

Scientific research culture for sustainable development from a gender perspective: A case study of the University of Nairobi, Kenya

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ABSTRACT

Scientific research culture, the process of sharing knowledge, values, and skills, has become a powerful buzzword in the vision and mission statements of African universities. A vibrant scientific research culture in universities is a major contributor to national transformation and sustainable development. Africa has been disadvantaged due to the fact that it has continued to import and consume knowledge from the Global North, which, to some extent, is ineffective in addressing Africa's unique problems. Therefore, African universities need to foster a vibrant scientific research culture in order to increase relevant research output and productivity. An effective, efficient, and relevant postgraduate program is likely to contribute to a vibrant scientific research productivity and output in the universities. The aim of this desktop study was to explore the status of postgraduate programs in the Faculty of Education, University of Nairobi. The current desk study is anchored on Kolb's Experiential Learning Theory (ELT). Using a simple documentary analysis guide and online graduation booklets for the 2020, 2021, and 2022 academic years, the author collected data on the number of men and women postgraduate students in five departments in the Faculty of Education. Data collected was analyzed using descriptive statistics. Study findings show an increase of men graduates, 36 (52.9%) in 2020 and 33 (54%) in 2022, while in 2021 there was a reverse, with 44 (70.9%) women as compared to 18 (29%) men graduates. Although there were 87 men and 104 women who graduated with master's degrees in 2020, 2021, and 2022, more men (61) than women (46) graduated with PhD degrees. Out of the five departments in the Faculty of Education, the Department of Management, Policy, and Curriculum Studies (DEMPCS) had the highest number of PhD graduates, partly because the department has two PhD programs, Doctor of Education, usually done through coursework and thesis, and Doctor of Philosophy, done by thesis, whereas the other four departments have one Doctor of Philosophy degree program. More students in DEMPCS graduated with a doctor of education; for instance, in 2022, there were 15 students (8 men and 7 women) as compared to 4 (2 men and 2 women) graduates with a doctor of philosophy. The low research output and productivity, which affects scientific research culture, can partly be attributed to the few PhD graduates. Thus, there is a need for the Faculty of Education to devise ways of increasing research output and productivity by using appropriate strategies, with the aim of encouraging master's students to enroll and complete their PhD degrees while continuing to disseminate their findings by attending conferences, seminars, and workshops and, above all, publishing.

Keywords: Gender, Post Graduate Programs, Research Productivity, Research Output, Scientific Research Culture

I INTRODUCTION

Research is a scholarly or scientific systematic search, inquiry and investigation into academic area of interest with the aim of getting answers to unknown or lesser-known problems using scientific procedures (Kothari, 2004; Collins & Hussey, 2014), thus contribute to scholarship, new body of knowledge or theory. Research entails searching through literature, while carrying out empirical observation or experiments, leading to facilitation and enhancement of scientific research culture. The central focus of scientific research culture is acceptance, recognition and sharing of research practice and output as valued, worthwhile and pre-eminent activity (Fussy, 2024; Fredua-Kwarteng, 2021) within and outside organisations. Therefore, a scientific research culture focuses on cultivating ethos of inquiry, this does play a critical role of informing and guiding policy frameworks and other key activities and programs in organizations. According to Fussy (2024) this is likely to manifest in a commitment to excellence in discovery and advancement of knowledge which leads to improved research productivity and output.

Research productivity and output is the original and systematic result or end product of an academic or research process (Ocholla et al., 2013). According to Iqbal and Mahmood (2011) research output and productivity is the extent to which faculty members engage in research activities, for instance, developing and conducting empirical studies, publishing articles in peer reviewed journals, writing books and book chapters, making presentations at conferences,

seminars, workshops while producing artistic, creative works and monographs. Therefore, research productivity measures efficiency of research processes by producing high-quality research while sharing the findings in the public domain.

1.1 Why Scientific Research Culture, Output and Productivity Matters in African Universities?

Scientific research has become a powerful buzzword in the vision and mission statements of many African universities (Fredua-Kwarteng, 2021). For a university to attain research excellence or contribute to national transformation and socio-economic development through creation, application and transfer of knowledge, it must have a vibrant scientific research culture. Fostering a scientific research culture in African universities is critical in improving human conditions, since it is a clear pathway of creating critical mass of intellectuals and scholars for transformation. Scientific research, a major driver of social and economic innovation enhances production of new knowledge, skills and attitudes which are crucial for economic growth and technological development. This is important for Africa to achieve competitive economic advantage, which will improve the living conditions of the youthful population.

