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The Dynamics of Inspiring Research Culture Development in Public Universities of Uganda in The Great Lakes Region of East Africa

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Abstract

Uganda as a nation has been a growing concern about research culture development in public universities in Uganda and the paradox known dynamics of behavior and practices during the process of research. The article on research culture development is crucial for the success of Ugandan public universities, which primarily focus on teaching research and community development. The study, guided by organization culture theory, identifies factors essential for building a research culture, such as research training, mentoring, funding, and a research functional framework. These factors guide universities in making informed decisions and actions toward successful research culture development. The research culture observed in Uganda serves as a springboard for producing quality research work, anchored on the university's mission and vision, and some traits of hierarchy culture provide cohesion within the higher education institutions in Uganda.

Keywords

Knowledge, research culture, organization culture, theory of change, higher education

1. Introduction

This article critically examined research culture development in public universities of Uganda and the study was arched on referential framework (Greene, 2023). Research theories provide rigor and firm ground for the research culture building and development in the Great Lakes Region of East Africa, Uganda in particular. The referential framework choice of prototypes design focuses on the core research variables under investigations. The choice for this study's referential framework rotates on research culture and research professional career development in public Universities (Clegg et al., 2024a). It entails the scientific research of investigations grounded on organization culture theory, border crossing theory and practices that produces knowledge from other academic fields and this knowledge is crucial for the research growth and innovations in universities.

In this regard, the reviewed related literature referential framework and research cultures theories provides rigor to the study. The article specifically describes the core concepts of referential framework knowledge and knowledge-based economy grounded on the theories to appropriately guide this study (Bratitsis, 2023).

The study adopted organization culture theory, this theory was adopted to regulates and direct research to post into problem solving in research culture building and career development in public Universities.

This part of research allows elucidating the idea of relevant authors in the attempt to guide the study while observing the framework. This study adopted three major approaches stemming from research culture-based activities, knowledge production, knowledge transmission and knowledge transfer that, Public Universities can contribute to the success research culture development in general (Clegg et al., 2024b).

The study adopted an Organizational culture theory and practice of research action as propounded (Astleitner, 2020). This theory focuses on the emerging interaction that contributes to developing of sub-social interaction the contemporary research culture setting perspective. The organization culture theory provides explanation and rigor of the sociological and anthropological interaction with the aim of research culture building. The theory presupposes that the University can develop and building the identity, values and beliefs that firmly ground its existence. Beside that study further used the theory in educational research and practices in teacher education as cited by (Opie & Brown, 2019). This theory plays a significant role and it integrates theoretical based knowledge that has traditional knowledge thoughts of university classroom with the experience of knowledge based in reality.

In the same vein the study also adopted border crossing process of moving between the research cultures theory and practices of different worlds (Alina et al., 2021). This theory states that students are asked to constantly border cross between disciplines in universities and students tend to have the most difficulty border crossing into the discipline of science (Bevilacqua et al., 2012). This theory is true in higher education as well, where students are asked to learn about the field of scientific research by participating in research experiences in addition to learning about science content during their studies.

One way for students to learn how to border cross into scientific research culture successfully is through legitimate peripheral participation (Chen & Steensma, 2021). Legitimate peripheral participation in research culture investigations was developed from research on apprenticeship in fields of scientific research. The critical engagement in scientific knowledge generation yielded the practices and eventually formed a research culture of knowledge. This referential framework synthesis the importance of the adopted theories and practices of research culture development and show how they seek to replicate and support the context of social justice in research culture development and empowerment of university.

Knowing- Knowledge

There is no single definition of the term “knowledge” on which scholars agree, although the term is widely used. Even though the dictionary defines knowledge as information, understanding and skills acquired through experience or education (Rogers & Allen, 2019). A.G, (2021) affirms that, there is still an absence of consensus regarding the definition of knowledge in literature. Thus, in the present study, there is a need to conceptualize knowledge as it is generally understood particularly with regard to the KBE. Knowledge under the KBE is defined as “reasoning about information and data to actively enable performance, problem-solving, decision-making, learning and teaching” (Garlatti, 2015). This implies that the conception of knowledge in relation to the KBE is often linked to professional intellect.

Critics have established a set boundary between knowledge and information. For example, Pan, (2012) contends that information per se is not knowledge. Information differs fundamentally from knowledge in terms of the purpose and power of each of them in facilitating communication and the understanding of ideas. The purpose of information is a description of ideas while that of knowledge is action from those ideas. These actions are, nonetheless, instigated by knowledgeable people, who make choices and decisions and act upon the choices made (Medicine et al., 2016).

Know-what knowledge

Know-what knowledge refers to the knowledge of facts; for example, Uganda got independence in 1962 and the Normans invaded by the British. The knowledge of the rules and laws of accounting, and that of grammar and vocabulary in a given language also belong to this category of know-what knowledge (Roach, 2020). Know-what knowledge is also considered to be the most basic stage of knowledge – equivalent to information – that one needs in order to make a decision. The know-what knowledge is generally explicit and can easily be codified and shared.

Experts in any profession must possess this type of knowledge for them to fulfil their jobs effectively (Wart & Dicke, 2016) Much of this knowledge is provided in undergraduate programs at the University level and through reading and listening to various sources of information from domain experts and relevant scholars. The study was carried out in public universities across all the regions of Uganda. The map indicating study areas of public universities in Uganda.

