The State of Scholarly Publishing and its Impact on Professorship Career Pathway in Tanzania: A study on Social Identity and Academic Acculturation

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Abstract: *This paper looks into the scholarly publishing landscape and its impact on academic career pathway by analysing social identity and academic acculturation components. In order to inform future plans for investing in and strengthening the sector in preparation for the challenges and opportunities of the fourth industrial revolution, this study in Tanzania aims to produce fresh empirically based insights on scholarly publication and dissemination. The goal of the study is to offer recommendations that are supported by data to contribute to the intervention of supporting scholarly publishing initiatives and distribution in Africa. The report's conclusions are based on secondary data analysis of numerous studies on academic publishing in Tanzania as well as knowledge gained from personal experience with scholarly publishing. The results of the study have established the following issues: funding, poor infrastructure, and a shortage of qualified researchers that results to challenges in scholarly publishing. The following initiatives were suggested to enhance scholarly publishing in the nation: joint research projects, university collaborations, hosting of journals by recognized institutions, and creation of research opportunities for women.*

Key words: Scholarly, Publishing, Career, Acculturation

1.1 Introduction

A staff member's identity in the academic world is linked to their academic credentials and the quality of the higher education institutions they attend. The seniority of academic ranks within a university's teaching staff can be used to determine its strengths in research, teaching, and consulting. Every higher education institution in the world has three primary duties: teaching, research, and community consulting (Bangi & Sahay, 2017). Academic advancement is associated to career benefits, including pay, promotions, professional development, and other financial gains (Msuya, 2023). Struggles for academic growth appear to take centre stage in a variety of higher education institutions since many academic staff members are beginning to recognise its potential for personal career advancement and seniority, which plays a role in their social identity. The goal is to manage academic acculturation, a difficult but transformative process by which they adjust to the university's cultural, social, and academic norms, while the academic staff struggles to meet the demands of career advancement. This path necessitates

striking a balance between the demands of academic achievement and the difficulties of adjusting to a new stage of one's career.

The world is now moving very quickly due to the current technological advancements, which has led to a continuous search for knowledge and information for idea creation. The created ideas are meant to aid in invention and creativity, which results in the creation of items that are technologically advanced and adaptable to other cultures. Academic research and publication are thought of as critical endeavours utilized to create real-world knowledge and skills on a global scale. Likewise, research is seen and recognised as a process that is used in arriving at reliable solutions to issues that are facing communities today. On the other hand, other researchers argue that research is focused on revealing the connections between the occurrences of the world we live in (Chikwe, Ogidi, & Nwachukwu, 2015). All this discussion showcases the various acculturation mechanism one has to deal with while navigating the academic world. Accordingly, acculturation includes the psychological and socio-cultural facets of academic adaptation (Berry, 1997). Throughout the acculturation process, it emphasises skill development, psychological well-being, and engagement in the host institution. The ease of access to information through user-friendly infrastructures that facilitate research, and publication is crucial to this process.

Like every other continent, Africa is a developing country that significantly depends on information to manage its resources and economy. A study by Holmer and Britz (2013) found that many African nations want to develop into information and eventually knowledge societies so they may take part as equal partners in the world's information-based economy. Many African nations, including Tanzania, are making significant investments in the education sector in order to achieve this goal, with the intention of assisting the country in acquiring knowledge and skills through education. As a result, Tanzania has a large number of research institutions, universities, companies, and individuals conducting research in a variety of fields, including business, education, the environment, natural resources, human resources development, construction, and health-related topics. The lives of the inhabitants and the quality of education being provided are both improved by this. A study by Kazoka (2005) and Stephenson & Hennink (2002) revealed that these research results' information is employed as a potent instrument for developing policies and planning development projects.

