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The role of leaders in building research cultures in sub-Saharan African universities: A six-nation study

Bill Buenar Puplampu^a, Stella Nkomo ^b, Yvonne du Plessis ^c,
Jolly Byarugaba Kabagabe^d, Evelyn Chiyevu Garwe ^e, Juliana Namada^f,
Kemi Ogunyemi^g, Juliet Thondhlana ^h, Inusah Abdul-Nasiru ⁱ, Añulika Agina ^g,
Kwesi Amponsah-Tawiahⁱ, Rosemary Danesi^j, Justice Gameli Djokoto ^a,
Denise Diana Duncan^a, Joseph Lekunze^c, Simon McGrath ^h, Joyce Ndegwa^f,
Nancy Ngowa^k, Michael Ofori Ntow^a, Emily Ayieta Ondondo^l, Ravinder Rena ^c and
Maxwell Sandada^m

^aCentral University, Ghana; ^bUniversity of Pretoria, South Africa; ^cNorth-West University, South Africa;
^dMakerere University Business School, Uganda; ^eZimbabwe Ezekiel Guti University, Zimbabwe; ^fUnited States International University – Africa, Kenya; ^gPan-Atlantic University, Nigeria; ^hUniversity of Nottingham, UK; ⁱUniversity of Ghana, Ghana; ^jUniversity of Lagos, Nigeria; ^kPwani University, Kenya; ^lJaramogi Oginga Odinga University of Science and Technology, Kenya; ^mUniversity of Zimbabwe, Zimbabwe

ABSTRACT

Existing research attributes the problem of weak research productivity of academics in African universities primarily to institutional resource poverty and inadequate research skills. However, there has been little attention to research cultures and the role of leaders in fostering productive ones. Drawing from the literature on organizational culture, this study examines the role of university leaders in developing research cultures. The study explores how institution leaders do this within the higher education contexts in their countries. The empirical work is based on qualitative interviews with senior and mid-level university leaders in six countries in sub-Saharan Africa. While all of the leaders espoused clear views about the elements of a productive research culture, results indicate a significant gap remains between espoused values for research and the actual research culture. Theoretically, the research extends the concept of research cultures by demonstrating the complex dynamics between research cultures, culture embedding mechanisms, and leader behavior within contextual constraints.

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1. Introduction

Compared to the rest of the world, Africa lags in research productivity. Although Africa's share of world research articles almost doubled from 1.2 percent to 2.3 percent during the period 1996–2012, more recent data indicate that despite the continued growth in the continent's research production, it generates less than 1 percent of global research (Duermeijer, Amir, & Schoombe, 2018; Schemm, 2013). The scientific impact for most African countries remains below that of the world average (Confraria & Godinho, 2015).

Furthermore, the bulk of Africa's research productivity originates from only a few countries: Algeria, Egypt, Kenya, Morocco, Nigeria, South Africa, and Tunisia (Duermeijer et al., 2018). Researchers use "productivity" in a broad generic sense to refer to the overall research outcomes of universities which promote the production, use, and dissemination of knowledge to the benefit of society as well as the local and international standing of the university (e.g. Gibbons et al., 1994; Vasileiadou & Vliegthart, 2009).

The continued low research productivity has several consequences for the continent. Some studies suggest that Africa's development challenge may in part be linked to its low research productivity (Cloete, Maassen, & Bailey, 2015). Another consequence of low research productivity is the lack of indigenous theories and over-reliance on knowledge produced in the global North (Mamdani, 2011; Ndlovu-Gatsheni, 2013; Nkomo, 2015). In other words, knowledge derived from scholarly activities in countries within Africa would likely assist in the development of context relevant solutions for socio-economic development.

The default explanation for the poor state of research and scholarship in various countries in Africa is that academic and other research-oriented knowledge workers operate in a resource-poor environment. Studies point to inadequate research infrastructures, limited access to library resources, funding constraints, poor technology systems and equipment, and the excessive teaching demands placed upon academic staff (Cloete et al., 2015; Kazeroony, Du Plessis, & Pupilampu, 2016; Mouton, 2010; Ngobeni, 2010; Sawyerr, 2004). The second body of research points to insufficient research capacity and skills among academic staff (e.g. Habib & Morrow, 2006; Nkomo, 2015).

While these structural explanations are important, they tend to overlook behavioral factors that include the role of leaders and research cultures. Specifically, there has been very little attention paid to research cultures and the role of leaders in fostering them in African universities. The sparse research conducted suffers from two limitations. First, the concept of research culture is underspecified and its definition is implicit rather than explicit. Second, the existing research conducted in Africa focuses on how academic staff perceives research cultures rather than the role of leaders in shaping them (e.g. Musiige & Maassen, 2015; North, Zewotir, & Murray, 2011). Consequently, very little is known about how leaders of African universities perceive and enact their roles in fostering productive research cultures within the unique context of the continent.

We address this gap by studying how leaders understand their roles in facilitating and influencing research cultures in African universities. The research reported in this paper constitutes Phase I of the Organizational and Research Culture of African Universities Project (ORCA), a multi-phase research study, focused on organizational and research cultures in sub-Saharan African institutions.

The structure of universities in sub-Saharan Africa reflects colonial legacies and present post-colonial challenges. Hence, the overall project adopted a relational approach that incorporates the importance of the macro-national level context for understanding the mesa-organizational level practices (i.e. research culture) and micro-level perceptions and behaviors. Phase I of the project collected data from senior and mid-level university leaders through semi-structured interviews to ascertain: (a) challenges to developing research cultures; (b) the values and practices of a productive research culture; and (c) the role of leaders in fostering productive research cultures. We also gathered archival data on the national higher education context and academic staff profile of each country.

The research in this paper makes three important contributions to understanding research cultures in African universities. First, it reveals the challenges leaders face in building strong research cultures within difficult national contexts. Second, it identifies the values, behaviors, and practices that leaders believe to be important in facilitating research productivity. Third, the study offers a clearer definition of the concept of research culture and the embedding mechanisms available to leaders for building research cultures.

2. Theoretical Foundation

Organization culture theory provided the theoretical foundation for exploring the role of leadership in building research cultures in African universities. Organizational culture has been a revolutionizing concept in the management and organizational behavior sciences since the early 1980s when pioneering scholar Edgar Schein theorized its nature and manifestations within organizations (Schein, 1985).

Schein (2010, p. 18) defined organization culture as “a pattern of shared basic assumptions learned by a group as it solved its problems of external adaptation and internal integration, which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems.” According to Schein (2010), culture manifests itself in organizations through three fundamental layers: artifacts, espoused values, and basic underlying assumptions. While artifacts and espoused values are observable (e.g. symbols, rituals, practices, structures, processes, language, values, mission and vision statements), basic assumptions are unobservable but are core to an organization’s culture as they shape how members think and act (Ostroff, Kinicki, & Muhammad, 2012; Schneider, Ehrhart, & Macey, 2013).