Source: www. Google Map, retrieved May, 2024)

2. Methodology

The study adopted a descriptive mixed methodology that informed the research paradigm which was used in the study carried out in Uganda's public universities. The study sought to examine research culture development with particular focus on higher education bearing in mind the policies of the national council of higher education (Bratitsis, 2023). This method proved to be suitable and very powerful and it enabled collection of both primary and secondary sources. The primary and secondary data was collected from public universities using interviews, focused group discussion and documentary reviews. The study covered all regions of Uganda while examining the development approaches of research cultures in public universities. Interesting all these two sets of qualitative and quantitate data spanning from March 2024 to September 2024. Furco et al., (2023) defines research methodology as a way of systematically solving a research problem. This involves various 6 steps that were followed by the researcher during the study. The case research design was adopted in the study area, and the target population was engaged into this investigation. A sample of 240 representatives was drawn from selected public universities in Uganda. The investigators used a classical scientific approach to arrive at that figure of Morgan and Krijece Table of 1970.

The study used purposive, stratified and simple random sampling procedures. As earlier mentioned, the targeted samples were engaged and the data collected as required respectively. This study predominantly used the Survey, Interviews, Focused Group Discussion and documentary reviews in data collection (Cooksey, 2020). The two sets of qualitative and quantitative data enabled triangulation. The instruments of data collection were developed according basing the methods employed in the study. These instruments were tested and validated before use therein the study. The employed questionnaires and structured interviews were employed for data collection with the intent of generalizing from a sample to a population (Creswell, 2003). Under the aspect of mixed methods, the researcher combined quantitative and qualitative research techniques and methods to provide the best understanding of a research problem (Creswell, 2003:12).

The data collected quantitative and qualitative data was properly analysed using the rightful tools and techniques in this study. The quantitative data that

entailed numerical indicators to ascertain the relative size of a particular phenomenon and involves counting and measuring of events as well as performing the statistical analysis of a body of numerical data (Pantea, 2022). The research conducts several tests on the quantitative data to check if it meets the statistical requirements for using the statistical package of social sciences (SPSS). SPSS and SmartPLS software will be used to generate Structural Equation Modeling (SEM) (Cooksey, 2020). Initial descriptive statistics revealed normality in the data distributions owing to the skewness and kurtosis levels being within accepted tolerances. In this study SmartPLS help in a multivariate statistical analysis technique to investigate the relationship between the study variables (OECD, 2022).

The qualitative data was analyzed using content data analysis and this approach on the other hand is concerned with expression of attitudes, opinions and feelings in order to arrive at the ultimate reality of the variables under investigation (Amberley, 2023). These two approaches were suitable and allowed the research to solicit information that cannot be expressed in numerical format, making it possible to obtain non-numerical information about the phenomenon under study to aid establish patterns, trends and relationships from the information gathered (Comber & Brunsdon, 2020). The quantitative method was administered by the used of questionnaire while the qualitative methods used key informant interviews and documentary reviews.

3. Results of the findings

From the study findings in the above table 4.5, indicate that (64.9%) respondents were in agreements and (35.1%) respondents' disagreements that the selection of research had not complexity and challenges as far as they were concerned. The finding also revealed that when selecting research topic supervisors always hold consultative meetings research directorate that proves delays of approval stages. Results indicate (63.7%) respondents were in agreement and (33.3%) respondents were in disagreement with this with idea and selection criteria which does not demonstrate students' competence and ability to carry out research (Patel et al., 2023). It was also observed that University management authority should academically staff members and research fellows to guide the students in identifying and selecting research topic. The findings show that (53.5 %), respondents indicated that, the selection criteria do no show internal control in quality of research, while (46,5%) respondents were not with the notion.

The finding of this study demonstrates that active academic staff members and research students' does not find any complexity in selecting a research topic. This implies that research supervisor with appropriate supervisory research skill can easy the exercise and practice of research topic selection and suitable for investigation.

Research supervisor

This factor consists of ten (9) items discussed under research supervisor and research management's factors. For this reason, the selection of the research topic and Supervisor to monitoring students' research progress factors refers to this factor and its items. After extraction, (9) nine items were retained. Table 4.5 indicates the items and item codes of research monitoring factors.

Items and item codes of Supervisor monitoring

CM1	Inadequate supervisory research skills among staff designated to monitor students' research progress affect the quality of research.
CM2	Failure by research student to clearly understand Supervisor monitoring procedures affect the steady progress in research
CM3	Research academic monitoring staff does not care to prepare Supervisor-monitoring plans.
CM4	Research students do not care to communicate to Supervisors expected project goals and expectations
CM5	Research supervising staffs do not bother to make appraisal of their students' during research project process.
CM6	Research ethics are not taken into account seriously by Supervisors
CM7	Delayed payments affect Supervisor monitoring
CM8	Irregular field site inspection by research Supervisor monitoring students' progress
CM9	Feedback between students' and supervisor affect research supervision and progress

Source: Primary data (2024)

The study findings in table 4.5, it indicates that (33.1%) respondents agreed, (18%) strongly agreed and (22.9%) respondents slightly agreed which give a total of (74%) respondents were in agreement that strong supervisory skills contribute quality research work. Only (26%) of respondents disagreed with the idea and said their other factors that may influence the quality of work, these students' competence, commitment skills and supervisors' professional ethics. This implies the majority of the respondents agreed that supervisor significantly contribute in both students' steady progress and quality of research report (Lovitts, 2023).

Results further show that (27.5%) respondents agreed (12.8%) strongly agreed and (25.7%) respondents slightly agreed which give total of (66 %) respondents who were in agreement that the delayed remuneration of supervisors' do affect quality of research projects. While 34 % respondents disagreed with idea of delayed payments of the supervisors to affect the quality of research work.

