Building Communication Highways for Research Dissemination

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Abstract

Research communicate on is the practice of translating the output of research into practical and understandable manner. This phenomenological study looked into the lived experiences of 13 Ph.D. in Management graduates in the area of their dissertation research dissemination. Anchored on the central question, ?How is the research output communicated from the research?s producer (researcher) to the potential users?? the researcher used a semi-structured questionnaire to capture the experiences of the participants in research communication. The responses were transcribed, went through the process of phenomenological reduction and analysed using Patton?s (1990) steps in phenomenological research analysis. The findings of the study revealed that participants utilized various communication strategies to disseminate their research outputs. This study also suggested that timeliness and openness to change are important features of communicating research outputs.

1 Introduction

ne of the main problems in the dissemination of academic management output is the practitioners poistion that it has lesser impact in the practical world. As Davies (2006) observed, practitioners are more likely to read 'airport books' than even the most practically-inclined journals. Earlier, researchers even observed that managers ignore those journals because "as our research methods and techniques have become more sophisticated, they have also become less useful for solving the practical problems that members of organizations face" (Susman & Evered, 1978 in Davies, 2006). The academic community has responded to these present problems in two different ways namely: improving communication of research outputs and closer collaboration between researchers and practitioners (Rynes et al., 2001). The first response is based on the contention that academic management research does indeed contain relevant information and helpful propositions to the practitioners and that it could be better understood and appreciated if it is presented and communicated. In this way, research outputs would indeed be put to practical use more often (Davies, 2006).

The question of what makes information convincing in relation to its utilization is a rhetorical one Author ? ? : The Graduate School, Divine Word College of Calapan, Oriental Mindoro, Philippines. e-mail: dhon_es_svd@yahoo.com (Van de Ven & Schomaker, 2002). Rhetoric is the use of persuasion to influence the thought and conduct of one's listeners. So how does rhetoric help the success of communicating research outputs? Van de Ven& Johnson (2006) cited Aristotle's three elements of the art of persuasion, to wit: logos, pathos and ethos (p. 804). Logos pertains to the message which should be clear, logical, practical and consistent with the supporting evidence. Pathos is said to be the power to mix emotions, beliefs, values, knowledge, and imagination of the audience to provoke not only sympathy but empathy. Ethos pertains to credibility, legitimacy and authority that a speaker brings or develops into in the course of the argument. Barnes (1995) believed that logos, pathos and ethos, if combined properly, shape the persuasiveness of any communication including that of communicating research outputs. Relative to this, Van de Ven & Johnson (2006) have argued that what influences practitioners to use research outputs is the degree to which the result of the research challenges the reader's (or in the case of functionality of research) assumptions.

Another problem in research communication is the common belief of academic scholars on the supply chain of knowledge. There is a "trickle down" view (Van de Ven& Johnson, 2006) by the academic researchers that knowledge is created and tested by academic researchers, taught to the students by instructors, adopted and diffused by consultants and practiced by practitioners. The problem with this idea is that academic researchers do not have the monopoly of knowledge creation (Van de Ven& Johnson, 2006). In other words, collaboration and communication of management research are important to fully realize the intention and maximize the result of a conducted research. With regard to the management research conducted in Divine Word College of Calapan Graduate School, unfortunately, the problem of communication hinders the full implementation of research results. Copies of research have only become part of a bigger collection of dissertations in the library. Instead of using them for practical use, the results have not found their way to the target beneficiaries due to lack of dissemination strategies.

To effect changes, research outputs need to be communicated to key target audiences (Von Grember, Babu, Rhoe, & Rubinstein, 2005). Communication is fundamental to all the recipients of the study and it can be done early enough in the research process by using language that the recipients can fully understand. Thus, good communication is a key ingredient in maximizing the impact of research into practice ??IDRC, 2008). Various communication tools and approaches are also available to help researchers communicate research. The International Development Research ??ouncil (2008) suggested that a research communication strategy must have the following components namely: a) objective which refers to the reason why a research is to be conducted; b) audience is also important since they will be the ones to accept or ignore the research results; c) message of a research that should be visible, clear, relevant and actionable; d) tools and product refer to the choice of communications facilities be used in disseminating research outputs; e) channels that are important to make sure that research are properly delivered to its target recipients; f) resources that refer to the materials, finances and people to help in disposing and disseminating research; g) timing which is the timeline of the conduct of a research and ; h) feedback on the assessment of the conduct and result of the research.