Tsui, Wang, and Xin (2006), drawing on other scholars, argue that organizational culture derives from the history of an organization, is socially created, and is about the beliefs and behaviors of members of an organization (Ashkanasy, Wilderom, & Peterson, 2000; Giorgi, Lockwood, & Glynn, 2015). Schein (2010) positioned leaders as the primary agents in the defining and shaping of organizational cultures. A growing body of literature has shown that organizational and member outcomes are closely linked to the enabling characteristics of organization culture, its leadership, and its internal procedural mechanisms. A substantial body of research confirms the impact of organizational culture on the lived experiences of organizational members (e.g. Erdogan, Liden, & Kraimer, 2006; Gregory, Harris, Armenakis, & Shook, 2009; Hartnell, Ou, & Kinicki, 2011; Ogbonna & Harris, 2000; Van den Berg & Wilderom, 2004); firm-level performance (Kim & Chang, 2019; Prajogo & McDermott, 2011; Tsui et al., 2006) and innovation (e.g. Hogan & Coote, 2014).

Despite the extant literature demonstrating the relationship between organizational culture and important outcomes, there has been some debate and hesitation about extending these understandings to universities. Some of the pioneering work on organizational culture and higher education was done by Clark (1983). Clark (1983) proposed three levels of culture in higher education: the culture of the discipline, the culture of the enterprise (i.e. organizational culture), and the culture of the academic profession and/or national system. Clark’s (1983) conceptualization spurred research on the role of administrators and managers in organizational culture (Dill, 2012). These studies included

analyses of how the specific behaviors of institutional leaders may help embed or transmit organizational culture and how strategies, practices, and processes characteristic of the general management literature may influence organizational culture and adaptation in higher education (Dill, 2012).

3. Conceptual Framework

While organizational culture refers to the culture of the entire organization, scholars acknowledge the existence of sub-cultures which are manifestations of varied forms and norms within the larger whole (Giorgi et al., 2015; Lumby, 2012; Schneider et al., 2013). Thus, the research culture of a university can be conceptualized as a subset of the broader organizational culture. Drawing from Schein's (1985) seminal work on organization culture, Evans (2007, p. 2) defined a research culture as "*shared values, assumptions, beliefs, rituals and other forms of behavior whose central focus is the acceptance and recognition of research practices and output as a valued, worthwhile and preeminent activity.*" However, she did not fully theorize how leaders can embed research cultures within universities. We extend Evans (2007) definition by conceptualizing the linkage between organization culture, research culture, and leader behavior by applying Schein's (1985) identification of the primary and secondary embedding mechanisms leaders can employ to create, communicate, and manage culture.

In our conceptual framework, the three main influences on research culture are the larger organizational culture, institutional responses to the higher education context, and the role of leaders (see Figure 1). A research culture takes its roots from the organization's culture. Drawing from Schein (2010), the three levels of a research culture are the

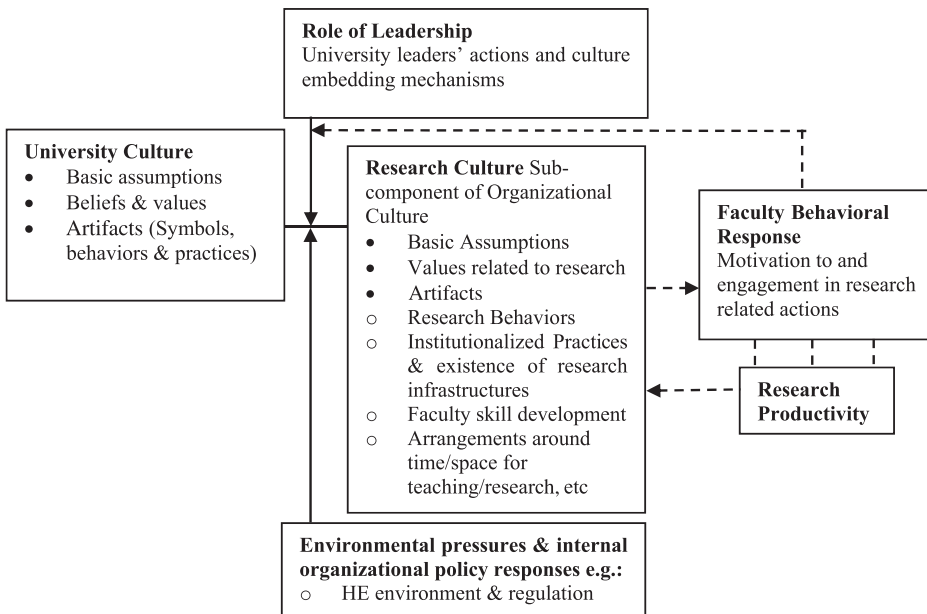


Figure 1. Conceptual framework: Building a research culture (drawing on Evans, 2007; Pratt, Margaritis, & Coy, 1999; Puplampu, 2015; Schein, 2010).

artifacts or visible institutionalized processes, practices, and structures for research, the espoused values and beliefs related to research, and the basic assumptions which are the taken-for-granted beliefs about research revealed through the actual research behavior of academic staff. Research behavior refers to the specific activities that a faculty member engages in to produce research through scholarly efforts. This may include but is not limited to: choosing to spend time on research, identifying research projects, seeking research funding, supervising student research, finding research collaborators, participating in opportunities to improve relevant skills, pursuing quality work rather than quantity towards promotion, and obtaining doctorates.

Schein (2010, p. 3) positioned leaders as the main architects of an organization's culture and argued that it is ultimately created, embedded, and manipulated by them. As shown in Figure 1, a prerequisite for performing this architectural role in building research cultures is an understanding of the macro-national context (i.e. higher education environment and regulations) in which the university functions. Leader culture creation actions and academic staff behavioral responses feedback into the institution's research culture process. We use broken feedback lines because of the nature of academic staff response. Feedback and reciprocal impacts are far from linear or directly predictable.

Schein (2010, p. 236) identified ten mechanisms leaders can leverage in their efforts to shape organization cultures (see Table 1). Primary mechanisms are the most influential and consist of: (1) what leaders pay attention to, measure, and control; (2) how leaders

Table 1. Culture-embedding mechanisms available to leaders.

