



Organisational Culture and Research Productivity of Academic Staff in Nigerian Private Universities

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Abstract

Universities serve as pivotal institutions for knowledge creation, innovation, and national development, with research productivity increasingly recognised as a key indicator of academic excellence. In Nigerian private universities, research output among academic staff remains a concern due to structural challenges such as limited funding, heavy teaching loads, and inadequate research infrastructure. Beyond these constraints, organisational culture has emerged as a critical factor influencing research engagement, motivation, and scholarly performance. This study examines the relationship between organisational culture and research productivity of academic staff in Nigerian private universities. Employing a conceptual review research design, the study analyses secondary data from peer-reviewed journal articles, scholarly books, conference proceedings, and institutional reports. A structured thematic content analysis was used to identify key dimensions of organisational culture including innovation, risk-taking, collaboration, outcome orientation, and institutional stability and their influence on research productivity. The findings indicate that supportive, flexible, and innovation-oriented cultures foster higher research output, while rigid, bureaucratic, or excessively competitive cultures may limit scholarly engagement. The study also highlights that research productivity is a multi-dimensional construct, encompassing not only publications but also teaching effectiveness and community service, all of which are moderated by organisational culture in conjunction with structural and contextual factors. The research concludes that aligning organisational culture with institutional support, adequate resources, and workload management is essential to enhance academic productivity. The study contributes to the literature by providing a comprehensive framework linking organisational culture to research performance in Nigerian private universities, offering practical insights for policymakers and administrators to foster a research-oriented institutional environment.

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INTRODUCTION

Universities occupy a strategic position in the advancement of knowledge, innovation, and national development. As centres of intellectual inquiry, they are primarily responsible for teaching, research, and community service. Among these functions, research productivity has increasingly become a critical indicator of institutional quality and academic excellence in higher education systems worldwide. Research productivity generally refers to the extent to which academic staff generate scholarly outputs such as journal articles, books, conference papers, and research grants within a specified period (Garner et al., 2018; Kyvik & Aksnes, 2015). In the contemporary knowledge economy, universities are evaluated largely by the quality and quantity of their research outputs, making research productivity a central concern for university administrators and policymakers (Altbach, 2013; Broström et al., 2021). Academic staff play a crucial role in achieving the research mission of universities. Their ability to generate new knowledge and contribute to scientific advancement depends not only on individual competence and motivation but also on the institutional environment in which they operate. One of the most influential elements of the organisational environment is organisational culture. Organisational culture refers to the shared values, beliefs, assumptions, and behavioural norms that shape the way members of an organisation interact and perform their tasks (Adebayo et al., 2020; Akanji et al., 2020; Akpa et al., 2021). These shared assumptions guide employees' attitudes toward innovation, collaboration, and performance within the organisation.

In higher education institutions, organisational culture influences various aspects of academic work, including research activities, collaboration among scholars, and institutional commitment to knowledge creation. According to Oluwa and Ibrahim (2021), organisational culture can be categorised into four major types: clan culture, adhocracy culture, market culture, and hierarchical culture, each of which shapes organisational behaviour in different ways. For instance, institutions characterised by adhocracy culture tend to promote creativity, innovation, and risk-taking, which are essential elements for successful research activities. Similarly, Christopher and Edwinah (2022) and Akpa et al. (2021) identify four key dimensions of organisational culture: mission, involvement, consistency, and adaptability that contribute significantly to organisational effectiveness and employee productivity. When universities maintain a strong culture that encourages collaboration, intellectual curiosity, and academic freedom, academic staff are more likely to engage actively in research activities and scholarly publication.

In Nigeria, private universities have grown rapidly over the past two decades in response to increasing demand for higher education. According to the National Universities Commission, the expansion of private universities has significantly improved access to tertiary education in the country (Adedeji et al., 2019; Iruonagbe et al., 2015). However, despite this expansion, concerns persist regarding the level of research productivity among academic staff in private universities. Several institutional challenges, such as limited research funding, heavy teaching workloads, inadequate research infrastructure, and weak institutional support systems, have been identified as factors affecting research productivity (Baro et al., 2017; Kadikilo et al., 2024). Beyond these structural challenges, the organisational culture within universities may also play a crucial role in shaping academic research behaviour. A supportive organisational culture that values scholarship, innovation, and collaboration can motivate academic staff to

engage more actively in research activities (Owan et al., 2024). Conversely, a restrictive or bureaucratic culture may discourage creativity and limit academic productivity.