Research dissemination is defined as the circulation of research findings, whether orally or in written format that involves the provision of information on research, in more or less tailored form including guidance and guidelines (Everton, 2000). The study conducted by Walter, Nutley and Davies (2003), identified two forms of research communication and dissemination namely: passive dissemination which refers to ad hoc, unplanned, and untargeted forms communication of research output such as publication in academic journals and; active dissemination which refers to the tailoring of research findings to a target audience and instituting a dynamic flow of information from the source (p. 7).

In terms of passive dissemination of research findings, researchers have found a minority of practitioners who read or referred to research findings. Walter et al. (2003) mentioned some barriers that inhibit the impact of passive dissemination and communication of research findings, to wit: a) lack of access to research finding, including poor or distant library facilities and limited circulation within organization; b)lack of time of practitioners to read and access research outputs; c) lack of skills to interpret and analyze research findings; d) sheer volume of research literature; e) scope and presentation of findings not being "user friendly" (p. 8).

On the other hand, active dissemination and communication of research results have a great impact om the success of research communication. Lomas (1991) found that the provision of consensus recommendations could bring about a change in attitudes. But this does not only mean that findings should be presented in different formats because they would unlikely change behavior. Smith (2000) also suggested that quality guidelines are important to tailor research outputs to its target users. Mass media is also a good avenue to disseminate research. Grilli& Freemantle (2002) pointed to reasonable evidence on the crucial role of mass media in creating positive changes in the implementation and communication of research outputs. For example, in the health care practice, ??almer and Fenner (1999) observed that the use of media and other public education programs could generate community and patient pressure to incorporate research findings into practice.

Another factor that affects the success of communicating research output is motivation (Cheung, 2008). Motivations on where and what to publish vary on the reach and target audiences. For example, Luukkonen (1992) found out that publication in international forums is a trend in the research world most specially in biomedicine because that is equated with fame aside from the ability to reach wider target audiences. A major motivation for communicating research is gaining peer esteem and confidence. Swan (2008) observes that Significantly, almost all researchers say that when they are choosing a journal in which to publish their work, they wish to publish in one that has the right audience. They also say that this does not always tally with journals that have the highest impact factors in the field?publishing in journals that reach the right audience brings reward in terms of recognition by peers (p. 62).

The birth of World Wide Web has changed scholarly communication. Wouters and de Vries (2004) stated that the Web was not only influencing the way how scientific and scholarly researchers organize their work but the Web has also "clearly become the dominant medium of scientific authors and scholars" (p. 1258). On the other hand, Palmer (2005) argued that the Web did not change the perspective on how research outputs are communicated saying that "it has not replaced formal journal publication, but instead serves as an additional means of distribution" (p. 1143). He also suggested that the Web would enable scholars and researchers to ask for collegial support and means of scholarly communication, noting that this is an "essential counterpart to the massive e-journal bundles, preprint servers, and institutional repositories under development" (Palmer, 2005

109 ??Palmer, , p. 1150)). In short, any form of communication, be it online or traditional, has contributed to how
110 research outputs are successfully communicated.

111 Based on the above-mentioned literature, research findings can be disseminated and communicated orally or
112 in terms of written materials. And as a form of academic management research, dissertation in management
113 does not exclude itself from various forms on how results are communicated from the researcher to the target
114 users. Evidence from the literature review suggest that successful research communication strategies are tailoring
115 approaches to the target audience in terms of research content, message, implication and medium; paying attention
116 to the source of the message and; permitting active critiquing of research findings through peer discussion and
117 publication in different scholarly journals.

118 This journal article would answer the research question, "How is the research output communicated from the
119 research's producer (researcher) to the potential users?" as well as the research hypothesis that "A research output
120 is communicated in various forms of communication practices." Findings of this study revealed that the central
121 themes of research communication involve communication strategies, timeliness of research communication and
122 openness to change.

2 II.

3 Method

125 Type of Research. Qualitative research is considered as the most appropriate research method to be utilized in
126 this study. This type of research could convey a rich and detailed account of the analysis the quantitative research
127 cannot provide. Qualitative research allows for a comprehensive and deeper investigation of issues -meaningful
128 answers to questions, valid reasons and perspectives of individuals who are affected by the issue, factors that
129 affect the issue and the response and reaction of individuals in relation to the issue (Guba& Lincoln, 1985).