Through scientific research culture, faculties have been able to establish direct links between research and policy. Research informs policy and policy informs research. This goes a long way in sorting out Africa's problems related to the environment, political system, education, health, housing, agriculture and technology infrastructure. Africa continues to face tough developmental challenges, including poor disease management strategies, infrastructural development, hygiene, sanitation, food insecurity and ineffective education systems. Tackling these developmental challenges requires a vibrant scientific research culture and vigorous research agenda. Africa has continued to be largely disadvantaged since it imports and consumes enormous research knowledge from the Global North, which could be ineffective in addressing its unique problems. Since there is lack of an evolving scientific research culture, African universities need to look for ways of fostering and enhancing scientific research culture in order to increase research output and productivity.

Research productivity is a determinant of academic success, decision making in employment, promotion, tenure, prestige, marketability and salary of academic staff (Blodel, 2001; Kotrlik et al., 2002; Ocholla et al., 2013) while contributing to the new body of literature and knowledge (Ocholla et al., 2013). Many governments depend on universities as the epicenter of knowledge production; thus, they expect universities to fuel economic growth and competitiveness through innovation and knowledge generation (Allen, 2012) for sustainable development. It is no wonder that the core mission of most universities is advancing, creating and disseminating knowledge through research, while providing service to the community, supplying qualified young researchers to assist in cultural, social and economic development (Njuguna & Itegi, 2013).

Article 3 (1) of Kenya's Universities Act No. 42 of 2012 defines the role of universities as that of promoting socio-economic development; achieving manpower development and skills acquisition; discover, store and disseminate knowledge, while encouraging research, innovation and application of innovation to development. As a World-Class University committed to scholarly excellence, the UoN mission statements is anchored on provision of quality education and training in order to embody the aspirations of the Kenyan people and global community in knowledge creation, preservation, integration, transmission and utilization. This has been actualized through policies such as the 2013 Research Policy and Intellectual Property Rights, the 2013 Plagiarism Policy, and the 2012 Open Access Policy (University of Nairobi, 2012; 2013). The importance of policies has been emphasized by Fussy (2024) in a study on cultivating research culture in Tanzanian Higher Education. On appropriate research utilisation and output, and in line with the 2013 Research Policy, the UoN ensures that research findings through the support of Directorate of Research, are shared with other researchers, industry, policy makers, targeted users and the general public through publications, workshops, conferences, seminars, outreach and extension services. Further, the UoN participates in the discovery, transmission and preservation of knowledge with the aim of stimulating the intellectual life, economic and socio-cultural development of Kenya. In line with the Universities Act 2012, the UoN research policy provides a clear orientation that serve to counteract the widespread attitude in regard to the usefulness of research and role of academics in research.

1.2 Ways of Establishing a Vibrant Scientific Research Culture in Universities

Establishing and maintaining a vibrant scientific research culture in universities requires developing policies and guidance, and related initiatives that support researchers in different stages of their careers, for instance, decrease the workload of academic staff engaged in scientific research. While supporting these strategies, Fussy (2024) noted the need to recognize the success of researchers in different stages of their career growth, in addition to rewarding research excellence through financial incentives for publications and grants, and offering faculty members opportunities for career advancement based on research achievement.

In terms of the workload, and in line with the 2013 UoN Research Policy, faculties affiliated to research institutes are required to take 70% and 30% of their time in research activities and teaching respectively, while faculty members are required to take 30% and 70% of their time in research activities and teaching respectively. To enable faculty

members to engage in research activities, the UoN has established 15 research institutes in focus areas of expertise, which are inter-disciplinary centres of excellence in research and development. The most recent one is the Centre for Educational Research and Evaluation (CERE) housed in the Faculty of Education.

However, there is need to establish initiatives and forums like graduate research conferences and symposiums where graduates can be given opportunities to present their research findings under the guidance of the faculty. Further, dissemination of research findings can be through university websites and archiving researches in the university's E-repository. To further foster a scientific research culture, there is need to establish research awards to reward excellence, with the aim of creating research funds. Above all, having an effective, efficient and relevant post graduate programs is key to successful vibrant scientific research culture and research productivity in the universities (Laupland *et.al* 2021; Fredua-Kwarteny, 2023).

