

# Rapport of the Supervisor and Supervisee: Empirical From Graduates of Uganda Martyrs University

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**Abstract:** *Over the decades in Uganda, graduate students experience cordial supervisory relationship is a highly significant driver of the success and completion Research. However, empirical studies exploring the alignment between supervisors' and supervisees' perceptions of good education Research relationship and probably what is lacking in supervision. Article engaged 561 research participants in the Research and from a multi-field research-intensive University graduates participated in the study. The results showed that both Research candidates and the supervisors described informational, emotional, instrumental, and co-constructional support as the primary characteristics of high-quality research supervision. However, some differences also existed in the exercise. Perceptions regarding frequency of supervision are well aligned, although supervisors report supervising slightly more than candidates report receiving it. The results highlight the importance of promoting the alignment between Research candidates' and supervisors' perception of quality and quantity of supervision, as it fosters study steady progress, reduces the relatives risks of candidates discontinuing.*

**Keywords:** Supervisor Research, Sampling, Research Paradigm, Supervisee

## Introduction

The education research Master students believe that it very significant to have appropriate rapport mentor and supervisee (Medicine, Affairs, et al., 2020). It has been suggested that a functional supervisory relationship is a driver for positive Research experience and successful complication of degree. Supervision has been shown to contribute to education Research candidates' satisfaction with their studying, the time to candidacy, study progress and study related wellbeing. Problems in the supervisory relationship can increase the risk of lack of progress, attrition, and negative mental states (Makubuya, 2019) & (Medicine, Medicine, et al., 2020) whereas a functional relationship has been shown to enhance a positive education Research experience, timely completion, and employment after earning the degree. Even though there is a strong body of literature on education Research supervision, most studies have been small scale qualitative studies and/or have explored education Research supervision either from the education Research candidates or supervisor's perspective (Batty & Kerrigan, 2017). The number of empirical studies exploring supervision simultaneously from the perspective of both the supervisors and the supervisees are still limited in number and has focused on specific aspects of supervision such as co-supervision (Simon & Swerdlik, 2022). We aim to contribute to bridging the gap in the literature by exploring the alignment between education Research supervisors' and supervisees' perceptions of good education Research supervision by using survey data collected from education Research candidates and supervisors from a research-intensive university in the global north.

## Research support in supervisory relationship

High quality supervision has been characterized by provision of constructive feedback, emotional support, precise and timely feedback. Often times frequent meetings gives support to the supervisee for socialization in the scholarly community, and disciplinary knowledge practices (Goodrich, 2022). Supervisory support refers to the social resources that education Research candidates recognize as being available and provided for them by their supervisors. While support from peers, post-doc and senior members of the research community is important, supervisor(s) provide the primary source of support for Research candidates (Gonçalves et al., 2022). Accordingly, access to supervisory support, including frequent supervisory meetings can be considered to be a basic precondition for a good supervision.

Ahmed, (2023) contends that, research Candidates also need a range of types of social support to overcome the challenges faced during their professors. Supervisory support involves four complementary components: informational, emotional, instrumental, and co-constructional support see also seminal work on social support. Informational support is characterized by information such as advice, feedback, affirmation, and suggestions that enable a education Research student to cope with the problems faced when they are studying (Murchan & Johnston, 2021). Emotional support (sometimes also referred as pastoral care) is characterized by empathy, trust, listening, caring, and belonging to a scholarly community and such support allows a candidate to cope with and overcome

emotional and motivational challenges faced on their education Research journey. Writing funding applications, recommendations, facilitating the allocation of sufficient time to education Research or ensuring that there is a fair division of labour within a research group can be understood as instrumental support (Dassin et al., 2017). That will directly help a Research candidate to cope with the challenges of research work Co-constructual support involves collaborative thinking and shared knowledge creation

Education Research candidates have been shown to emphasize their supervisor(s) as the primary source of informational and instrumental support. Whereas emotional support from them is less frequently reported (Obradović-Ratković et al., 2022)&(Adrian et al., 2023). Yet there is evidence that those education Research candidates who receive both emotional and informational support from their supervisors were also more satisfied overall with the supervision. Interestingly, education Research candidates have rarely reported co-constructual support but experienced it has been perceived as being highly engaging and empowering by the candidates. A reason for lack of engagement in such a support form might be that the education Research candidates hold a perception that they need to make. It is by them to show their quality as autonomous researchers, and hence they do not seek opportunities for co-construction. Some other supervisors may share the view as well. Consequently, education Research candidates do not learn how to engage in co-constructual support. This further indicates that more collaborative knowledge sharing environments enhancing co-constructual support are needed