Despite the rapid growth of private universities in Nigeria, the issue of low research productivity among academic staff remains a major concern within the higher education sector. Research output is widely regarded as a key indicator of academic excellence and institutional competitiveness in global university rankings (Vasiliev, 2021). However, private universities in Nigeria continue to face challenges in generating significant research outputs comparable to those of well-established public universities. Several factors have been identified as contributing to low research productivity in Nigerian universities, including inadequate funding, insufficient research facilities, and heavy teaching loads (Ladipo et al., 2022; Simisaye, 2019). While these factors are important, they do not fully explain variations in research productivity across institutions. Increasingly, scholars argue that the organisational environment, particularly organisational culture, may play a significant role in shaping the research behaviour of academic staff (Al-Kurdi et al., 2020). In universities, organisational culture influences how research activities are valued, supported, and rewarded. When institutional norms emphasise teaching at the expense of research, academic staff may devote less time to scholarly inquiry. Conversely, when universities promote a strong research-oriented culture, academic staff are more likely to engage actively in research and publication activities. However, despite the recognised importance of organisational culture in influencing employee performance, limited empirical attention has been given to its role in shaping research productivity among academic staff in Nigerian private universities. This lack of sufficient empirical evidence creates a gap in understanding how organisational culture contributes to research outcomes in higher education institutions.

A considerable body of empirical literature has examined the relationship between organisational culture and employee productivity across various organisational settings. In higher education institutions, organisational culture has been identified as a critical factor shaping academic staff behaviour, motivation, and productivity (Akanji et al., 2020). Organisational culture refers to the shared assumptions, beliefs, and values that guide behaviour within an organisation and influence how members perceive, think, and respond to organisational problems (Schein, 2010). According to Akpa et al. (2021), organisational culture develops as groups learn to cope with problems of external adaptation and internal integration, and these shared assumptions eventually guide employee behaviour and performance. Within universities, these cultural norms influence teaching practices, research orientation, collaboration among scholars, and institutional service. Empirical research has demonstrated that specific cultural characteristics influence organisational effectiveness and productivity. Early organisational culture studies emphasised several core characteristics such as innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability as fundamental elements shaping organisational behaviour. Organisations that encourage innovation and risk-taking tend to create an environment where employees are motivated to generate new ideas and pursue creative solutions to problems. Similarly, attention to detail and outcome orientation influence how carefully employees approach their work and how strongly organisational leaders emphasise results and performance. In educational institutions, these cultural attributes shape the level of academic commitment and professional engagement demonstrated by lecturers.

Research has also identified different typologies of organisational culture that influence institutional performance. For example, Kim and Chang (2019) stated that the Competing Values Framework categorises organisational culture into four main types: clan culture, adhocracy culture, market culture, and hierarchical culture. Clan culture emphasises collaboration, trust, and teamwork, often creating a family-like environment that encourages staff commitment and participation. Adhocracy culture focuses on innovation, flexibility, and creativity, which are particularly important for research-oriented institutions. Market culture prioritises competitiveness and achievement of measurable outcomes, while hierarchical culture emphasises formal structures, rules, and control mechanisms. These cultural orientations influence how universities prioritise teaching, research, and administrative responsibilities. Similarly, Denison (1990) proposed four organisational culture dimensions: adaptability, mission, consistency, and involvement which collectively influence organisational effectiveness. Adaptability refers to an organisation's ability to respond to environmental changes and promote innovation. Mission provides strategic direction and organisational goals, guiding members toward collective objectives. Consistency reflects the presence of shared values and coordinated organisational processes, while involvement emphasises employee participation, empowerment, and teamwork. Studies using the Denison framework have shown that organisations with strong cultural dimensions tend to demonstrate higher levels of performance and productivity (Akpa et al., 2021; Abane et al., 2022; Ahmady et al., 2016).

