

Rolling Back the Dependency Syndrome by Higher Education Researchers Prior to Publishing Articles: The Case of the University of Limpopo

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ABSTRACT This paper examines the genesis of dependency syndrome by the Higher Education researchers prior to publishing research articles. The research question underpinning the paper is: why are inexperienced researchers hero-worshipping their experienced counterparts prior to authoring publishable papers? Literature study and interviewing technique were used to collect data. Three staff members were conveniently sampled out of the 18 members from the Language Education, Social Sciences Education and Educational Management Department of the School of Education from the University of Limpopo. Findings reveal that definitely, inexperienced researchers are slavishly hooked to the experienced ones as regards article publication. Experienced researchers inadvertently entrench this dependency syndrome with inexperienced enquirers. Academia is a jungle where only the fittest survive. The researcher recommends that further studies with regard to the challenge of hanger-on syndrome by the inexperienced researchers to the experienced ones be undertaken.

INTRODUCTION

No researcher is born with experience of knowing how to write a publishable paper. That becomes a learnt skill in the research process (Ramphele 2014: 4; Babas 2016: 40; Khan 2016: 24; Zide 2016: 26). Inexperienced researchers would have to break the academic bondage they are in or else they live in academic slavery in perpetuity. Academia by its very nature thrives and flourishes when academics conduct researches and publish papers. Such may be an arduous task to execute by an individual researcher to the level of seeking cooperation with-in colleagues. That is acceptable. What though has to be guarded against, is when inexperienced researchers are hugely dependent on experienced ones in as far as research and publication of papers go (Moore et al. 2011: 68). Under normal circumstances, other than having unbearable dependency syndrome by inexperienced researchers to the experienced ones, it may be better that there be interdependence. An inexperienced researcher is someone who still operates at the margins as regards ability to write publishable papers (Banas 2016: 40). This signi-

fies a scholar who is at the lowest rung of the ladder in research. An experienced researcher would imply a scholar who is in the middle of the rung of the ladder if not on the top. Interdependence shall imply that where it is absolutely essential, an inexperienced researcher could consult the experienced one for research assistance. As long as that state of affairs do not become habitual and a ritual then academia could be kept fascinating for both the experienced and the non-experienced university researchers.

It is a point beyond dispute that Higher Education researchers who are categorised as the experienced scholars, were not born in that way. At one stage, they were inexperienced researchers and out of persistence and endurance in research, they accumulated adequate insight until being declared experienced researchers (Maake 2011: 129; Mgxashe 2011: 15; Levin 2012: 8). This therefore, emphasises that dependency syndrome by the inexperienced researchers to the experienced ones, has at some stages to be discouraged and discontinued. There is nothing wrong when the inexperienced scholar consults the experienced one for research assistance, including the authoring of publishable

papers. The danger though, is when help-seeking in research is perpetual and ongoing. In that mode, it reduces the inexperienced researcher into an un-maturing researcher who may not have the opportunity of standing on her own feet as regards conducting a legitimate, a credible, a decent and a scholarly research that leads to the publication of the credible research article. The best remedy is to ascertain that the prevailing research interaction between the inexperienced and the experienced scholars is handled with absolute professionalism to the level of keeping it mutually empowering and ultimately making inexperienced researchers independent scholars who learn and mature and then soldier-on on their own, in as far as conducting credible studies are concerned. The studies in mention refer to the ones that lead to the production of publishable research papers (Waghid 2003: 41; Hofstee 2010: 187).

Typical of human nature, some experienced researchers are likely to enjoy maintaining the dependency syndrome with the inexperienced ones. Such an educational association would somehow be vindicating the “master-slave” relations. This is something worth frowning upon in academia because it puts academic autonomy in jeopardy (Ivancevich and Matteson 1996: 78; Southey 2012: 12). Maintaining and retaining the kind of slave-master relations delay individual and organisational advancement especially to those with academic foresight. In a short-term, the experienced researcher could enjoy and celebrate the supremacist research status she currently enjoys. In the long-run, that amounts to a waste of human resource development because of having arrested the advancement of the inexperienced researcher to the status of becoming the experienced scholar in research-related matters. Obviously that delay would have come through nursing and retaining the dependency syndrome between the experienced and the inexperienced researchers. Keeping that kind of educational togetherness, benefits only the experienced researcher and disadvantages the inexperienced one in the sense of keeping her in perpetual servitude with no desire and hope of creating a space for her research autonomy (Mathebula 2013: 53).