### **Supervisors 'and supervisees perceptions on supervision**

To be an effective supervisor one must be well grounded in research and able to align the timely support needed by the supervisees i.e. the support provided should assist in advancement the candidates' experience and ability to cope with the challenges they face (Junkers, 2022). Matching support is characterized by being available and beneficial with the purposes of the education Research students while mismatched support is often portrayed by dissatisfaction or the lack of needed support (Ribiere, 2018). Matched support, in terms of being both accessible and aligned to candidates' needs has been shown to contribute to study progress, to reduce the risk of candidates dropping out and increased satisfaction (Gonçalves et al., 2022). For example, access to frequent supervision i.e. meetings at least one a month, have been shown to be one of the key determinants of degree completion and seem to reduce candidates' risk of dropping out (Training & OECD, 2021). Furthermore, fit regarding frequency of supervision has been shown to be related to overall satisfaction with education Research education. Unfortunately, well fitted support cannot be taken for granted. For example, candidates have repeatedly reported feeling discomfort with the style of their supervisors' support, or their incongruence (Gonçalves et al., 2022). Furthermore, (Medicine, Medicine, et al., 2020) showed that that while both Danish and Finnish education Research candidates reported informational supervisory support to be well matched, they perceived instrumental and emotional support more often to be mismatched. Insufficient feedback and lack of support during the doctorate has been shown to be related to an increased risk of mental illness (Obradović-Ratković et al., 2022) Accordingly, a lack of support combined with overly high demands may generate severe psychological costs, resulting in burnout and finally lead to discontinuing the education Research studies. To sum up, the results of prior studies imply that the match between the support needed and provided plays a central role in the education Research experience (Shin et al., 2018).

### **The general goal of the study**

The aim of the articles was to shed light and provide understanding of the alignment between the education Research candidates' and their supervisors'. The perceptions of good supervision are attributed with having frequency of supervision and providing appropriate mentorships. Also, the interrelationship between the two parties in the research. This also entails the frequency of supervision, thesis format, satisfaction with the supervisee and study progress explored.

### **The following research questions were addressed:**

1. What alignment are there between the Research candidates' and supervisors' perceptions of good supervision?
2. Do the Research candidates' and supervisors' perceptions of the frequency of supervision differ from each other? And are the perceptions related to the form of thesis or study status (i.e. full-time/part-time)?
3. Is the education Research candidates' perception of the frequency of supervision related to their satisfaction with the supervision, drop-out intentions, and the progress of their Research studies?

### **Education Research education in the case university**

The case University, ranked among the top 100 in the world basing on several factors research publication being one of the most important factor. It is imperative therefore to cultivate good interpersonal relationship with the supervisor (Obradović-Ratković et al., 2022). Supervisor-supervisee is one of the superb approaches researchers use to generate quality research work. Universities are known basing on the quality of their research work. Finishing research-intensive in Universities is imperative, producing about 500 Masters Graduates each year without disseminating the findings to the community is as good as nothing. The education Research policies here align with the national guidelines and higher education council policies (Ramirez-Montoya et al., 2023)&(Experts, 2023). The education Research candidates belong to one of the four Research schools or faculties must produce quality research work and publish it. Research School in Health Sciences, the Education Research School in Humanities and Social Sciences, and the Research School in Natural Sciences. The eligibility criteria for a master or doctorate include having competence in research and having completed Bachelor's degree. The implication here one must be knowledgeable research work, proposal writing and a study plan (Roy, 2020). One must also have a 'commitment to supervise' letter from one or two supervisors if accepted. Typically, at least one of the prospective supervisors will be a full professor with a permanent position. Accordingly, research and study plan must be developed prior to applying for the study right (Ones et al., 2017). Once, the study right is granted the target time for completion is four to five years studying full-time, however the average time for completion is five to six years but the right to complete the degree is valid for life. Research is launched at the start of the doctorate, with a limited amount of complementary course work (typically 40 ECTS, European Credit Transfer and Accumulation System) based on the personal study plan. Accordingly (Kiiza, 2014) contends that, research education is highly individualized, and the typical mode of supervision applied is one-to-many, i.e. each Masters candidate has a team of two or more supervisors. The Research dissertation can be either an article compilation or a monograph. The thesis examination proceeds in three stages first, two external examiners are appointed by the faculty to pre-examine the dissertation; second, if approved, a public lecturer follows the pre-examination; and finally, the faculty grants the Research degree. There, are no tuition fees, but Research candidates need to cover their own living expenses.