Within the context of higher education, organisational culture has been found to influence several dimensions of academic staff productivity, including teaching effectiveness, research output, and community service (Okure, 2023; Nzuva & Kimanzi, 2022). Teaching productivity refers to the ability of lecturers to effectively deliver course content, facilitate student learning, and employ appropriate pedagogical methods to achieve learning outcomes. Research productivity refers to the scholarly outputs generated by academic staff, including journal publications, books, conference papers, and research grants. Community service involves academic contributions that benefit society through consultancy, public lectures, advisory roles, and participation in community development initiatives. Several empirical studies have examined the relationship between organisational culture and organisational performance in different contexts. For instance, Ibidunni and Mayowa (2015) investigated the elements of organisational culture that predict organisational performance and found that organisational values such as role clarity, employee concern, customer orientation, and quality consciousness significantly influence organisational outcomes. Their findings suggest that institutional culture plays a crucial role in shaping employee behaviour and improving organisational effectiveness.

In the Nigerian higher education context, Abdulkareem et al. (2015) examined the relationship between corporate culture and university goal achievement in universities located in the South-West geopolitical zone of Nigeria. Their findings revealed that organisational culture significantly contributes to the achievement of institutional objectives and influences staff commitment and organisational effectiveness. The study further reported that universities characterised by strong cultural norms and clear institutional values tend to achieve their goals more effectively than those with weak organisational cultures. Similarly, research conducted by Akintayo et al. (2020) examined organisational learning and employee performance in selected institutions in Lagos State. The study identified several institutional challenges

affecting staff productivity, including heavy teaching workloads, weak communication systems, and inadequate institutional structures that support organisational learning. These factors were found to limit the ability of academic staff to engage effectively in research and scholarly activities. Other studies have highlighted structural challenges affecting academic productivity in Nigerian universities. Faboyede et al. (2017) examined funding challenges in Nigerian higher education and reported that inadequate infrastructure and limited financial resources significantly affect academic staff performance. Insufficient research facilities, lack of laboratory equipment, and limited access to research grants were identified as major constraints affecting research productivity among lecturers. Beyond these structural issues, scholars have increasingly emphasised the importance of organisational culture in shaping academic productivity.

Studies conducted in other international contexts have also demonstrated a strong relationship between organisational culture and employee performance. For example, Oladimeji et al. (2023) found that organisational culture plays a significant role in determining employee performance and organisational competitiveness. Their study emphasised that employees constitute the most important asset in organisations, and their performance is strongly influenced by the organisational culture within which they operate. Within universities, organisational culture influences the extent to which academic staff engage in collaborative research, participate in decision-making processes, and commit to institutional goals. Universities that promote participatory decision-making and supportive leadership structures often create environments where lecturers feel valued and motivated to contribute to institutional development. Conversely, institutions characterised by rigid bureaucratic structures and limited academic autonomy may discourage creativity and reduce research productivity. In addition, Monyai et al. (2024) emphasised that organisational culture influences organisational climate and employee attitudes toward work. They argued that culture shapes employees' perceptions of institutional policies, leadership practices, and workplace relationships, which ultimately affect their motivation and productivity. In the academic environment, these cultural factors influence how lecturers allocate time to teaching, research, and institutional service.

Overall, existing empirical studies demonstrate that organisational culture plays a significant role in influencing employee productivity and organisational performance across different sectors. Within the university system, organisational culture affects key dimensions of academic productivity, including teaching effectiveness, research output, and community engagement. However, despite growing recognition of the importance of organisational culture in higher education management, relatively limited empirical research has examined how specific organisational culture characteristics influence research productivity among academic staff in Nigerian private universities. This gap highlights the need for further empirical investigation into the relationship between organisational culture and research productivity within the Nigerian higher education context. Given the increasing role of private universities in expanding access to higher education in Nigeria, understanding how institutional culture influences academic research productivity has become an important area for scholarly investigation. This study contributes to the existing literature by examining organisational culture as a critical institutional factor influencing research productivity among academic staff in Nigerian private universities. Unlike previous studies that focus broadly on organisational

performance, this study specifically investigates the relationship between organisational culture and academic research output. By focusing on private universities, the study also provides new empirical insights into an area that has received relatively limited scholarly attention in Nigerian higher education research. The findings of this study are expected to contribute to the development of effective institutional policies that promote research culture and enhance academic productivity within universities.