Objectives

This paper sets out to examine the genesis of dependency syndrome by the Higher Education inexperienced researchers prior to publish-

ing research articles. The second objective relates to determining the extent of that dependency in order to suggest where to begin to reverse and overcome that challenge.

METHODOLOGY

The Phenomenological Approach and the Learning Organisation Philosophy underscore this paper. These perspectives enabled the researcher to frame the paper and to examine in-depth the dependency syndrome characterising some Higher Education researchers. The research question such as: to what extent is inexperienced researchers hero-worshipping their experienced counterparts, prior to having their authored research papers declared publishable?, could at best be investigated through the guidance of the mentioned theoretical frameworks than through other research perspectives (Higgs and Smith 2010: 57; Moloji 2002: 56; Creswell 2014:59). As an attempt to capture in-depth the genesis of the dependency syndrome by Higher Education inexperienced researchers (Cunningham and Gresso 1993: 45; Marishane et al. 2011: 11; Mueller 2011: 8) remind that the stated theoretical frameworks are essential in terms of ascertaining that inexperienced researchers develop an inclination of questioning, investigating and overcoming challenges associated with the publication of research articles, without unnecessarily relying on the experienced researchers. This is fascinating considering that inexperienced researchers who could somewhat be mentally conditioned, are likely to be indifferent to their own personal advancement through publication of research papers (Khan 2016: 24). This is to imply that inexperienced researchers, need to quickly break the research shackles chaining them to experienced researchers. The two theoretical perspectives created a better platform for the researcher to access the inexperienced researchers in their original state of mental conditioning and then dissect what actually obtains in their world of mental conditioning and research subjugation, as a precursor to ameliorate their conditioning (Senge et al. 1994: 82). Very encouraging was when the phenomenon of being conditioned to perpetuate dependency syndrome was permitted to manifest itself in its undiluted form (Kutsyuruba et al. 2011: 88). This subsequently allowed for remedy which was in line with the situation on the ground. That was

better than fabricating a remedy that was detached from the concrete situation on the ground (Sebola and Tonga 2009: 42; Mncube 2009: 37). The frameworks acknowledge the subjectivity of the question of dependency syndrome by Higher Education researchers. Dependency syndrome is not in any way universal, in the sense that it occurs within some unique circumstances. The challenge of inexperienced researchers being too much reliant on the experienced researchers to endorse how publishable their research articles are, aggravates the overcoming of the dependency syndrome (Bottery 2011: 9; Thody 2011: 24).

Out of the population of 18 members of the Educational Management Department of the School of Education at the University of Limpopo, three were conveniently sampled and subsequently interviewed. Lehlaha (2011: 27) maintains that a relatively small number of participants selected, can provide the researcher with an adequate high degree of probability and true reflection of the sampling population. This is and has been the conviction of the researcher when resorting to this kind of manageable sampling (Babbie 1992: 220). The problem under study, namely, the existence of dependency syndrome between the inexperienced researchers and the experienced ones, necessitated a convenient purposeful sampling. The sampling type was in line with the research paradigms and data construction techniques of this paper. The researcher had an interview schedule containing questions for each category of respondents (Mouton 1996: 19; Creswell 2010: 143). Some of the research questions included: Who prolongs the dependency syndrome?; Who is best positioned to eradicate the dependency syndrome? Who benefits most from the dependency syndrome? and, How long do you think it will take for the elimination of this dependency syndrome? The developed interview schedule was piloted with respondents who were not part of the sampling. The aim of piloting was to identify weaknesses and remedy them timeously. Literature study as partnered with in-depth interviews, helped immensely to corroborate and triangulate the secured responses from the respondents (Higgs and Smith 2010: 73). Given the nature of the research problem for this paper, and the kind of data the researcher emerged with, content analysis was selected to analyse the raw constructed data. Niewenhuis (2007: 101) as quot-