The study findings reveal that (31.5%) respondents agreed, (10 %) strongly agreed and (23.2%) respondents slightly agreed which give a total of (64.7 %) respondents were in agreement that regular site inspection of the students doing applied research and providing appropriate feedback strong supports the quality of work and steady progress of the students (Astleitner, 2020). This implies that good supervisory practices in study the ably support the quality of research and research culture development in the public Universities

Research Supervisor's' oversight role

This factor consists of five items; no items that moved from one factor to this factor. For these reasons, the name research oversight role refers to these items. Table 4.6 indicates the items and item codes for research oversight role factors.

Items and item codes of research supervisors' oversight role

ROP1	University has been effective in ensuring compliance in the research report process
ROP2	University has been effective in its advisory role in research process for national research report projects
ROP3	University has been effective in setting standards in research report projects
ROP4	University intervention during the research processes has not been effective improving performance of research report projects
ROP5	University has effectively built capacity of key players on research report projects.

Source: Primary data (2024)

The results of above table 4,6 research supervisory oversight roles indicates that (64.9%) respondents they were agreements and (35.1%) respondents' disagreements as far as supervising, monitoring students research progress were concerned and supervisors' compliance services. The finding also revealed that when the supervisors are active and friendly the students always hold consultative meetings hence improve on the quality of research.

The findings further indicated (63.7%) were in agreement that some Universities were having setting standards of research work and (33.3%) respondents were in disagreement with this with idea. It was also observed that the National Council of Higher education management authority should regularly inspect and form policy to regulate research work in Uganda. The findings (53.5 %), respondents indicated that, there in need for research culture development to humbly contribute towards the quality of research work. While (46,5%) respondents were not with the notion of making regular interventions to contribute towards the supervision and monitoring students research progress (Brenner & Miller, 2024). The finding of this study demonstrates that active research supervision and setting affirm university culture could promote quality research delivery in public universities.

Performance of research report delivery

These three factors make up quality of research performance delivery components. The findings indicate that, there are Factor 4 corresponds to Timeliness, Factor 5 corresponds to cost, while factor 6 is quality performance. Under this factor, retained (13) thirteen for further analysis. No items moved from other factors to this factor. Table 4.8 indicates the items and item codes provided.

Items and item codes of research financing and quality of research

Cost	
C1	The research report project are not implemented within the research estimated costs
C2	The research report was never completed within the budgeted cost
C3	The research report costs were inflated before the start of the research
C4	Prohibiting price negotiations is affecting cost of research report projects
Time of delivery	
T1	There are unexplained delays in the research report projects commencement
T2	The research report projects are not completed in project scheduled time
T3	The delayed compensation affects the scheduled completion date
T4	Delayed payment to Supervisors led to delays in completion
T5	Design reviews affected delivery time of research report projects
Quality	
Q1	Material used on the research report projects affected the quality
Q2	There is poor workmanship of the research report projects.
Q3	Poor designs affected the research report quality
Q4	Weak Supervisor capacity affected the research report quality

Source: Primary data (2024)

The study findings in table 4.8, it indicates that (33.1%) respondents agreed, (18%) strongly agreed and (22.9%) respondents partially agreed which give a total of (74%) respondents who were in agreement that research projects are carried out within estimated costs and the financial shortage to contribute inappropriate quality of research work. Only (26%) of respondents disagreed and the estimated costs can be adequate and there are other factors leading to inappropriate quality of research work. The main issue is around supervising and appropriate follow-up of research work plan designed by research student.

Results further show that (27.5%) respondents agreed (12.8%) strongly agreed and (25.7%) respondents slightly agreed which give a total of (66 %) respondents who were in agreement that the research project are not completed in time and this affects students' completion rate of their course or student programme. While 34 % respondents disagreed with idea of time management for completion research. They clearly indicated that delays for research report completion are attributed to supervisors' irregular feedback and delayed enumerations of supervisors.

The study findings reveal that (31.5%) respondents agreed, (10 %) strongly agreed and (23.2%) respondents slightly agreed which give a total of (64.7 %) respondents were in agreement that the quality of research work was greatly dependent students competence and supervisory research skills. This means there is good supervisory practices in study the ably supported university research culture and policies could yield quality research work.

The results confirm on the other that (34.7%) of respondents agreed, (14.4 %) strongly agreed and (19.8. %) respondents slightly agreed which give a total of (68.9 %) respondents were in agreement that the competent academic research supervisors coupled with university research policies to ably support research system and control publications. However (31.1%) objected the idea suggested for formulating research guidelines, rules and bylaws to complement the existing university sector research policies. This means most of members were in agreement that strong research culture development could contribute quality research and publications in the universities understudy.

Reliability analysis

This section analyses the results of the internal consistency reliability of the extracted variables. The Cronbach's coefficient alpha is used to test the internal consistency because it is the most common and widely used method (Mehrabi et al., 2013). The coefficient ranges from between 0 and 1, and a value that is equal to or less than 0.6 indicates unsatisfactory internal consistency reliability (Zhang & Lyu, 2014). According to (Mehrabi et al., 2013), coefficients equal to or greater than 0.70 indicate high reliability of the measuring instrument. The following three criteria for judging Cronbach's alpha results are used in this study (Wang et al., 2015).

Good Reliability is when Cronbach's alpha is above 0.8.

Acceptable Reliability is when Cronbach's alpha is between 0.6 and 0.8.

Unacceptable Reliability is when Cronbach's alpha is below 0.6.

Table 4.9 summarizes the reliability results of the extracted factors. It indicates the Cronbach's alpha of each factor and the number of items each factor consists of relevant study variables.