1.2 Background of the study
In Tanzania, university education has changed significantly since the country's independence in 1961, according to a report by the Tanzania Commission of Universities. When the country gained its independence, there was only one university college. As of today, there are 34 full-fledged universities, fifteen (15) university colleges, and eleven (11) university campuses, centers, and institutes. This excludes non-university institutions, which have grown significantly over the previous 20 years. Early in the 1990s, the Tanzanian government (GoT) established favourable conditions for the private sector's involvement in the higher education subsector. In order to enhance access to higher education across the nation, numerous Higher Learning Institutions (HLIs) were founded at that time. Universities in Tanzania are divided into three categories: full-fledged universities, university colleges, and campuses, centres, and institutes.

According to Chikwe (2015), universities are regarded as the hub of knowledge creation and dissemination on a global scale. In light of Chikwe's viewpoint, it is in fact very positive to observe that Tanzanians are gradually becoming more aware of the value of research to the country's development. Higher education institutions (HEIs), research organizations like the Consortium of University and Research Libraries (COTUL), Tanzania Education and Research Network (TERNET), Commission of Science and Technology (COSTECH), and Research in Poverty Alleviation (REPOA), bureaucrats, Non-Governmental Organizations (NGOs), and policymakers have all emphasized the importance of conducting research and taking advantage of the benefits of research practice in light of this. The primary responsibilities of academics in Tanzania's higher education institutions continue to be research, consulting, and teaching (Kowero, 2012).

In order to promote research activities and the calibre of research outputs, all Tanzanian higher education institutions have put in place measures for boosting research capability. These tactics and programs are primarily intended to encourage staff employees and students mostly Master's and PhD candidates to engage in scholarly publishing. In order to promote research activities in their particular programs for scholarly publishing, these techniques include implementing internal short training courses with staff and students through their existing research unit. For instance, the University of Dar es Salaam in Tanzania has a research agenda in place that outlines the need to advance the university's research capabilities for the years 2017/2019 through 2028/2029. As a result, every institution in Tanzania now has journals that provide a venue for the publication of different research materials that staff members and students have produced. The journals not only provide opportunities for Tanzanians but also invite research from around the globe in order to enable their local readership to access knowledge from other regions of the world.

Even though Tanzania has seen a speedy increase in the number of higher learning institutions but most of them do very little research since the social and the economic impact of scholarly publication in Tanzania is highly affected by the poverty rate   With a GDP per capita of USD 1,050 and roughly half of the people living in poverty, Tanzania is a low-income country (World Bank 2019). Rural areas account for two thirds of the population, and literacy rates are low. Research and scholarly publication in Tanzania is largely conducted by mostly government universities who receive funding from various foreign organisations that have partnership with the government of Tanzania. Only 0.5 percent of GDP is spent on research and development on a gross basis, and more than half of that amount is covered by foreign aid (UNESCO). Given the severity of the financing shortage for research, infrastructure is still subpar, and universities offer their workers very little or no research support services. On The social aspect Tanzania has a well-developed research policy that establishes the nation's top research goals and how they fit into the country's development strategy through various partnerships that have been developed between institutions of higher education and other research organizations like NGos.

1.3 Statement of the Problem
Many universities in Tanzania, like those in other African nations, are working to build their research capacities and promote their research activities through academic publication, but these universities still face many obstacles (Adams & Hook 2010). This study in Tanzania therefore, seeks to generate new empirically- based insights on scholarly publishing and dissemination to inform future strategies on investing in and enhancing the industry for the challenges and opportunities of the fourth industrial

revolution. The paper intends to provide evidence-based recommendations to guide the planned intervention to strengthen scholarly publishing and dissemination in Africa and its impact on a professorship career pathway. This will, in turn, help to understand how this whole process plays a role in the social identity and academic acculturation of academia. Specifically, it aimed to provide information on the following objectives:

a) To understand professorship career pathway in a struggle for academic publishing
b) To find out the impact of social identity in academic acculturation
c) To establish the impact of culture in career pathway

1.4 Literature Review
Professorship career pathway in Sub Saharan Africa

What makes a professorship attractive? In addition to the opportunity to carry out academic work, the largely independent work planning and time management as well as the interesting work content are mentioned first and foremost. Social respect and recognition of the university teaching profession as well as job security also play a role (Smitten et al., 2017, p. 5).

