

## *Original Paper*

# Accountability Mechanism and Academics' Research Output: Lessons for Uganda Management Institute (UMI)

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### **Abstract**

*The paper examined institutional research practices that promote academics' motivation to engage in writing and publication. The idea was prompted by enormous effort and financial support UMI has committed on various research and publication-related programs and activities, including; annual research cluster grants, conference funding, graduate supervision, and guest scholars that are periodically engaged to facilitate in the areas of; research, supervision, scholarly writing, publication, grant proposal writing, etc. Every year (save for the pandemic period), the institute disburses funds to academics that respond to research grant calls in a timely fashion. Similarly, there were newly graduate doctoral candidates, still with fresh and novel publishable research ideas. It was revealed that academics are recognized for graduate supervision to completion, instead of co-publication efforts. The paper concludes that the lack of "price-tags" for research uptake, and the current accounting system that focuses on the usage of funds, instead of the outcomes has continued to diminish academics motivation to publish. Similarly, the practice to settle for the "raw research reports" instead of publications as a way of accountability had affected academics' desire to publish. Further, collegial cooperation had affected implementation of personnel decisions related to research. Lastly, the delayed performance feedback on individual publication statuses affected their publication acumen. The paper recommends that institutions need to devise accountability systems for funded research activities as a way of sustaining academics' research passion and motivation. Similarly, the institution should use the detailed "quarterly performance output reports" to regularly update members on their research uptake situation, other than waiting for the expiry of the five-year employment contract.*

### **Keywords**

*academic's, accountability mechanism, publications, research activities*

## 1. Introduction

Distinct from other concerns of the previous researchers (e.g., Barifaijo, Nkata & Namubiru, 2021; Heckman & Moktan, 2020; & Barifaijo, 2022), that focused on diminished research uptake of individual academics, the current paper focused on institutional systems that promote research and publication. Of specific interest, is that although research is considered superior, and in fact, takes the lion's share among the tri-focal functions, it has not received the solemnity it deserves (Haven, Bouter, Smulders, & Tjldink, 2019). Similarly, research plays a pivotal role of; knowledge production, academics' intellectual and professional development, superior teaching, and an avenue for income. However, research output in form of publications has remained an area of concern for many higher education institutions. Whereas, the pressure for research output has escalated, quality in the other three (3) strands of; training, consultancy and community engagement has gained more attention, with the public demanding "value for money", while HEIs draw more focus on "performance-based rewards" (Heckman & Moktan, 2020; Fanelli, 2010; Leahey, Beckman, & Stanko, 2017). In fact, research by (e.g., (Barifaijo, 2017; Heckman & Moktan, 2020; Leahey et al., 2017) has established that individuals with heightened passion for research, at the same time, they make the best teachers, and argue that their research enthusiasm feed into their students. In contrast, given that research and teaching are both time intensive, balancing the two may not be tenable (Lee & Aitchison, 2011). While the object of this paper was not to compare teaching and research, the perspective of the argument is relevant and applicable, since majority of academics often utilize their related published materials in teaching. Research uptake was found by (Coaldrake & Stedman, 2013) to improve visibility, but also an increase on the resource envelope for institutions, in terms of grants, partnerships and collaborations. Yet, unless, the findings are published, research will remain irrelevant, because universities are created to generate knowledge through research and publication (Fisher et al., 2016).

### 1.1 The Context and Problem

In a bid to achieve her strategic vision of "a research-led centre", Uganda Management Institute (UMI) recently repositioned herself as a center of "Research-Excellency", and devised numerous strategies, such as; establishing a coordinating unit which has continuously developed research guidelines. UMI has deliberated on numerous research efforts to allow staff gain superior insights to enable them utilize empirical content to provide quality teaching, publish their findings, attain career growth, and visibility. In fact, among her numerous endeavors, UMI has resolved to become a "Research-Led Institution", and acknowledges that faculty members represent one of the most important elements of research capacity for the institute. Further, UMI has instituted relevant policies and instituted practices to heighten research uptake, in order to shape research productivity (UMI Research Policy, 2018). Cognizant of how research and innovation foster professional excellence in all disciplines, the Centre, is highly prioritized more than ever before (IRIC, 2019). Although originally established to develop capacity in management, leadership and administration among public servants in Uganda, today, UMI

recognizes the demand for knowledge management, through; research uptake, consultancy services, community engagement, as well also, training.