Primary mechanisms for fostering cultures in organizations	Primary mechanisms for fostering research cultures
What leaders pay attention to, measure, and control on a regular basis	What are the metrics used to measure the status of research at the university? What is the relative emphasis placed on quantity versus quality? Does the status of research performance feature in communications from leaders? How do leaders respond to research underperformance?
How leaders react to critical incidents and organizational crises	How do leaders respond to research underperformance?
How leaders allocate resources	What are the direct and indirect resources provided to faculty to do research and how are these resources allocated?
Deliberate role modeling, teaching, and coaching	Do leaders role model, teach or coach the importance of research?
How leaders allocate rewards and status	What do leaders reward? Who are the valued faculty members?
How leaders recruit, select, promote, compensate and excommunicate organizational members	How does research feature in faculty appointments, promotions, development and terminations? Does research form a key aspect of HRM decisions?
Secondary mechanisms for fostering cultures in organizations	Secondary mechanisms for fostering research cultures
Organization design and structure	What levels do research structures occupy within the university structure? What are the reporting lines for leaders charged with driving research?
Organizational systems and procedures	What are the management systems and procedures in place for research? How much funding and resources do they manage?
Organizational rites and rituals	How are research achievements celebrated? Who gets celebrated?
Design of physical space, facades, and buildings	What is the physical infrastructure for research (e.g. library, laboratories, research hubs)
Stories about events and people	What stories do leaders tell about research and researchers?
Formal statements of organizational philosophy, creeds and charters	Is research visible in the mission statement, in internal and external communication? Is there a formal statement of research strategy, research values?

Source: Adapted from Schein (2010, p. 236).

react to critical incidents or crises; (3) deliberate role modeling of values by leaders; (4) criteria leaders use for allocating rewards and status allocation; and (5) the criteria for recruitment, selection, promotion, retirement, and termination of members. Secondary mechanisms are (1) organization's design and structure; (2) organizational systems and procedures; (3) design of physical space, facades, and buildings; (4) stories, legends, and myths about important events and people; and (5) formal statements of organizational philosophy, values, and mission. We translate these mechanisms into the research culture creation process (see [Table 1](#)). For example, what leaders pay attention to may translate into the metrics they use to measure the status of research at the university as well as the relative emphasis placed on quantity versus quality of scholarly work.

Based on this conceptual framework, we investigated (a) how leaders in selected African universities perceive the challenges to building research cultures; (b) the important values and practices relating to research efforts in their respective institutions; and (c) their roles in fostering strong research cultures.

4. Methodology

4.1. Research Design

We used an interpretive phenomenological approach (IPA) for the study. IPA seeks to explore participants' self-understandings and sense-making processes, rather than measuring objective constructs (Creswell & Creswell, 2017; Gephart, 2004). It aims to capture and qualitatively understand the meanings and interpretations that actors subjectively attach to phenomena to describe and explain their behavior (Gephart, 2004). IPA is often used to develop insights into unexplored phenomena (Gephart, 2004).

The existing literature on low research outputs in Africa shows that studies have not learned directly from university leaders how they perceive research cultures and how they enact their roles in building such cultures. A substantial body of research has long established a relationship between perceptions and behaviors. That is, the organizational cues, rules, and scripts that individuals make sense of daily ultimately drive behavioral responses (e.g. Czarniawska-Joerges, 1992; Katz & Kahn, 1978; Weick, 1995). These rules and scripts reside in the culture and are evident through a series of tangible and intangible cues that dispose organization members to act in specific, discernable, and observable ways (Franklin & Pagan, 2006). Our research approach is also congruent with Schein's (2010, p. 3) assertion that leaders are the main architects of cultures in organizations.

4.2. Sample and Data Collection

Since our goal was to gain access to participants willing to provide in-depth, rich information about their self-understandings of research cultures, we adopted a two-tier sampling approach to access those responsible for leading research in their universities. Recognizing that Africa consists of 54 countries and 1,522 universities, we focused on countries within the project's resource constraints where it was possible to locate leaders willing to devote the time to participate in the interviews. Consequently, the research was conducted in six countries: two countries in East Africa (Kenya and Uganda), two in West Africa (Ghana and Nigeria), and two in Southern Africa (South

Africa and Zimbabwe). Within each country, we identified a sample of universities using the following criteria: inclusion of both public and private universities; have graduated a minimum of four (4) cohorts of students; an academic staff population of at least 100 and a student population of 5,000 for public universities, and an academic staff population of 50 and a student population of 2,500 for private universities at the time of data collection. Our final sample consisted of 23 universities, 15 public and 8 private that agreed to participate in the research.

Next, we purposively selected interviewees in the 23 universities (Suri, 2011). Participants had to meet the following criteria: (a) hold a leadership position in the governance structure of the university (e.g. Vice-Chancellor, President, Pro-Vice-Chancellor, Provost, Research Head/Director, Dean, or Head of Department) and (b) agree to the time requirements to participate in the study. Our final sample consisted of 57 leaders.

The primary data collection method was semi-structured interviews supplemented with archival data. Interviews lasted 1–1.5 h and were taped and transcribed except in cases where notes were preferred by interviewees. The interview protocol focused on: (a) challenges to building research cultures; (b) values and practices of a research culture; and (c) the role of leaders in building research cultures. Follow-up questions were used to clarify responses. Participants were promised anonymity.

Interpretivism also stresses the importance of understanding the historical and social context in which participants are embedded (Creswell & Creswell, 2017). To contextualize the data collected on participants' self-understandings of building research cultures, we also collected archival data on the colonial and higher education history, governance and funding structures for higher education, national population, number of universities, student population, key national higher education challenges, and national academic staff profile of the six countries. Finally, we reviewed relevant university documents shared by participants (e.g. vision statements, research missions, research policy documents, etc.). Hence, the combination of interview and archival data allowed us to triangulate insights into how leaders perceive and enact their roles to build research cultures.

4.3. National Higher Education Context

Higher education during colonialism did not serve the interests of African societies but those of the colonizers (Abrokwa, 2017). The six countries experienced heterogeneous forms of colonial rule although Britain was the main colonizer (Lange, 2004; Odukoya, 2018). Three of the countries, Ghana, Nigeria, and Uganda, were subjected to indirect rule (Lange, 2004). Kenya, South Africa, and Zimbabwe (formerly Rhodesia) were subjected to various forms of settler colonialism (Odukoya, 2018).

Under indirect rule, the traditional elite (i.e. chiefs) and indigenous institutions retained some administrative and legal power under the supervision of imperial governors (Lange, 2004). In contrast, under settler colonialism, the colonizers came to stay and imposed a new political order for themselves that replaced indigenous political power (Odukoya, 2018). In the case of Kenya, there was an exodus of European settlers post-independence compared to the permanent settlement of the British in Zimbabwe and both the British and Dutch in South Africa.

Settler colonialism resulted in an earlier establishment of universities in South Africa compared to the other five countries (e.g. Stellenbosch University was established in

1685). These universities were generally constructed for the settlers, not the native population. Universities in Ghana, Kenya, Uganda, Nigeria, and Zimbabwe were established much later and were tethered to institutions in Britain (Woldegiorgis & Doevenspeck, 2013). Despite heterogeneity in modes of colonial rule, the net effect was homogenous – higher education systems designed to advance the interests of the colonial powers (Odukoya, 2018; Rodney, 1974). Thus, universities were built on colonial principles and European models of higher education. The curriculum was Eurocentric and did not serve the needs of African societies. University education was not available to the general population but used to produce a limited number of elite Africans to serve colonial administration (Rodney, 1974).