Sub-Saharan Africa approaches the scientific system entirely differently. There are two very different structures here as well. A variety of factors, including historical, socioeconomic, and political influences, characterise the region's highly diverse higher education landscape (NS, 2022). The colonial legacy, which has resulted in various educational structures and policies, is a significant factor contributing to this diversity. For instance, nations that were once British colonies frequently adopt the Anglo-Saxon model of higher education, emphasising teaching and research, much like the British system (Teferra & Altbach, 2004). On the other hand, nations impacted by French colonial control have embraced the Napoleonic system, which places a greater emphasis on standardised curricula and centralised administration (Assié-Lumumba, 2006). Academic career paths are still influenced by these historical underpinnings.

Nauffal & Nasser (2007) discovered that the distinctions between the two institutional types seemed to be more noticeable in Anglophone institutions in a study they presented at the 7th Annual South East Asian Association for Institutional Research (SEAAIR) conference. There, employees' active participation in research is regarded as a fundamental aspect of their job descriptions and is necessary for advancement and rank advancement. Even though academic staff members' research efforts were highly valued at the Francophone university, teaching excellence appeared to be the primary focus of their job descriptions and, to some extent, a sufficient prerequisite for advancement.

Economic development in the respective region also has a decisive influence on the organisation of academic careers. Wealthier countries such as South Africa and Nigeria have relatively well-funded universities with structured career paths, while lower-income countries tend to have underfunded institutions, resulting in irregular employment conditions and limited research opportunities (Altbach & de Wit, 2017). Many individuals teach part-time at private institutions after work, take on consultancy work or rely on multiple teaching assignments to supplement their income, leaving them with a heavy teaching load while further limiting their opportunities to engage in research activities (Mukhanji 2016). An academic career in the countries of sub-Saharan Africa, which follow the more Anglo-Saxon model, takes place on several levels. According to Omari (2013), university instruction is very hierarchical. The

availability of competent academic personnel with higher educational rankings determines the quality of teaching, research, and consulting activities at any higher education institution (TCU, 2019). Similar to this, academic staff members' job performance may be influenced by the abilities and credentials they have acquired via professional development and job satisfaction. Therefore, the advancement of academic personnel from one academic rank to another raises the bar for seniority, skill level, and benefits. An employee's ability to achieve job satisfaction and subsequently perform well at work may be hampered by any obstacles encountered during the promotion process. In order to qualify for a professorship, a person must have demonstrated their ability to conduct research in the four years prior to applying for a position. They are also assessed on the basis of their teaching activities. Various factors are measured in the teaching performance area, such as specialised knowledge, design and teaching skills and learning assessment. They are assessed by colleagues, students and the head of department (University of Botswana, 2013). Other criteria are also included in the performance assessment. These include service to the community, to the profession and to the university.

Overall, this illustration shows that the academic sector in particular has to contend with certain difficulties in career planning that go beyond the traditional continuity risks. It shows that, in addition to formal factors such as contract design and remuneration, personal doubts and wishes as well as political changes and economic development also have a significant influence. In addition, it can also be assumed that the respective institutions in which these careers take place will influence them. Be it through their institutional strategy, the organizational structure, but also in particular the culture that shapes these careers. Consequently, very different obstacles can exist at each subsequent career level when it comes to consciously deciding on an academic career, or at least weighing it up as a career option. In addition, Jungbauer-Gans & Gross (2013) found that individual, socio-cultural and structural factors and norms are significant factors influencing academic careers (Beaufaÿs 2012; Jungbauer-Gans/Gross 2013). Therefore, several factors could be at work at the same time. They can also be rooted in the people themselves, e.g. in their educational biographies. Structural and organizational factors of the university are also considered, as are barriers that are rooted in the organizational culture and its established practices. An analysis is therefore necessary in order to better understand these factors and also to learn more about their mechanisms of action.

