

A Bibliometric Analysis of Research on Indigenisation of Knowledge in Africa

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Abstract

This study aimed to explore the dynamics of knowledge production on the indigenisation of knowledge in Africa. A bibliometric analysis approach was used to map the research trends on the indigenisation of knowledge in Africa between 1994 and 2024. Within the scope of this study, the study utilised the VOSviewer software to analyse 163 studies selected from the Scopus database systematically. This approach allowed the researchers to map co-authorship, co-citation and networks of keywords. The findings revealed insignificant research attention on the indigenisation of knowledge between 1994 and 2017, with just 13 publications. In terms of countries' research output, South Africa has the highest with 119 (73%) publications. While Chilsa, B is the most productive author in the indigenisation of knowledge research, South Africa has the highest co-authorship networks and citations. This study provides a comprehensive bibliometric overview, identifying key research trends and gaps, and offering a forward-looking perspective to guide future inquiry in this field.

Keywords:

indigenisation of knowledge, bibliometric analysis, co-authorship networks.

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1. Introduction

In recent times, there has been an increase in the agitation for decolonisation and indigenisation of knowledge in Africa. This has necessitated the integration of Indigenous Knowledge System (IKS) into mainstream development and education in Africa and a critical research area (Dlakavu et al., 2022). Western knowledge and culture have suppressed indigenous epistemologies of African nations. This Global North dominance has led to a loss of valuable cultural heritage and the retrogressing of Indigenous sustainable development efforts (Christina et al., 2017). Colonial legacies continue to shape African educational systems and research priorities. This highlights the pressing need to examine the extent and nature of studies on indigenisation efforts in Africa. The current debate concerning decolonisation and indigenisation across various disciplines, including law, education, social sciences, and development studies, underscores the complexities and challenges in integrating Indigenous knowledge systems (Ajani, 2022).

Indigenous knowledge is often described as a knowledge system developed by a community. This knowledge type is often transmitted through oral modes, including storytelling, simulation and demonstration (Ajani, 2022; Christina et al., 2017; Le Grange, 2018). Indigenisation remained a nebulous concept (Tirivanhu & Blaser Mapitsa, 2019). This also encompasses diverse approaches to integrating IKS, ranging from curriculum reform in education (Le Grange, 2018) to the development of alternative pathways (Heto & Mino, 2023). The success of these Indigenous initiatives hinges on different factors, including community participation, the recognition of Indigenous property rights, and the development of appropriate methodologies for integrating Indigenous knowledge systems with existing knowledge systems. Bibliometric analysis can help to explain these dynamics by systematically analysing the body of research on IKS integration in Africa.

Furthermore, previous studies have revealed a gap in research on the effectiveness of indigenisation efforts (Heto & Mino, 2023; Ukam & Ngwu, 2025). While numerous studies discuss the theoretical underpinnings and conceptual frameworks for integrating Indigenous knowledge systems, there is a lack of empirical evidence on the outcomes of these initiatives (Cipriano et al., 2022; Mushemeza,

2016). Our understanding of the impact of indigenisation on various aspects of African societies, including education, development, and cultural heritage, is limited by the empirical research gap (Oluwafunmilola Oriji et al., 2023). We believe a bibliometric literature analysis can address this gap by providing a detailed overview of the existing research, identifying trends and patterns, and highlighting areas requiring further investigation. The analysis will consider the geographical distribution of research, the disciplinary perspectives involved, and the methodologies employed to assess indigenisation initiatives' impact.

While numerous conceptual and empirical studies exist, there has been no systematic effort to map the overall structure, evolution, and key players in the research literature on the indigenisation of knowledge in Africa. A bibliometric analysis is needed to provide this objective overview, identify dominant and neglected research themes, and uncover patterns of collaboration that shape the field.

1.1 Research Questions

This bibliometric analysis aims to answer the following research questions:

RQ1: What is the overall volume and growth of research on the indigenisation of knowledge in Africa over time?

RQ2: Which discipline and sub-discipline are most actively involved in research on the indigenisation of knowledge in Africa?

RQ3: what are the dominant themes within the literature on the indigenisation of knowledge in Africa?

RQ4: What are the most frequently cited sources and influential researchers in the literature on the indigenisation of knowledge in Africa?