ed by Lehlaha (2011: 31) contends that content analysis is a systematic approach to qualitative data that analyses, identifies and summarises the message content. Using content analysis, as part of the Phenomenology Approach and the Learning Organisation Philosophy, focused more on examining the genesis of the dependency syndrome by Higher Education researchers prior to publishing research articles. The analysis of data was never handled as a separate stage, from all other research steps. In the process of constructing data, data analysis was performed and it entailed sorting and constructing information into categories, formatting the information into a story, creating themes out of the data, and actually writing the text. Data analysed was generated for a specific purpose, derived from particular methodologies, looked at from a particular perspective and discussed from a particular point of view (Maykut and Morehouse 1992: 127; Creswell 2014: 77). Data analysed for this paper was the one constructed being about the existence and the genesis of the dependency syndrome by Higher Education researchers prior to publishing research articles. It is the dependency syndrome that prevented inexperienced researchers from breaking free from being slavishly hooked to the experienced researchers as regards authoring publishable research articles independent from the experienced researchers (Hoepft 1997: 28; Mentz and van Zyl 2016:80). Data analysed included capturing, coding and analysis into themes. An inductive approach to analysing the responses from the research informants was undertaken to allow patterns, themes and categories to emerge rather than being imposed prior to data collection and analysis. Similar responses that were similar, were grouped together into categories, which were subsequently utilised for the discussion of the paper's results. The identification of themes, provided depth to the insight about the individual views of the research participants as regards the genesis of the dependency syndrome and how best to overcome that as part of leveling the research writing field to the benefit of all Higher Education researchers, whether inexperienced or not (Zaleznik 1991: 87; Van Deventer and Kruger 2010: 5). The researcher analysed data pertinent to the paper utilising the constant comparative method. This is an approach which complements the content analysis in the sense of first requiring that as the first step, all tape

recorded data be transcribed and typed verbatim. Copies of transcripts were made to be used in data analysis. Data pages were coded to their sources, that is either being from units 1, 2, 3 or 4 of the Educational Management Department of the School of Education. Ultimately, the researcher emerged with themes and categories and applied them to discuss results of the paper (LeCompte and Preissle 1993: 163). Data analysis in this paper, entailed dissecting, pulling into pieces and tearing apart the constructed data (Leedy 1993: 87; Hord and Sommers 2008: 24; Khanare 2008: 370; Ngidi 2009: 23; Hofstee 2010: 67; Khumalo 2011: 8; Thody 2011: 24; Hill 2013: 13).

RESULTS

Researchers Being Slavishly Hooked

One of the findings in this paper centres around the indisputable fact that myriad inexperienced researchers in Higher Education institutions are slavishly hooked to the experienced researchers as regards the authoring of publishable research articles. This is puzzling considering the fact that in tertiary institutions, autonomy in all respects is being greatly encouraged. Where an inexperienced researcher unconditionally subjects herself under the research authority and tutelage of the experienced researcher, that has a potential of creating a master-slave relations between the two academic colleagues who were supposed to associate firstly on the basis of being scholars jointly en-route to academic excellence (Makhanya 2015: 31; Khumalo 2016: 23). To support the eeriness of the master-slave type of association between the University academics, Respondent 1 of Unit A laments that “the sooner such a dehumanising and domesticating tradition and culture by experienced researchers is rescinded and discontinued forthwith, the better for academia”. Respondent 2 of Unit B asserts that “the problem of dependency syndrome by some Higher Education researchers prior to publishing research articles is so much firmly rooted especially in Historically Disadvantaged Institutions (HDIs) such that succeeding in rooting it out, would require acceding that such a research challenge indeed prevails”. Respondent 3 of Unit C notes that “assuaging and ameliorating the degree of the dependency syndrome as witnessed and expe-

rienced between the inexperienced researchers and their experienced counterparts, demands the mental emancipation of both the victim and the victor to learn to operate as equals in the field of academic research”. This suggests that experienced researchers who keep inexperienced researchers as their perpetual junior research partners, are as guilty as the inexperienced researchers who are not ready to stand on their own feet and fight to become independent scholars or researchers of note. Mahapa (2013: 59) emphasises that inexperienced researchers shoulder the responsibility of breaking the shackles of mental captivity that keep them excessively reliant on experienced investigators as regards research.