## **Research Participants**

The article sampled 561 participants in the study as comprised of graduates from Uganda Martyrs University. The actual unit of inquiry were drawn from education Research candidates and result indicated that (502 women, 67%; 234 men, 31%; 18 non-binary, 2%). These 561 research participants entailed both Supervisees and education Research Supervisors (275 women, 50%; 266 men, 49%; 6 non-binary, 1%) from a large multi-field research-intensive university in Uganda. The response rate of the education Research candidates was 17% (N = 4433) and 16% (N = 3492) for the supervisors. The typical age of the participating education Research candidates was 30–34 years, and 40–44 for the supervisors. The participant distribution was representative of the education Research candidate and Research supervisor populations in the case University (Samuel, 2022). In terms of gender distribution, the supervisor data represented the population well, but women were slightly overrepresented in the education Research candidate data. Of the candidates, 62% reported studying full-time and 38% part-time. Similarly, about a third of the supervisors reported supervising part-time candidates. Most of the candidates reported doing an article-based dissertation (77%). Similarly, most of the supervisors reported that their supervisees typically wrote an article-based dissertation (82%).

## **Data analysis**

Two separate data sets collected in 2023 were used in the study. For this study, the data sets were combined so that we were able to compare the supervisors' and the Research candidates' perceptions of good supervision rapport (YILDIRIM et al., 2023). The data from education Research candidates were collected between April and May 2023 by using a modified version of the cross-cultural education Research experience survey validated in previous studies. The data from Research supervisors were collected between August and September 2023 by using a modified version of supervisory experience survey validated in previous studies (Atar & Hamid, 2023). Both data sets were collected using surveys and interviews. The links to the surveys were sent to the participants by using the Education Research Schools' mailing lists. All the participants were informed about the study before the data collection. No identifying information or incentives were used and participation in the study was voluntary (Sutton, 2023).

In Uganda, an ethics review is required when research involves intervention in the physical integrity of research participants; deviates from the principle of informed consent. The research exposes participants to exceptionally strong stimuli; risks causing long-term mental harm beyond that encountered in normal life; or signify a security risk to subjects (Ahmed, 2023).

A mixed methods approach was applied in the present study. The education Research candidates' and the supervisors' perception of good supervision were explored with open-ended questions. The candidates were asked to 'Give an example about a good supervision situation you have experienced' and the supervisors (Simon & Swerdluk, 2022) 'What constitutes good supervision in your view?'.

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Both, the Research candidates and supervisors had the opportunity to describe their experiences in their own words and without word limits. Furthermore, education Research candidates' experiences of the frequency of supervision were explored with the item 'How often do you receive supervision?' and supervisors 'On average, how often do you supervise (both in-person and online) your individual education Research candidate?'. Moreover, candidates' satisfaction with supervision was measured with the item 'Are you satisfied with your supervision?' with 1-to-7-point Likert scale (1=strongly disagree ...7=fully agree). In addition, background variables were addressed. Research gaps the candidates' and supervisors' gender, and Research candidates' and supervisees' study status (full-time versus part-time) and dissertation format (monograph versus article-based dissertation) were explored. Furthermore, candidates' enrolment year and estimated graduation year were addressed. Candidates' consideration of interrupting their education Research studies was measured with the item 'Have you considered discontinuing your education Research studies.

### **Qualitative analysis**

To achieve an optimal understanding, the perceptions of Research candidates and supervisors about high-quality supervision, the open-ended answers were qualitatively content analyzed using an additive strategy. Research candidates' and supervisors' answers regarding good supervision were separately coded into the following four exclusive categories (Kirkgöz & Karakaş, 2022). (1) Informational support, including advice, guidance and feedback on Research studies, professional development, or career. Contributing to education Research e.g. through co-authoring, providing regular meetings, intellectual investment in education Research ' candidate's work were also part of this category; 2) Emotional support, including acknowledgement, encouragement, motivating, creating emotionally positive, confidential and warm atmosphere, fostering a sense of belonging, caring, being friendly; 3) Instrumental support, including writing recommendations, enhancing access to the organizational/project resources, facilities, library, research infrastructure, funding, office, time allocated to conducting education research, access to project data; and 4) Co-constructional support, including creating new ideas, knowledge, methods or research-innovations together. The categories derived from the content analysis were validated by the research group at the end of each analysis phase.