Through 2013 Research Policy, the UoN aims at ensuring research is facilitated and strengthened in order to achieve its vision of excellence in research, innovation and extension, while promoting discovery, application and dissemination of knowledge. This is guided by its core values; freedom of thought and expression, innovativeness and creativity, good corporate governance, team spirit and teamwork, professionalism, quality customer service, transparency and accountability and ethical practices. Furthermore, post graduate programs contributes to vibrant successful research productivity and output.

1.3 Post Graduate Degree Programs in Universities: Masters and Doctoral Degrees

Post graduate research programs include masters and doctoral degrees. Postgraduate research programs or higher degree research allow scholars to develop or generate knowledge and experience within a specific field by completing a major research project under supervision of a senior faculty member. Apprenticeship for scientific research starts with the master's programs which are the beginning of any research career, professional growth and development. According to Mzin (2023) post-graduate programs are potential components for promoting knowledge, increasing institutional outputs, and they are likely to create research profile for students who seek future academic appointments. Therefore, a relevant and effective master's degree program provide a solid foundational building block for advanced knowledge and skills in preparation for a doctoral research program. Sometimes master's programs are rarely and scarcely part of research discourse in Africa since as Fredua-Kwarteng (2021) noted some are weak, haphazard and second-rate, lacking research as the core driver. Student supervision the most important component of any successful postgraduate journey, is desultory, partly due to the fact that sometimes supervisors lack basic training in fundamental principles of effective thesis supervision. Weak master's programs presuppose weak doctoral degree programs (Fredua-Kwarteny, 2023). Thus, there is need for African universities to design and deliver effective masters programs as critical precursors for doctoral education and training, with the aim of establishing a solid foundation of a vibrant successful scientific research culture.

Doctoral degree programs are important for the development of university lecturers and professors, since they contribute to quality education for current and the future (Fussy, 2024). In particular, doctoral degree program is considered and coveted to be one of the most important and pinnacle in any education system. Doctoral education is at the center of universities research capacity and has an important place in the global economy leading to improved research productivity and innovation (Nerad & Heggelund, 2008). Knowledge and skills generated and obtained during the doctoral degree programs and education is highly influential in research productivity (Sevima & Sarikaya, 2020), teaching and job promotion (Fredua-Kwarteny, 2023). Thus, doctoral students are a source of innovation, research and development. They are mature research apprentices constituting a pool to be tapped and used for maintaining and growing a vibrant scientific research culture in the universities. Sometimes as Fredua-Kwarteny (2023) noted majority of doctoral students use the title as a tool to enhance social status, instead of advancing knowledge, skills and disposition for sustainable development. Through its Research Policy 2013, the UoN emphasis the need for post graduate students to share research findings through publications, networking through conferences, workshops and seminars. The aim of this desk top study was to explore the status of post graduate students from the Faculty of Education, UoN since as postulated in the discussion masters and doctorate degree programs determine research output and productivity which leads to establishment of a successful scientific research culture for sustainable development.

1.4 Statement of the Problem

Several studies have been done on post graduate students in African universities and their contribution towards a vibrant scientific research culture (Uwizeye *et al.*, 2022; Mzin, 2023). The need to use desk study to systematically review literature, empirical studies and relevant documents in the current research was partly informed by Mzin (2023); Uwizeye *et al.* (2022). While Mzin (2023) reviewed key strategies, models for building post graduate research capacity programs with the aim of increasing post graduate scholarly publishing in the universities in South Africa, Uwizeye *et al.* (2022) conducted a systematic literature review of 838 publications to synthesize evidence of the factors associated with research productivity in Higher Education Institutions (HEIs) in Africa. Weng'ua *et al.* (2018) discussion was

based on how Africa's public health doctoral students can be positioned for the different career pathways to provide leadership on complex health and development challenges. However, none of these review desk studies were done in university in Kenya, thus the need to undertake the current study which explored the status of post graduate students in the Faculty of Education, University of Nairobi by reviewing graduation booklets for 2020, 2021 and 2022 academic years.

While Mzin (2023) findings reveal that publishing requires a cocktail of skills, broad awareness of theoretical and academic developments, Nyaribo (2014) noted the importance of using innovative technology (video, voice, text and sharing of documents) in doctoral supervision to enhance efficiency in the supervision process, monitor progress and assess completion rate. Uwizeye et al. (2022) did not go into details to examine what the level of academic qualifications entails as a factor affecting research productivity in universities, Mzin (2023) review did not state the specific skills required, while Nyaribo (2014) findings were based on doctoral supervision. This did motivate the researcher to undertake the current study. In addition, Mwangi et.al. (2024) noted the importance of early PhD training for career progression in different fields, while building soft skills and embracing technology. According to Mwangi et al. (2024) by identifying potential career pathways and positioned for these early, Africa can produce transformative PhD students on a path for success not just for themselves but for society at large. The current review examined the status of post graduate students since they are key to the establishment of a vibrant scientific research culture in the institutions of higher learning.