Entrenchment of the Dependency Syndrome

Scholarship thrives where there is sufficient academic autonomy. Where there is an amount of meddling and red-tape, the pace of academic progress gets disturbed if not slowed down (Lagardien 2015: 32). Noting the above, one of the results in this paper is about the reality that yes, the dependency syndrome exists between the inexperienced researchers and the experienced ones. Very fascinating is the evidence that it could be complicated to curb and combat such a state of affairs, in view of it being perpetuated by the experienced researchers against the inexperienced ones. The question to ask is: is such an entrenchment deliberate or inadvertent? The relevance of the question lies in the fact that to overcome this dilemma, it is vital to be informed as to whether those who instigate and orchestrate it are conscious of it or not. This assists in terms of roping them in to be part of the solution of the conundrum they persist with to the detriment of the Higher Education sector. Respondent 1 of Unit C does not prevaricate in divulging that “the cruelty of academia becomes more visible and conspicuous when those who are ahead in research, are seen to be sharing only a scant knowledge on research, in order to keep those less knowledgeable to be continuous “research beggars”. Respondent 2 of Unit C suggests that “to nip the challenge of dependency syndrome on the bud in the form of overcoming the entrenchment of the dependency syndrome by the experienced researchers, could require a judicious move to have all tertiary institutions having a policy of compelling every experienced

researcher to chaperone the inexperienced ones other than exploiting them to perpetuate the unwelcome dependency syndrome". Respondent 3 of Unit A concurs when reminding that "by first identifying the rationale behind the perpetuation of the dependency syndrome, by the experienced investigators against the inexperienced ones, the route to overcoming that bottleneck becomes less rocky". What stands out with all the research respondents, is the consensus that the dependency syndrome experienced in Higher Education sector, is unpleasant and worth dealing with sooner rather than later. In the views of Molotja and Thothela (2013: 33) perpetuation of dependency syndrome between the experienced researchers and the inexperienced ones, is no different to the challenge of access, success and redress in Higher Education as experienced and witnessed within the student population.

Academia as a Game of the Survival of the Fittest

There are times when individualism reigns supreme in academia. When that happens, those who are academic dwarfs pull hard as compared to the academic giants. One of the results in this paper centres around comparing academia to a jungle where the survival of the fittest is the norm. This is metaphoric in the sense of implying that those who have been dealing with research for long and who currently master it, are likely to be better advantaged in comparison to the inexperienced researchers. This notion of individualism in the area of research in Higher Education sector, frustrates the bulk of the upcoming researchers (Pota 2015: 33). Respondent 1 of Unit B puts it succinctly when remarking that "the day research and the publication of articles ceases to be the nucleus of tertiary institutions, then will academic peace finally be restored". Respondent 2 of Unit C concurs when revealing that "by virtue of having not published a single research article, in my tenth year as an academic, I feel denigrated and under-rated by my colleagues especially those who are known to be seasoned and incessant research article publishers". Respondent 3 of Unit B comforts that "those who are already capable of authoring publishable research articles, started somewhere, soliciting help until they were independent investigators able to function in the aca-

demical jungle unaided." What the three research respondents are advocating is encouraging in the sense that they appeal for a spirit of research independence by the inexperienced researchers, other than keeping on complaining about the little or inadequate help they are garnering and securing from their experienced counterparts. On this aspect of the survival of the fittest in tertiary institutions, Kessi (2013: 53) reckons that this is the time for Africa's institutions of Higher Education to interrogate the practice that could promote effective transformation in order to redress the inequalities of the past. The implication is that until and unless the academic playing field is levelled, then inexperienced researchers would always be in the receiving end pertaining to the authoring of publishable articles or papers.