Culture and Career pathways: Institution and Social Identity
Three key principles comprise an institutional culture that supports professorship career pathway advancement: cooperation, care ethic, and equity and inclusion. Careers do not, apparently, evolve in a vacuum. Rather, the organization's strategy (Schreuder & Coetzee, 2016) and, more especially, its culture (Grobler, Rudolph & Bezuidenhout, 2014) influence careers inside the organisation. Accordingly, an organization's culture is a potent source and disseminator of social information that influences people's decisions, behaviours, and career motivations (Hall & Yip, 2016). The idea that culture affects professions is not new. Kanter (1984) and Schein (1985) both identify culture as a cause and an effect of an employee's movement inside and across an organisation.

According to social identity theory, a person's awareness that they are a member of a social group or category is what constitutes their social identity (Hogg and Abrams 1988). A collection of people who share a social identity or consider themselves to belong to the same social category is known as a social group. People who are similar to the self are classified as the in-group through a social comparison

process, while people who are different from the self are classified as the out-group. Belonging to a social group is necessary since being a professor involves a lot of support and mentoring. Podolny and Baron (1997) suggested that a person's job mobility can be influenced by their social connections, which can act as indicators of their social identity. A person's network connections express both the normative expectations related to their role and a sense of belonging within a collectivity. According to Podolny and Baron, a a person aiming to be a professor has a clear and well-defined organisational identity has an advantage when striving for job prospects, and smaller networks that exhibit high closure and cohesion assist the development of a clear social identity.

According to Cornelissen (2007), having an academic career associated with a specific university is a type of social identity known as organisational identity. An individual adopts the beliefs, interests, and norms of the organisation as their own, internalising their own membership and position within this specialised social group to become ingrained in their self-concept (their self-image). A career, according to Millward and Kyriakidou (2004), is subjectively defined as the meaning of self in connection with the world of work, where a person constantly negotiates their identity in an effort to maintain a positive, consistent assessment of themselves. Individual characteristics and roles define the important question of who I am. Individuals select the roles and affiliations they choose to play, choosing circumstances that align with their identities. In this regard, it would seem reasonable to propose that a person decides to join an organisation that aligns with their current identity.

Self-categorization and social comparison, two crucial processes in the creation of social identities, have distinct outcomes (Hogg and Abrams 1988). Self-categorization has the effect of emphasising the perceived similarities between oneself and other members of the in-group as well as the perceived distinctions between oneself and members of the out-group. All of the attitudes, beliefs, and values, affective responses, behavioural norms, speech patterns, and other characteristics that are thought to be connected with the pertinent intergroup classification are accentuated in this way. The selective application of the accentuation effect, mainly to those dimensions that would lead to self-enhancing results for the self, is the result of the social comparison process. In particular, assessing the in-group and the out-group on factors that result in the in-group being viewed favourably and the out-group being viewed unfavourably boosts one's sense of self-worth. A structured society, like academic organisations, is made up of the social categories that people position themselves in.

Acculturation and Identity in Academia
For many years, acculturation has been recognised as one of the key moderating factors in the understanding of ethnic minorities. Academicians who are having difficulty in their academic careers are put in a precarious position by the requirement that they complete a certain number of publications in order to be considered for advancement. As a result, they are considered minorities. Academic adjustment has always involved the acculturation process (Sue & Sue, 1999). Not everyone experiences acculturation in the same way. Depending on their varied backgrounds and other circumstances, people exhibit varying degrees of acculturation towards other cultures, which results in varying preferences for the tactics to use during the acculturation process. From the specific ethno cultural groups' point of view, as opposed to the larger society, major barriers to acculturation is the belief that one's culture is superior to another culture and the fear associated with real or anticipated communication with people from different groups, cultural or ethnic (Neuliep, 2012). These two beliefs can obstruct an individual's

willingness to communicate outside one's culture people become less likely to attempt to engage in intercultural interactions because not being able to fit into a certain academic level. This is problematic, especially for academic staff, as these barriers limit their ability to adapt to the pressure that comes with career progression, and to approach and communicate with other colleagues who are in senior positions. The most commonly used model of acculturation within cross-cultural psychology has been the one proposed by Berry (1980). It refers to how people change their attitudes, values, and behaviours resulting from contacts between distinct cultures (Berry, 2003).