1.5 Research Objectives

The overall research objective for this study was to explore the status of post graduate students in the Faculty of Education, University of Nairobi with the aim of enhancing our understanding of the scientific research culture.

II. THEORETICAL FOUNDATION

The current desk study is anchored on Kolb's Experiential Learning Theory (ELT) (Kolb, 1984). Kolb's emphasizes learning through experience, reflection, conceptualization, and testing new ideas. Experiential learning theory emphasizes learning through experience and reflection, which is crucial for building a vibrant research culture, particularly through postgraduate programs. The programs help postgraduate students to actively engage in research methodologies, data analysis, interpretation and discussion which leads to creation of new knowledge. Experiential learning approaches align perfectly with these activities. By incorporating experiential learning, postgraduate programs can cultivate a research culture that is more engaging and effective since students are not just passive recipients of knowledge but they are expected to actively participate in the research process. Such experiences connect theoretical knowledge to real-world applications, making learning more meaningful and impactful since students develop practical skills and confidence, which leads to transformative research contributions for society. Experiential learning is relevant to this study because it is a powerful tool for building a vibrant research culture through postgraduate programs. By actively engaging students in the research process, it fosters deeper learning, enhances development of research skills while preparing students to make significant contributions to their areas of expertise.

III. METHODOLOGY

Use of descriptive design allowed the researcher to make use of documentary analysis guide to collect data from the E-graduation booklets obtained from the UoN website. Findings and data presented in this paper was generated or obtained from the online graduation booklets of September and December 2020, 2021 and 2022 academic years. Using a simple documentary analysis guide the researcher analysed post graduate programs both Masters and PhDs offered in the Faculty of Education, UoN in line with the number of men and women graduates as per the following departments; Department of Education, Communication, Technology and Pedagogical Studies (DECTPS), Department of Educational Studies (DES), Department of Distance Studies (DDS), Department of Educational Foundations (DEF), Department of Physical Education and Sports (DPES) and Department of Educational Management, Policy and Curriculum Studies (DEMPCS). Data collected was analyzed descriptively and presented in tables followed with the discussion.

IV. FINDINGS & DISCUSSION

4.1 Status of Masters Graduates 2020-2022 by Gender in the Faculty of Education

Findings on the status of Masters graduates in the Faculty of Education during 2020, 2021 and 2022 academic years is presented in Table 1.

Table 1*Masters Graduates by Gender*

Year of Conferment of Degrees	Men		Women		Totals	
	No.	%	No.	%	No.	%
2022	33	54.0	28	45.9	61	32
2021	18	29.0	44	70.9	62	32
2020	36	52.9	32	47.0	68	36
Totals	87		104		191	100

The number of Masters graduates in the Faculty of Education has been on a steady rise with over 50% increase in 2020, 2021 and 2022 academic years. Table 1 shows there was an increase of men graduates 36 (52.9%) in 2020 and 33 (54%) in 2022, while in 2021 there was a reverse, with 44 (70.9%) women as compared to 18 (29%) men graduates. The expected outputs for Master's degree students in line with the 2013 UoN research policy is the completion of research projects and presentation of at least a conference paper, in addition to publishing at least one in peer refereed journals. In regard to publishing, Mwangi, *et.al's* (2024) findings reveal that the Master of Medicine program requires a well-executed dissertation. About 68.5% (n = 126) of those who graduated in 2013–2023 had published two or more papers (i.e., range 2–36) as reflected in their current portfolio, demonstrating a commitment to ongoing research endeavors even after graduation. This is expected to go a long way in enhancing a vibrant research productivity in the Universities. However, the questions remain: To what extent does the faculty of education encourage Masters students to present papers in conferences; write articles in peer refereed journals? How many faculty members make a follow up of their Masters students to help increase the pool of PhD students in the Faculty of Education? There is need to conduct a tracer/baseline study to find out where masters graduates are absorbed while looking for strategies and benchmarking, a way of encouraging them to enroll and complete their PhD program in the Faculty of Education.