In the post-colonial era, universities in the six countries function in very difficult circumstances because of the social, economic, and political problems facing their countries. According to the archival data, the countries share some key challenges reflective of the continuing struggle to overcome the legacies of colonial higher education. The archival data provided details about the origins of universities in each of the six countries and changes over the years. Post-independence all of the countries experienced growth in the number of universities. For example, Ghana went from one university in 1960 to more than eight public universities and over 50 private universities by the time of this research. Governmental pressure to meet the demands for education has given priority to teaching rather than research. However, government funding for higher education remains inadequate. The archival data on faculty numbers and pay structures revealed that all of the countries struggle with inadequate levels to meet student demand and increasing the percentage with doctoral degrees.

4.4. Interview Data Analysis

The interview data were analyzed according to the stages of thematic analysis (King & Brooks, 2018). Each country team was responsible for transcribing and familiarizing themselves with the content of the interviews. A coding guide was developed during a meeting of the ORCA Project Team. During the meeting, teams independently applied the coding to a sample of the interview transcriptions. A discussion was then held about the appropriateness of the codes which led to the refinement and finalization of a coding guide. For example, the key codes included leader behaviors, faculty behaviors, research culture, research policies, research impact, research resources, leadership challenges, and motivation to engage. Thereafter, each country team used the coding guide to code their respective interviews. Moving from open coding to second-order coding, each team identified themes in the interview data for each country while ensuring interrater reliability.

To facilitate comparison across countries, each country team prepared a summary of the interview themes as well as key aspects of the national higher education context from the archival data. Thereafter, two members of the Project Team aggregated and consolidated the themes from the interview data into a final set of themes. The consolidated themes were sent to all team members for further refinement and confirmation. [Table 2](#) provides an example of the final data structure resulting from this analysis aggregation. This process allowed us to identify key themes across all of the interview data.

Table 2. Example of data analysis approach and theme development.

Code name	Description	Raw data – sample quotes	Theme
Leadership challenges	<ul style="list-style-type: none"> How university leaders describe the challenges/barriers to creating and sustaining a research culture in their institutions 	<ul style="list-style-type: none"> <i>It has been difficult to get staff and students to realize the importance of science and the role of philosophical arguments in the conduct of quality research.</i> <i>Theory is missing and true arguments cannot be made in support of quality research.</i> <i>Most academics just publish to meet their promotion and this leads them to produce sub-quality research output.</i> <i>Because of the pressure to get promoted, people “write mushroom papers that do not meet required standard for publication.”</i> <i>The culture at our university right now is a teaching culture. Research is not emphasized as is expected in universities. Whereas if you look at the number of staff which we have, and the output of research, it is not comparable. Right now, we just want to teach, and research is very raw.</i> <i>The higher education system just incentivizes output and this creates a sausage machine ... production line of research outputs.</i> 	Undervaluation of research
		<ul style="list-style-type: none"> <i>We do not have statistical support services or proper language services here in our environment.</i> <i>Most people (academics) tend to do research within the resources that they can individually attract.</i> <i>I think everyone knows research funding is very difficult to come by, particularly in my country.</i> <i>Our laboratories are under-equipped and also materials, when you talk about applied sciences, the materials that are needed to carry out experiments are hard to come by.</i> 	Resource limitations
		<ul style="list-style-type: none"> <i>Our research is not really contextualized on the true African and South African dilemmas. What will research look like if it were decolonised?</i> <i>Our research must change lives. It must impact positively on the society.</i> <i>We have our own agendas. We have our own mandates, and the idea we are pushing is a culture where we accept appreciate and tolerate the broader academic community, but at the end of the day, remaining highly relevant to our local needs.</i> 	Glocal tensions

5. Findings

Overall, the analysis of the interview data indicates consistency among the dominant themes that emerged from the data. The few differences we found were largely associated with the participant's leadership rank. Perceptions of leaders at the Dean and Head of Department (HOD) levels were more directed towards challenges at the operational level (i.e. teaching workloads and administrative burdens).

5.1. Challenges to Creating a Research Culture

Six themes were dominant in how leaders perceived the challenges impeding the development of strong research cultures.

5.1.1. Undervaluation of Research

The main challenge perceived was a lack of appreciation of the importance of research in a university, although several participants indicated that this was less of a problem within science disciplines. Participants expressed this challenge in different ways. A Vice-Chancellor described the research as being "raw", *"The culture at our university right now is a teaching culture. Research is not emphasized as is expected in universities. Whereas if you look at the number of academic staff which we have, and the output of research, it is not comparable. Right now, we just want to teach, and research is very raw."* A Head of Department (HOD) stated the challenge in these words, *"It has been difficult to get academic staff and students to realize the importance of science and the role of philosophical arguments in the conduct of quality research."*

Leaders attributed this challenge to the legacy of teaching as the primary role of universities. As noted by this quote from a Vice-Chancellor, many of the universities started as teaching institutions and the effects of this reality linger today, *"It started as a teaching-centered university rather than a research-centered university. Academic staff members probably felt that the job was only to do the teaching and there was very poor support in terms of senior academics who could come and start to supervise. So, even if someone wanted to do the research, they did not have a mentor."* As the archival data revealed, all the countries were experiencing a huge demand for university education because of the growing youth population. The continent has one of the highest youth populations in the world and this places a significant demand on ensuring access to universities (World Economic Forum, 2019). It is also important to note that compared to universities in the global North, many of the universities in the sample would be considered relatively young institutions. Historically, due to colonialism, there were few universities for the general population as the focus was on educating a small number of elite locals to support colonial ends. The archival data revealed that the growth in African universities occurred in most instances after independence. In the case of South Africa, the surge in university enrollments reflects the increase in access for the majority Black population after the end of apartheid in 1994.

A consequence of the under-appreciation of research was the pursuit of quantity versus quality by academic staff. In addition to the tension between teaching and research, leaders pointed to how incentive systems exacerbate the under-appreciation of research as captured from a Dean, *"The higher education system just incentivizes*

output and this creates a sausage machine ... a production line of research outputs." In several of the universities, there were monetary incentives for research quantity and the number of articles published played a significant role in the promotion to a higher academic rank. Consequently, it was perceived that academic staff holds an instrumental view of research as summed up by this quote, *"Because of the pressure to get promoted, people write mushroom papers that do not meet required standards for publication."*

Often, promotion criteria are explicit about the number of articles required. For example, a Pro-Vice-Chancellor shared the following criteria used by her university, *"If someone acquires a Ph.D. degree, he/she is automatically promoted to Senior Lecturer Grade, and those with a Ph.D. joining the university from outside are permanently appointed if they have at least five publications. We also have an open policy where those with 21 publications are promoted to Associate Professorship and a full Professor Grade requires 35 publications."*