With the demand for research as embedded in the Uganda's National Council for Higher Education (NCHE, 2006), UMI has to comply the requirement of "publish or perish", which has put academics and researchers under enormous pressure to demonstrate "intellectual growth". Particularly, research is a precursor for all personnel decisions in HEIs. Therefore, following Attema, Brouwer, Exel & Job's (2014) axiom of "*research rules the world*", UMI has embraced its promotion through, the establishment of the Institute Research and Innovation Centre (IRIC), that is mandated to; coordinate research activities for staff and students; formulate research-policies and guidelines, to streamline; (i) planning and distribution of research grants (ii) coordination of conferences and seminars for staff (iii) organizing national dialogues (iv) coordination of graduate supervision and research (v) conduct research workshops for staff & students, and; (vi) organizing open forums for discussion on institutional research matters (IRIC, 2019). UMI has continued to outsource experts from within and outside Uganda, to support existing internal research skills' capacity for staff and students and to strengthen research networks. Although, majority of staff have engaged in numerous researches, there are still few indices of staff publications, including; journal article publications, books or book chapters, policy briefs, etc. Whereas the aforementioned strategies targeted to stimulate research skills and to motivate academics to engage in research activities (IRIC, 2016), there has not been deliberate effort to hold individuals accountable in order to translate research engagement endeavors to tangible research outputs. In order to understand the dynamics in accountability for research activities, two (2) objectives were formulated, to; (1) establish accountability mechanisms for supported research activities (2) examine implications for unaccountable research efforts.

### *1.2 Literature Review*

Literature on research uptake and its related topics has been extensively explored, with majority of the researchers focusing on academics and their inability to "conduct research (Mugimu, Nakabugo & Katunguka-Rwakishaya, 2013), the nexus between research and teaching (Paideya and Bengesai, 2017), academic" enthusiasm for research (Barifaijo et al., up), and the invisible research accomplishments (Barifaijo et al., 2021). Still, areas of research-related concerns among researchers is still vibrant and viable due to its significance, and controversial landscape. However, this paper takes a diversionary approach, by turning the arrow to the gate keepers of research, to explore how the beneficiaries are made accountable, not only for the funds, but also, the time spent engaged on research activities. Similarly, academics' functions have been highly valued, globally, with doctoral/graduate supervision often considered "highly scholastic", where, individual academics are expected to excel in research, supervision and publications (Barifaijo & Nkata, 2021). Whereas co-authorship of publications with the supervised students may not be mandatory, Adler, Osterloh, and Frey (2015) found it intellectually reasonable not only to support novice researchers, but for the supervisors to perfect the art of publishing and heighten their visibility. Similarly, whereas it is the published materials that make

people known, (Moosa, 2018) institutions recognized “supervision to completion” instead of publication which does not promote visibility. Unlike the vast of researches that focus on individuals, the current paper was guided by a model to explain accountability systems, hence the collegial model of management was adopted.

### *1.3 Theoretical Exploration*

The collegial model of management espoused by Somech (2002) explains how managers develop close relationships with their subordinates in which they relate to them on a personal level rather than simply a professional one. The term collegial relates to a body of persons having a common purpose, much like a university, where often leaders at various levels most likely have same qualification (Soltani, 2004). Collegial models include all those theories that emphasize that power and decision-making should be shared among some or all members of the institution (Bush, 2003). Collegial models assume that institutions determine policies and make decisions through a process of discussion leading to consensus, which call for shared power and responsibility among departmental members, thought to have a shared understanding about the aims of the institution (Raofi, 2004). Therefore, ‘collegiality’ broadly is the academic leaders conferring and collaborating with members of their departments that they lead (Mc Dunnigan, 2011). It is argued that a lot is gained when members of the same department work together, yet, so much is lost when they do not cooperate. The assumption is that each member of the department develops a feeling of being a part of the whole and contributes something to the whole and recognizes the contributions of others. This means that the fact that management is not expected to boss around to implement harsh decisions, it puts policy implementation in a queer situation. Similarly, while the managerial orientation emphasizes teamwork for improved teamwork, staff are expected to commit to self-discipline (Ghorbani, 2004). Therefore, academics naturally develop a sense of belonging, high sense of fulfilment, worthwhile contribution, and self-actualization. Unfortunately, while the model assumes that this “self-actualization” should lead to acceptable enthusiasm and commitment in performance, this is not often the case.