### **Quantitative analysis**

The quantitative analyses were conducted with IBM SPSS Statistics 28. Chi-Squared tests were used to analyse the differences between the education Research candidates' and supervisors' perceptions of the frequency of supervision, and differences in perceptions of frequency of supervision based on candidates' thesis format and study status (Macmillan, 2022). The associations between the education Research candidates' perceptions about the frequency of supervision and the progress of their education Research studying and satisfaction with supervision were analyzed using independent samples t-tests, and Chi-squared test were used to explore the interrelationships between the perceptions of frequency of supervision and drop-out intentions.

## **Research Results**

### **Research candidates and supervisors' perspectives of good supervision**

In general, both education Research candidates and the supervisors described informational support, emotional support, instrumental support, and co-constructional support as the primary characteristics of high-quality supervision (OECD, 2023). Informational support such as supervisory commitment, frequent meetings and being available, giving practical help and advice concerning the research topic and research methods, planning the research, and reporting on it were emphasized. As the central qualities of good supervision by the education Research candidates (Teranishi et al., 2020). In turn, supervisors described frequent meetings, being present for the candidates, helping them with their research by giving useful advice concerning research topics, designs, methods, analysis, and reporting from the results and research as the core of informational support. They also emphasized education Research candidates' own responsibility and the reciprocal nature of supervision regarding the informational support (Williams, 2022), whereas education Research candidates did not. Accordingly, supervisors acknowledged supervisees as a key resource for creating knowledge. Guiding the supervisee to find solutions themselves and to develop as a researcher. Not giving ready solutions or commanding'. Supervisor/Informational support clear and timely (Green, 2018). Limited to working with scientific text and supporting the research processes. Supervisor/Informational support. My supervisor and the graduate students they supervise, meet every other week. At the meeting, we explain what we have done, get feedback and we can ask for advice. Supervisors are also available on the discussion platform of the work community'. Research candidate/Informational support

### **Research candidates and supervisors' perceptions about good supervision.**



Also, emotional support from the supervisor, including encouragement, constructive feedback, promoting the candidate's active agency and caring for candidates' wellbeing and progress, were considered to be important by both the candidates and the supervisors.

'My supervisor supports and encourages my work and always takes care of my ability to cope. His support is always positive, which helps me to continue my studies'. Education Research candidate/Emotional support (Ahmed, 2023). A good supervisor understands what a student needs, sometimes it is a good talk, sometimes encouragement, sometimes gentle pressure and sometimes patience ... so the student can achieve top quality with some joy' Supervisor/Emotional support Feldman, (2018) refers that, Supervisors and candidates rarely described instrumental support such as providing research facilities or writing recommendations, helping with funding, providing access to research facilities were rarely described as a core characteristic of high-quality supervision. Similarly, co-constructive support, including creating new ideas, knowledge, methods, research-innovations together or brainstorming were rarely described as key feature of good supervision by either the supervisors or the candidates. Yet when it was reported, it was experienced as being highly engaging by the candidates.

'When they read through my grant application and gave feedback so I would have better chances to get funding'. Education Research candidate/Instrumental support

'I would like to add that the supervisor makes sure that the work can be completed. Enables funding, work tools, cooperation with other groups'. Supervisor/Instrumental support

'My usual approach to supervision is that it is collaboration between me and the candidate'. Supervisor/Co-constructive support  
When we create something new together' Research candidate/Co-constructive support. Also, all the "brain storming" between me and my supervisor (+other research group members) have been very good sessions!' Education Research candidate/Co-constructive support

Education Research candidates and supervisors' perceptions of good supervision were well aligned, though the support forms were reflected from slightly different perspectives. Supervisors emphasized supervisees' agency, responsibilities, and the reciprocal nature of supervision much more than the supervisees (Burns et al., 2022). Supervisees on the other hand highlighted the basic pre-conditions of supervision such as frequent meetings, providing time, responding to emails and being available for the candidate, as part of the informational support. Overall, education Research candidates' and supervisors' perceptions were similar. However, the results also imply that education Research candidates emphasized informational support more than the supervisors, whereas the supervisors highlighted the role of emotional support as part of good supervision more. Furthermore, no statistical differences regarding the social support forms between the candidates from different Research schools were detected.