5.1.2. Resource Limitations

The second main challenge was the inadequacy of research funds as well as a lack of infrastructure to conduct high-quality research. Infrastructure support inadequacies ranged from laboratory equipment to statistical support services and language assistance. For example, a Dean shared the following reality, *"Our laboratories are under-equipped. When you talk about applied sciences, the materials that are needed to carry out experiments are hard to come by."* The lack of resources restricts the type of research academic staff can conduct. The words of a HOD summed up the perceptions about the effect of inadequate resources on the type of research produced, *"Most people [academics] tend to do research within the resources that they can individually attract."*

5.1.3. Glocal Tensions

Another significant challenge is reconciling the tension between producing research with local versus global relevance. All the leaders, regardless of rank, shared the on-going dilemma about what kind of research African universities should produce. A dominant view was the need for local relevance to be prioritized as reflected in this quote from a Vice-Chancellor, *"We have our own agendas. We have our own mandates, and the idea we are pushing is a culture where we accept and tolerate the broader academic community, but at the end of the day, remaining highly relevant to our local needs."* Yet, the data also indicate this priority has not been fully achieved as captured in the words of a Dean, *"Our research is not really contextualized ... on true African dilemmas. What will research look like if it is decolonized?"* The emphasis placed on Africanization of knowledge resonates with its post-independence emergence and the more recent calls to decolonize African universities (e.g. Mamdani, 2016; Nyamnjoh, 2012).

5.1.4. Heavy Workloads

Heavy workloads and administrative burdens were also prominent themes in how they described leadership challenges. These challenges were more likely to be shared by HODs and Deans. Two quotes exemplify these challenges. *"The one thing that gets me down as Dean is the creeping managerialism. Documents have to be completed for everything. We do not get time to focus on the core business – which is research."* It was expressed this way by a HOD, *"Most of our academics spend most of the time teaching, marking scripts,*

releasing results, having meetings about results, supervising their students in such a way that they do not have time for their own capacity development which is research."

5.1.5. Anti-Research Behaviors

Leaders also shared challenges related to the attitudes and behaviors of academic staff. Although leaders described academic staff who strove to do good research despite inadequate funds and infrastructure and heavy teaching loads, they also pointed to what we refer to as anti-research behaviors by academic staff. For example, academic staff who did not engage in research with the resources available were described as "unmotivated" or comfortable if they could get promoted by pursuing "low hanging fruit" (i.e. achieving quantity by pursuing low-quality journals). Such faculty did not seem to care much about the quality of their research as long as they had the quantity. Leaders attributed this behavior to a lack of work commitment as captured in the following quote, *"Some of our colleagues are just interested in coming, teaching, and going away ... They say they have done their job without putting back anything into the system, which is not ideal for the idea [of being an] academic."*

There was also general perception related to status differences between senior and junior level academics and how this sometimes translated into behaviors detrimental to research performance, *"A lot of our senior colleagues don't teach," " ... there are our colleagues who as soon as they become professors don't go to any class again. They send their junior colleagues to go and teach ... " and " ... if your junior sees that you don't go to the library to work on your paper, they would go that way too" ... "university academics do not value collaborations and hence it leads to lack of mentorship between senior and junior academic staff."* We were surprised at the bluntness in which the leaders described counterproductive academic staff research behaviors as captured by the following phrases from participants, *"People just want to have a pretense of doing"; "doing fake research"; "not driven to do research"; "people are just lazy."*

5.1.6. Poor Research Skills

The final challenge was the lack of adequate research skills of academic staff. First, was the large number of academic staff working on doctorates as noted by a Dean, *"We have too many young academics who are on staff development undertaking their Ph.D. I think three-quarters of our members of staff are doing their doctorates."* The archival data revealed an overall low percentage of academic staff with doctorates with the average national percentages ranging from a low of 11 percent in Uganda to a high of 46 percent in South Africa. Second, participants also believed that the lack of research skills creates low self-efficacy and confidence among academic staff to engage in research as summed up by this quote from a Registrar, *"When people don't have these skills, they are likely to not want to do a lot of research because they may feel that they are exposing themselves."*

5.2. Role of Leaders in Building a Research Culture

Despite the significant challenges leaders shared, they had very clear views about the practices of a research culture in a university as well as their roles in creating and sustaining a strong one. Several of the leaders were actively engaged in efforts to change the research

cultures of their institutions. The practices and roles they described reflect classic elements of an enabling research culture that would be found in universities in the global North and other developed regions of the world. The roles they described clustered into four themes: clarifying research expectations and prioritizing the type of research; creating an enabling environment by providing resources; building the research capacity (skills and qualifications of academic staff); and role modeling expected research behaviors.

5.2.1. Clarifying Research Expectations and Prioritizing the Type of Research

Participants believed that the role of leaders was to demand high-quality research and clarify research expectations. Leaders believed it was important to be unequivocal about research expectations, given the historical priority on teaching and little expectation for high-quality research productivity. Leaders stressed placing a premium on research in promotion decisions by articulating standards related to the quality of research. For example, a Vice-Chancellor stated, *"We changed our promotion culture to focus more on the quality ... integrity and impact rather than the number of publications."*

The urgency of this role was reflected in the strong language that participants used to express it. For example, *"We need to **drum it**, to let everybody be aware that without research we cannot progress as an institution"; "The research policy is **printed in black and white** for academics to see and feel"; and "**Driving** high-quality research and collaborating between the private sector and the university and international bodies."* They also stressed that monetary rewards were not the only way to reward research performance. A Vice-Chancellor stated it this way, *"Recognize people and not just always be about money, but also give them a platform to speak or share their ideas."*

There was consistency across the data that leaders should stress the importance of locally relevant research in setting performance expectations. The following quote from a Vice-Chancellor illustrates what we generally heard from leaders about this priority, *"Our research is supposed to be pre-offering technological solutions to the problems that the country is facing, be it your farmers, your miners, your manufacturers. That's our immediate preoccupation."*

5.2.2. Creating an Enabling Environment and Providing Resources

This role was clearly articulated by a Pro-Vice-Chancellor, *"Leadership needs to provide an enabling environment. We need to provide resources so that we help colleagues who are serious about research."* Participants emphasized providing tangible resources like research facilities, seed money, and funding to attend international conferences as key to fulfilling this role. There was less awareness of other environmental factors like reducing teaching loads, sabbaticals, or research assistants, for example.

5.2.3. Building Research Capacity and Skills of Academic Staff

Perhaps unique to the African continent compared to Western universities is the emphasis the leaders placed on their roles in developing the research skills of academic staff. This role had two dimensions. The first was putting in place structures and processes for developing the research skills of academic staff, especially the acquisition of quantitative skills. Second, building capacity required increasing the number of academic staff with the skills to supervise the research of post-graduate students and to also assist academic staff in completing their doctorates.

