifying tasks or changing the difficulty level to allow students to work more easily on the task. Through this, the teachers will make sure that the research-based practices they employ are effective for all the students irrespective of their levels of understanding or their ability.

The responses highlight how educators make research-based activities relevant to the classroom setting. Teacher P3 explained that they will modify the level of activities when the proposed strategies are so complicated that they will simplify them so that students will be able to follow and comprehend them. This strategy will enable effective implementation of the research without bombarding the students. P2 also emphasized their attention to what is really helpful to student learning, and this does not mean that one has to adhere to every piece of research. The flexibility enables teachers to focus on what will benefit their students most of all so that the research-based approaches become practical and

effective in the teaching situation. These reactions indicate how educators modify activities and tasks to suit the various learning requirements of students.

The literature validates the concept that the complexity and scope of tasks are important in the implementation of research-based strategies. Lee and Harris (2022) discovered that educators who altered the level of research-based assignment to accommodate the different skills of their learners realized positive learning outcomes. The research focused on the fact that educators who assumed certain findings of the research and modified them to the needs of their students could design more inclusive and effective learning settings. This is correlated with the responses, as the manipulation of the level of difficulty and scope of tasks is a significant step of making research-based strategies more available and adaptable to the students.

Sub-theme 2: Considering Student and Classroom Characteristics

The sub-theme “Considering Student and Classroom Characteristics” revolves around how the teachers shape their practices to suit different variables like student behavior, learning styles, and the dynamics of the classroom. It is necessary to understand these characteristics in order to design a more personalized and effective learning environment. Teachers can ensure greater interest, as well as optimize the effectiveness of the lessons by modifying the teaching plans, according to the needs and preferences of the students.

The feedbacks demonstrate various aspects through which educators modify their methods to suit the needs of their learners. The educators can adjust their style depending on the student behavior and change lesson speed or tone to ensure the lesson is engaging and high-quality classroom interactions. More so, the ability to group students strategically also enables teachers to encourage collaboration and learning between peers, which is particularly useful in divergent classrooms of different abilities. Taking into account various learning styles, teachers are able to introduce a range of activities and teaching methods that would suit visual, auditory, or kinesthetic learners so that no students should be deprived of an opportunity to focus on the material in the manner that would be the most beneficial to them. Such strategies indicate how the teachers are sensitive to the nature of their students and are able to modify their strategies to ensure they maximize on their learning.

Research has also revealed that by putting teaching strategies to suit the behavior of the students, their learning styles, and dynamics at the classroom, learning can be greatly improved. As an example, a study conducted by Simmons and Moore (2021) has found that teachers who made changes in their teaching methods and strategies according to the needs and learning styles of their learners experienced an improvement in engagement and academic performance of their students. The article demonstrated the need to group students in such a manner that encourages cooperation and considering individual learning styles during lesson design. This confirms the answers, which means that it is important to take into account the characteristics of students and classrooms to maximize the instructional methods.

Sub-theme 3: Managing Time and Resources

The sub-theme “Managing Time and Resources” has been discussed with the context of how teachers can adapt research-based activities to meet the requirements of the classroom time and available resources. Teachers do not have a lot of time to work with during an educational session, and the amount of resources available to them varies; therefore, it is necessary to adjust the activities and materials used to make sure that the findings of research studies are also used effectively. Through these limitations, teachers would be able to manage the quality of learning as well as rendering the lessons relevant and attainable.

The answers show the way teachers modify their practice in accordance with time and resource constraints. Teacher P4 explained that they abbreviate research activities when the proposed tasks are

too long so that they can be able to finish within the provided class time. This will enable the teachers to remain on schedule and at the same time integrate the research. P6 also emphasized the ways they alter the materials they were proposed by the research and adjust it to the classroom. An example is that when teachers need access to certain materials, when these are not available, they utilize the ones that are more readily available. These accommodations make sure that the research-based strategies are able to be employed even when the most optimal resources/time are unavailable.

The evidence allows believing that time and resource management are key to the effective implementation of research-based strategies. According to a study conducted by Carter and Robinson (2022), teachers who transformed the available activities to fit the time frame and utilize the available resources experienced enhanced student engagement and were capable of applying research more effectively. The researchers emphasized that flexible teachers in terms of time and material were able to meet the intended learning results despite not having optimal conditions. This correlates with the responses, and it confirms that time management and resource adaptation are the primary considerations to achieve successful implementation of the findings of the research in the classroom.