130 Research Design. To fully understand the experiences of Ph.D. in management researchers, the researcher
131 utilized Creswell's (1998) phenomenological research design. Phenomenology is a tradition in German philosophy
132 focusing on the lived experience of the individual. Rossman and Rallis (1998) argued that those who are engaged
133 in phenomenological research focus on the in-depth meaning of a particular aspect of the experience. Meanwhile,
134 phenomenological study is described by Patton (1990) as a research study "that focused on descriptions of
135 what people experience and how it is that they experience what they experience" (p. 71). This method
136 captures the individual's experience of the subject being studied. On the other hand, Creswell (1998) believed
137 that "researchers search for essentials, essence or the central theme underlying meaning of the experience and
138 emphasize the intentionality of consciousness where experiences contain both the outward appearance and inward
139 consciousness based on memory, image and meaning" (p. 52). This kind of inquiry is particularly appropriate
140 to address meaning and perspectives of the research participants. Thus, the major concern of phenomenology
141 is what Schwandt (2000) described as the analysis to understand "how the everyday, inter-subjective world is
142 constituted" (p. 22) on the perspective of the research participant.

143 Participants. The participants of this research were 13 Doctor of Philosophy in Management graduates
144 from Divine Word College of Calapan Graduate School who have conducted dissertation research regarding
145 management issues in academe, environment, business and public service. They graduated five (5) years ago and
146 their dissertation research were output-oriented meaning the research has uncovered solutions to the research
147 problems and which solutions have been intended to improve practices. The utilization of 13 respondents was
148 based on Creswell's (1998) process of collecting information through the conduct of primary indepth interviews.
149 List of dissertation research conducted in Divine Word College of Calapan Graduate of School was requested from
150 the College Library to include dissertation research that would fit the above-mentioned criteria. After completing
151 the list of 13 dissertations, the researchers contacted the writers and informed them about the intent and rationale
152 of the research. Informed consent, as suggested by Bailey (1996) was requested from the participants signifying
153 their full cooperation to the research process. Proper protocol for the conduct of research in the Graduate School
154 was strictly followed.

155 Data Gathering Procedure. The researcher used Creswell's (1998) procedures of phenomenological inquiry.
156 First, the researcher understood the concept being studied. The phenomenon in this present study is research
157 communication. The researcher then prepared semi-structured interview guides based on the literature review
158 and research assumptions. The said interview guides explored the meaning of the lived experiences of the research
159 participants relative to the research topic. After the completion of the interview guide, the researcher collected
160 data from the participants who have lived experience of the phenomenon under investigation. This information
161 was collected through interviews conducted personally by the researcher. From there, the researcher explained
162 the rationale of the research as well as the confidentiality details. Codes were employed by the researcher to
163 pertain to the participants in order to maintain confidentiality. After data were collected through interviews,
164 phenomenological data analysis of Patton (1990) was applied. Interviews were transcribed and protocols were
165 divided into statements, the units were transformed into clusters of meanings and the transformation tied together
166 making a general and textural description of the experience (Creswell, 1998). The phenomenological report ended
167 with the researcher interpreting essential structure of the lived experience in a manner that ensured understanding
168 of the readers and users of the research at hand.

169 Mode of Analysis. Rossman and Raliis (1998) suggested that "phenomenological research analysis requires

did the researcher approach the texts with an open mind, seeking for the meaning and structures that emerge”
(p. 184). After which, the researcher employed

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Volume XIV Issue V Version I Year ( ) Patton's (1990) steps in analyzing data from phenomenological research as follows: first was the elimination of personal biases and clarifying preconceptions about the phenomenon. This is called epoche. The researcher was aware of ”prejudices, viewpoints or assumptions regarding the phenomenon under investigation” (Katz, 1987 in Patton, 1990). This he achieved by reading the corpus repeatedly. The second step is called phenomenological reduction wherein the researcher bracketed out the world and presuppositions to identify the data in its purest form, uncontaminated with bias and unessential interruptions. This step is commonly known as bracketing. Denzin (1989), as cited by Patton (1990) proposed steps in bracketing which can be done locating within the personal experience key phrases and statements that directly pertain to the phenomenon in question; interpreting the meanings of these phrases as an informed reader; obtaining subject interpretations of these phrases which can be seen in follow up questions or explanations; inspecting the meanings of the essential statements featured in the statement and; offering a tentative statement or definition of the phenolmenon in terms of the essential features identified. After bracketing, textural portrayal of each theme was done which described the lived experience. The third which was the last step is the development of structural analysis that contained the lived experiences or the true meanings of the lived experiences shared by the research participants. Repertory Grid was utilized to bracket, thematize and develop the themes emerging from the data analysis process.