5.2.4. Role Modeling Expected Research Behaviors

Modeling expected research behaviors were particularly dominant among Deans and Heads of Departments who stressed the important role of leading by example. The belief was that leaders at their levels needed to be focused and engaged with research. The latter behavior was epitomized by the following quote from a Dean, *“Lead by example is a good practice as it shows interest and with that care of our people. Get commitment through practice.”* However, Deans lamented the lack of time to focus on their own research because of heavy administrative responsibilities as summed up by one participant, *“I think institutionally we have not been set up for research.”*

6. Discussion

The research in this paper focused on understanding the role of leaders in fostering enabling research cultures and the challenges associated with their efforts. The vision and/or mission statements of a majority of the universities in our sample contained goals to be world-class, internationally recognized, or a leading university in Africa. Only three universities did not have explicit statements about research.

The participants' understandings of the practices of a research culture were generally consistent with empirical findings from other parts of the world (Deem & Lucas, 2007; Dill, 2012; Evans, 2007; Ion & Castro Ceacero, 2017). However, our analysis of the historical and national context of the countries in our sample suggests their perceptions should be understood within the historical and post-colonial realities affecting higher education. Inadequate resources were among the challenges identified due to increasing student demand and stagnant government funding. This result corroborates the findings of Sawyerr (2004) and others Atuahene (2011) which reveal a poor resource environment as a major contributor to poor research performance in various African countries. At the same, the results also suggest that providing resources for research may only be a partial answer to fostering strong research cultures in African universities.

While all of the leaders in the sample espoused clear views about the elements of a productive research culture, results indicate a significant gap remains between espoused values for research and the actual research culture. As organization culture theory suggests, it is the actual practices and systems in place that influence the behaviors of academic staff rather than the values espoused by leaders. It is these practices and systems that shape “the day-to-day way we do things around here” (Schein, 2010, p. 3). Thus, until leaders can significantly influence “the day-to-day way we do research around here”, attitudes and behaviors of academic staff will be difficult to change. A major problem for the leaders in our sample was the appropriate leveraging and alignment of embedding mechanisms.

For example, one of the identified anti-research behaviors of academic staff was the pursuit of quantity versus quality research. Tying promotion to quality research seems like an obvious solution. However, for the most part, the institutions sampled pursued reward and promotion systems which are linked to the number of publications. Given the compounding problem of low salaries of academics and inadequate funding for research, a catch-22 situation unfolds with some academic staff teaching at several universities to supplement their salaries. The time devoted to extra teaching may inhibit the pursuit of quality research (Wangenge-Ouma,

Lutomiah, & Langa, 2015). However, leaders in this study acknowledged there are some academics who make great attempts to be productive and do good quality research despite inadequate resources.

7. Conclusions

The results of this research make three important theoretical contributions. First, the findings show that leader influence on the research fortunes of universities is neither linear nor simple. Second, the definitions offered by Schein (2010) on organizational culture and Evans (2007) on research culture while seminal and instructive assume a shared reality which may not necessarily be so. The findings lean more towards a contested reality and to perhaps the existence of “positive” and “negative” or commendable and not so commendable elements of the research cultures encountered. The frustration of the leaders in our sample where their interventions do not seem to have the intended effects was palpable. Their efforts to drive increased scholarly productivity may not necessarily rest on achieving a unified or shared set of values, behaviors, and practices, but rather on an acceptance of the presence of a multiplicity of behavioral possibilities.

Finally the data, as well as evidence from other scholars, suggest that the research environment in universities is informed by many internal and external contextual factors and are evolving realities that can indeed be molded by a recognition of the complex nature of research cultures. This, added to the present reality that the current higher education contexts in the countries sampled reflect colonial and postcolonial challenges that constrain the influence of university leaders (Barnard, Cuervo-Cazurra, & Manning, 2017), suggest that context will be a significant moderator of Schein’s (2010) notion of the impact of leaders in shaping culture.

Thus, based on our findings we propose the following definition of research culture: the mixed range of individual and collective values, behaviors, and institutional practices of a university (or other knowledge-based organization) built up over time within a particular internal and national context which inform the level of research uptake by organization members and have a direct impact on individual and organizational research productivity. Our definition addresses the following complexities of the concept:

- (a) The values that underlie research prospects may vary within the institution, thus allowing for the possibility of different levels of research uptake in different parts of the university.
- (b) Specific behaviors are identifiable which may be deployed differently by different organization members which enable research productivity to be realized.
- (c) The range of institutionalized practices may enhance or regress research efforts.
- (d) The efforts of leaders towards improving research productivity require attention to these antecedent culture issues as the responsiveness of academic staff members cannot be deemed into existence but rather skillfully negotiated as part of a culture embedding process over time.
- (e) The macro-level (national) context is a significant factor in the influence leaders can exert on research cultures

7.1. Embedding Research Culture

Our findings have practical implications for university leaders in Africa who want to foster strong research cultures. This study suggests that leaders need to establish the appropriate structures and systems and to engage in intentional culture embedding actions (Table 1). In so doing, leaders need to pay close attention to the alignment of their actions. For example, demanding quality research will not succeed without structural interventions to enable it. Leader actions have to be directed towards influencing the research behaviors of academic staff. The research behaviors in question include: choosing to spend time doing research rather than engaging in multiple teaching at different universities; responding to opportunities to improve relevant skills; pursuing quality work rather than quantity – which is targeted – towards promotion; working to obtain doctoral or terminal degrees; actively seeking research funding, grants and so on; and working on credible research projects. Leaders need to model and align institutional mechanisms towards encouraging such behaviors. For example, leaders could ensure that promotion criteria reward quality research rather than quantity and commend credible, collaborative research projects within universities, as well as across the continent and internationally. Promotion criteria for senior academics should include mentoring and development of junior academics. Efforts should be made to reward research that addresses local needs.

Furthermore, leaders should address issues of poor remuneration of academic staff as a means of reducing the workload resulting from engagement in other activities or jobs outside of the university. Remuneration policies may require some differentiation between disciplines – contentious though this may seem. Adequate remuneration may enable academic staff to concentrate more on research within their primary university affiliation. Of course, the latter will not be easy, given the socio-economic context of many African countries and inadequate government funding for universities. Research capacity development programs for academic staff should, in addition to providing technical support, focus on enhancing self-efficacy and fostering positive attitudes about the importance of research (Griffioen & de Jong, 2015).

We suggest that with attention to these types of embedding mechanisms, it should be possible to enhance the research culture, realign research behaviors and ultimately improve research productivity. We define research productivity as the: *individual and collective build-up of research outcomes which demonstrate that the organizational goals of knowledge creation and dissemination are being addressed by individual faculty members as well as by the university institutionally*. This is the essence of the conceptual relationships postulated in Figure 1.

We note though that these embedding mechanisms require attention to be paid to the contextual factors that limit their potential efficacy. A significant role for university leaders in Africa that did not surface in the interviews is lobbying the government and other national bodies to make the case for the kinds of resources and funding needed to meet the expectations set for the university system.