The Publish Versus Perish Threat

Tertiary institutions exist for three purposes namely, to teach, research and for community engagement. Currently research at Universities, is being greatly encouraged by the Department of Higher Education and Training (DHET). Universities in turn are taking the emphasis on research very seriously. On the basis of the above, one of the results in this study relates to the threat normally uttered to academic staff at Universities that they either publish or perish. The implication of the threat is that the worth of an academic would no longer be judged on the basis of teaching and community outreach alone, but by also her involvement and contribution in authoring publishable research articles that shall confirm that she is indeed a researcher of note who is able to communicate with fellow scholars through the research she conducts. Respondent 1 of Unit A advises that "yes, the survival of academics these days in tertiary institutions, hinges upon publishing as against anything else, in view of the amount of money generated for the University for a Single Research Article published in an accredited journals". Respondent 2 of Unit C aligns herself with the expressed point when reminding that "the huge hurdle towards getting everyone into becoming a productive and vibrant researcher in Higher Education sector, lies in lack of well-coordinated systems in place to have experienced researchers formally partnering with the inexperienced ones to point them a way as regards continuous writing of

publishable papers as against only visiting writing". Respondent 3 of Unit C sounds agreeing to the views just articulated, when cautioning that "there is no doubt that encouraging academics to be researchers is suitable to why Universities exit, apart from advising tertiary institutions never to always resort to threats of publish or perish, since this has a destructive effect especially given the hostility of academia particularly in the area of publishable research articles". Noting the above, Dagada (2012: 25) advises about the creation of two-tier Higher Education systems of teaching and research. This implies that not all South African Universities have to be anticipated to provide teaching and conducting research at the same time and at the same level. There has to be specialisation by Universities. The researcher finds sufficient sense in that regard.

Excessive Obsession with External Research Assistance

One of the results in this study, relates to the point that as regards research in Higher Education sector, one has to rely on oneself more than from external sources. This is in line with what has already being articulated wherein it was vividly accentuated that in academia, there is an inclination of those knowing research not always ready to demonstrate to the less-knowledgeable ones, the know-how of research. That being the case, the solution then lies with the inexperienced researchers stopping to be obsessed with securing external research aid, and instead learning to be self-sufficient in the area of research (Nkosi 2015: 8). Respondent 1 of Unit B has observed this point when noting that "keeping on banking on others for research rescue, delays one's individual research progress and mastery more than one realises, when the solution is just within one's reach which is learning a research and knowing it for life". Respondent 2 of Unit B buttresses the mentioned assertion when stating that "at times those regarded to be the experienced researchers, are not as distinguished researchers as we take them to be, hence at times they hesitate to provide the required research assistance because of covering up their own research inadequacies. As such, a solution lies in every academic being self-reliant in as far as research goes". Respondent 3 of Unit C concludes by arguing that "since no-

body is born mastering and comprehending all the complexities of a research, it is prudent for every academic, to perform soul-search and stock-taking regarding her strength and weaknesses in research, and remedy shortcomings into strong points for self-sufficiency purposes in research". Chitiyo (2013: 6) adds her voice to the issue under discussion by consoling that inexperienced researchers need to be conscious of the fact that the answer to the challenges of their time is not "out there" but inside them and within their reach. In short, this suggests that inexperienced investigators have to endure and learn how research is conducted to ultimately become experienced researchers who rely more on themselves than from others.