4.2 PhD graduates in the Faculty of Education 2020-2022 by Gender

The question is; does the number of Masters graduates translate or affect the enrollment or number of PhD graduates by gender? A summary of the PhD graduates in the Faculty of Education in 2020, 2021 and 2022 academic years is presented in Table 2.

Table 2*Number of PhD Graduates by Gender 2020-2022*

Year of conferment of PhD Degree	Men		Women		Totals	
	No	%	No	%	No	%
2022	18	60.0	12	40.0	30	33
2021	10	55.5	8	44.0	18	20
2020	24	57.1	19	45.2	43	47
Totals	61		46		91	100

Findings from Table 2 shows that in 2020, Faculty of Education graduated the highest number of PhD graduates with 24 (57.1%) men and 19 (45.2%) women as compared to 2021 and 2022, yet this was the year when COVID-19 pandemic was at its peak. While in 2021, Faculty of Education had the lowest number of PhD graduates 10 (55.5%) men and 8 (44%) women. Out of the total 91 PhD students who graduated in 2020, 2021 and 2022, there were more men 61, as compared to 46 women. The idea of having more men PhD graduates in the Faculty of Education, concurs with the research findings by Muia and Oringo (2016); Laupland *et.al.* (2021). In particular, Laupland *et al.* (2021) noted that research productivity tends to be higher with prior research experience, late years of training which is mostly common among men as compared to women. This is likely to translate to having more men scientists who are able to publish twice as compared to women scientists, while the citations of men's publications tend to be more than that of women (Cole & Singer, 1991 in Nyaribo, 2014). The gender disparity has been termed as a productivity puzzle (Xie & Shauman, 1998, 2003 in Nyaribo 2014). Nyaribo (2014) attributes productivity puzzle to greater parenting, marital and domestic responsibilities of women.

4.3 PhD Graduates per Departments and Gender in the Faculty of Education

Table 3 gives a summary of the number of PhD graduates as per the 5 departments in the Faculty of Education and by gender.

Table 3*PhD Graduates by Department and Gender*

Year of Conferment of Degree	Education Departments	Men	Women	Totals
2022	DECTPS	4	0	4
	DE/Foundations	2	2	4
	DE/Distance Studies	0	1	1
	DE/MPCS	10	9	19
	DPE & Sports	2	0	2
	Total	18	12	30
2021	DECTPS	2	1	3
	DE/Foundations	1	1	2
	DE/Distance Studies	1	0	1
	DE/MPCS	6	4	10
	DPE & Sports	0	0	0
	Totals	10	6	16
2020	DE/CTPS	4	2	6
	DE/Foundations	7	1	8
	DE/Distance Studies	0	0	0
	DEMPCS	12	15	27
	DPE & Sports	1	1	2
	Totals	24	19	43

Findings presented in Table 3 shows that DEMPCS has been producing more PhD graduates in 2020, 2021 and 2022 academic years as compared to the other four departments in the Faculty of Education. DEMPCS is followed by DEF, DECTPS, DPES and lastly DES. Although in all the five departments and within the period of the three academic years men PhD graduates are more than women, however, in 2020, DEMPCS had 15 women graduates as compared to 12 men graduates. DEMPCS seems to be leading in the number of PhD graduates probably because the department has two PhD programs; Doctor of Education and PhD. DEMPCS seem to have more Doctor of Education students thus scaling up the number of PhD graduates in the department. For instance, in 2020 a total of 8 men and 7 women graduated with the Doctor of Education, in addition to 4 men and 8 women from other thematic areas (Educational Administration and Planning; Educational Emergencies, Curriculum studies and Economics of Education) thus boosting the total number of doctoral students in DEMPCS to 27. Doctor of Education program is an innovative program based on the belief that theory and practice must be combined in a ‘hands on’ learning environment that focuses on learning by doing where a student is required to attend course work and finally write a research project. Doctor of Philosophy is a full-time research degree and is one of the most recognized doctoral degree programs. However, both doctoral degrees equip scholars with the necessary research skills and knowledge that prepares them for a variety of careers and research opportunities.