The features of collegial models include; strong normative in orientation; “the advocacy of collegiality is made more on the basis of prescription than on research-based studies” (Raofi, 2004). Collegial models are particularly appropriate for educational institutions that have significant numbers of professional staff, but also with leadership that is determined by the lower cadres, and is not based of superior than, but ability. Similarly, the model assumes that professionals have a right to share in the wider decision-making process, that are more likely to be better informed and are also much more likely to be implemented effectively. Further, collegial models assume a common set of values held by members of the organization, that guide the managerial activities of the institution and are thought to lead to shared educational objectives (Bhoj, 2009), which shared vision (Soltani, 2004) refers to, as the importance of the basis for collegial decision-making. Lastly, the collegial model deals with this problem of scale by building-in the assumption that academics have formal representation within the various decision-making bodies, with the democratic element of formal representation resting on the

allegiance owed by participants to their constituencies (Brundrett, 1998). Hence, it is this decision-making process that is often stretched while members search for a compromise or alternative solutions to some harsh policies on their colleagues - often regarded as an acceptable price to pay to maintain the aura of shared values and beliefs (Barifaijo & Nkata, 2020). This is because, the case of consensual decision-making rests, in part on the ethical dimension of collegiality since imposing decisions on staff is considered morally repugnant, and inconsistent with the notion of consent (Bush, 2007). It is this notion of supervisors or senior colleagues developing close relationships with their junior colleagues or followers, that they relate with at a personal level rather than simply a professional one of collegial that makes holding beneficiaries of research support accountable, problematic. In a University setting therefore, it is this idea of trying to develop a more effective and friendly work environment that ends up endangering management's programs and plans, because all constituents have a close-knit team where every member has a stake in the decision-making process, but also, qualify for representation (Somech, 2002). Hence, while policies on holding members accountable may be present, execution of critical decisions requires relevant committees, where everyone is represented (Bush, 2003).

## **2. Methodology**

A case study design that focused on one higher education institution was adopted and used in-depth interviews and documentary analysis to unravel mechanisms for accountability of research support to staff. Using a critical and narrative analyses, current research career support to researchers at all levels of their career at UMI, and their research output were examined. Google Scholar and Publish or Perish (especially Google ref and Crossref) search engines were used to extract all indexed publications from 61 UMI researchers (55 from academic's department and 06 administrative department). The names were obtained from the Directorate Output Performance Report for the Financial Year 2019/20, research training workshops and supervision list. Of the 61 staff, 67.2% (41) had PhD and the rest were Masters holders. All participants from the rank of Lecturer upwards held doctorates and were all actively involved in teaching and supervision of graduate students. Furthermore, we also carried out document analysis obtained from various sources including websites of different units across campus, library databases, graduation booklets, and 40 Curriculum Vitae for faculty. Descriptive statistics were generated from quantitative data using SPSS version 12. And to analyze and interpret qualitative data, we used a comparative approach to establish themes arising from the qualitative responses and portions of the questionnaire across the respondents. This article presents the findings from the analysis of the data gathered.