While early views from anthropology treated the concept of acculturation as a cultural group phenomenon (Redfield, Linton, & Herskovits, 1936), it is also widely recognized as an individual level phenomenon (Berry, Kim, & Boski, 1987). Researchers have acknowledged that individual experience is crucial in our understanding of acculturative change. Now cross-cultural adjustment and acculturation studies largely focus on individual level and examine the possible environmental and individual variables functioning in the process of acculturation (Wang & Mallinckrodt, 2006). Acculturation helps to define self-identity, where a portion of individual's formation of the sense of self comes from identifying with a specific culture, which is usually the culture in which the individual is born and raised. However, when an individual moves from one culture, the heritage culture, to another, the mainstream culture, their self-identity needs to evolve to accommodate the different facets of the new culture which is shaped during their career development. The academic staff acquires institutions culture's values through a series of socio-cultural interactions (Ryder, Alden, & Paulhus, 2000).

As an ideological concept, identity establishes a premise for thinking more broadly about how a set of socially constructed ideas can bear on a specific historical context, as Williams (2001) illustrated in his essay about, Rethinking the African Diaspora. Therefore, the study of identity includes but is not limited to race, class, and gender but also the career. Lewis' (2001) conception of the construction of self and of race and membership as implicated in an individual's understanding of community or social groups shows that identity combines one's sense of self as an individual and that of the various groups to which one belongs. Identity is important in that it guides the way the individual processes information about oneself and the environments in which one functions (Rollins & Riccio, 2005). The self, like academic institution that one is employed in, is patterned and organized, which enables the individuals to take themselves as objects and reflect upon themselves. Hence in interacting with others, an individual sees himself or herself from the perspective of others, and the individual's responses come to be like the responses of the colleagues; thus, the meaning of the self becomes a shared one. Therefore, the self-arises in social interaction and within the larger context of a complex, organized, differentiated society" (Stets, 2006). In a nutshell, the larger context is complex, organized, and differentiated, so too is the self; thus, it is the self-constructed by the society (Stets, 2006).

1.5 Methodology

The results of this study are based on secondary data analysis of numerous studies on academic publishing from various scholars to establish issues that have been discussed in regard to the state of scholarly publishing. The data is presented through thematic analysis where each issue is discussed and supported with research from other studies.

1.6 Results
Challenges of academic publishing and dissemination in Tanzania

The development of research capacity in higher education institutions is fraught with difficulties for developing nations. University research initiatives as well as those in other areas of the economy, hardly ever receive appropriate support from donors and the government. Research is not clearly defined nationally in the development priorities, according to a study by Onyancha & Maluleka (2011) on knowledge production through collaborative research in sub-Saharan Africa. As a result, those nations have few research activities. According to a study done by Fosci, Loffreda, and Chamberlain (2019), when compared to other Sub-Saharan nations, Tanzania has a comparatively low number of scientific publications. Compared to the average for Sub-Saharan Africa, Tanzania reported 1,705 publications in 2018, which is a significant decrease (3,295 publications), the following are the constraints that the country faces in regard to scholarly publication.

Research Funding

However, in recent years, most academics and researchers, especially those in developing nations, have been denied access to the important research literature, which is mostly available in pricey journals produced in such nations. Mwantimwa, & Elia (2017) conducted a study in Tanzania, and the results showed that few academic staff members use journals especially electronic ones for research, teaching, and consulting services. On closer inspection, it was discovered that the University's subscription to scholarly electronic publications was being used at a relatively low rate.