5 III. Findings

The present study has revealed the significant role of communication in making a research functional. This can be viewed from the matrix of research communication that emerged from the present study:

6 a) Communication Strategies

Utilizing various forms of communication strategies was one of the ways employed by the participants of this study to reach their target users. It is interesting to note that the common forms of communication strategies employed by the research participants were publication, presentation to users, and presentation in conferences as well as peer discussion.

Publication of research in journals has a big advantage on the part of the researcher. The participants of this study shared that part of their study, if not the entire whole, was published in online publication reaching more audience. A respondent also confided that her dissertation was published in a journal managed by the Commission on Higher Education. Because of the observation of scientific process of investigation, Participant RC claimed that his research output was published verbatim: ”Because I presented the entire process on how did I accomplish such kind of dissertation output and they were convinced. No strong recommendation coming from the publication. Then the expert, they do respect the entire concept and even the research output, specifically the module. They publish it verbatimly.

7)” (RC) ”A portion of the study is actually considered for publication, online publication, to be particular.” (CA) ”My paper was part of a published material for dissertations and masteral studies within Region IV.” (CC)

Acknowledging the fact that a research is conducted to answer and give solutions to prevailing problems in the community is foremost in the mind of the researchers. As gathered from the responses, the participants presented the result of their study to the community where they conducted the research. They gave copies of the research to the research respondents: community, government agencies and implementing offices to be used for improvement of the current processes. Other participants presented the output to a gathering of faculty and employees for them to know the result of the study. Personal distribution of copies and explanation of the result to authorities concerned were also some of the ways done by the participants, as articulated in the following responses: ”It was presented in the academic council meeting, also in the meeting with the faculty, kasi during that time, we have just finished our pre-accreditation that was in 1998 and I finished it in 1999, so it was discussed also with the faculty members.” (VV) ”Basically I gave copy to the National Youth Commission, I presented it with the SKs because I used to orient the SangguniangKabataaneverytime there's a new election in the national level. (HD) ”I talked with the guidance counselor of the elementary and secondary level, and I talked also to the principal just to tell her the result of my study.

8 " (LA) "I went to the principals of every school, I returned and I shared the lesson plan which was the output of my study)." (MC)

Aside from presentation of research outputs to the subjects of their study, participants made wider research dissemination by presenting their research in various academic conferences. The responses revealed that participants presented their research outputs in international educational conferences and local conferences. A respondent even presented her dissertation to the army battalion in the locality making the members of the military more optimistic about their career growth. As verbalized by the respondents:

9 "I presented my paper in Hawaii international conference. I was able to present it three times, one is international presentation." (RD) "The study is actually presented in an international conference at Bicol University and the other one in an international management conference in Malaysia." (CA) "I was invited as a speaker with the command battalion here in Naujan to share about my paper. It uplifted my morale to be working with other people." (EM)

Discussing the result of the research with academic peers and colleagues has also contributed to wide dissemination of research. As claimed by the participants of this study, peer discussion has two-fold purposes: first is the continuous improvement of the research and the immediate transfer of knowledge produced from the producer to the user. The following responses are expressive of these observations:

10 "Peers have a vital role because researcher should not be alone. They also helped for others to understand my paper." (RC) "I'm already teaching in the graduate school, and I said to my co-teachers, if they need something, they can read the book. So they read my paper." (LA) b) Timeliness

The time element is important to make the dissemination of research as successful as possible.

Research outputs should be able to address the research problems as quickly as possible. Further, research should respond to the urgent need of the community. As claimed by the subject-interviewees, they conducted their dissertation research to respond to the urgent needs of their community. A participant purposely conducted a research to prove the importance of SangguniangKabataan in local governance. Still, another participant did his research in response to the need of DepEd for valuable materials in implementing the new educational curriculum. Participant LA, on the other hand, conducted her research to make significant improvements in the guidance office where she worked for years. Concerning the urgency of responding to research problems, the participants explained: "There was a call for the abolition of SK that time. So I decided to make an empirical study about it to let our legislators know that SK should not be abolished.

