

Use of information in Government Decision Making: Making research more relevant to everyday practice

This survey is about how you use and how you think about use of information in your day to day work. The information gathered in this survey will help researchers better understand use of information in everyday practice and inform and improve the way they work and communicate with stakeholders.

This survey is completely confidential and promise not to disclose the names of anyone who completes this survey. There are four parts in this survey: Part 1- use of information, Part 2 - Source of information , Part 3- Experience of use of information and Part 4- demographics

Please Note that you have to provide your name. We assure you that your information is kept completely confidential and cannot be used for any other purpose, or shared with anyone, for any reason, at any time, including anyone in your organization.

Part I: Use of information

Definition of information types:

For easy reference to these definitions throughout the survey, you can open the document attached to the email you received inviting you to participate

1. Internal Data and Reports

Information, data and statistics collected, analyzed and reported internally.

2. Policy, legislation and legal information

The Acts, Regulations, or policies and guidelines developed and or administered by TAFIRI or by government

3. Experience/Expertise/Advice

Professional experience, expertise, and advice from people inside or outside TAFIRI. Any information or advice you gain by asking questions and talking to people about your research works

4. Academic Research Evidence

Eg. Peer reviewed journal articles, scientific reports, academic conference abstracts and proceedings

5. Information sourced online

This include any information you have got from the internet. Online information may include documents from TAFIRI that were uploaded for public use, government documents and other organization documents

1. Which of the following types of information have you used in your research works

Check all that apply.

- ☐ Internal data and reports
- ☐ Acts, Legislation, Policies, Regulation and legal information
- ☐ Experience/Expertise/Advice
- ☐ Academic Research Evidence
- ☐ Information gathered online

2. How often have you used the data collected and Reports generated by TAFIRI in your research works

Check all that apply.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never used

3. How often have you used experience/advice/expertise in your research works

Check all that apply.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never used

4. How often have you used Academic Research Evidence in your research works

Check all that apply.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never used

5. How often have you information gathered online in your research works

Check all that apply.

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Yearly
- ☐ Never used

Broadly, there are three main ways people use information in their research works.

First to act on the information or evidence in specific and direct ways i.e often documented E.g to inform development or review of a document such as project, policy; to inform writing of project reports or other reports, or presentations etc

Second to support or argue for certain positions or plans of action i.e usually not documented ut for a specific use E. using information to influence in meetings and communities or to influence discussion and decision making in your team, or with your colleagues or with internal and external stakeholders etc.

And the third use is to inform, indirectly or directly your understanding of a particular issue. i.e usually not documented and not for specific use E.g to understand more about the content area you are working in etc.

In the proceeding questions, please rank the three uses of information in five ricket scales

6. How did you use internal data and Reports in your work?

Mark only one oval per row.

	Very low	Low	Moderate	High	Very high
To act or evidence in specific and direct ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To support or argue for certain positions or plans of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform your understanding of a particular issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How did you use Policy, Acts, Regulation and Legal information in your work?

Mark only one oval per row.

	Very low	Low	Moderate	High	Very high
To act or evidence in specific and direct ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To support or argue for certain positions or plans of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform your understanding of a particular issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How did you use Academic Research Evidences in your research work?

Mark only one oval per row.

	Very low	Low	Moderate	High	Very high
To act or evidence in specific and direct ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To support or argue for certain positions or plans of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform your understanding of a particular issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How did you use information collected online in your research work?

Mark only one oval per row.

	Very low	Low	Moderate	High	Very high
To act or evidence in specific and direct ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To support or argue for certain positions or plans of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform your understanding of a particular issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part III: Experience of Use of Information

10. How would you rate your skill level for using the following types of information to inform your research work

Mark only one oval per row.

	Very low	Low	Moderate	High	Very high
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How easy or difficult is for you to access the following types of information for your research work?

Mark only one oval per row.

	Very difficult	Difficult	Moderate	Easy	Very easy
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Do you think there is a need to increase use of the following types of information to inform decision making in research work?

Mark only one oval per row.

	Yes	NO	In some instances	Not sure
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How relevant are the following types of information to your research work priorities, issues, focus etc ?

Mark only one oval per row.

	Very relevant	Relevant	Somehow relevant	Not relevant
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Do you think the use of the following types of information is valued in your research work?

Mark only one oval per row.

	Yes	NO	Somehow	Not sure
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Which of the following hinders you to use academic research evidence in your research works?

Check all that apply.

- ☐ High cost of accessing high quality peer reviewed research outputs
- ☐ Clear summaries of research findings
- ☐ Actionable message or recommendations in written reports and summaries
- ☐ Trainings in where to access data and research evidence
- ☐ Training to process high dimensional data
- ☐ Researches that are tailored in specific needs
- ☐ Management support for use of academic research evidence

16. How do you feed about use of academic research evidence in decision making and policy formulation?

Mark only one oval.

- ☐ Positive
- ☐ Neutral
- ☐ Negative

17. Do you think there will be negative consequences for not using the following types of information in research works?

Mark only one oval per row.

	Definitely yes	Probably yes	Probably not	Definitely no
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Are there internal prompts or processes that remind or require you to use the following types of information in your research work?

Mark only one oval per row.

	Yes	No	Not sure
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please describe the internal prompts or processes that remind you to use academic research evidence in your research works

20. Does the management encourage or require you to use the following types of information in your research work?

Mark only one oval per row.

	Regularly	Sometimes	Never	Not sure
Internal data and reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policy, Legislation, Regulation and Acts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Research Evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Collected online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience/expertize/advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part IV: Demographic information

We collect the biodata information of respondents because they supplement additional information that are useful in analyzing, understanding and explaining the survey findings.

21. Please provide your surname

22. Please indicate whether you work as TAFIRI's employee

Mark only one oval.

☐ Yes

☐ No

23. Which is your area of expertise?

Check all that apply.

☐ Fisheries

☐ Aquaculture

☐ Oceanography

☐ Social sciences

☐ Option 5

24. Please indicate your age

Mark only one oval.

☐ 18-25

☐ 26-35

☐ 36-45

☐ 46-55

☐ 56+

25. Please indicate your gender

Mark only one oval.

☐ Male

☐ Female

26. Please indicate the highest level of education attained

Mark only one oval.

☐ O-level

☐ Certificate/diploma

☐ Undergraduate degree

☐ Masters

☐ PhD

27. What is your current position at TAFIRI

28. Which did you specialize in your undergraduate degree

29. Which did you specialize in your postgraduate degrees

30. Please indicate how long you have been employed at TAFIRI

Mark only one oval.

- ☐ Less than a year
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21+

31. Please indicate how long you have been in your current position at TAFIRI

Mark only one oval.

- ☐ Less than a year
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21+

32. Please indicate how long you have been in government sector roles

Mark only one oval.

- ☐ Less than a year
- ☐ 1-5
- ☐ 6-10
- ☐ 11-15
- ☐ 16-20
- ☐ 21+

33. Thank you so much for taking your time to complete this survey. Your contribution is important and highly values. If you have anything that you want to share or have any further comments or reflections, please do so below.