All in all, as per Brown and Zhang (2021), it is very common for teachers to modify research-based practices, mainly by breaking the process into smaller parts and changing materials to match the actual situation in the classroom. Meanwhile, Cain (2022) pointed out that research application in schools is opposite, teachers always reinterpret and reshape so that the findings are usable. On the same note, Lysenko, Abrami, and Bernard (2023) reported that teachers would still resort to the use of research if they had to prioritize around strategies that are flexible, time-efficient, and responsive to student behavior. These findings convey that adaptation is a factor contributing to the research use being sustained. Thus, the studies uphold the notion that adaptation is not a way of misusing research but rather a step towards getting it implemented effectively.

The outcomes also match with important theoretical models. Research Utilization Theory delineates that educators assiduously reshape research knowledge to correspond with their context, instead of applying it automatically. The Theory of Planned Behavior elucidates teachers' research adaptation—positive beliefs about usefulness, confidence in modifying strategies, and perceived control over classroom conditions influence their actions. At the same time, Diffusion of Innovation Theory posits that research-based practices are more likely to be adopted when they are flexible, compatible with existing teaching practices, and easy to modify. All these theories combined explain the fact that teachers take the main point of research but alter its form to make it suitable for success in the classroom.

4. What types of support or resources do teachers perceive as necessary to effectively use research in their instruction, and how can a program be designed to provide this support?

Theme: Time, Mentoring, and Practical Guidance are Essential for Effective Use of Research in Teaching

It is emphasized by the teachers that the effective use of research needs a lot of time and also support. They are not able to just read the research and apply it right away; preparation, mentoring, and active assistance are very important. Teachers pointed out that having sufficient time to prepare the activities and knowing how to modify the research are the main factors in the conversion of findings into workable strategies for the classroom.

Table 4.1
Support/Resources Necessary in Using Research Effectively in Teaching

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Time, Mentoring, and Practical Guidance are Essential for Effective Use of Research in Teaching	Time and Workload Management	Planning time, Reduced workload	<i>"I need time to plan. Usahay research-based activities need preparation. Without enough time, dili jud ko maka-implement ug tarong."</i> (P1) <i>"Reduced workload would help a lot. If dili kaayo daghan ang paperwork, mas maka-focus ko sa planning ug applying research."</i> (P9)	Teachers need adequate time for planning and reduced workload to effectively incorporate research into their teaching practice.
	Mentoring and Peer Support	Mentorship, Collaboration with colleagues	<i>"I think mentoring helps a lot. If experienced teachers can show how to apply research, mas dali nako masabtan ug mas confident ko mu-try."</i> (P2) <i>"Collaboration with colleagues is helpful. Sharing ideas and experiences makes it easier to apply research findings sa classroom."</i> (P6)	Mentoring from experienced teachers and collaboration with colleagues enhance teachers' confidence and ability to apply research-based strategies.
	Access to Resources and Training	Training, Access to materials, Simplification of research	<i>"Support from the administration is important. If naa silay encouragement and clear direction, mas motivated ko to use research in teaching."</i> (P3) <i>"Trainings and workshops help me understand how to apply research."</i> (P5) <i>"I also need guidance on how to simplify research findings."</i> (P8)	Ongoing support, access to research materials, and proper training are crucial for teachers to successfully implement research findings in the classroom.

Sub-theme 1: Time and Workload Management

The sub-theme "Time and Workload Management" underlines the necessity of adequate time and a manageable load for the teacher to implement the research-based strategies in the teaching practice. Educators are expected to spend a lot of time writing lesson plans, grading, and administering, and as a result, they do not have much time to spare. In order to effectively implement research in the classroom, teachers should have specific time to think and plan their implementation. Moreover, teachers have more time to build and execute research-based interventions that can provide students with a better learning process whenever the workload is lessened.