2. Research methodology

2.1 Research Design

This study is conducted using a bibliometric review approach lens. This approach allows a researcher to use some stages followed in conducting systematic reviews to conduct the study. Bibliometric analysis provides an objective, transparent and empirical-based analysis of publication trends in a particular field of study over time (Adams et al., 2025; Hallinger & Kovačević, 2021). A metrics analysis of research determines the strengths, weaknesses, opportunities, and threats of a particular field of study. Bibliometric analysis also provides research trajectory and developmental trends to evolve research direction to anticipate future areas of study (Esen et al., 2020).

Table 1: Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Span	1994-2024	before 1994 and after 2024
Language	English	Non-English
Database	Scopus	Other databases
Publication	Research article and review	Conference papers, editorials, letters, books, book chapters and unrelated articles

Specification of structured inclusion and exclusion criteria helps ensure the selection of relevant and high-quality literature. For this study, the inclusion criteria, as shown in Table 1, include research articles and reviews published in English between 1994 and December 2024 on Indigenous knowledge systems and indexed in the Scopus database. These inclusion criteria ensure access to peer-reviewed and widely recognised publications. In addition, the combination of empirical research articles and reviews allows for a comprehensive understanding of empirical findings and theoretical advancement in indigenous knowledge systems.

On the other hand, we excluded publications published before 1994 or beyond December 2024 to maintain a relevant time frame for

analysis. Also, research published in non-English languages and not indexed in the Scopus database is not considered to ensure accessibility and consistency. Similarly, conference papers, editorials, letters, books, and book chapters are excluded, for they may not always undergo rigorous peer review or significantly contribute to research trends in Indigenous knowledge systems.

2.2 Data Collection Strategy

There are numerous databases available from which researchers can obtain literature. However, this study concentrated on Scopus to generate a dataset for this bibliometric analysis, being a reputable database with more indexed journals (Gümüş et al., 2018). In addition, the Scopus database was chosen because a significant percentage of its articles are published in English, and the database is compatible with bibliometric analysis software.

Furthermore, Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) guided the search process in this study PRISMA (Page et al., 2021). PRISMA flow charts provide a transparent and evidenced-based procedure followed by systematic reviews and meta-analyses.

This study only searched the Scopus database for our data source. We agreed on Scopus because of its popularity, dependability and reliability. Scopus is famous for indexing quality publication.(Hallinger & Kovač ević, 2021). We, therefore, search the database using abstract, title, and keywords. Afterwards, we developed a search string on the Scopus database based on identifying relevant search terms. The search string used was TITLE-ABS-KEY (("indigenisation" OR "indigenous knowledge" OR "decolonization") AND ("Africa*")) . This simplified string was designed to maximise sensitivity and ensure comprehensive coverage of the field. The broader results were then manually screened using the inclusion and exclusion criteria outlined in Table 1.We included articles published on the Scopus database as of January 28, 2025, when the search was conducted. Figure 1 presents the flow of our search, identification, screening and eligibility.

2.3 Method of Data Analysis

The data collected for this study will undergo numerous stages. The first stage is the descriptive analysis, which estimates the publication volume per year, the distribution of publications across different sources(journals), total citations, average citations per document, the number of authors across countries and organisations, and keywords. (Ayan et al., 2023; Cividatti et al., 2021; Yavuz et al., 2021).

The second stage involved co-citation, co-authorship and co-word analysis of closely related publications and keywords. While co-citation analysis explores publications that are cited together, indicating related themes and research areas (Yavuz et al., 2021), the co-word analysis examines the pattern of keywords' appearance together to show the emerging themes and their interconnections (Ayan et al., 2023; Cividatti et al., 2021). These analyses will help to delineate the key themes and research clusters within the literature.

This study employed Microsoft Excel to analyse the descriptive part, while VOSviewer software packages were employed to analyse and visualise co-citation, co-authorship and co-words. The software helps generate visual maps of influential authors and key themes.

2.4 Identification of Sources

This study was conducted using Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guideline (Page et al., 2021). This ensures transparency in the procedures followed by researchers in identifying, extracting and reporting used bibliometric review.