Summary of reliability test results

Factor	Cronbach's alpha	No. of Items
Supervisor monitoring	.903	9
Supervisor selection	.891	6
supervisors oversight	.929	5
Performance	.878	13

Source: Primary data (2024)

From the study results analysis, the results clearly indicates that there is a positive relationship between supervisors' research skills and quality of research. There is an explained the coefficient of correlation of 0.903 at 50% level of significance. In addition, the coefficient of correlation of 0.891 at 50% level of significance shows that the respondents' active engagement of the supervisors and the students research delivery. This implies that there is a positive and significant contribution of research supervisors' oversight towards quality research work and research culture development in university education sector.

Reliability analysis of research supervisors

This factor consists of nine items. The Cronbach's alpha for these items ranges between 0.899 and 0.885. All items have a Cronbach's alpha greater than 0.6 and are therefore acceptable for further analysis. The findings indicate overall Cronbach's alpha for this factor was 0.903 and considered acceptable for further analysis.

None of the items of Cronbach's alpha is greater than the overall Cronbach's alpha. No deletion to increase the overall Cronbach's alpha. The scale mean, scale variance, and Cronbach's alpha, items are indicated

Item total statics of research supervision

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CM1	30.3795	19.110	.768	.885
CM2	30.3133	19.829	.701	.891
CM3	30.5181	19.197	.658	.894
CM4	30.4819	19.063	.705	.890
CM5	30.4880	19.560	.714	.890
CM7	30.5241	19.681	.596	.899
CM8	30.3976	19.174	.737	.888
CM9	30.2711	20.550	.579	.899
CM10	30.1205	20.458	.630	.896

Source: Primary data (2024)

Reliability analysis of supervisors and research selection

This factor consists of six items. The Cronbach's alpha for these items ranges between 0.886 and 0.857. All items have a Cronbach's alpha greater than 0.6 and are therefore acceptable for further analysis. The overall Cronbach's alpha for this factor was 0.891 and considered acceptable for further analysis. None of the item Cronbach's alpha is greater than the overall Cronbach's alpha. Therefore, no item deleted to increase the overall Cronbach's alpha. The scale mean, scale variance and Cronbach's alpha if any item is deleted is indicated in Table 4.11.

Table 4. 11: Item total statics of Supervisor selection

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CS1	14.6024	13.950	.610	.886
CS2	14.4940	12.651	.801	.857
CS3	14.6506	13.404	.659	.879
CS4	14.5000	12.967	.693	.874
CS8	14.3253	12.657	.724	.869
CS9	14.3253	12.330	.769	.861

Source: Primary data (2024)

Reliability analysis of Supervisors' oversight role

This factor consists of five items. The Cronbach's alpha for these items ranges between 0.928 and 0.906. All items have a Cronbach's alpha greater than 0.6 and are therefore acceptable for further analysis. The overall Cronbach's alpha for this factor was 0.929 and considered acceptable for further analysis.

None of the item Cronbach's alpha is greater than the overall Cronbach's alpha. Therefore, no item deleted to increase the overall Cronbach's alpha. The scale mean, scale variance and Cronbach's alpha if any item is deleted is indicated in Table 4.12

Table 4. 12: Item total statics of Supervisors' oversight role

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ROP1	9.1265	10.293	.736	.928
ROP2	9.1566	9.418	.842	.908
ROP3	9.3072	10.238	.861	.906
ROP4	9.2590	9.866	.841	.908
ROP5	9.2470	10.187	.801	.915

Source: Primary data (2024)

Reliability analysis of quality of research work

This factor consists of thirteen items. The Cronbach's alpha for these items ranges between 0.878 and 0.863. All items have a Cronbach's alpha greater than 0.6 and are therefore acceptable for further analysis. The overall Cronbach's alpha for this factor was 0.878 and considered acceptable for further analysis.

Although there is one item with Cronbach's alpha greater than the overall Cronbach's alpha, the competence of the decision-makers, with Cronbach's alpha of 0.878, deleting it will lead to a minor change to the overall Cronbach's alpha of this factor Therefore, no item is deleted to increase the overall Cronbach's alpha. The scale mean, scale variance and Cronbach's alpha if any item is deleted is indicated in Table 4.13.

Item total statics of quality research work

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	41.3133	43.719	.662	.863
C2	41.5482	42.976	.627	.865
C3	41.5602	43.254	.619	.865
C4	41.6386	42.656	.647	.863
T1	40.9759	45.212	.602	.867
T2	40.9819	45.497	.583	.868
T3	41.0181	45.824	.598	.868
T4	41.0904	45.004	.618	.866
T5	41.0663	45.117	.655	.865