The ministry of education plays a little indirect influence in research, mostly through its ability to grant financing to universities through Commission for Universities accreditation. The Tanzania National Commission for Science and Technology (COSTECH) is the primary national agency in charge of carrying out the country's research and innovation policies, and the National Centre for Transfer of Technology and Development (CTTD) is in charge of matters pertaining to the transfer, adaptation, and development of technology. COSTECH is in charge of managing competitive calls, directing national and external finances, supporting research and technology development, and allocating funding for research through other programs. However, a review of the websites for the two institutions mentioned above revealed that neither offered any funding options. This means that one of the major obstacles to publication and information transmission is a general lack of funds. The majority of the education budget from the Tanzanian ministry of education that is provided as a loan is intended to fund undergraduate students' daily needs in order for them to finish their degrees. The only financing provided to postgraduate students who are successful in getting a study loan from the government is used to support their final year thesis; there is no money left over for them to work on academic publishing of a paper based on their research. Due to financial constraints, operating the institutions' own journals typically takes up the majority of the funds designated for research activities at Tanzanian universities. Most of the time, in order to publish one's own scientific article, one must pay the hosting fee. Few academic staff members apply for funding and participate in research activities, notably those who are industrial expats. Additionally, funding for donor-funded research projects is extremely competitive, and as a result, a low percentage of academic staff members actually receive it. This results in a low rate of scholarly publication. According to Kazoka (2005), a shortage of funding for research activities prevents researchers from carrying out various areas of their work, which leads to a low level of research activity in most universities.

Accessibility of infrastructure for research

The funding allocated for purchasing research resources, such as computers, books, laboratory samples, and materials dedicated to research effort, is insufficient for research operations in higher education institutions. This is because there is a very high demand for these facilities due to the enormous population of students that they are in charge of managing. According to a study by Kazoka (2016), there must be facilities that support internet connectivity in order to access the internet for research activities including seeking e-resources, communicating, and exchanging research material. There are now very few faculty members who have laptops that they can use to access the internet because a laptop costs money to buy. The vast majority of junior academic staff members who cannot afford computers They have restricted access to study resources because few of them use tablets and most of them use mobile phones. A rapid internet bandwidth cannot be supported by the majority of mobile phones, particularly android smartphones. Tanzania's digital infrastructure is inadequate.

The nation is ranked 126th out of 137 in terms of internet connectivity. Only 9.2% of the population has a mobile internet subscription, and only 0.3 out of every 100 persons has a fixed broadband subscription, according to World Economic Forum data gathered in 2016. With broadband speeds measuring only 1.7 kilobytes per second per user, the data also hints at a poor quality of internet connection. Thus, it becomes difficult for academic institutions to explore for additional funding sources and for all academic employees to be confident when submitting grant proposals to domestic and international research funding agencies. They lack knowledge about scholarly publishing because they lack a platform to practice, even though they have easy access to material.

Despite the aforementioned limitations, Tanzania offers a variety of options for academics and publishers. The nation has a well-developed policy framework that emphasizes the link between research and economic development and is based on long-term planning. Today it's a requirement for every in university in Tanzania to have partnership with both industry and academic institution and of the key areas of collaboration is research and publication. The other opportunity is that universities recognise any scholarly work that is done by its staff and students anywhere around the world for promotion and award of degrees. There are a lot of scholarships from foreign in universities from countries in Europe, Asia and America that are open to Tanzanians, this is to enable them to go abroad to study but to also be able to publish scholarly papers.

1.7 Discussion and Recommendation

Based on the above discussions, academicians find it challenging to strengthen their research skills while also juggling the responsibilities of teaching and being actively involved in their professions (Griffioen, 2018). While some universities have built strong industry partnerships, others struggle to adapt their curricula and profile building to the evolving needs of their economies (Oketch, McCowan & Schendel, 2014). Oketch, Mc Cown and Schendel, 2014 further states that political instability and governance issues in certain countries exacerbate the phenomenon of brain drain as many talented academics look abroad for better working conditions and prospects. In addition, low pay makes it difficult to recruit or retain qualified people in teaching. Those who are already in a professorship have considerable administrative tasks to fulfil or are about to retire. According to Nety and Biao (2013), the professorship at universities in sub-Saharan Africa is merely a council of traditional title holders. Once a person is

appointed, all academic activities, including research, service and even teaching, cease in favour of political appointments within and outside the university.