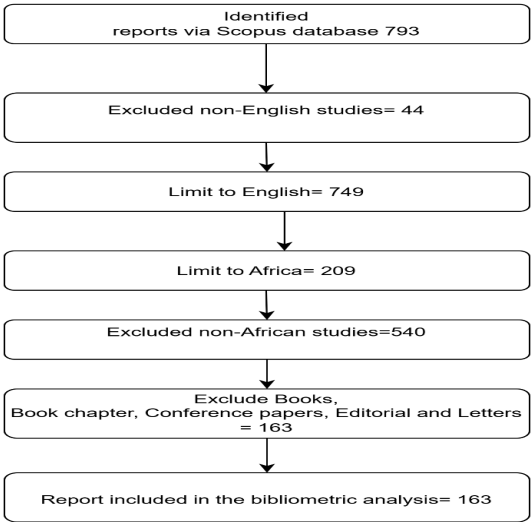


Figure 1: PRISMA flow chart of the included studies

Figure 1 presents the flow chart of how we conducted our database search to identify relevant literature on the indigenisation of knowledge systems in Africa based on predetermined inclusion criteria. The inclusion criteria are peer-reviewed journal articles and reviews published in English between 1994 and December 2024 in the area of indigenous knowledge systems in Africa, which are indexed in Scopus. Conversely, the exclusion criteria were articles and reviews published in non-English languages. Also, conference proceedings, books, book chapters, editorials, and letters were excluded. We excluded articles and reviews unrelated to the indigenous knowledge system in Africa. Initially, we identified 793 reports from the Scopus database, after which 44 non-English reports were excluded. Thereafter, 540 reports of studies unrelated to Africa were removed from the remaining 749 reports. From the remaining 209 Reports, we excluded 44 conference papers, books, book chapters, editorials and letters. Therefore, only 163 articles and reviews were included in the bibliometric analysis.

The year 1994 was selected as the starting point for this analysis as it marks a pivotal moment in the contemporary discourse on indigenous knowledge, coinciding with South Africa's democratic transition and preceding the United Nations' International Decade of the World's Indigenous People (1995-2004), which brought significant global attention to indigenous rights and knowledge systems.

3. Analysis and interpretation of the research data

Table 2: Data Characteristics

Description	Results
Period	1994-2024
Organisations	265
Source Journal	128
Document	163
Average citation per document	12.1
Citations	1977
References	7591
Keywords	1034
Authors' keywords	614
Index keywords	505
Countries	30
Authors	332

Table 2 presents the demographic characteristics of the bibliometric data. The dataset spanning 1994–2024 reflects a well-established and evolving research domain with contributions from 265 organisations across 30 countries and 332 authors. With 163 documents published in 128 journals, the research is widely distributed, and an average of 12.1 citations per document suggests moderate academic influence.

The 1,977 citations and 7,591 references highlight strong engagement with previous studies, indicating a well-grounded scholarly foundation. A diverse range of research topics is evident from 1,034 keywords, including 614 authors and 505 index keywords, suggesting interdisciplinary connections.

The widespread institutional and international participation underscores the global relevance of the field, while citation trends indicate a steady academic impact with potential for further growth.

Table 3: Document Type

S/N	Type	Document
1	Research Article	148
2	Review	15

Table 3 shows the distribution of the type of documents used in this bibliometric analysis With 148 empirical research articles and 15 reviews. The dominance of empirical research articles indicates the effort of researchers to conduct original studies rather than summarise existing literature. This also implies an active research environment for producing new knowledge on African Indigenous knowledge systems. It also indicates relatively low efforts to comprehensively consolidate and analyse past research output. Moreover, reviews are crucial in identifying research trends, gaps, and future directions.

RQ1: What is the overall volume and growth of research on the indigenisation of knowledge in Africa over time?

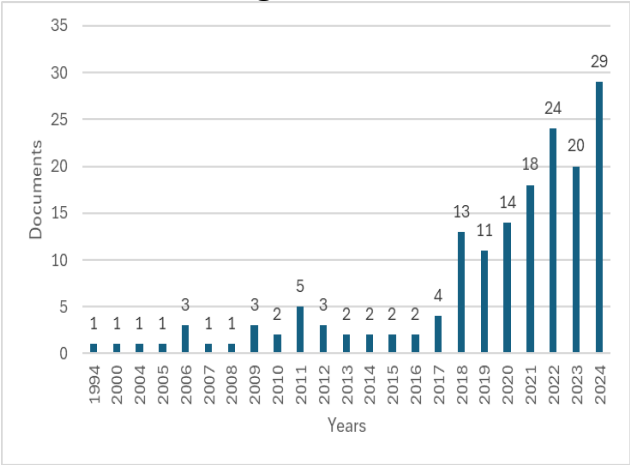


Figure 2: Published articles between 1994 and 2024

Figure 2 presents the global trend of research publications on Indigenous knowledge systems in Africa. The chart indicates that the research at its early stage in 1994 was sparse, with limited and

insignificant scholarly attention from 1994 to 2017. In 2018, the indigenous knowledge system recorded 13 publications. However, the indigenous knowledge system witnessed a drop in publications in 2019, with just 11 articles. The field recorded a significant improvement right from 2020 to 2025. The momentum of continuous growth in research output indicates a significant evolving contribution in the research area.