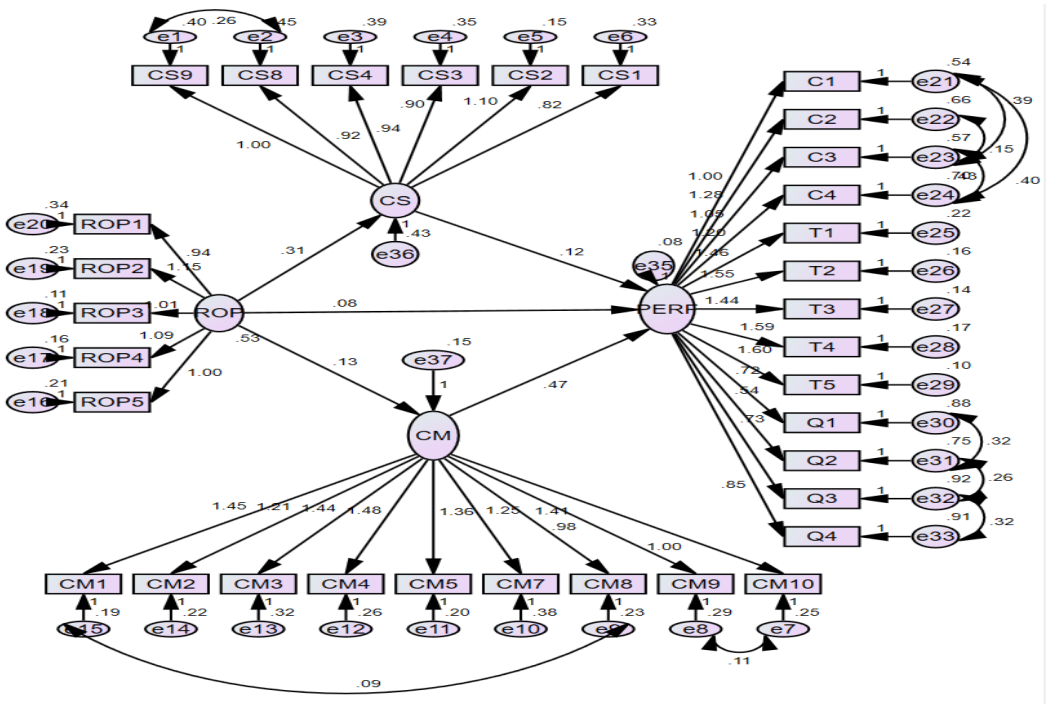
Q1	42.2831	44.556	.473	.874
Q2	41.7771	45.156	.451	.875
Q3	42.3916	44.276	.466	.875
Q4	42.2831	45.174	.405	.878

Source: Primary data (2024)

Structural Equation model development Analysis

The construction and development of this structural equation model was carried out of two parts in a PLS path model: 1) a measurement model relating the observable variables to their own latent variables and 2) a structural model relating some endogenous latent variables to other latent variables as far as research culture is concerned (Coronavirus Disease (COVID-19.). In Partial Least Squares (Smartpls) method, structural model and hypothesis were tested by computing path coefficients. The first item that PLS provides to determine how well the model fits the hypothesized relationship is the squared multiple correlations (R2) for each dependent construct in the model. The R2 measures a construct's percent variation that is explained by the model (Wixom & Watson, 2001). The model was assessed using three criteria: 1) path coefficients (β); 2) path significant (p-value); and 3) variance explain (R). Following bootstrap re-sampling method was employed to test the statistical significance of each path coefficient (Xu et al., 2019) The aim in the study was to establish a critical path analysis among the four study variables. The generated inferential statistics to derive the associations at univariate and multivariate levels of the study variable respectively.

Structural Equation Model Correlation Weights



Source: SEM Results (2024)

Based on the results from the study, as detailed in the figures below, the constructs studied of Government structures, functionality of water committees, operation and functionality of water sources, willingness, and community participation revealed they influence the functionality of water sources all of them positively, at a rate of 37 %.

Hence an indication that the sustainability of water sources in the areas is determined (R^2=0.351) =37 % by the factor's studies. And based on significantly, all the constructs' studies, revealed to influence significantly to the sustainability o (P Values <0.05), as detailed in above and figure 4.2. The structural equation model clearly indicated that there are a number of factors that are significantly influencing the

research culture development public universities in the study area as predicted 37 % of the variance in (Adjusted R Square =0.504). The remaining 63%, this is believed to be predicted by other factors outside the study.

The sum of 37% thesis model embedded in the new research culture development system and university education research policy paradigms that call for the involvement of multiple stakeholder actors with different role and responsibilities so as to build and develop an appropriate research culture in universities understudy. The efforts put in by the public university as inputs for research culture development and

Supervisor Selection Results

structures are to ensure that students are well mentored and produce quality research work. The findings clearly indicated that, they are a number of other factors that influences the quality of research work besides the variables under investigation in this study.

Research supervisor and the quality of research work

Research Supervisors and the quality of research work was analyzed basing on the descriptive data generated from the nine questions in the questionnaire that are presented in Table 4.14 below

	N=166	Mean	Variance
CS1	The Supervisor selection procedure is not appropriate for complex research report projects	2.8	.188
CS2	The selection procedure focuses a lot on preliminary eligibility requirements	2.9	.188
CS3	The procedures allow unnecessary interference through complaints which causes delays	2.7	.188
CS4	The selection procedure has many unnecessary approval stages	2.9	.188
CS5	The selection criteria do not provide methods to analyze of Supervisor competency	2.4	.188
CS6	The selection criteria do not require certified evidence from bidders to demonstrate their capacity to execute works	4.0	.188
CS7	The selection criteria do not require bidders to declare commitment to quality	3.1	.188
CS8	The selection criteria lack the requirement for bidders to demonstrate their consistency in delivery	3.1	.188
CS9	The selection criteria do not require bidders to declare their internal control procedures on efficiency	3.1	.188

Source: Primary Data (2024)

According to results in table 4.15 above 50% of the research participants, agree that the selection procedure of supervisors matters greatly to the quality of research work. In some Universities where they have experienced academic staff and professors, they are doing it appropriately. The selection procedure does not focus on eligibility, allows unnecessary delays, and involves unnecessary approvals and these affect the quality of research work. The supervisor declares commitment and portrays better fundamental research supervisory skills to ably guide the student. This demonstrates consistence and does not require supervisor to declare their internal control procedures in order come up with quality research. However, the study observes good research policies and institutional culture regulates the Universities research performance.

Furthermore, 70% of the research respondents perceived that the selection criteria do not require certified evidence from student to demonstrate research capacity. In addition, the cross tabulation of the research capacity to demonstrate the quality of research work verses position, it is clear that, top University management and research fellows officers who are involved in day-to-day operations, agreed that most students do not demonstrate evidence of research capacity—Table 4.15.