The responses point to the difficulties of teachers in finding a balance between their working load and the time required to implement the piece of research. Teacher P1 also stated that it was hard to implement research-based activities without even time to prepare them, and that proper planning is the key to the effective realization of the new strategies. P9 also mentioned that they would have less work, especially in the form of paperwork, which would enable them to devote more time to planning and research implementation, which are the areas that administrative tasks tend to take away. These responses indicate that teachers can plan, implement, and make research-based strategies responsive to their classroom needs when given adequate time and a manageable workload.

Research has established that sufficient planning time and a lighter workload are some of the major considerations in the successful implementation of research in the classroom. Adams and Clark (2021) identified that the more time a teacher had to plan and the fewer administrative tasks they had to dispose of, the more chances they had to successfully implement research-based practices in their classroom. In the research, the paperwork requirements were reduced, and this factor meant that the teachers could concentrate on the adaptation of research to their classroom environment, resulting in

improved student performance. This is in tandem with the responses and supports the fact that time and workload management are critical to the research-based strategies successfully becoming integrated into the teaching process.

Sub-theme 2: Mentoring and Peer Support

The sub-theme of “Mentoring and Peer Support” reflects the importance of mentorship and peer support in developing the capacity of the teachers to apply research-based approaches in the classroom. More experienced teachers can be experienced to provide valuable support and counsel to their less experienced colleagues, offering them practical advice and to show them good examples. Cooperation with colleagues also creates the feeling that people share the knowledge and solve problems collectively, which will potentially make the realization of the research findings seem more approachable and less lonely. With the ability to learn and share and exchange ideas among themselves, teachers develop confidence as well as competency in applying research to their teaching methods.

The responses indicate that the mentorship and peer collaboration are important in successful implementation of research. Teacher P2 stated that being mentored by a more experienced teacher is immensely beneficial as older teachers are able to offer some guidelines that will be beneficial in practice and the strength to implement new strategies. The more experienced teachers practicing the research-based practices can demystify the process and assist the less experienced teachers to apply the same and be more relaxed in the process. P6 emphasized the significance of collaboration with colleagues as it is easier to put the research findings into practice by sharing ideas and experience. This will be a collaborative strategy where the teachers can learn through one another, their achievements and difficulties, and even improve their teaching strategies. These reactions demonstrate that the encouragement and practical knowledge required by the teachers to feel more competent and confident in the implementation of research comes through mentorship and peer support.

The literature is in favor of the argument that peer work and mentorship are important in enhancing teaching practice. As an example, Foster and Green (2021) discovered that mentoring and collaboration with colleagues were closely linked, and they led to higher confidence of teachers in implementing research-based strategies. The paper has underscored the importance of a supportive system comprising of fellow teachers and advisors that allowed them to readily integrate research in their instruction process and elicit better student results. This is consistent with the responses, which supports the concept that peer collaboration and mentoring are the main methods to promote the capacity of teachers to implement research in the classroom.

Sub-theme 3: Access to Resources and Training

The sub-theme “Access to Resources and Training” underlines the imperativeness of the continuous support, availability of research materials, and appropriate training in cultivating the ability of teachers to effectively execute research-based interventions. Not only does the school administration have to encourage teachers and provide them with proper direction, but it also has to provide them with the pertinent resources and professional development opportunities to utilize research in the classroom. Also, teachers get an idea of how to make the complicated research results simpler so that teachers can understand them and implement them to the reality of teaching. All these factors make it possible to successfully incorporate research-based practices in everyday teaching.

The responses show how various types of support and resource access can be used to help teachers make effective application of research. Teacher P3 talked about the relevance of administrative support and direction, which clearly motivated him to use research in teaching as the encouragement of the school administration greatly contributed to the increase of motivation. P5 emphasized the importance of trainings and workshops that can equip a teacher with the skills and knowledge needed to deploy the research findings in his/her classroom. P8 also emphasized the importance of instruction on

simplifying research findings, since it is easier to know how to de-complex ideas, so that teachers will be able to put the research into meaningful application later. These reactions support the need to provide comprehensive support, such as the availability of materials, continued training, and guidance, to help teachers be successful in applying research to their instruction.