RQ2: Which discipline and sub-discipline are most actively involved in research on the indigenisation of knowledge in Africa?

Table 4: Top 10 countries with highest number of Publications

S/N	Name	Documents	Percentage
1	South Africa	119	73%
2	Nigeria	12	7.4%
3	Ghana	9	5.5%
4	Botswana	7	4.3%
5	Kenya	4	2.5%
6	Zimbabwe	4	2.5%
7	Ethiopia	3	1.8%
8	Senegal	2	1.2%
9	Uganda	2	1.2%
10	Zambia	2	1.2%

Table 4 presents the top 10 countries with the highest number of research publications, with South Africa leading significantly with 119 (73%) documents, far surpassing other countries. Nigeria (12), Ghana (9), and Botswana (7) follow, while the remaining countries, including Kenya, Zimbabwe, Ethiopia, Senegal, Uganda, and Zambia, contribute between 2 and 4 documents each. The dominance of South Africa suggests that it serves as a key hub for research in this field, likely due to stronger research institutions, better funding, and more established academic networks. The gap between South Africa and the other countries indicates disparities in research output, possibly

reflecting differences in research infrastructure, funding availability, and academic collaboration. The presence of multiple African nations, even with lower publication counts, highlights a growing research interest across the continent. However, the lower publication numbers for most countries suggest challenges such as limited research funding, fewer academic institutions, or lower prioritisation of scholarly activities.

Table 5: Top 10 organisations with the highest number of Publications

S/N	Organisations	Documents	Percentage
1	University of the Witwatersrand, Johannesburg	21	12.88
2	University of South Africa	20	12.26
3	University of KwaZulu-Natal	13	7.97
4	University of Johannesburg	10	6.13
5	University of Pretoria	8	4.90
6	University of Cape Town	7	4.49
7	University of Botswana	7	4.49
8	University of Fort Hare	6	3.68
9	University of the Free State	6	3.68
10	Rhodes University	5	3.06

The results of the topmost organisations with the highest number of research outputs are presented in Table 5. The University of Witwatersrand and the University of South Africa lead with 20 and 21 publications, respectively. While the University of KwaZulu-Natal ranks third with 13 publications, the University of Johannesburg occupies 10 publications, indicating their substantial contribution to knowledge, albeit at a lower scale than the top two institutions. Furthermore, the University of Pretoria, the University of Cape Town, and the University of Botswana maintained the middle cause with 8, 7 and 7 publications, respectively. However, The University of Fort

Hare, the University of the Free State and Rhodes University fall in the bottom tier, producing 6, 6, and 5 documents each. The dominance of South African institutions in the top ten reinforces the country-level findings and suggests a significant concentration of research funding, infrastructure, and expertise within its borders. This highlights a potential disparity in research capacity across the continent.

RQ3: What are the most frequently cited sources and influential researchers in the literature on the indigenisation of knowledge in Africa?

Table 6: Top 10 most cited authors

S/N	Name	Citations
1	Chilisa, B.	4
2	Aubel, J.	2
3	Byrne, D.C.	2
4	Eybers, O.O.	2
5	Hlatshwayo, M.N.	2
6	Khoza-Shangase, K.	2
7	Kugara, S.L.	2
8	Major, T.E.	2
9	Masoga, M.A.	2
10	Mulaudzi, F.M.	2

Table 6 lists the top 10 most productive authors based on citation counts, with Chilisa, B. leading at four citations. In contrast, the remaining nine authors have two citations each, including Aubel, J., Byrne, D.C., Eybers, O.O., and others. The relatively low citation numbers suggest that research impact within this field is limited or that citations are widely distributed among many authors rather than concentrated in a few influential scholars. The absence of highly cited authors may indicate that the research area is still developing, lacks dominant voices, or has a decentralised knowledge base where multiple contributors share similar levels of influence. Additionally, the uniformity in citation counts among most authors suggests that no

single researcher has established a strong citation lead, possibly due to a lack of high-impact publications or limited international recognition.