Declaration to research originality and quality research work

Declaration to quality					
Position	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Officer	4.0%	24.2%	27.3%	43.4%	1.0%
Middle manager	2.4%	22.0%	48.8%	26.8%	0.0%
Senior manager	0.0%	50.0%	13.6%	36.4%	0.0%
Top management	0.0%	0.0%	50.0%	50.0%	0.0%

(Primary data 2024)

From the Overall study findings, the results indicate that, selection of research topic show originality, strength and weaknesses of study. The following the findings from individual interviews and documentary reviewed in this study validated the primary data. During interviews, it was noted that; Research supervisors' guidance, monitoring the steady research progress of the students was paramount and significantly contributed to originality and the quality of research work.

Supervisor research monitoring progress was analyzed basing on the descriptive data generated from the 10 questions in the questionnaire.

Supervisor monitoring research progress results

	N=166	Mean	Variance
CM1	Inadequate supervisory skills among Staff designated to monitor research is affecting performance	4.0	.188
CM2	Failure by research managers to clearly understand Supervisor monitoring procedures is affecting performance	4.0	.188
CM3	Research monitoring staff does not care to prepare Supervisor-monitoring plans.	4.0	.188
CM4	Project staff do not care to communicate to Supervisor s expected project goals and expectations	4.0	.188
CM5	Research monitoring staffs do not bother to make appraisal of Supervisor during research project processes.	4.0	.188
CM6	Record management during research project process is not taken serious research supervisors	4.0	.188
CM7	Delayed payments of Supervisors affect Supervisor monitoring	4.0	.188
CM8	Laxity to invoke penalties due to delayed or poor-quality works affects monitoring research and quality of research work	4.0	.188
CM9	There are irregular supervision by research supervisors affect quality of work	4.0	.188
CM10	Poor feedback between Supervisor and students affects Supervisory progress.	4.0	.188

(Source: Primary Data, 2024)

According to results in table 4.17 above 80% of the research participants, agree that there are inadequate professional research skills among some of supervising staff, failure by research supervisors to under understand regular monitoring procedures do affect the quality of research work. It was also noted that, some of research monitoring staff do not have Supervisory monitoring work plans for research projects and the supervisory staff do not communicate expectations to students they are supervising. Therefore, there is no appraisal for Supervisors and there is laxity to keep supervisory records. Furthermore, the respondents agree that there is delayed payment of Supervisors, laxity by Supervisor monitoring staff to invoke penalty due to delays and poor research quality of work. In addition, the cross tabulation of the adequacy of supervisory professional research skills among the academic staff Supervising

verses position in in the University, it is clear that, from the level of academic officer to senior management matters in research supervision. This makes skilling critical research supervision and monitoring students' progress to enhance delivery research report.

Adequacy of supervisory professional skills

	Skills among supervising staff			
Position	Disagree	Neutral	Agree	Strongly Agree
Officer	3.0%	17.2%	63.6%	16.2%
Middle manager	4.9%	31.7%	48.8%	14.6%
Senior manager	13.6%	31.8%	50.0%	4.5%
Top management	0.0%	50.0%	50.0%	0.0%

Source: Primary Data (2024)

The findings to the above table indicate a concurrence with the views of the majority of the research participants, the results of the study revealed that the issue of appraising Supervisors during research process makes significant contribution to critical research monitoring process and the quality of research is measured highly in the EFA (CM5=.805, mean =2.8). The findings in evidenced from the table below, majority of the respondents all the brackets of years of experience concur with percentage above 50% that Supervisor appraisal is critical and necessary but it not being done often times to the monitoring academic staff in public Universities.

Appraisal of Supervisors during research process

Appraisal of Supervisors				
Experience in years	Disagree	Neutral	Agree	Strongly Agree
<1	0.0%	28.6%	71.4%	0.0%
1-3	3.1%	26.2%	58.5%	12.3%
4-6	7.7%	25.0%	59.6%	7.7%
7-9	10.7%	25.0%	57.1%	7.1%
>10	7.1%	35.7%	57.1%	0.0%

Source: Primary Data (2024)

Overall findings of the study clearly indicate the weaknesses of academic staff in Supervision and monitoring of student's research progress process. The weakness in research supervising affects the quality of research and the is due inadequate competence and professional research skills that jeopardizes the students steady research progress opportunity (Bellini et al., 2022). These findings validated by the following individual interviews and documentary review. This was the view noted during interview. In one of the individual interviews, an interviewee observed that:

"The problems are the poor supervision by the assigned University. The Supervisors are left to execute their supervisory works the way they wish and the supervisors just approved certificates without verifying poor research quality.

This could be due to lack of professional research skills, competency and lack of research culture in some universities understudy. This is an area of concern because monitoring cannot improve by merely putting adequate procedures but also skilling the supervisors with modern monitoring systems and ensuring they perform. Mulumba (2016) noted that this could be avoided through design and build project models. However, this study did not cover the merits and demerits of research culture building in public Universities.

4. Discussion of the findings

The discussion of the findings in this section follows the order used to organize the presentation of the same findings to ensure clarity of the study variables. An understanding of how research is conceptualized in the Ugandan University education context was central in the present study. In order to determine efforts needed to develop a research culture in the public Universities. This study has found that there is still a crude and ambiguous conception of quality research, primarily

due to generally overlooking the practical research aspect of knowledge generated through research in Uganda as affirmed (Žukauskas et al., 2018).

Admittedly, there are some controversies existing among funding the research due to lack of rigorous and scientific application in some University research education. The Public Universities, academic staff research and students' research sometimes miss out on how precisely scientific research is carried out, particularly in universities.