11 " (HD) "That time DepEd is trying to introduce another curriculum which is Makabayan, part of the challenge given by DepEd is to come up with module that will help teachers explain the newlyimplemented curriculum. So that's precisely the reason of this representation why I prompted to conduct this study." (RC) "The Guidance Office that time needed a program that will make its entire program as one. With my study, I can contribute to such changes." (LA)

Making new, original and pioneering research outputs has contributed to the novelty of research process. As gleaned from the responses, the element of novelty cannot be disregarded. A respondent claimed that as a pioneering study in cooperative management in the province, his research offered solutions to the problems

existing in the field. Another respondent said that her research focus was on Social Reform Agenda, one of the key projects of the national government to alleviate poverty and which that time, no research has ever been ventured as yet. The following articulations were made by the respondents:

"My paper is a pioneering study in the area of cooperative management and the problems identified are somehow based on the existing practices and use of the cooperative." (CA)

"The social reform agenda is very new that time since it was just implemented by the national government. There was no study being conducted about SRA so I write about it. " (EM) c) Openness to Change One of the key features of timeliness of research output is the ability of the researcher to create changes in the participants' respective field. First under the category of openness to change is responsiveness. The subjects of the study claimed that aside from doing

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Volume XIV Issue V Version I Year ( ) research related to the problems of the community, the research should be able to respond to the problems cited in the study. The responsiveness of research conducted by the participants is evident when their research addressed issues of concerns related to the operative functions of management and produced modules needed for local government consumption. The importance of responsive research outputs was expressed by the participants with the following responses:

"Because of this study, some issues which were overlooked before, such as the operative functions of personnel management namely the recruitment, selection, hiring, placement, development, maintenance and separation were now given attention." (CC) "I am thinking of a module to write, and then give it to the Mayor for the tricycle drivers. Because I know the tricycle drivers need some things about how to relate with the customers, the riders." (EM)

Another aspect of putting the mechanism of change in the life of their respondents is the use of simple language in the dissertation research. Participants of this study used various strategies to make their research output user-friendly. One of the participants used simple language since his respondents were ordinary citizens. Another made her dissertation paper short but concise compared to other papers while Participant HD used real and actual experiences of his respondents for them to be able to connect with the focus of his dissertation paper. The following responses attest to the ways of making their paper user-friendly: "I used simple language, of course for them to understand better." (MD) "My paper is only hundred twenty five pages. Because I've seen dissertations in AIM Makati and UST and it's only hundred pages or more. So ah I'm sure it's user-friendly, and the sentences that I used are simple." (CC) "The real purpose of my paper is to appreciate the beauty of SK, so I used actual experiences to show it." (HD)

The acceptance of the results of research can be of value to the change perception effort of the research. The responses showed that most of the target users of research received the result on a positive note. A participant said that her subjects agreed with the result of her study, a sign that her research went well and could offer performance improvements plan for Peace Education. The research could create a vision to get more involved in the social issues. Another participant said that his subject implemented the output of his research to improve the system by initiating changes in structures and policies to solve current problems. Participant MD alleged that the output of his study was positively accepted by MINSCAT administration and used it as a reference for legislation to transform the college into a university. The respondents expressed:

"During the result validation, I talked to Mrs. Isla and she said tha the result was correct. That was the signal that they accept the result of my study and whatever my suggestions are, they will apply it for the betterment of the Guidance Office" (LA) "Since my output talks about peace education, democracy and tolerance, the DepEd people were convinced. The action was there -they implemented it, they bought and talked about it." (RC) "The MINSCAT President that time, Sir Bacudo, accepted the result of my dissertation and he used it as attachment and proof for the Congress to approve the law that will make MINSCAT a university." (MD) "When I gave a copy to Fr. Provincial, he was happy because that's what they need to improve the system in the Northern Province. Because of my dissertation, the problems they saw were addressed properly to become functional." (SM)

IV.