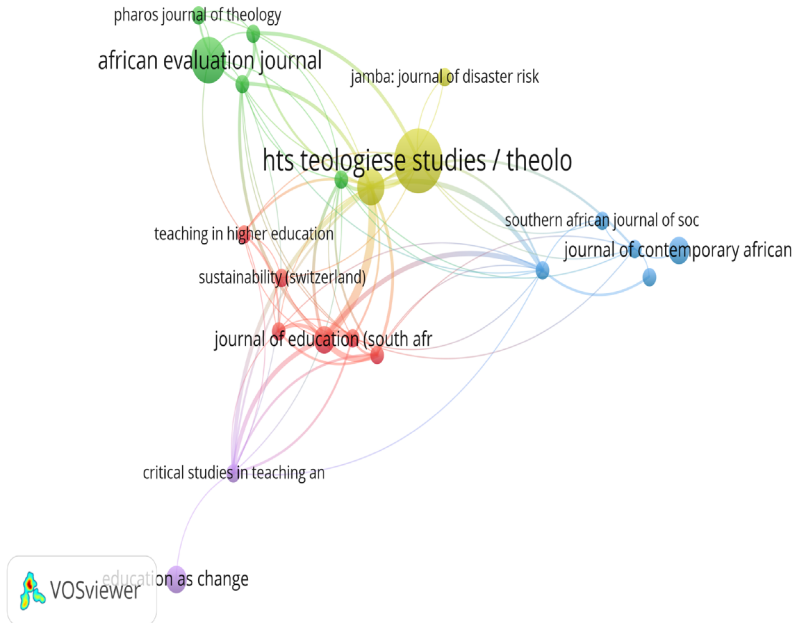


Figure 3: Journal with the Highest Publications on Indigenous knowledge system

Figure 3 presents the journal with the highest number of publications related to Indigenous Knowledge Systems (IKS), indicating its role as a key platform for disseminating research in this field. The journal's dominance suggests that it is a preferred and specialized outlet for scholars studying IKS, likely due to its focus, relevance, and established reputation within the academic community.

Theological studies journal has the highest number of publications (7) related to indigenous knowledge systems. On the other hand, the African Evaluation Journal has five and Transformation in Higher Education has five and four publications, respectively.

Table 7: Co-authorship Network based on countries

S/N	Country	Documents	Citations	Total link Strength
1	South Africa	119	1158	13.00
2	Ghana	9	45	5.00
3	Nigeria	12	20	1.00
4	Botswana	7	428	0.00

Table 7 presents data on the co-authorship network of research publications by country, highlighting the number of documents, citations, and total link strength (a measure of collaboration between countries). South Africa dominates the dataset with 119 documents, 1,158 citations, and the highest link strength 13.00, indicating strong research output, significant academic influence, and active international or institutional collaboration. Ghana (9 documents, 45 citations, link strength of 5.00) and Nigeria (12 documents, 20 citations, link strength of 1.00) contribute moderately but show lower citation impacts and weaker research collaboration networks. Botswana, despite having 7 documents, stands out with a high citation count of 428 but a link strength of 0.00, suggesting that its research output is highly cited but lacks co-authorship ties with other countries.

The data indicates that South Africa is the central hub of research collaborations, with the highest co-authorship link strength, likely due to its well-established academic institutions and funding availability. Ghana and Nigeria have moderate research outputs but weaker citation impacts and co-authorship networks, suggesting opportunities for stronger international partnerships. Botswana's high citation count despite no recorded collaboration links may indicate influential independent research rather than co-authored studies. These finding merits further exploration. It may indicate that Botswana's research output is comprised of highly influential single-country studies or that its key collaborations are with institutions outside Africa, which would not be captured fully in this intra-continental co-authorship network. This could point to a distinct research strategy or funding landscape within the country.

RQ4: what are the dominant themes within the literature on the indigenisation of knowledge in Africa?