The main objective of this study is to examine the relationship between organisational culture and research productivity of academic staff in Nigerian private universities.

The specific objectives are to:

1. Examine the concept and dimensions of organisational culture in higher education institutions.
2. Analyse the concept and indicators of research productivity among academic staff;
3. Investigate the relationship between organisational culture and research productivity of academic staff in Nigerian private universities; and
4. Determine how organisational cultural practices can enhance research productivity among academic staff.

RESEARCH METHOD

This study adopts a conceptual review research design to examine the relationship between organisational culture and research productivity of academic staff in Nigerian private universities. Conceptual review studies focus on analysing, synthesising, and interpreting existing scholarly literature to clarify theoretical constructs, identify relationships among variables, and develop new insights or conceptual understanding within a research field. According to Cronin and George (2023), review-based studies enable researchers to integrate findings from existing literature to generate deeper theoretical explanations of social phenomena. The conceptual approach is appropriate for this study because it allows for an in-depth examination of the theoretical foundations and empirical evidence relating to organisational culture and academic research productivity. Through this approach, relevant scholarly works are analysed to establish conceptual linkages between organisational culture dimensions and research productivity among academic staff. The study relies exclusively on secondary data obtained from published academic sources. These sources include peer-reviewed journal articles, scholarly books, conference proceedings, institutional reports, and policy documents relating to organisational culture, academic productivity, and higher education management. Relevant literature was obtained from reputable academic databases such as Google Scholar, ERIC (Education Resources Information Centre) and University repositories and institutional publications. These sources provide credible scholarly evidence on organisational culture and research productivity in higher education institutions. A structured literature search strategy was employed to identify relevant studies related to the variables examined in this paper. Keywords used during the search process included: organisational culture in universities, organisational culture and employee productivity, academic staff productivity, research productivity of university lecturers, higher education organisational culture, academic research output and organisational culture in Nigerian universities. The search process prioritised peer-reviewed publications and scholarly works published within the last two decades, while also including foundational theoretical works that provide key conceptual frameworks for organisational culture and academic productivity. Available at : <https://jurnal.uibbc.ac.id/index.php/edulead>

Seminal works by scholars such as Edgar Schein on organisational culture theory, Kim Cameron and Robert Quinn on the Competing Values Framework, and Daniel Denison on organisational culture dimensions were included because of their significant contributions to organisational culture research. To ensure the credibility and relevance of the review, the following inclusion criteria were applied in selecting the literature used in the study: Studies that examine organisational culture and organisational performance or productivity. Studies focusing on academic staff productivity in higher education institutions. Empirical and theoretical works addressing research productivity in universities. Studies conducted within the Nigerian higher education context or other comparable educational environments. Peer-reviewed publications from reputable academic journals and scholarly books. Studies that did not directly address organisational culture, academic productivity, or higher education institutions were excluded from the review. The study utilised thematic content analysis to analyse the selected literature. Thematic content analysis involves systematically identifying, categorising, and interpreting key themes that emerge from the reviewed literature. The analysis was conducted through the following steps: Identification of key variables from the literature, particularly organisational culture and research productivity. Classification of organisational culture dimensions, including innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. Identification of organisational culture typologies, such as clan culture, adhocracy culture, market culture, and hierarchical culture. Examination of indicators of academic productivity, including teaching effectiveness, research publications, and community service. Synthesis of empirical findings to determine the relationship between organisational culture and research productivity in higher education institutions. This analytical approach enabled the study to identify patterns, relationships, and theoretical insights across the existing literature. In the context of this study, organisational culture is conceptualised as the independent variable, while research productivity of academic staff serves as the dependent variable. Organisational culture dimensions such as innovation, teamwork, involvement, mission clarity, and institutional support are expected to influence academic staff engagement in research activities and scholarly publication. As a conceptual review study, this research relies entirely on secondary data from existing literature. Consequently, it does not involve direct empirical data collection from universities or academic staff. While this approach provides valuable theoretical insights and synthesises existing knowledge, it may not capture institution-specific variations in organisational culture and research productivity. Nevertheless, the conceptual review approach remains valuable for identifying key theoretical relationships and providing a foundation for future empirical studies on organisational culture and academic productivity in Nigerian private universities.