This is one of the first multi-country studies on the African continent that examines the role of university leaders in influencing research cultures. It is also one of the first to delve into how leaders view the challenges of conducting research in their universities. We argue that it is important to understand how leaders perceive and interpret the challenges to research performance because their perceptions will ultimately inform their leadership behavior to build and lead strong institutional research cultures.

The findings reported in this paper add to the growing body of literature that tackles the problem of weak research productivity of African universities. While Puplampu (2015) proposes an intervention model, our research goes further to address the building of research cultures. Drawing from the seminal work of Schein (2010) on organization culture and that of Evans (2007) on research culture, we proposed an expanded definition of the concept of research culture along with specific embedding mechanisms. Our work therefore offers both a deeper theoretical consideration of as well as relevant practical insight into research cultures within universities.

8. Limitations and Future Research

No study is without limitations. Two limitations of this study offer opportunities for future research. First, our sample consisted of universities in six Anglophone countries which represents only a small fraction of the continent. Generalizing about a continent as large and diverse as Africa is difficult. Future research should be extended to other countries and more universities. Second, the study is also limited by its focus on the role of university leaders in building research cultures. Future research should examine how academic staff in African universities perceive research cultures within their respective disciplines and how they negotiate or have reinvented their commitments to research given growing demands for increased research productivity.

At the same time, there is research needed to examine the impact of power and status distance on the strength of research collaborations among academic staff of different ranks, comparing various instances of collaboration and their results, as well as the ease of achieving such results and the time taken. Finally, more research is needed on the perceptions of government leaders and policymakers about their roles, attitudes, and funding decisions for research. Despite these limitations, we do believe that the findings complement the current body of literature that has focused on the structural impediments to research productivity by providing a broader picture of the complex, multi-dimensional challenge of intensifying the knowledge production of African universities.

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Notes on Contributors

Bill Buenaar Puplampu is a Professor of Organizational Behavior and currently the Vice Chancellor of Central University, Ghana. His papers have appeared in various outlets including: *Acta Commercii*, *Business and Society Review*, *Canadian Journal of Administrative Sciences*, *Canadian Journal of Development Studies*, *European Business Review*, *Journal of the British Academy* and *Africa Journal of*

Management. His research interests are in employee motivation, organizational culture and organizational leadership. He is a Fellow of the Ghana Academy of Arts and Sciences (FGA).

Stella M. Nkomo is a Professor in the Department of Human Resource Management at the University of Pretoria, South Africa. Her research on race and gender in organizations, leadership, change management, and management in Africa has been published in such outlets as the *Academy of Management Review*, *Organization*, *Journal of Management*, *Journal of Occupational and Organizational Psychology*, *Equality Diversity and Inclusion: an international journal*, and the *Academy of Management Learning and Education Journal* as well as edited volumes and books. She is an A-rated South African researcher and founding President of the Africa Academy of Management.

Yvonne du Plessis is a Professor at the North-West University Business School in South Africa. Her research relates to organizational behavior in multi-cultural contexts, people and behavioral perspectives in project management, and contemporary management challenges in multiple cultural settings. She has edited a number of books and published widely in scholarly journals both nationally and internationally. Furthermore, she has been a research supervisor for more than 20 Ph.D graduates and a research mentor for more than 150 Ph.D candidates from Africa, Europe, and Asia. She is a rated South African researcher and a keen African research scholar.

Jolly Byarugaba Kabagabe is a Senior Lecturer in the Department of Human Resource Management at the Makerere University Business School, Uganda. She holds a Ph.D from the University of Witwatersrand, South Africa. Her research interests are in the fields of human resource management and organization behavior.

Evelyn Chiyevu Garwe is a Professor and Pro Vice-Chancellor for the Zimbabwe Ezekiel Guti University. Her portfolio of qualifications traverse scientific and management disciplines. She is a keen researcher and practitioner with expertise and experience in higher education management. Her research focuses on transformation and quality issues in all aspects of higher education, including leadership and governance, research, internationalization, doctoral training, gender, and financing. She is also interested in the ways that inclusive education shapes the narratives regarding various stakeholders, for example, students, academics, and vulnerable societies.

Juliana M. Namada is an Assistant Professor of Strategic Management at United States International University- Africa. She holds a PhD in Strategic Management from the University of Nairobi. Her research interests are in strategic management and appears in the *Africa Journal of Management*, *International Journal of Strategy and Automation*, *Journal of Cooperative Studies*, and the *Journal of Organizational Psychology* among others. Juliana is a member of the Academy of Management and Africa Academy of Management. She is the second global representative for Africa in the Strategic Management division of the Academy of Management and the inaugural fellow of Junior Faculty Fellowship of *Africa Journal of Management*.

Kemi Ogunyemi is an Associate Professor and holds a degree in Law from the University of Ibadan, an LLM in IT and Telecoms Law from University of Strathclyde. Her MBA and PhD Management degrees are from the Pan-Atlantic University (Nigeria). She currently teaches business ethics, managerial anthropology, self-leadership and sustainability management at Lagos Business School, Pan-Atlantic University. She is also the director of the Christopher Kolade Centre for Research in Leadership and Ethics as well as the academic director for the School's Senior Management Program. Her consulting and research interests include personal ethos, work-life ethic, social responsibility, sustainability, governance, and anti-corruption action.

Juliet Thondhlana is a Professor in the School of Education at the University of Nottingham, UK. Her research on the internationalization of higher education, African knowledge production and distribution, higher education and employability; entrepreneurship and educational management has been published in international journals such as *Compare: A Journal of Comparative and International Education*; *Management in Education*; *Journal of Studies in International Education*; *Journal of Applied Research in Higher Education*; *Journal of Further and Higher Education*; *Journal of the British Academy*; and *Educational Review* as well as edited books and special issues. She is

lead editor for the ground-breaking handbook *Bloomsbury Handbook of the Internationalization of Higher Education in the Global South*.

Dr. Inusah Abdul-Nasiru is a Senior Lecturer in the Department of Psychology, University of Ghana. He is a certified Industrial and Organizational Psychologist with research interest in organizational change, culture and development, emotional intelligence, organizational commitment, humanitarian work psychology and studies done to facilitate the attainment of sustainable development goals (SDGs). His published articles and book chapters appear in outlets that include *Journal of Career Development*, *Industrial and Organizational Psychology (SIOP)*, the *International Journal of Forensic Mental Health*, and *Routledge (Taylor & Francis Group)*. He is an expert in recruitment using personality profiling, transition support for employees in organizations undergoing restructuring.

Añulika Agina is a Senior Lecturer in media and communication studies at the Pan-Atlantic University, Lagos with a focus on Nigerian film and cinema-going cultures. Between 2019 and 2022, she adopted several research methods to work on the Screen Worlds project at SOAS University of London to investigate Nigerian screen cultures. The outcomes are the production of a documentary, *Behind my Nollywood Screen* (2022), and a forthcoming co-edited book titled *Contemporary African Screen Worlds*. Her research has been published in the *Journal of African Cultural Studies*, the *Journal of African Media Studies* and *Critical African Studies* among several other outlets.