### *2.1 Findings and Discussion*

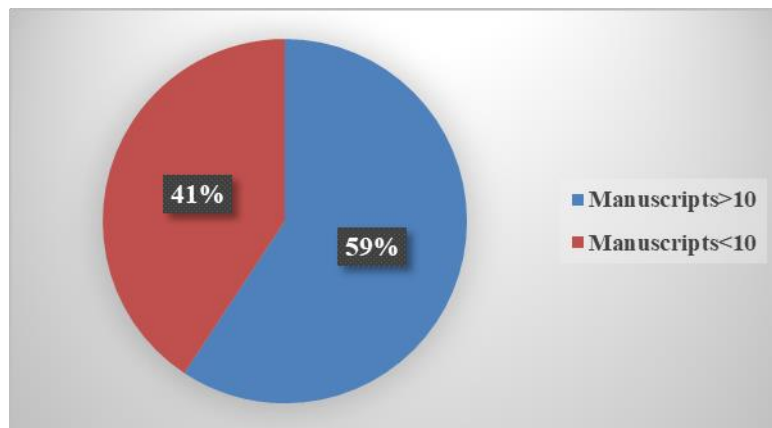
This paper is part of the larger inquiry on the performance of staff in research and publication at UMI which had originally thrived on the provision of training, consultancy and networking. Originally established to conduct intensive in-service training to develop management capacity in the public

service offering; certificates, ordinary and postgraduate diplomas. Since 2006, UMI has gained the status of “Other Degree Awarding Institution”, and has become a semi-autonomous body, corporate under the Universities and Other Tertiary Institutions Act (UAOTIs, 2001). Currently, UMI offers Masters and PhDs (UMI Strategic Plan, 2018). Although prior to 2006, UMI engaged in consultancy research, the introduction of degree courses demanded more of rigorous, where publication became compulsory (NCHE, 2006). Today, UMI has intensified in research and innovations, and is one of the celebrated research institutions in Uganda. In addition, every staff enjoys the opportunity to attend two (2) conferences (one *international and one local*) per year. Prior to the pandemic that destabilized the status quo, majority of staff were required to make pre-conference paper presentations to their peers, (i) to ensure quality of representation (ii) proof that there was value for money, and (iii) for unity of direction. Hence, in order to heighten the uptake of research, UMI has continued to fund research uptake and, “National Dialogues” that give opportunities to staff to research on various policy and practical related areas (IRIC, 2016). However, while all the efforts indicate some research component, there seems to be no system to follow up on the various efforts of staff. Specifically, although the paper provides evidence of published works by staff, the information was inconclusive because, majority of staff had not uploaded their published works hence, not visible on the forums used to track their performance. This confirms (Miller’s et al., (2011) finding on how diminished publication funding opportunities in universities had affected research performance of staff. Miller *et al* explain how every individual fights for themselves to become visible, making it difficult to know who has or has not published. Hence, academics everywhere are entangled in this kind of confusion which has perceptibly affected institutional chronicles on individual scholarly contribution (Miller et al., 2011).

The findings from analysis indicated that at least 55.7% (34) of the staff had more than 5 years’ experience in publishing in the peer reviewed journals, although 21.3% started their publication career in 2020, while 18.03% have never published any form of scholarly material. Whereas we sought training undertaken, current academic position, academic advancement, current teaching load and sabbatical experiences, the purpose was not to establish the numbers of those that had actually published. The aim was to establish mechanisms used by the institution of following up on those that had been funded to; (i) acquired institutional research grants (ii) attended conferences (*local and international*), (iii) participated in research seminars and workshops, (iv) supervised graduate students (*especially PhDs*), (v) Sabbatical holiday, etc. The purpose was to establish the system used to make the beneficiaries accountable for the research support. To limit omission of the staff publications, the search term used staff full names that were run first then surname and initials of other names. The study focused on both academic and administrative staff (55 academics and 06 administrative staff) that are involved in research activities like participant’s supervision, academic writing, critical review, research workshops, research seminars and conferences. Administrative staff involved in any of the four research activities was considered to be researchers and academic staff were considered by default. The names were obtained from the