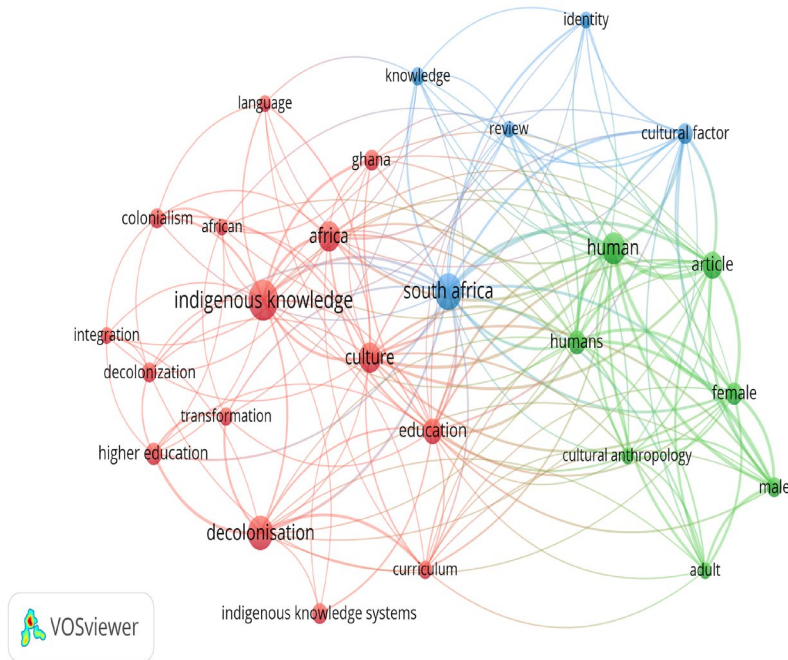


Figure 4: Co-occurrence of all keywords on indigenisation of knowledge

Figure 4 presents the visualisation and network of all keywords used in research on the indigenisation of knowledge in Africa. The following emerging themes were identified:

- a) **Indigenous knowledge and decolonisation:** The central themes in the red cluster are indigenous knowledge, culture, and decolonisation, which suggests the importance of indigenous knowledge systems in post-colonial discourse. Other key terms, including transformation, colonialism and higher education, show an academic focus on reclaiming IK through integration into formal education. It also identified African regional interest in IKS research with keywords like Ghana and South Africa.

- b) **Education and Curriculum Development:** The emergence of education as a theme that link indigenous knowledge with curriculum, higher education and indigenous knowledge systems. This also points to researchers' effort in exploring how IKS can be integrated into modern educational frameworks while ensuring cultural authenticity as shown in the blue cluster.
- c) **Human and Cultural Anthropology:** the green cluster centres on the study of human and social structures. The indicators are keywords like human, cultural anthropology, cultural factors while the presence of gender types (male, female and adult) among the keywords shows researchers interests.
- d) **Geographical and Socio-political Context:** the emergence of country and continent names like South Africa, Ghana and Africa across multiple clusters Ghana and Africa across multiple clusters points the geographical focus of indigenous knowledge systems research. Also, the connection between indigenous knowledge, colonialism and cultural identity indicates a strong emphasis on the historical and sociopolitical aspects of IKS within Africa.

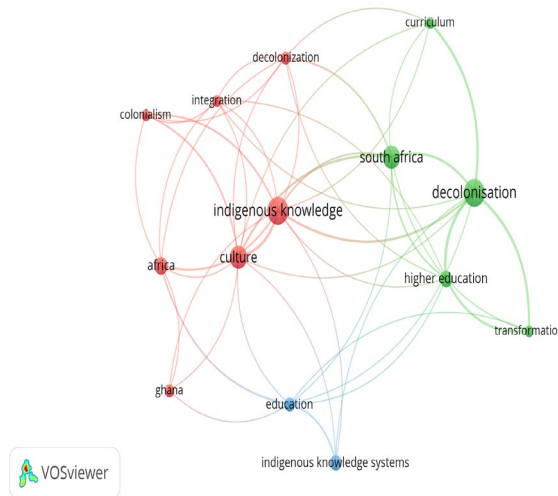


Figure 5: Co-occurrence of authors' keywords on indigenisation of knowledge

Figure 5 reveals common themes on research productivity in indigenous knowledge systems based on authors' keywords. Decolonisation and indigenous knowledge are the central terms used by authors. With other terms like culture and education, it can be said that IKS research is deeply embedded in cultural studies and academic transformation. Other terms like colonialism, Africa and Ghana indicate that colonial legacy still has an influence on indigenous knowledge systems. Similarly, themes like decolonisation, higher education and curriculum in the green cluster show a strong academic-driven interest in integrating indigenous knowledge into formal education systems mainly in South Africa.



