

IDENTIFYING THE FACTORS THAT LEAD TO COLLABORATION BETWEEN ACADEMIA AND PRACTITIONERS IN MANAGEMENT PRACTICES: EVIDENCE FROM GHANA.

NAME: Albertina Muparadzi.

Abstract

This thesis aims to identify the factors that will lead to collaboration between academia and practitioners in Ghana. This thesis uses an explanatory sequential mixed methods research design, consisting of the literature review, quantitative survey of academia and practitioners and a case study consisting of an in-depth interview with a faculty member of a business school involved in the collaboration.

The quantitative survey was sent to 300 participants in academia and practice in Ghana with 83 percent response rate. The interview was conducted with a faculty member of one of the leading business schools involved in collaboration. The empirical results of the quantitative survey of academia and practitioners revealed a positive relationship between knowledge sharing, trust, and communication and collaboration between academia and practitioners. However, there was no positive relationship between the two aspects of incentives being expected organisational rewards and reciprocal benefits. Motivation did not have a moderating effect on the positive relationship between any of the five factors and collaboration between academia and practitioners.

The level of institutional factors was found to moderate the positive relationship between knowledge sharing as well as communication and collaboration. Institutional factors did not moderate the relationship between trust and both types of incentives. Similarly, national policy did not moderate the positive relationship between trust and collaboration between academia and practitioners. National factors however moderated the positive relationship between knowledge sharing, communication, organisational rewards, and reciprocal benefits. This thesis has succeeded in identifying the factors that will be most important to consider in collaboration efforts between academia and practitioners.

The implications of these results are that the broader conversations about the role of academia, practitioners, and the government can now be anchored on empirical evidence about how to proceed. In addition, at the institutional level, there is now empirical evidence to show how to proceed in an effort to increase collaboration between academia and practitioners. At individual capacity level, practitioners at the micro level have also been defined. In this field, it is very apparent that there is the methods used to engage with practitioners. While this study was certainly a starting point so much more that needs to be explored and piloted in order to get the wheels of collaboration turning in Ghana.