RESULTS AND DISCUSSION

Dimensions of Organisational Culture in Universities

Organisational culture refers to shared assumptions, values, and norms that guide members' behaviour, attitudes, and performance within an institution (Schein, 2010). The literature identifies several key dimensions that shape university operations and influence research productivity: innovation and risk-taking, attention to detail, outcome orientation, people orientation, team orientation, aggressiveness, and stability. Encouraging creativity and experimentation fosters research productivity, as lecturers are more willing to pursue novel

ideas and interdisciplinary studies (Akpa et al., 2021; Okure, 2023). Emphasis on methodological rigour and academic integrity ensures higher-quality research outputs (Garner et al., 2018; Abane et al., 2022). Institutions that reward measurable academic achievements, such as publications and grant acquisition, incentivise research engagement (Akintayo et al., 2020). However, excessive focus on outcomes without adequate support can generate undue pressure. Supportive policies for professional development, mentorship, and staff welfare increase lecturers' commitment to research activities (Ibidunni & Mayowa, 2015). Collaborative environments promote joint research projects and knowledge sharing, enhancing productivity (Owan et al., 2024). Moderate competitiveness motivates performance, while organisational stability provides consistent procedures for long-term research. An imbalance may limit creativity or foster unhealthy competition. While these dimensions are widely recognised, most studies discuss their effects in general organisational contexts. Limited evidence exists specifically for Nigerian private universities, highlighting a research gap in understanding how these dimensions interact with local institutional structures, such as funding constraints, teaching load, and administrative responsibilities.

Types of Organisational Culture in Higher Education

Using the Competing Values Framework, university cultures can be classified into four types: clan, adhocracy, market, and hierarchical. Emphasises collaboration, mentorship, and collegiality. Supports research productivity through knowledge sharing and joint projects, particularly benefiting early-career academics (Christopher & Edwinah, 2022). Excessive consensus may slow decision-making. Encourages flexibility, creativity, and intellectual freedom, fostering innovation and novel research contributions (Akpa et al., 2021). Provides autonomy for researchers but may challenge institutional coordination if unchecked. Focuses on competitiveness and performance outcomes. Stimulates research productivity through recognition and incentives but can generate stress and reduce collaboration when overemphasised (Monyai et al., 2024). Hierarchical Culture ensures stability and formalised procedures. Provides clear academic policies and accountability but may restrict independent research initiatives (Okure, 2023). These typologies highlight that no single culture guarantees optimal productivity. Universities need to balance collaboration, innovation, competitiveness, and stability. The Nigerian private university context requires empirical assessment to determine which combination of cultural orientations most effectively enhances research output.

Indicators of Academic Staff Productivity

Academic staff productivity in universities is a multi-dimensional construct that reflects how effectively lecturers fulfil their core roles of teaching, research, and community engagement. Productivity is not solely a matter of output quantity but also encompasses quality, impact, and societal relevance (Garner et al., 2018). The literature identifies three primary indicators of academic productivity: Teaching productivity reflects the ability of lecturers to deliver course content clearly, employ appropriate pedagogical strategies, engage students actively, and achieve intended learning outcomes. Effective teaching includes curriculum development, assessment design, mentoring of students, and fostering critical thinking. Organisational culture influences teaching effectiveness by shaping the level of academic

support, professional development opportunities, and institutional recognition for teaching quality (Abane et al., 2022; Nzuva & Kimanzi, 2022). Universities with cultures that encourage innovation, collaboration, and knowledge sharing often promote teaching excellence by enabling lecturers to experiment with new instructional methods and adopt best practices.