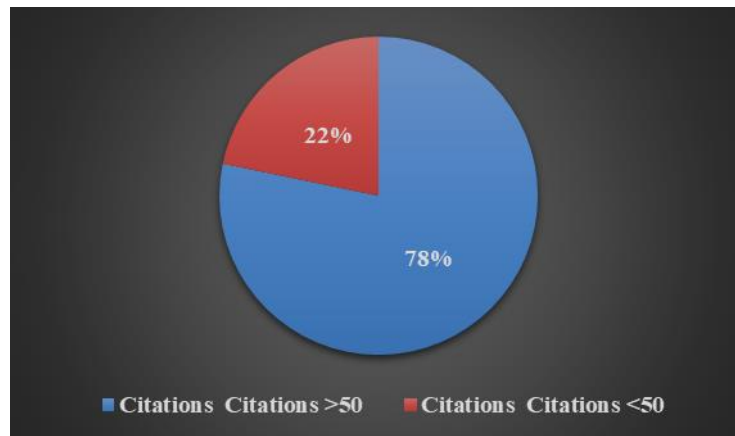
Directorate Output Performance Report for the Financial Year 2019/20, research training workshops and supervision list. We also probed for how faculty felt about their research support and skills.

The first questions sought to establish mechanisms used to account for supported research endeavors. Every year, every staff is entitled to attend maximum, two conferences (*local and international*). As a mechanism for accountability, an official said; “..we demand for proof of acceptance/invitation letters to attend the conference/workshops, and an abstract. before, individuals travel, they are required to share their presentations to peers.” We find this practice excellent as it provides feedback and ensures quality. However, on return, the Finance Department becomes extremely vigilant on financial accountability, and will not leave you free, until your accountability has been found satisfactory. In fact, we find this a commendable system for financial accountability. However, there seems to be not systematic mechanism to demand for scholarly evidence for accountability, after such occasions. We attribute this the collegial relations effect, where the gate keepers of research often assume that the academics know better what do and where they want to go. Therefore, with the dictum “*publish or perish*”, “research should be an obvious and dominant credo in academia. Consequently, the actors need to opt not only for ‘best practices’ (Moosa, 2018), but instead, “move to the next practices” (Epstein, 2011), given that academic publishing not only contributes to all personnel decisions and, an essential part of university life and development, but also, increases institutional visibility; which, in totality, encompass the many pursuits that broaden and expand the learning communities in which faculty function (Haven et al., 2019). Notwithstanding, there was evidence that an acceptable number of staff had published. The table below shows visible publications.



**Figure 1. Showing Total Number of Accessible Manuscripts**

Out of the 367 manuscripts published by the 61 Institute staff in their life career in reputable publishing houses, 12 staff published at least 10 manuscripts and 41 below 10. This implies that only 19.7% (12) of staff contributes 59% (223) of the Institute total publications. Similarly, much as the volume of research produced by UMI staff are commendable; its import to determine the citation counts which is widely recognized tool to evaluate the publications quality.



**Figure 2. Showing Total Citations Count**

The citation counts were computed from the 367 manuscripts published in reputable journals or books. The Publish or Perish analysis index from all staff were computed and analysed. Of the 1536 total citations, 78% (1202) citations are output of 9 staff who have at least 50 citations in under their name. On the other hand, only 14 staff have h-index between 3-7. The low citation counts from the 52 staff could be due to the field of study since fields like health science, public administration, information technology and education produces more publications than social sciences.

### 2.2 The Landscape of UMI Publications by Research Staff

The increasing pressure by Institute management on academic staff to generate and disseminate knowledge that are impactful to the society has enhanced team work among academic staff especially in publications. This is true since at least 60% of published works are co-authored with many publishing houses encouraging interdisciplinary authorships.

From the graph, 31 (50.8%) have between 0-4 publications and 32.2% of these have absolute zero publications; 18 (29.5%) had between 5-9; 4 (6.6%) had 10-14 publications while 3 (4.9%) staff had 15-19 recognised manuscripts then 4 (6.6%) had 20-24 and 1 (1.6%) had 25-29 publications. Of all the 376 publications by the current staff 61 staff considered as researchers, 220 (58.5%) manuscripts had the Institute staff as lead authors while 156 (41.5%) as co-authors. The majority of the co-authors manuscripts involved staff with less than 10 manuscripts. This implies that there are opportunities for novice researchers to tap from the experience colleagues in order to horn their skills and increase their publications and citations count. Some of these staff have also given reason for not writing as; continuous examinations diet, low research skills and knowledge, low appreciation of publication and lack of time to conduct research. The limited time contradicts with most of the published staff. For instance, all the top five staff with publications are involved in both teaching and administration hence they have more commitments than the majority staff. This progress in publication was attributed to the strategy of developing research in cluster areas that has stepped up not only research uptake, but publication. Where research clusters, involving multi-disciplinary teams of faculty members, provided