An important question to ask; should the other four departments in the Faculty of Education benchmark with DEMPCS and introduce Doctor of Education degree course in their specialized areas/themes? Does the number/type of thematic areas affect the number of PhD graduates? For instance, DECTPS has a variety of specialized areas in subject methods: Agriculture, Religious Education, Physical Education, Kiswahili, English, Literature, Geography, History, Business Studies, Chemistry, Biology, Physics, others areas include Education Technology and Early Childhood Education. While the DEF specializes in Philosophy, Sociology, History and Comparative Education. DPES covers the following thematic areas: Physical Education, Physical Education and Sciences, Physical Education and Skills. Research output for PhD graduates is in line with 2013 UoN research policy that of completion of thesis and publishing two research articles in refereed journals with the supervisors. Majority of the PhD students adhere to this rule since it is a requirement for one to graduate. On publication, Fussy (2024) noted that a peer-reviewed journal article from a dissertation or thesis is one of the requirements for the successful completion of doctoral studies. But to what extent do PhD graduates continue publishing, presenting papers in conferences, seminars and workshops even in the absence of their mentors and supervisors?

Generally, research has shown that poor and low research output from African universities is attributed to few PhD graduates (Nafukho *et.al.* 2019, Mohamedhlai, 2020, Laupland *et.al.* 2021). The proportion of academic staff with a PhD in African universities rarely exceeds 40%, and depending on the country and the subject, it can be as low as 20%. That is why a commitment was made during the African Higher Education Summit in Dakar 2015 to ensure that 100% of academic staff in universities have a PhD by 2063. In South Africa which has one of the best higher education systems in Africa, the goal is for 75% of academic staff to have a PhD by 2030. According to Mohamedhlai, (2020) several African countries, Kenya included have clearly specified that all academic staff must have a PhD within a prescribed period.

A number of scholars attribute low research output and productivity to lack and insufficient research funding, infrastructure or resources, institutional cultural constraints (Nyaribo, 2014; Muia & Oringo, 2016; Nafukho et al., 2019; Atieno et.al. 2022, & Kadikilo et.al. 2024), poor management and sophisticated procurement procedures (Muia & Oringo, 2016 & Weng'ua, et.al 2018). In addition, lack of motivation or incentives, rewards to researchers, materials and equipment, limited time for research and training are some of the factors influencing research productivity (Muia & Oringo, 2016, Weng'ua et al., 2018, Atieno et al., 2022 & Kadikilo et al., 2024). Ineffective use of research collaborations and networks, fragmented research policies, lack of researchers with impeccable credentials and weak databases and mentorship further contribute to low research productivity and output in African universities as cited by Fussy (2024) & Kadikilo et al. (2024). Further, Weng'ua et al. (2018), revealed that poorly funded libraries and research culture as challenges faculty members experience which hinders the promotion of research and scholarly publishing.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

Findings show that the number of men masters graduates was less compared to that of women, yet there were more men PhD graduates as compared to women in the Faculty of Education. Fewer women enroll for PhD degree programs as compared with men. Out of the five departments in the Faculty of Education, DEMPCS seems to be leading in the number of PhD graduates. DEMPCS has two PhD programs, namely Doctor of Education and PhD as while other departments have one PhD program. There is evidence that Doctor of Education is more popular as compared to PhD program, yet both doctoral degrees equip scholars with the necessary research skills and knowledge that prepares them for different careers and research opportunities. The fact that there are more men PhD graduates, research productivity and output is more likely to be lower for women than men.

5.2 Recommendations

There is need for the other four departments in the faculty of Education to benchmark with DEMPCS and introduce Doctor of Education degree course in the specialized areas/themes, while mentoring women students to enroll for masters and PhD degree programs in the respective departments. In regard to the low research output and productivity, the faculty should encourage research peer support for junior and less experienced academics, with special attention to women with the aim of increasing research competences. With the establishment of the Centre for Educational Research and Evaluation (CERE) in 2022, there is hope that CERE will nurture and scale up scientific research culture especially among women in the Faculty of Education, UoN. By encouraging both men and women faculty to publish in reputable journals this is likely to provide a good avenue for helping faculty to contribute to research output and productivity. Encourage faculty to present papers in departmental seminars as a stimulation to the faculty while enhancing research output through publication of papers. This will go a long way to increase visibility while embracing a vibrant scientific research culture in the Faculty of Education and the UoN at large. During the 8th Annual UoN Research Week held in October 2024, it was noted that the National Research Fund has developed a framework to support researchers in Kenya to access funds, support research, thus improve quality of research. The framework should aim at providing a benchmark for research, stimulate research culture, promote appearance in fundamental research quality, best research practices, improve research execution process while fostering collaboration within universities.

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