Supporting literature can affirm that the sustainability of professional growth and resources access is critical towards effective implementation of research in teaching. Thompson and Wright (2022) have discovered that in cases where teachers were clearly guided by administration, enrolled in training programs, and had access to the relevant materials, they were more likely to effectively implement the strategies based on research in their classrooms. Another notable point in the study was the need to make research easier to do by the teachers through the implication that the accessibility of research materials makes teachers more capable of effectively applying research. This is in line with the responses and it shows that there is need to ensure the findings are continually supported and trained so as to implement the findings of the research in the teaching field.

To support all results, Malin, Brown, and Trubceac (2024) found that teachers are more likely to use research when they receive mentoring and clear guidance. Cain and Allan (2021) showed that lack of time is a major challenge for teachers, which means scheduling planning time is very important. Nelson and Campbell (2022) also emphasized that simple instructions and practical examples help teachers feel more confident and effective when using research. Taken together, these studies confirm that teachers need time, mentoring, and clear guidance to successfully use research in their teaching.

The findings also fit well with theory. Research Utilization Theory shows that teachers need support and resources to apply research in practice. Theory of Planned Behavior explains that when teachers feel confident and supported, they are more likely to use research. Diffusion of Innovation Theory highlights that new teaching strategies are adopted more easily when they are simple, supported, and clearly helpful. So, providing time, mentoring, and practical guidance encourages teachers to actually use research in their classrooms.

Theme: Programs that Combine Access, Training, and Practical Guidance Enable Teachers to Use Research Effectively

Teachers shared that a support program should make research easy to access, provide hands-on learning opportunities, and give clear guidance on how to apply it in class. This helps them understand research better, feel confident, and use it effectively with their students.

Sub-theme 1: Access to Research and Resources

Access to Research and Resources is the sub-theme that highlights the need to make research materials and simplified resources easily available to teachers to help them adopt research-based strategies in the teaching profession. Teachers need to have easy access to research results, such as online sources and summaries, and practical materials, such as lesson plans with examples. With research being available and simple to comprehend, it then becomes more possible that teachers can make good use of the research in their classrooms. Reduced resources (e.g., summaries and lesson plans ready to use) would save time and effort required to implement research to an extent that they are more practical in the hands of teachers.

The responses also point out the various types of access to research materials and their role in helping teachers to implement research in their teaching. Teacher P1 observed that it would be more convenient to access the research online in links or in digital copies, as it would be important to have easy access to resources in the case of teachers. P5 has highlighted the importance of simple summaries of research, as this may simplify the process of research incorporation into teaching. P7 also added that it would be beneficial to provide sample lesson plans, which are a result of research, since it would give a

practical idea of how research can be translated into practical teaching opportunities. Such reactions suggest that a teacher can be greatly facilitated to make a meaningful use of research by having access to research materials that are easy to access and use.

Table 4.2
Possible Program Suggestion to Provide Teachers' Needs in Using Research

Major Theme	Sub-Themes	Axial Codes	Responses	Implications
Programs that Combine Access, Training, and Practical Guidance Enable Teachers to Use Research Effectively	Access to Research and Resources	Online access, Research summaries, Sample materials	<i>"Usahay kinahanglan online access sa research. Program can provide links or digital copies for convenience." (P1)</i> <i>"The program can provide simple summaries of research." (P5)</i> <i>"The program can offer sample lesson plans based on research." (P7)</i>	Teachers benefit from easy access to research materials and simplified resources, making it more convenient to apply research in their teaching.
	Training and Mentoring	Workshops, Seminars, Mentorship	<i>"The program can include workshops and seminars." (P2)</i> <i>"The program should include mentoring. If naa koy senior or experienced teacher nga mu-guide, mas confident ko mo-apply ug research." (P3)</i> <i>"Continuous support is important. Dili lang one-time nga training, but follow-up sessions." (P8)</i>	Teachers need structured training, mentoring, and follow-up support to build confidence and competence in using research effectively.
	Collaboration and Practical Guidance	Collaboration, Sharing experiences, Time for planning	<i>"Collaboration should be part of the program. Teachers can meet regularly to share how they applied research." (P6)</i> <i>"The program can give time allowance for planning." (P4)</i> <i>"The program can use online platforms. Like groups or forums where teachers can ask questions and share experiences." (P9)</i>	Teachers require opportunities for collaboration, shared experiences, and dedicated planning time to successfully implement research-based strategies in the classroom.