a mechanism for leveraging regional strengths, sharing limited resources, and providing opportunities for both faculty members and students. Although ‘research clusters’ was found to increase uptake at UMI, only raw research reports were submitted as proof for the research support. “*..at this level, we are not compelled to push people, they are mature, intelligent and I believe everyone has a goal why they are here. If an opportunity arises, we publish those papers for the people who respond to our calls.*” Remarkably, whereas every year, the IRIC sends out calls for research cluster funding, or submission of manuscripts, where, only a score of staff respond to such calls. “*..you are talking of accountability via publication? even after disbursing all the funds, submission of the raw reports is tag-of-war...in fact, of staff have remained in their comfort zones. Nonetheless, some individual faculty have maintained the momentum and have tried to support their colleagues.*”

In fact, some the co-authors were reluctant to contribute towards publication costs, and left the entire burden to the initiators of research ideas”, while others feel so entitled when it came to the utilization of the published articles. This entitlement was attributed to ‘collegiality’ and has locked up some individuals in ‘scholarly captivity’. Particularly, whereas there exist some optimistic individuals that expect success in everything and were more likely to achieve success than pessimistic people in scholarly accomplishments, the laid back colleagues – often known as perfectionists, sometimes turn toxic for failure to measure up. In fact, optimism could be considered as a type of self-fulfilling prophecy because positive expectations tend to trigger more favorable outcomes. A strong enough belief in eventual success is bound to make more resilient and persistent efforts in a given research endeavor until its successful completion. An investigator who is optimistic tends to be spurred on to research more and more by success without being discouraged by failure. Therefore, for an optimistic researcher, failure is viewed as a temporary thing, while success is seen as a continuous occurrence as success in one area leads to success in other areas. Furthermore, given that it takes much more effort to publish an article in a prestigious peer refereed journal, it may be easier to do so if several faculty members worked jointly on a publication (Mugimu et al., 2007). It should be noted, that building research capacity in an emerging research institution demands assessment of research management practices and identification of transitional practices to promote research uptake. Nonetheless, we agree with the classifications of Bosch and Taylor (2011), that the early phases are marked by “hand holding”, research in itself was intimidating, but once that phase is over, people should be able to translate their findings into publications.

Although collegiality was an ideal model to sustain teamwork and interpersonal relationships, it encourages “dependency syndrome” and “free-riding” which, Bhoj (2009) found disastrous for “the-would-be top-performers”, since it may not suffice in a “publish or perish” situation. Therefore, a more authoritarian model may yield better results and enable these academics to be self-driven. Particularly, Barifaijo and Nkata (2020) found hidden interpretations and diverse effects that often escaped a casual examination of the term, with the assumption that collegiality works in many different ways from cooperative projects to governance committee activities to many other interactions in our

lives in higher education. Equally, although collegiality is often linked to being cooperative, pleasant, and ready to lend a helping hand, it should be distinguished from conformity, homogeneity or congeniality. Similarly, apart from a few supervisors who have published with their supervisees, majority supervise and leave it at that. In fact, Moosa (2018) revealed, that instead, it was the supervisees and not the supervisors who perfected extracted publishable works from their theses, and included their supervisors.