Nevertheless, the general consensus is that, there is need to have a firm research culture in university settings. These culture values and core practice of scientific research are in a cyclical process of activity which involves conducting scientific research investigations right from the time research topic, research proposal writing, getting and able supervisor up to producing research reports (Rubin & Babbie, 2016).

The critical and empiric findings generated through rigorous research activities, disseminating findings and seeking or assessing the impact of the disseminated findings to the community. All these require a policy or University organizational culture to guide and regulate the research activities.

In this way, both pure and social types of research work are included in the equation defining research practices and the communal ownership of the approaches and scientific procedures involved in research can be demonstrated as affirmed by (Harikkala-Laihinen, 2020). The understanding of 'scientific research' as explained in the foregoing paragraph is contrary to what the findings established in this study.

As demonstrated in the findings reported in this study, the current understanding of research policy and culture development has been largely influenced by the research professional career advancement and practices. Research policies and other ethical core values in research are placed with greater emphasis on academic staff to make scientific research and publications.

It was also found out that, the academic staff promotions are based hard work and quality of research produced. Therefore, this research culture and practices safeguards the academic staff and secure employment, tenure and pay rise (Conrad & Dunek, 2020). As such, the exoteric dissemination of one's innovation research-based knowledge beyond the confines of the academic corridors to the wider community who stand to benefit from such research is largely ignored in Uganda. The knowledge generated through scientific research innovation it should be an integral part of such research-based knowledge generations if at all we are to prosper.

A reasonable conception of research culture values would have gone beyond the production of research reports based on the empirical research findings and embraced the practical application of those research results for the impact of research culture to be felt in the community and for the betterment of public Universities in Ugandan society.

Although the presentation of research papers at academic conferences and the publication of research results in journals and books are popular methods of knowledge dissemination and transfer, uncertainty, however, exists on whether these channels allow the knowledge produced through research to reach those who need it most and bring about the desired impact on the community (Naman et al., 2019), had this view regarding relying greatly on research-based publications as medium of knowledge dissemination:

The implication is that the research-based knowledge disseminated through academic journals publications and conferences may largely reach professionals in particular fields. It is notable that, the academic research in community constitutes the majority core values and people need this knowledge the most for improving their livelihoods beyond the confines of academia (Hoffman, 2021).

Although the change of national leadership in disrupted the research culture process, the policies should be laid down to form the foundation of research in universities for subsequent like-minded pilot studies after the research impact criterion was brought back into the national policy agenda (Development (UNCTAD), 2020).

Although there is an ongoing debate with regard to how the scientific research are carried out and how they greatly impact of university research and innovations can be assessed. As explained in the findings factoring in the aspect of research utilization and impact in national University research policy and practices is very important in Uganda. For example, as seen in the United Kingdom and America, serves as a learning experience to university education stakeholders (OECD, 2021).

University research knowledge is of great importance in the communities and to education stakeholders become more familiar with what research innovations has to say and what kind of energy and investment should be expended, in order to cause a viable, develop. It is important therefore to have a firm and strong research culture to enable Uganda's Universities generate appropriate and relevant knowledge in the society.

Importance of research culture

The National Council for Higher Education and Universities are mandated to educate and reinforce research culture development in Uganda. They are also obliged to formulate research guidelines and research policy that streamlines sustainable development in public Universities (Inc, 2015). There is need for university education sector in Uganda to have a strong research culture building by attracting more human resources, setting research physical structures and having fiscal resources directed towards enhancing research capacities within Ugandan Universities.

Policy declarations are a major indicator of a government's resolve and commitment to developing University research culture, because they set directions for practically everything taking place in the real world as expected in the research field (Costa et al., 2018); (Nestel et al., 2019) (Gao, 2019). The findings of this study revealed that, research is placed at the central or top of many things in the field of academia and the national policy agenda. Therefore, it is imperative to have a confirmed research culture and a national research policy to guide research initiatives in universities.

The findings illustrate that, instituting a National Research forum and building strong University research culture, backed government research Policy is paramount. It should be noted that having research policy and guidelines in a bid to foster research culture building is very important for the country like Uganda. These research values and innovations are not only good for the country, but also for the sustainable develop their own academia, through a firm research culture at universities level. However, it still faces some limitations. These are also apparent in this National Research council and Development Policy and warrant some critical attention and policy to build up a culture (UNESCO, 2017).

The Uganda National Research Council and Development Policy is overloaded with responsibilities as it strives to cater for all of the research in the country, including University and non-University research, both private and public. Universities provide teaching and research services whereas non-University research Institutions mainly function as research factories (Aamoucke, 2016); (Cagica et al., 2021). As such, it becomes problematic for the National Research Council and Development Policy in Uganda to manage both the University education and independent research accordingly.

Although empirical evidence is less conclusive with regard to which funding model research delivers the best performance in research (Dimitropoulos & Koronios, 2021), the logic behind competitive research funding is that researchers and University compete with one another in order to secure funding and at the same time become committed to improving their research excellence and performance (Ha & Ngoc, 2020); (OECD, 2021).

Contribution of the study

The findings of the study and discussion presented deduce to can make viable contribution in generating new knowledge to add on the existing stock of knowledge in regard to research culture development. The following are the theoretical and practical contributions to the development of a research culture in Uganda Public Universities and the entire Great Lakes Region of East Africa, Uganda in Particular.

Theoretical contribution

The study has made an original contribution to the body of knowledge in the academic area of research culture in Public University education, by establishing a comprehensive empirically based understanding of how University research is being developed in the particularly within Uganda (Astleitner, 2020).