The Difficulty of Changing a Leopard's Spots

Academic addiction by inexperienced researchers to the experienced ones could metaphorically be articulated in terms of a leopard that finds it hard to change its own spots. This becomes more explicit when inexperienced researchers demonstrate signs of not trusting their own assiduity and acumen in being able to author publishable research articles unaided and unsupervised by the experienced researchers. This is dual in the sense that experienced researchers as well are finding it hard to completely release inexperienced investigators from their continuous assistance and dominance. Hence one of the results in this paper relates to the fact that both experienced and inexperienced researchers operate like leopards that are not able to change their own spots. Somehow, this is a certain form of mental captivity or conditioning that demands its sufferers to identify and acknowledge its prevalence, as a point of departure, for its eradication. Respondent 1 of Unit A has observed this challenge when asserting that "once a learner, always a learner, referring to how inexperienced researchers incessantly rely and depend on the approval of their fellow experienced researchers as regards producing publishable research articles". Respondent 2 of Unit A concurs in stating that "the dependency syndrome by Higher Education researchers prior to publishing research articles, is likely to take ages to be completely surmounted given how rooted it is, in institutions of Higher Learning". Respondent 3 of Unit C contends that "the manner of rolling out the education system to its citizenry,

contributes in no small measure, in reinforcing and fortifying the dependency syndrome within the experienced researchers and the inexperienced researchers ones". Quite clearly, both the two categories of researchers, lack academic emancipation from dependency syndrome. This is part of them operating like a leopard that never succeeds in attempting to change its spots (Yukl 2006: 8; Freire 1990: 58; Meyer 2008: 226). Rejecting the notion of the experienced researchers finding it hard to change their dominating spots like leopards, Maimela (2013: 53) offers a suggestion to the effect that experienced researchers have to be honest and brave to change. This signifies that experienced researchers in Universities have to change on their own and work amicably and productively with the inexperienced researchers or else an external force would be required to bring about an academic balance between the experienced and the inexperienced investigators.

DISCUSSION

The aim of this paper is to examine the genesis of the dependency syndrome by the Higher Education inexperienced researchers prior to publishing research articles. In the total scheme of things, academia has to be characterised by the levelled playing field between the inexperienced and the experienced researchers regarding the publication of research articles (Allen 2014: 22; Modiba 2015: 30; Banas 2016: 40; Khumalo 2016: 23; Zide 2016: 26). As of now that is more of a wish than of a reality. Research results of this paper were arrived at under the auspices of the theoretical perspectives framing this paper, namely, the Phenomenological Approach as well as the Learning Organisation Philosophy. Results revealed that inexperienced researchers are by and large slavishly hooked to their experienced counterparts. As per this finding, it is the inexperienced researchers who delay severing the ties with experienced researchers. The reason may be due to the inexperienced researchers feeling inadequate to break free from the experienced researchers in order to be independent with regard to the authoring of publishable articles (Mentz and van Zyl 2016: 79). Since this paper examines the genesis of the dependency syndrome by Higher Education researchers, it is coming as no surprise that one of the findings relates to the entrenchment of the dependency

syndrome by the experienced researchers. This signifies that there are instances in academia, where experienced researchers maintain the supremacist research status they are enjoying over inexperienced researchers such that they keep the research dependency intact either intentionally or inadvertently (Cairncross 2015: 578). This is unfortunate because academia has to be characterised by autonomy and independence. There is a finding to the effect that academia is viewed as a game of the survival of the fittest. That very view could be behind why some experienced researchers are not always ready to emancipate and let free inexperienced researchers in their midst. The reason could be fearing a stiff competition with them in future. As a result, such inexperienced researchers are kept in perpetual academic bondage with the experienced researchers to the total benefit of the experienced researchers and total disadvantage of the inexperienced researchers (Arden 2013: 56). That is an unfortunate state of affairs which is triggered and orchestrated by the cruelty of academia which somehow encourages selfishness where those who know are not always ready to teach those who do not know (Maxwell 2014: 198; Khan 2016: 24). The other finding is on the publish versus perish threat. Although the origin of the phrase may have been innocent and just expressed to encourage scholarship, especially in the area of writing publishable articles, its usage in academia, especially these days, is scary and aiming at denigrating inexperienced researchers, some of whom possess no acumen and expertise as regards writing publishable research articles (Knott-Craig and Rivette 2015: 145). In view of the negative connotation which the phrase sometimes carries and conveys in academia, there is a need that it be used with prudence and circumspect to avoid further damage already done to inexperienced researchers by the careless and random application of the phrase. The other finding relates to excessive obsession with external research assistance. As per this result, there comes a stage where an inexperienced researcher regards herself to be helpless and unable to progress without the support, guidance and approval of an experienced researcher. Once again, this serves to reinforce the dependency syndrome by Higher Education researchers, whose origin is being examined (Owen 2015: 3). In this context, the origin of the dependency syndrome within the