The second questions, and perhaps the most critical one for this paper was to establish the envisaged implications of inability to make beneficiaries accountable for the utilized research support. One of the respondents highlighted various important policies at UMI to enhance accountability, some external and others internal. “..*The NCHE, 2013 Teaching and Supervision of Masters and PhD Guidelines, Acquisition of Research funds and Research Clusters, IRIC, 2018, Promotional Procedures that demand, ‘at least two publication for contract renewal, UMI HR Manual, 2016 et. The policies are available and clear, so we are expected use “carrot and stick” to academics in order to make them publish).* Consequently, since those who have managed to publish stand a higher chance to get climb the academic ladders, while others look on. Hence, the system that applies dual arrangements to rewards has the potential to instigate two sides of the coin, with those that are self-driven, went ahead to publish and got recognized/promoted, while others with no research output that will feel desperate and turn toxic. Similarly, instead of working collaboratively, the lack of accountability systems might escalate competition among academic staff, at the expense of strengthening collaboration between them. This is because, as such, as the demand for research output increases a function of collaboration among faculty across units diminishes. In this context, initiatives to provide accountability systems and put everyone on the same page, instead of staff constantly making comparisons and guessing about how individuals managed to publish while others struggled, can be counterproductive. Thus, Morisano (2013) encourages university administration to incorporates accountability mechanisms in the research funding guidelines so as to get value for money and make members shine and visible.

### **3. Conclusion**

Research, by its nature, is a critical challenging task and requires in depth knowledge of the subject matter, planning, care, and hard work and motivation. Whether you are a senior scholar or a novice researcher, conducting research is an integral part of being a scholar-practitioner with the skills and credibility to effect social change. However, all researchers alike face challenges that range from choosing a topic, to finding study participants, to staying sane throughout the process, and every step in between—and of course the writing itself. Given that writing scientific articles is a daunting task for novice researchers, we all need sources of encouragement, cognitive burden, group support and mentoring, difficulty in distinguishing between content and structure, and backward design of manuscripts. The value publishing your conference paper cannot be overstated, because, it really does not matter how many lectures you teach every week, how many students you supervise, mentor or guide

every year, how many committees you sit on, how many programs you have developed, or how sparkling your evaluations are, you will not be recognized research output by securing the requisite publications. Consequently, considering that research and publication are determinants of all personnel decisions, there is need for structured mechanism for accountability to enable staff grow and become visible. However, the challenge facing HEIs is that research cultures do not happen spontaneously, but are created and nourished over time. It should be noted though that it takes serious commitment and effective instructional leadership to establish a lasting research culture in units of HEIs. Particularly, while we take cognizant of the effect of lack of publication in the promotion of staff, the institution should establish mentorship programs, instead of control in form of accountability, if they are to succeed in motivating faculty members to engage in worthwhile research and publication. This is because, it is not advisable to use authority to coerce faculty members to publish, but instead, proper guidelines on the institute's expectation of the beneficiaries.

One disadvantage of a collegial style of management is that, with its close personal interactions with junior colleagues, they get to know their senior colleagues much better. Similarly, the collegial leader is not so much a star standing alone as the developer of consensus among the professionals who must share the burden of the decision. Nonetheless, becoming too collegial in higher education could undermine their abilities to get results than authoritarian leaders who maintain a more distant and professional relationship with their staff. However, since some staff need to be pushed, the supportive model of leadership could enable researchers with the tools they need to do their jobs, publication training, advice on credible journals, and increased publication in local journals. Hence, this kind of support demands expertise and experience sharing (i) minimize escalated competition among different units (ii) provide information on the required expectations the beneficiaries of research, and (iii) establish a sustainable vote for publication.

The value publishing your conference paper cannot be overstated, because, it really does not matter how many lectures you teach every week, how many students you supervise, mentor or guide every year, how many committees you sit on, how many programs you have developed, or how sparkling your evaluations are, you will not be recognized research output by securing the requisite publications. Consequently, considering that research and publication are determinants of all personnel decisions, there is need for structured mechanism for accountability to enable staff grow and become visible. However, the challenge facing HEIs is that research cultures do not happen spontaneously, but are created and nourished over time. It should be noted though that it takes serious commitment and effective instructional leadership to establish a lasting research culture in units of HEIs. Particularly, while we take cognizant of the effect of lack of publication in the promotion of staff, the institution should establish mentorship programs, instead of control in form of accountability, if they are to succeed in motivating faculty members to engage in worthwhile research and publication. This is because, it is not advisable to use authority to coerce faculty members to publish, but instead, proper guidelines on the institute's expectation of the beneficiaries.

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