Kwesi Amponsah-Tawiah is an Organizational Psychologist and an Associate Professor of Organizational Development at the University of Ghana Business School, where he serves as the Head, Department of Organization and Human Resource Management. He holds a PhD in Applied Psychology with specialization in Occupational Psychology from the Institute of Work Health & Organizations (I-WHO), University of Nottingham UK. He has considerable research and consulting experience in Organizational Development and Change Management, Organizational Design and Restructuring, Organizational Behavior Management and Occupational Health and Safety Management. His research has been published in over sixty international journals including *Frontiers in Psychology*, *Journal of Workplace Behavioral Health*, *European Journal of Training and Development*, and *The Social Science Journal*.

Rosemary A. Danesi is an Associate Professor in the Department of Employment Relations & Human Resource Management at the University of Lagos, Nigeria. Her research on non-standard employment, bullying in the workplace, and collective bargaining has been published in national and international journals such as *Journal of Economics, Business and Management*, *Unilag Journal of Humanities*, *Nigerian Journal of Labour Law & Industrial Relations*, and *the US-China Law Review*. She is a Fulbright Fellow and currently the MBA Coordinator at the University of Lagos, Nigeria.

Justice Gameli Djokoto is a Professor in the Department of Agribusiness at the Central University, Ghana. His research on agribusiness, agricultural technology, efficiency and productivity, as well as foreign direct investment has been published in such outlets as *Agribusiness: an international journal*, *Technology in Society*, *Studies in Agricultural Economics*, *Agricultural Finance Review*, *Agrekon*, *F1000Research*, *SAGE Open* and *Cogent Food & Agriculture* as well as edited volumes and books. He is founding President of Chartered Institute of Agriculture, Ghana.

Denise Diana Duncan is a lecturer in the Department of Communications and Media Studies, at the Central University, Ghana. She holds a Ph.D in Communication Science from the University of South Africa. She has research interests in all disciplines of communications management such as organizational communications, strategic integrated communication, and change communication. She developed a model for her doctoral thesis as she explored the practice of strategic integrated communication in selected banks in Ghana. Her article about establishing the relevance of cooperative education in Ghana can be found in the *International Journal of Work Integrated Learning*.

Joseph Lekunze has a Ph.D in Agricultural Economics and Management and a Certificate in Project Management. He is currently a Research Professor at the North West University Business School in South Africa. His research focus area is Agricultural Economics and Business Management. His published research appears in several journals including the *South African Journal of Agribusiness and*

Rural Development, The Journal for Trans disciplinary Research in Southern Africa and in many conference papers.

Simon McGrath is a Professor and holds the UNESCO Chair in International Education and Development at the School of Education, University of Nottingham and a visiting professor at Nelson Mandela University. He is a Fellow of the Academy of the Social Sciences (UK) and has published extensively in the fields of international and comparative education, vocational education and training, and development studies.

Joyce Ndegwa is an Assistant Professor in Strategic Management at United States International University, Chandaria School of Business, Kenya. She holds a PhD and Masters in Business Administration (Strategic Management). Her areas of research interest include strategic management, change management, knowledge management, organizational development and passionate about student mentorship. Some of her research output has been published in *International Journal of Research in Business and Social Science* and *DBA-Africa Management Review*.

Nancy Ngowa is a Senior Lecturer and a Chair of the Department of Languages, Linguistics, and Literature at Pwani University in Kenya. Her research in phonology, morphology, and syntax of Bantu languages has been published as articles and book chapters in journals such as *Studia Orientalia Electronica (StOrE)*, *Language Science Press*, and *Arusha Working Papers in Africa Linguistics*, among others. Dr. Ngowa also organized an International conference at Pwani University bringing language scholars from different parts of the world. She is currently leading the endangered language documentation project at Pwani University.










Michael Ofori Ntow is a Lecturer in the Department of Human Resource Management at Central University, Ghana and a PhD student at the Department of Public Administration and Public Policy, Mississippi State University, U.S.A. His research interests and publications focus on organizational behavior, human resource management and occupational health and safety management. He is a member of Africa Academy of Management, Academy of Management, and an Associate Member of Institute of Chartered Economists, Ghana.

Emily Ayieta Ondondo PhD, studied Linguistics at the University of Newcastle, New South Wales, Australia. She is Senior Lecturer of Linguistics at Jaramogi Oginga Odinga University of Science and Technology (JOUST), Kenya. She has published in a number of journals among them: *International Journal of English Language and Linguistics Research*, *US-China Foreign Language*, *Theory and Practice in Language Studies*, *Applied Linguistics Research Journal*, *Journal of Language & Linguistic Studies*, *Communication and Linguistics Studies*, and the *International Journal of Applied Linguistics and Translation*. Her research interests are in Bantu and African Linguistics documentation and description.

Ravinder Rena is a profound academician and distinguished scholar in economics with over 30 years of teaching and research experience. He is a Professor of Economics at the NWU Business School, North-West University, South Africa. He serves as the Honorary Country Director – South Africa for the International Internship University (IIU). He also serves as an Adjunct Professor of Economics at Monarch Business School, Monarch University, Switzerland. He has published widely in the area of development economics, especially on African issues. He published over 140 articles in reputed journals across the globe. He is the founding Editor-in-Chief of the *International Journal of Education, Economics and Development*.

Maxwell Sandada is an Associate Professor of Business at the University of Zimbabwe Business School and a Deputy Dean of Business Management Sciences and Economics Faculty. His research revolves around general and strategic management, strategic marketing, organizational design & development as well as purchasing and supply chain management. His work has been published in various international journals which include *South East European Journal of Economics and Business*, *Africa Insight*, *Journal of Economics*, *AfricaGrowth Agenda*, *Acta Universitatis Danubius*, *Pakistan Journal of Applied Economics*. He supervises MBA and PhD students and is responsible for assisting Post Graduate Faculty students to develop research concepts and proposals.

ORCID iDs

Stella Nkomo  <https://orcid.org/0000-0003-3397-631X>
 Yvonne du Plessis  <https://orcid.org/0000-0002-6900-1664>
 Evelyn Chiyevo Garwe  <http://orcid.org/0000-0002-6111-8622>
 Juliet Thondhlana  <http://orcid.org/0000-0002-4065-5103>
 Inusah Abdul-Nasiru  <http://orcid.org/0000-0002-4407-7953>
 Añulika Agina  <https://orcid.org/0000-0003-4921-7879>
 Justice Gameli Djokoto  <https://orcid.org/0000-0002-2159-2944>
 Simon McGrath  <http://orcid.org/0000-0003-2312-5378>
 Ravinder Rena  <http://orcid.org/0000-0002-4156-8693>

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