Research productivity represents the generation of new knowledge and dissemination through scholarly publications, books, conference papers, patents, and the acquisition of research grants (Kyvik & Aksnes, 2015; Garner et al., 2018). It is widely regarded as the most critical measure of academic productivity in higher education, as it directly impacts institutional reputation, global ranking, and competitiveness. Research output is strongly shaped by organisational culture through policies that foster intellectual freedom, collaboration, mentorship, and access to research resources. Supportive cultures encourage risk-taking and innovation, whereas rigid or bureaucratic cultures may constrain creative research initiatives (Akpa et al., 2021; Owan et al., 2024). However, productivity is also mediated by structural factors such as funding availability, laboratory facilities, administrative workload, and institutional support systems (Baro et al., 2017; Ladipo et al., 2022), making it a complex interplay between culture and resources. Community service involves applying academic expertise to societal needs, including consultancy, public lectures, advisory roles, and participation in development projects (Owan et al., 2024; Okure, 2023). While often undervalued compared to research output, community service reflects the university's social responsibility and contributes to knowledge transfer, public impact, and institutional legitimacy. Organisational culture affects engagement in community service by shaping values around civic responsibility, collaboration with external stakeholders, and recognition for societal contributions. Supportive and people-oriented cultures tend to motivate lecturers to participate actively in outreach initiatives, whereas cultures focused solely on performance metrics may underprioritize community engagement.

Although teaching and community service are integral components of academic productivity, research output remains the primary driver of university competitiveness and global recognition. However, research productivity cannot be understood in isolation: it is influenced by cultural, structural, and contextual factors that operate concurrently. Universities that foster innovation, autonomy, and collaboration tend to increase the likelihood of high-quality research output, effective teaching practices, and sustained community engagement (Akpa et al., 2021; Al-Kurdi et al., 2020). Limited funding, inadequate research infrastructure, heavy teaching loads, and administrative responsibilities can restrict lecturers' ability to engage fully in research or service activities, even within supportive cultures (Baro et al., 2017; Kadikilo et al., 2024).

Empirical studies often overemphasise research outputs, neglecting the interdependence of teaching, research, and service. Productivity is maximised when organisational culture aligns with structural support providing both the autonomy and resources necessary for lecturers to excel across all three dimensions. In sum, academic staff productivity is a multi-dimensional outcome shaped by the dynamic interaction between organisational culture, institutional support, and contextual constraints. For Nigerian private universities, enhancing productivity requires not only fostering positive cultural attributes (innovation, collaboration, recognition) but also addressing structural barriers that limit lecturers' capacity to teach, research, and serve society effectively.

Relationship Between Organisational Culture and Research Productivity

The literature consistently indicates that organisational culture significantly shapes research productivity in universities. Organisational culture operates through norms, values, and shared assumptions that influence how academic staff allocate their time, pursue research, and engage in knowledge creation. Several mechanisms through which culture affects research productivity are highlighted in the literature: Supportive organisational cultures that emphasise innovation, collaboration, and autonomy encourage lecturers to pursue novel research ideas, experiment with methodologies, and engage in interdisciplinary projects (Al-Kurdi et al., 2020; Owan et al., 2024). In such environments, lecturers perceive greater ownership of their research activities, feel valued for intellectual contributions, and are more likely to invest effort into producing high-quality scholarly outputs. For instance, adhocracy-oriented institutions foster creative thinking and intellectual freedom, which directly contribute to increased research engagement. Organisational culture is reinforced through institutional policies and practices. Policies that provide access to research grants, mentorship programs, training, and professional development enhance lecturers' capacity to conduct research (Ibidunni & Agboola, 2014). People-oriented and team-oriented cultures facilitate collaboration, enabling knowledge sharing and joint publications. Such culturally embedded support mechanisms can amplify research productivity even in contexts with structural constraints, by motivating staff and reducing barriers to scholarly work.

The relationship between culture and productivity is not linear. Excessive bureaucratic control, hierarchical rigidity, or overly competitive market-oriented practices can stifle creativity, reduce collaboration, and increase stress among lecturers, thereby limiting research output (Akpa et al., 2021; Monyai et al., 2024). Conversely, cultures that balance flexibility, innovation, and accountability create conditions conducive to sustained scholarly productivity. Effective organisational culture ensures clarity of mission, supports risk-taking in research, and provides recognition for achievements, while avoiding undue pressure or rigidity. While global studies provide strong theoretical support for the positive role of organisational culture in research productivity, empirical evidence specific to Nigerian private universities remains limited. Many existing studies generalise findings across higher education contexts without accounting for local realities, such as Restricted access to research grants and facilities, which can limit productive engagement, regardless of supportive culture (Kadikilo et al., 2024). Heavy teaching responsibilities reduce time available for research, even in institutions promoting collaborative or innovative cultures (Simisaye, 2019). Lecturers may face personal and institutional challenges such as cost of living, inadequate laboratory infrastructure, and limited ICT resources that interact with cultural influences. This indicates that organisational culture alone is insufficient to explain research productivity. Its effect is mediated by structural and contextual factors, requiring a holistic perspective that considers culture, resources, workload, and institutional policies collectively. Conceptually, the literature suggests that a supportive, flexible, and innovation-oriented culture, aligned with adequate institutional support, can maximise research output, even in resource-constrained environments.