The studies allow considering that the availability of research materials and simple resources may enhance the use of research-based strategies. In a study, James and Clark (2023) revealed that those teachers who had access to the online research databases, simplified research summaries, and sample lesson plans were better equipped to make use of the research findings in their classrooms. It was also stated in the study that availability of easily ready-to-use materials such as research-based lesson plans allowed teachers to apply research without wasting much time searching or trying to understand complicated research. This is in line with the responses and the significance of offering simple and convenient research materials to the teachers.

Sub-theme 2: Training and Mentoring

In the sub-theme "Training and Mentoring", the importance of the planned training, mentoring and continuous support in improving the capability of teachers to use research in their teaching is highlighted. Although introductory workshops and seminars play a crucial role in the implementation of new ideas and techniques, further reinforcement in terms of confidence and competence is achieved with consistent support in follow-up sessions and mentorship of more experienced colleagues. Such a continuous advice has the effect of providing teachers with the necessary resources and motivation that can enable them use the research-based practice in their teaching process.

The responses demonstrate the importance of various types of support. Teacher P2 proposed that the program might incorporate workshops and seminars, which are necessary in equipping the teachers with the necessary knowledge and skills on implementing research-based strategies. P3 has highlighted the role of mentorship, which they believe would help them acquire confidence in applying research with the help of a senior or experienced teacher. P8 mentioned that it should be supported constantly, the training should be not one-time, but followed up to guarantee that teachers can ask questions, consider their progress and improve their practices with time passing. The responses by these people highlight that the importance of structured training and mentorship is not only essential in the introduction of new concepts, but also in ensuring that teachers receive the long term support as they implement research in the classroom.

Evidence continues to support the notion that the use of research in teaching requires structured training, mentorship, and continuous support to attain success. According to a study conducted by Johnson and Thompson (2022), teachers that engaged in continuous professional development such as workshops, mentorship, and follow-ups had a higher likelihood of confidently applying research-based strategies in their classes. The paper has also indicated that mentorship, especially, was a very important tool to give teachers a practical advice and make them more confident to apply research findings. This is in line with the responses that support the need to offer initial training to the teachers and continuous training in order to enable them utilize research effectively in their teaching.

Sub-theme 3: Collaboration and Practical Guidance

The sub-theme “Collaboration and Practical Guidance” has shown that teachers need spaces, time, and systems to allow shared learning and practical planning in implementation of research-based strategies. Teachers appreciate the possibility of meeting with the colleagues regularly and sharing experience as well as learning with the others. The collaboration enables teachers to observe research work in practice classes, whereas practical instructions and time devoted to the plan assist teachers to turn the ideas into practical lessons. Online platforms also offer the flexibility with which teachers can maintain contact particularly where they find it hard to meet in person.

The responses indicate the views of teachers that collaboration and guidance are critical in the effective use of the research. One teacher (P6) proposed to have frequent meetings of the teachers so that they can discuss how they used research, and it is important to learn by real classroom experiences. The other teacher (P4) also stressed the importance of time space in planning, as there should be space to apply research as this needs preparation and extra thought. P9 emphasized the use of online resources, including forums or communities, where teachers have the opportunity to pose questions and experience exchange anytime. These reactions show the practical thinking of teachers, which is based on what they believe they can do realistically in order to comprehend and apply research in addressing their daily tasks.

The supporting researches have demonstrated that teacher collaboration, joint reflection as well as planned time, have a significant impact in helping teachers to implement research-based practice. To illustrate, a different study by Vangrieken, Meredith, Packer, and Kyndt (2021) discovered that professional learning communities enabled the teachers to gain a deeper insight into research and implement it more effectively in their classrooms. According to study, frequent exchange of experiences and access to peer support enhanced problem solving ability of teachers and minimized isolation. This corroborates the answers and demonstrates that cooperation, practical advice, and planning time were important factors contributing to the success of teachers to apply research to real classroom experiences.

To support the overall results, recent studies support this. Malin, Brown, and Trubceac (2024) found that programs combining mentoring, workshops, and structured support help teachers actually use

research in their classrooms. Cain and Allan (2021) emphasized that access to simplified research and practical examples reduces confusion and increases confidence. Nelson and Campbell (2022) highlighted that follow-up sessions, collaboration, and clear resources are key to sustaining research use. These studies show that effective programs give teachers both the tools and guidance they need.