Since it is required that one can only be promoted through research and publishing, several higher education institutions in Tanzania have plans for strengthening research ability in place. These tactics are meant to advance scholarly publication by encouraging research activities and the calibre of research results. The interventions that most institutions are focusing on are listed below;

University collaborations: Collaboration in research activities, both domestically and internationally, is widely acknowledged as being essential to producing high-quality research projects (Bako, 2005). One of the main government requirements in Tanzania is for all institutions to establish partnerships with other institutions both inside and outside of the nation by signing memorandums of understanding (MOU). The main goal of creating those MoUs was to assist Tanzanian institutions in taking advantage of chances for academic research and publication. For instance, junior researchers benefit greatly from collaborating with academics that have a strong track record of productive academic research, creative and insightful approaches to problem resolution, and major publications in the field (Collaborative Research Grants, 2005). Working with such seasoned researchers tends to give most projects more legitimacy and validation, which may improve the odds of an effective implementation. This partnership has the potential to support future cooperation as well as successful ongoing research projects.

Joint research Projects: Due to the difficulty Tanzania is having keeping researchers in-country research talent is frequently drawn to better career prospects in high-income nations the country's institutions are now looking into opportunities for collaborative research projects. Through memorandums of understanding, various higher education institutions are submitting applications for collaborative projects with their partners, who are primarily located in Europe, Asia, and America. As a result, they have been able to secure funding from organizations like the DAAD, UNESCO, and BADEN WUTTERMBERG STIFFTUNG, to name a few. In order to master research techniques and be able to publish scholarly articles in journals, many academicians have travelled to industrialized countries as part of research projects that extend beyond academic institutions to industry partners.

Hosting of journals by reputable institutions: The shape of journals has changed into a digital format since the advent of the internet and the World Wide Web in the 1990s, which reduces the need for physical storage, improves various searching capabilities, and speeds up both availability and accessibility of articles to readers. The paradigm changes in scholarly communication from using printed journals as the primary medium of communication to using electronic journals was signalled by this occurrence. Many universities in Tanzania now have their publications administered by recognized institutions that have the funding to host their journals in order to address this issue. For instance, Kwazul Natal University in South Africa is currently hosting the African Communication Research Journal published by St. Augustine University of Tanzania.

Establishment of Research opportunities for women: In Tanzania, fewer women than in other African nations are pursuing careers in research, making up just over 25% of all researchers, according to Fosci, Chamberlain & Naidoo (2019). In order to close the skill gap and the gender gap in research, there appears to be an opportunity to promote and support more women to pursue careers in research.

Guidelines for establishing gender equity and equality at the various levels of education are provided by the National Education and Training Policy of 2002, the National Education Act of 1978, and the National Higher Education Policy of 1999, all of which are in favour of women (Onsongo 2009).

1.8 Conclusion

Overall, this illustration shows that the academic sector in particular has to contend with particular difficulties in career planning that go beyond the traditional continuity risks. It shows that, in addition to formal factors such as contract design and remuneration, personal doubts and wishes as well as political changes and economic development also have a significant influence. In addition, it can also be assumed that the respective institutions in which these careers take place will influence them. Be it through their institutional strategy, the organizational structure, but also in particular the culture that shapes these careers. Trübswetter (2019) pointed out that, for example, gender inequality in career development begins at the first level - that of student employees. Consequently, very different obstacles can exist at each subsequent career level when it comes to consciously deciding on an academic career, or at least weighing it up as a career option. In addition, Jungbauer-Gans & Gross (2013) found that individual, socio-cultural and structural factors and norms are significant factors influencing academic careers (Beaufaÿs 2012; Jungbauer-Gans/Gross 2013). Therefore, several factors could be at work at the same time. They can also be rooted in the people themselves, e.g. in their educational biographies. Structural and organizational factors of the university are also taken into account, as are barriers that are rooted in the organizational culture and its established practices. An analysis is therefore necessary in order to better understand these factors and also to learn more about their mechanisms of action.

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