13 Discussion

This phenomenological study has identified various variables on how research communication affected the functionality of research conducted by Ph.D. in Management graduates of Divine Word College of Calapan. The select group of respondents were able to share various strategies they have utilized for their research to be communicated across the academic community and the participants of study as well. They have also shared that urgency and novelty are crucial factors affecting the timely response of the researcher in the choice of problem investigated. Further, the findings revealed that responsiveness, user-friendliness of research output as well as the research participants change perception are important considerations in the success of the researcher's goal to communicate the research result and to create change among the target beneficiaries of the study.

In this study, the categories of communication strategies such as publication in journals, presentation to users and academic conferences and peer discussion are usual communication highways used by academic scholars and researchers to disseminate their research outputs. These strategies are commonly utilized to make research

outputs used for practical purposes (Davies, 2006). Because research's purpose is to create changes in the community, research outputs should be properly communicated. This is one of the challenges of utilizing research outputs (Van de Ven& Johnson, 2006).

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Research outputs should be communicated in any form to effect changes (Von Grember et al., 2005). With the contention that research should be communicated not only to the research subjects but also to the academic community as well, this study has identified two kinds of research dissemination, as suggested by Walter et al. (2003). In this study, publication in academic journals and presentation to academic conferences as examples of passive dissemination of research output were utilized. Here, the target users are mostly readers and listeners came from various fields of specialization. On the other hand,the active research dissemination was done through peer discussion and presentation to users. Peer discussion makes research an epitome of research application. Because of peer discussion, researchers are able to improve the quality of research and at the same time effect a new perception among the members of the academic community on certain research issues. In addition, presentation to users, as a form of active research dissemination created a dynamic flow of information from the source to the users in order to create positive changes (Walter et al., 2003). Peer discussion also aids the accessibility of research findings. Wenger (1998) termed this scenario as "communities of practice".

It is also interesting to note that timeliness, as a key issue in research communication became a major consideration. The categories of urgency and novelty, involved a fundamental change in the mindset that puts precedence in the communication of research for the purpose of functionality of research outputs. The International Development Research Council (2008) postulated that timing is one of the components that would make a research communication successful. The findings of this study are also in consonance with the observation of ??anjoon and Chankon (2002) that the usefulness of a research in management is strongly influenced by the features of the research including its design. Hence, research with novel design can become functional in application because in can provide new approach to case selection, data gathering and constructs generation for more valid results. Also, Ordonez and Maclean (1997) suggested that research with topics of interest on the part of decision-makers can draw significant implication in terms of output implementation and use.

On the other hand, Walter et al., (2003) admitted that researchers that simply presented findings in different formats unlikely change behaviour. In other words, researchers should not only stop by presenting the research output, instead, they must create a vision for change as well as strategies to realize it. However, his study has suggested that communication strategies are not sufficient to make research functional. Research outputs must be responsive, applicable to the needs of the users and well-received by the community. In this way, research outputs can become functional. Active dissemination, as suggested by Walter et al., (2003) is vital in the overall functionality of research output. With the genesis of World Wide Web, the availability of research that is responsive and user-friendly has become a generally-accepted practice in the research community. It has become a medium for communicating research that would respond to the need not only of the subject of the research but also across the academic and practical community (Wouters& de Vries, 2004).

V.

16 Conclusion

The findings of this study have established the fundamental role of research communication. As a significant component of functional research, communicating research takes various forms and styles. Based on the findings of this study, it can be concluded that researchers utilize various strategies to communicate their research to the users and to the larger audience. As researcher builds communication highways for their research, functionality of research is assured.

Communication strategies that have been increasingly popular and relevant take the form of publication in research journals, presentation to the research users, presentation in international and local conferences and peer discussion. These approaches create active and passive dissemination of research.

Timeliness of research, on the other hand, makes the research output respond to the urgent needs of the subject community. Novelty, or commonly known as the "newness" of the research in approach, design or outcome can also address the research issues.

Lastly, research should be a vehicle for change in the community, grounded on the need to respond to the urgent needs through a research that is userfriendly. In this case, the results will be positively accepted by the subjects to create a change effortthat would build on what was deemed as right but just the same, will continue to identify what else to improve by turning research into practice.

Research dissemination is translated into an effective and successful rendering of results that have taken form in the amount of contribution they have to the functionality of research. Communication strategies have ushered in a visible change in behaviour, creation of new ideas, and integration of new concepts into the system's processes and functioning and subscription to innovations by way of module and technology that are tried and tested in the field.

Communication is therefore, the key to a successful research output dissemination and implementation.

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Figure 1: Figure 1 :

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