The study has also filled a knowledge gap of regarding research culture in Uganda particularly, performing significant contribution in the research production and application of research-based knowledge as established by previous research (Ewart & Ames, 2020). It has done so by advancing major approaches used to develop a strong research culture and discussing limitations that make the approaches employed a successfully in the research culture within a university education.

The study has also established that it is problematic to have a firm research culture in Public University

education system when there is an incompatibility between the national or government policy.

As such, it provides the basis for informing policy-makers and other University. Research was generally understood as undertaking scientific investigations and publishing the results in scientific publication and journal articles.

Theoretically, the study result serves as input in the research culture development, sector policies and research topic selection and students research progress monitoring standards in Uganda and countries with similar characteristics in East Africa. The study contributes to the body of knowledge through the establishment of factors that positively and negatively influence the research culture development (OECD, 2021). The study also established that there were a supervisor's gaps in monitoring students' regulatory research progress gaps as well as information asymmetry challenge among the researchers.

The study has also made a methodological contribution by underscoring the fact that an empirical study, such as the present one, that studies a research culture in university education. The re searcher employs data generation methods which favor mixed methods involving documentary analysis and empirical research (Soliman, 2021). The present study has employed the survey, interview and group discussion methods that allowed for interaction with human participants. The addition of the documentary review method permitted the interaction with documents to generate more knowledge and evidence regarding decisions and strategies relating to a research culture development in Ugandan Public University education system (Agnes et al., 2022). The result is a comprehensive study that has explored different dimensions of the research problem identified.

Practical contribution

The study has made a practical contribution by generating knowledge from the study's findings and the developed structural equation model.

The practical application of research-based knowledge that would make the impact of research felt in the wider community and bolster socio-economic development, was generally excluded from the equation (Claudia et al., 2022). This study gathered perceptions on the four variables, which were assumed related at the beginning of the study. The study revealed that contractor selection and monitoring are positively associated with performance. The study also established parameters within each variable affecting the quality of research and students' performance. The findings indicate that the all the structural equation modeling (SEM) indices are positive. The model is therefore fitting and usable as a tool for analyzing research project processes in relation to research topic selection, monitoring students' research progress and supervisor oversight moderating effect. Below is the regression model that is describing the relationships of the research variables.

The appropriate application of the structural equation model knowledge may underpin the underlying gaps and post to effective research service delivery in Uganda. Within the study, scope set out in depicts the pictorial model to interrelate performance factors in carrying out the research projects of Uganda (Edison, 2020). The SEM model shows the interrelatedness of several parameters in research topic selection, supervisors monitoring and moderation effect of supervisors' oversight and quality research work production.

5. Conclusion

In conclusion, a discussion and interpretation of the findings surrounding the key themes for research practices and culture which were identified from Uganda's University. The discussion established that there is a discrepancy between the elevated status of research in universities and that of national policy council and the events on the ground regarding funding, managing research and promoting research in Uganda.

This chapter has presented the findings and discussion pertaining to the first research question on the influence of Ugandan University education policy context on the development of a research culture. The findings and discussions have shown that the way in which research is perceived in the context of Uganda's national University education policy is different to the kind of energy and expenses expended on developing research within university education. Research culture secures a high status in the national policy agenda in Uganda, yet the application does not receive appropriate structural and culture and practices in Ugandan Universities.

Recommendation

Firstly, the national University education policy needs to be reformed in order to adopt a bifurcation of

university education model. The University leadership can be having developed strategies and adequately supported by the authorities.

One possible way is to identify the country's flagship Universities as research intensive Universities, and designate others to the teaching academic staff in universities. The study recommends that, Public Universities can then gradually nature researchers and teach research as a core unit every semester in universities.

Nevertheless, it should be emphasized that University education place the teaching of research skills at the center of the University needs. The research should also incorporate even on a limited scale in order to avoid diluting the scope of such entities as established over the ages. In this way, research incentives and supervisors should be paid promptly and avoid delays to researcher promoters.

Secondly, there is a need to reform the national research and development policy in order to stipulate precisely the functions of universities and research University. Empirical studies have found that University research is well managed and fostered when University education is ground on core research culture.

The University should establish special funding for research directly in order to avoid delays from the government. The authority and the senior University leaders should instil good research practices and funding allocations in order to bridge the gaps in facilitating research and publications.

The study recommends for research performance-based funding system that tends to encourage competition research among universities, researchers and academic staff members and enhance excellence in research quality and knowledge production.

The study further recommends that, there should be cordial relationship among the students carrying out research and research Supervisors so that friendly environment enhances effective cooperation quality research output in universities. The study also recommends that, indeed there should be good setting up of agenda and strong research culture and policies in university education sector of Uganda.

Secondly, there is a need to adopt the formulated structural equation model and viable University research policies and provide guidance in research undertakings.

The study recommends for research supervisors' incentives to be given promptly accordingly activeness of researchers and this is to encourage practical research culture development in universities.

Similarly, Public Universities should comply with the provision in the University's' research policy guidelines that required to effectively supervise and properly training academic staff members in appropriate methods of research supervision and bridge the gaps that jeopardizes students' research opportune moments.

All of the Ugandan public Universities should integrate research lessons into undergraduate curriculum programmes and it should run throughout all the semesters to on research delivery at postgraduate level.

The study recommends that, academic staff should be financially and intellectually supported in research publishing and disseminate their research findings. Accordingly, Public Universities should train and motivate academic staff members and research fellows in carrying out quality research papers.

Public Universities should establish University research repositories for depositing the University research output and upgrade the University websites to encompass, among others, academic staff names, research interests, titles of their scholarly publications and professional memberships.

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