Higher Education researchers would be inexperienced researchers who are so much obsessed about being assisted by the experienced researchers. Lastly, the discussion of the research results of this paper, is confirming that it is difficult for one to discontinue with what she has been doing all along. In this context, this signifies that both the experienced and inexperienced researchers shoulder the responsibility for the continuity of the dependency syndrome in Higher Education research (Makola 2015: 371; Banas 2016: 40; Khan 2016: 24).

CONCLUSION

As it has been displayed in the discussion of the research results of this paper, both the review of literature as well as the theoretical frameworks undergirding the paper played a critical role in talking to the results of the paper. In addition, literature study and the two selected theoretical perspectives, provided the better context within which the entire paper had to be located and understood. Firstly, lessons learnt in the paper is that the challenge of the dependency syndrome by the inexperienced researchers to the experienced ones, runs deeper than many realize. Secondly, inexperienced researchers ought not allow themselves to become beholden to the principles imposed to them by the experienced researchers. Small wonder that inexperienced researchers were exposed by research results to be slavishly hooked to the experienced ones as regards the publication of research articles. Finally, research results did also expose veteran researchers to be inadvertently entrenching the dependency syndrome with inexperience researcher enquirers.

RECOMMENDATIONS

There is an acknowledgement of the connectivity between the dependency syndrome by the inexperienced researchers and being slavishly hooked to the experienced ones. Noting that, the researcher recommends that inexperienced researchers be encouraged to aspire for academic autonomy as regards the publication of their research articles. In addition, the researcher recommends that experienced researchers be supported to live and act academic autonomy with themselves and with their inexperienced research colleagues. The researcher further, recommends

that experienced researchers be recognised and acknowledged to be organic intellectuals of note to the level where they would encourage inexperienced researchers to learn the ropes quickly pertaining to authoring publishable papers. On the derogatory phrase of “publish or perish threat” the researcher recommends that in the interest of removing a stigma around the issue of publishing articles, experienced researchers need to be entreated to desist from using the phrase regularly especially in the presence of inexperienced researchers some of whom may not yet having a single research article to publish. Regarding the challenge of excessive obsession for research assistance by inexperienced researchers, the researcher recommends that seeking research assistance by inexperienced researchers, ought not be equated with hero-worshipping of the experienced researchers to the level where the former are kept in perpetual academic bondage to the latter. The researcher further, recommends that the best way to encourage Higher Education researchers to aspire to learn the art of authoring publishable articles, is to make Higher Education Institutions to be largely research-orientated, in order to develop in their incumbents, the passion for research through up-skilling and retraining in research-related skills. There is also a need to destroy between the experienced researchers and the inexperienced ones the master-slave relations which are dehumanising and replace them with the humanising one that treats them as vibrant colleagues-in-academia. The researcher finally, recommends that further studies deserve to be undertaken on this challenge of dependency syndrome prior to one authoring publishable research articles by the inexperienced researchers.

LIMITATIONS

The limitation of this paper is that it mainly concentrates on examining the source of the dependency syndrome by Higher Education researchers prior to publishing research articles. It would have been proper that the paper looks into the issue of how experienced researchers come to know how to author publishable papers. This is necessary because under normal circumstances, no researcher is born with the expertise and acumen of knowing how to author publishable papers, having not first learnt the how-part of it from others. In addition, it would

have been essential that the paper proceeds to place adequate attention to what next after examination of the genesis of the dependency syndrome by Higher Education researchers. Even if the paper attempts to emphasise the need for inexperienced researchers to sever academic bondage they are in with experienced researchers, that is but, not enough.

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