### **Frequency of supervision supervisors and education Research candidates' views**

The study findings indicated that, supervisors and the education Research candidates' perceptions of frequency of supervision meetings varied from taking place daily to less than every six months. The candidates most typically reported receiving supervision monthly (34%), while the supervisors reported their education Research candidates typically received supervision weekly (43%). The reported frequency of supervision differed between the education Research candidates and the supervisors ( $\chi^2(5, N = 1297) = 84.90, p < .001$ ). The supervisors more often reported supervising an individual candidate weekly (43%) compared to the candidates' perceptions (26%). In addition, the candidates more often reported receiving supervision less frequently than every six months (7%), while only 1% of supervisors reported the frequency of supervising an individual candidate as being rarely.

The results showed that the candidates who were preparing their Research dissertation as a summary of articles reported receiving supervision at least once a month more typically than those working on the monograph dissertation format ( $\chi^2(1, N = 720) = 68.21, p < .001$ ). Similar differences were evident among supervisors: the supervisors whose supervisees were working on the summary of articles dissertation format, were more likely to supervise their candidates at least once a month compared to the supervisors whose supervisees wrote monographs ( $\chi^2(1, N = 552) = 99.75, p < .001$ ). Furthermore, full-time candidates typically received supervision more frequently than those who worked part-time ( $\chi^2(1, N = 730) = 26.74, p < .001$ ). The supervisors whose supervisees were conducting their education Research full-time were more likely to supervise their candidates at least once a month than those supervisors, who supervised part-time candidates ( $\chi^2(1, N = 548) = 74.69, p < .001$ ).

The results showed that candidates who received frequent supervision (at least once in a month,  $n = 458$ ), were less likely to consider dropping out ( $\chi^2(1, N = 734) = 4.83, p < .05$ ). Frequent supervision was also associated with timely completion of the doctorate. The candidates who received frequent supervision thought that they would complete their education Research degree sooner ( $m = 4.92, sd = 2.65$ ) than their counterparts who received supervision less frequently ( $m = 7.22, sd = 5.22$ ) ( $t = -6.48, df = 321, p < .001$ ). In addition, they were more satisfied with supervision ( $m = 5.80, sd = 1.40$ ) than candidates who perceived receiving supervision less

than once a month ( $m = 4.59$ ,  $sd = 1.79$ ) ( $t = 9.58$ ,  $df = 473$   $p < .001$ ). Therefore it was notable in the study that good supervisor-supervisee rapport had a significant contribution to the quality of work and succession completion of research.

## Discussion

The aim of the study was to understand the alignment between education Research candidates' and supervisors' perceptions of good supervision, and their experiences of the frequency of supervision from a multidisciplinary research-intensive university (Palmer et al., 2023). The results showed that both supervisors and education Research candidates identified the informational, emotional, instrumental, and co-constructional support as elements of good supervision, confirming prior findings (Centobelli & Cerchione, 2022). The result indicates that supervisors and supervisees had a shared understanding on the basic ingredients of good supervision. Both the candidates and supervisors emphasized informational and emotional support as being key characteristics of high-quality supervision. However, some differences also existed. (Fabrizio et al., 2021) Although, both supervisors and candidates most often highlighted the significance of informational support, the candidates seemed to do so more compare to the supervisors. They also emphasized the basic pre-conditions of supervision as part of informational support. On the other hand, supervisors tended to emphasize the role of emotional support more than the candidates. The discrepancy may indicate that education Research candidates do not expect to receive emotional support from their supervisors and asking for it might feel difficult, as it could be interpreted as indication on incompetence. Also, we have previously showed that candidates often perceive the emotional support from supervisors being misaligned with their needs. The findings highlight the need for the supervisors to understand the candidates' emotional support needs (Palmer et al., 2023). Yet, further studies are needed on to what extent supervisors see supervision as a space for emotional support. Supervisors and supervisees perceived dynamics of supervisory relationship a bit differently. The supervisors emphasized the reciprocal nature of the supervisory relationship, whereas the education Research candidates emphasized the importance of support received from the supervisors (Adrian et al., 2023). This may indicate that the supervisees perceive their role to be less active in supervisory interaction compared to supervisors. Contrary to prior research, supervisees and supervisors rarely described instrumental as a primary ingredient of high-quality supervisory support (Simon & Swerdlik, 2022). Our results further showed that co-constructional support (although only rarely described) were experienced as being highly engaging by the candidates. The result indicates that co-constructional support is an underutilized resource in education Research supervision. Although, the results suggest that education Research candidates' and supervisors' perceptions regarding good supervision seem to be well aligned, the dynamic of good supervision appears to be less reciprocal from the candidates' viewpoint than their supervisors' viewpoint (Samuel, 2022). This might indicate that in terms of the dynamic, the perceptions are less aligned. Furthermore, most of the candidates reported receiving supervision once a month or more frequently (62%). This result is comforting as prior research has shown that access to frequent supervision i.e. meetings at least one a month impacts positively on degree completion and reduces the risk of discontinuation. However, the candidates perceived that they received supervision less frequently than the supervisors reported giving it. This mismatch might be due to a lack of overlap, as it might be that the candidates who participated in the study were not being supervised by the supervisors who responded (Burns et al., 2022). However, a complementary explanation for the finding might be that the supervisors and candidates have a different understanding of what constitutes supervision. Supervisees might consider only one-to-one meetings as supervision, whereas supervisors might see supervision more broadly as including seminars, research group meetings and other networking as part of supervision. Thus, supervisors should verbalize supervisory activities more, to enhance the fit between the perceptions and manage the candidates' expectations (Obradović-Ratković et al., 2022). Finally, the results showed that full-time candidates and those writing article-based thesis received supervision more often compared to those candidates working part-time and writing monographs. Thus, we suggest that special attention should be paid to the candidates that are working part-time and writing a monograph to enhance their Research experience. The results highlight the importance of promoting the alignment between education Research candidates' and supervisors' perceptions of quality and quantity of supervision, as it fosters study progress, reduced risk of dropout and increased satisfaction.