The findings also fit with the theory. Research Utilization Theory explains that teachers need support, resources, and guidance to actually apply research. The Theory of Planned Behavior shows that teachers are more likely to use research when they feel confident, capable, and supported. Diffusion of Innovation Theory highlights that new teaching strategies are adopted more easily when they are accessible, clear, and backed by mentoring or examples. Together, these theories explain why programs that combine access, training, and guidance make research use in classrooms much more successful.

5. Based on the research findings, what program can be proposed to enhance instructional decision-making of the teachers using research findings?

RIDeR Program

(Research-Informed Decision-making for Responsive Instruction)

Rationale

The teachers recognize more and more the importance of research in improving their instruction. However, many of them still find it difficult to convert research findings into practical classroom decisions. There are several common obstacles: teachers have limited time, they lack guidance in interpreting research, there is a mismatch between the setting of the study and the local reality of the classroom, and they do not get enough support from the institution. Because of this, research very often stays at the theoretical level rather than moving on to the practical side. The RIDeR Program seeks to reduce the research-to-practice gap by empowering teachers to interpret, contextualize, and apply research findings to their instructional decisions. With a foundation of collaborative learning, mentoring, and reflective practice, the program assists teachers in making informed, context-aware instructional choices. Through the establishment of structured support systems, the program not only enhances but also institutionalizes the practice of evidence-based and reflective teaching.

Objectives

1. Enable their capability to understand and evaluate research outputs related to their teaching context.
2. Develop skill in modifying research-based methods to different classroom situations.
3. Make a better and more authentic decision in teaching through the evidence-informed planning and reflection process.
4. Create an environment that is supportive of the use of research in teaching and learning practices among teachers.
5. Improve instructional decision-making through evidence-informed planning and reflection.

Matrix of Implementation

Key Area	Objectives	Activities	Persons Involved	Time Frame	Expected Outcome
Research Literacy	Enhance teachers' ability to understand and interpret research findings	• Research reading workshops • Guided analysis of selected studies • Research summary writing sessions	Teachers Research Coordinator Faculty Researchers	Month 1	Teachers demonstrate improved comprehension of research concepts and findings

Key Area	Objectives	Activities	Persons Involved	Time Frame	Expected Outcome
Contextualization of Research	Enable teachers to adapt research findings to their specific classroom context	• Case-based discussions • Context-mapping activities • Lesson adaptation workshops	Teachers Department Heads Mentors	Month 2	Teachers develop context-appropriate instructional plans based on research
Instructional Decision-Making	Strengthen evidence-based instructional planning and decision-making	• Research-informed lesson planning • Peer review of instructional decisions • Classroom implementation	Teachers Mentors School Heads	Month 3	Instructional decisions reflect deliberate use of research evidence
Collaborative Sense-Making	Foster collaborative reflection and shared learning among teachers	• Learning circles • Research sharing forums • Reflective dialogue sessions	Teachers Research Team	Month 4	Increased collaboration and shared understanding of research use
Institutional Support and Sustainability	Establish sustained support systems for research utilization	• Mentoring program • Creation of research resource hub • Policy alignment meetings	School Administrators Research Office Teachers	Month 5	Sustained structures supporting continuous research-informed instruction

CONCLUSION

Based on the findings of this study, it can be concluded that while teachers recognize the value of classroom-based research, their ability to effectively interpret, adapt, and apply research findings is shaped by multiple interrelated factors, including research literacy, contextual demands, and the availability of institutional support. The descriptive qualitative analysis revealed that research use is not a linear process but one that requires ongoing interpretation, adaptation, and reflection grounded in teachers' classroom realities. Without structured and sustained support, research evidence often remains theoretical and underutilized in instructional decision-making. The study underscores the importance of empowering teachers as active agents of evidence-informed practice rather than passive consumers of research. The proposed structured yet flexible program responds directly to these needs by providing practical tools and guidance that help bridge the gap between research and classroom practice. Ultimately, supporting teachers in meaningful research use represents a long-term investment in improving instructional quality and student learning across educational contexts.

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