Contextual Considerations for Nigerian Private Universities

While organisational culture plays a critical role in shaping research productivity, its impact is deeply intertwined with the structural, economic, and institutional context of Nigerian

private universities. The literature highlights several key contextual factors that influence academic staff productivity: Limited access to research grants, laboratory facilities, and library resources restricts the ability of lecturers to undertake high-quality research (Baro et al., 2017; Kadikilo et al., 2024). Even highly motivated lecturers operating within supportive cultural environments may be unable to translate their efforts into tangible scholarly outputs if financial and material resources are insufficient. Heavy teaching responsibilities, coupled with administrative tasks, significantly reduce the time available for research and scholarly engagement (Simisaye, 2019; Ladipo et al., 2022). Excessive bureaucratic demands can undermine the benefits of an innovation-oriented or collaborative organisational culture, highlighting the need for workload management as a complementary strategy. Lecturers in Nigerian private universities often face economic pressures that affect personal well-being and professional focus. High living costs, irregular remuneration, and external financial responsibilities can limit engagement in research, teaching innovation, and community service (Abdulkareem et al., 2015).

Leadership practices that balance organisational goals with lecturers' professional and personal needs enhance productivity. Policies that provide research funding, professional development, mentorship, and recognition for achievements create an enabling environment where organisational culture can effectively motivate academic engagement (Ibidunni & Agboola, 2014; Akpa et al., 2021). A positive and supportive organisational culture can mediate the relationship between structural constraints and productivity. However, its effectiveness is contingent upon alignment with institutional support, resources, and policies. Without adequate infrastructural and administrative support, even strong cultural dimensions such as innovation, collaboration, and autonomy may fail to translate into higher research output or academic engagement. For Nigerian private universities, enhancing research productivity requires an integrated approach that aligns organisational culture with contextual realities: Institutional policies must provide adequate funding, manageable workloads, and professional support to enable lecturers to perform optimally. Leadership should foster a culture that encourages innovation, collaboration, and autonomy, while ensuring that structural and economic barriers do not negate its benefits. Interventions targeting research productivity should address both cultural and contextual factors simultaneously, as culture alone cannot overcome constraints such as resource scarcity or excessive administrative demands. In summary, organisational culture is a powerful determinant of productivity, but its influence is conditional upon supportive institutional structures, leadership practices, and resources. For Nigerian private universities, understanding and leveraging this interaction is essential to improve research output and overall academic effectiveness.

CONCLUSION

This study has highlighted the critical role of organisational culture in shaping the research productivity of academic staff in Nigerian private universities. The review reveals that dimensions such as innovation, risk-taking, attention to detail, outcome orientation, people and team orientation, and institutional stability are central to fostering an environment that supports research engagement. Furthermore, different types of organisational culture including clan, adhocracy, market, and hierarchical affect research productivity in distinct ways, with collaborative and innovation-oriented cultures particularly conducive to higher research output.

The findings also underscore that research productivity is multi-dimensional, encompassing not only scholarly publications but also teaching effectiveness and community service, all of which are influenced by the interplay between cultural and structural factors. The contribution of this research lies in its synthesis of existing literature to provide a comprehensive understanding of how organisational culture impacts academic research productivity in Nigerian private universities. By integrating theoretical frameworks such as the Competing Values Framework and Denison's organisational culture model with empirical findings, this study clarifies the mechanisms through which culture influences research outcomes. Importantly, it emphasises that organisational culture alone is insufficient; its effectiveness depends on alignment with institutional support, adequate resources, and workload management. These insights provide a valuable foundation for university administrators and policymakers seeking to develop strategies and policies that foster a research-oriented culture, enhance scholarly output, and improve overall academic productivity in private higher education institutions in Nigeria.

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