The findings provide several directions for further research. First, it would be important to investigate whether the education Research candidates are able to utilize the support that they receive from their supervisors and the scholarly community i.e. does the support available match the support needed (Williams, 2022). Secondly perceptions of when and what kind of support education Research candidates need during their doctorate should be explored to develop supervisory training further. Finally, we propose that future studies regarding supervision and education Research education and their development, should incorporate more broadly both candidates' and supervisors' perspectives as they may differ from each other.

## Conclusions

This article had to use some descriptive methodological approach to strengthen rigor of the study and underpin the gaps and limitations that should be considered. A major strength of the study is that it explored the strategic fitness of the supervisors' and supervisees' views of good supervision and frequency of supervision with comparable measures by using data collected from both

groups from the same institution (Adrian et al., 2023). The article also concludes that the response rates for both groups of participants were quite low and this had a significant impact on the result and probably calls for change and adoption of the phenomenological methodology. Basing on the above conclusions, it is notable that regardless of the low response rate and the methodology they were adopted the authors went on to analysis the data as required in the article. However, the article concludes that findings we were not able to match as expected the supervisors with their own supervisees. And because we wanted to protect the anonymity of the research participants and respondents (Aponte & Kissil, 2016). Therefore, one can ably conclude that drawing conclusions about the supervisory relationship with supervisee is very significant because having good rapport supports completion rate. Finally the results reflect the strategic fitness of the supervisor in the perceptions at the more general institutional level. Measures used in the study can be considered to have been reliable. We used a cross-sectional design in this study, and hence, causal conclusions or conclusions about development of the perceptions cannot be drawn.

## **Recommendations**

The recommends that, underpinning the several implications in developing education Research education in order to achieve good supervisor supervisee rapport. The article also recommends for supervisory support plays a key role in education Research experience and degree completion (Ahmed, 2023). The article recommends that, research candidates' experiences of social support should be monitored regularly at the university level. This would also make it possible to identify those candidates who are at higher risk of extending their studying or even discontinuing and proactively responding to their support needs (Simon & Swerdlik, 2022). However, it should be stated that the monitoring should be based on university or program level, rather than at the level of single supervisory relationship. And thus the supervisory development actions should also focus on university and program levels. In terms of supervisory development, it would be highly beneficial for supervisors to understand the importance of the quality and quantity of supervision, to provide high quality and appropriate supervision (Adrian et al., 2023). In addition, supervisors should start to acknowledge that supervisees and supervisors might have different views regarding the roles and responsibilities of supervision. Thus, the role of joint discussion and collective agreement between supervisee and supervisor is highly important (Roy, 2020). Furthermore, it recommends for beneficiaries to emphasize the importance of the responsibilities of both supervisors and candidates even more than already in the official induction of the candidates. These recommendations will help the Uganda Martyrs University managers and the research candidates' expectations and also spread the knowledge of the importance of this article. Furthermore, it recommends that, there should be strong research culture well-built to the university research agenda. Finally the article recommends good supervisory relationship and social support to the candidates. This does not only rest the challenges involved in research but improve on the quality of research papers written and published. It recommends that, good relationship should be reciprocal, so that it is also education Research candidates' duty to learn to provide social support to others, take responsibility for their own steady progress and to foster the supervisory relationship which eventually post into completion rate.

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