Figure 6: Co-occurrence of density visualisation of indexed keyword on indigenisation of knowledge

Figure 6 presents the density visualisation of index keywords on African Indigenous knowledge systems research. Two clusters emerged, with the red cluster revolving around themes related to

Africa, human studies, Indigenous knowledge, education and cultural anthropology. The red cluster highlights academic literature based on understanding cultural and educational aspects of the indigenisation of the knowledge system. On the other hand, the green cluster has demographic and cultural-related keywords like male, female, adult and cultural factors. The presence of South Africa also indicates the concentration of research productivity on indigenous knowledge system.

4. Discussion

The purpose of this study was to examine knowledge production in the indigenisation of knowledge systems in Africa using a bibliometric analysis approach. Various challenges have been engaged in preaching and advancing the decolonisation agenda in many African countries over the years. The analysis also revealed that there was sparse research output on the indigenisation of knowledge systems between 1994 and 2017, highlighting insignificant attention from scholars in Africa. However, improvement was experienced from 2018 onward. This agrees with the findings of Kaya and Seleti (2013) that Eurocentric research has dominated higher education. This implies that African scholars are more concerned with western studies than Afrocentric research. African researchers have now become the mouthpiece that promotes Western social theories at the expense of African social philosophies and social theories that will aid in the indigenisation of knowledge systems in their localities.

This study also revealed the top ten influential authors in the indigenisation of knowledge in Africa, with Chalisa being the leading author. Since most of these leading authors are affiliated with Universities in South Africa, one could conclude that the apartheid experience of the country may have contributed to their leading role. Studies on Africana that support intellectual tradition has been in existence before 18th century (Ra et al., 1975). The insignificant research output from many scholars show that there is a need for scholars to devote time for research on the indigenisation of knowledge systems (Kaya & Seleti, 2013).

Furthermore, the study revealed the leading role of South Africa and its scholars in co-authorship networks based on countries and authors. This implies that other African countries, including

Nigeria, Ghana, and Botswana, are still lagging in research collaboration in the area of indigenisation of knowledge systems in Africa. This finding aligns with Onyancha and Maluleka (2011) who found that South Africa leads in knowledge production through collaborative research in Sub-saharan Africa with a strong collaboration with Botswana. This presupposes that geographical proximity of countries is an effective factor that contribute to research output.

The study also revealed the emerging themes in IKS through a co-word analysis of all keywords. Indigenous knowledge, culture, decolonisation, education, curriculum development, and human and geographical context are trending terms. Murove (2018) submitted that the indigenisation of African knowledge systems should be seen as the search for inclusionary appreciation of a multiplicity of global knowledge that contributes to human well-being. It is the integration of African philosophies, beliefs, principles like Ubuntu, skills, inventions, encounters, and perspectives of people gathered over the years in teaching and practices to improve livelihood (Bhuda & Marumo, 2022). Similarly, studies have also established that educational reforms in countries with large Indigenous populations have shown the importance of human capacity building for teachers, and this requires special attention from researchers and educational policymakers (da Silva et al., 2023). For instance, the central position of 'indigenous knowledge' and 'decolonisation' in the red cluster of Figure 4, and their prominence in Figure 5, confirms that the field is fundamentally concerned with post-colonial knowledge reclamation. Furthermore, the clear connection between 'indigenous knowledge,' 'education,' and 'curriculum development' in the blue cluster of Figure 4 empirically supports the assertion by da Silva et al. (2023) that educational reforms are a central focus of IKS research.

5. Implications

The findings of this study have generated some practical implications for academics and policymakers, particularly in Africa. The insignificant research output recorded within years in many African countries implies an urgent need to study Indigenisation knowledge systems aggressively. Researchers must up their games in

collaborative efforts in IKS research. Collaboration is needed in interdisciplinary research across different fields, countries, and continents.

Secondly, the findings imply the need for education policymakers and curriculum designers to consider Indigenous knowledge systems. This could be achieved through the integration of indigenous topics into the curriculum at all levels of education. Moreover, the government must vehemently invest in the Indigenous knowledge systems by providing adequate human and material resources. Promoting and celebrating African perspectives in South Africa's knowledge systems, as outlined in national policy frameworks (Department of Science and Technology., 2004), can help to establish new research patterns and mental maps.

In addition, there should be training programmes to prepare those that will champion the cause among teachers and researchers. Lastly, there is a need for advocacy programmes to raise the awareness level of researchers, academics, schools, and their academic staff members in particular. Each of these implications is grounded in the study's core findings: the low publication volume before 2017 (Figure 2) underscores the urgent need for more research; the dominance of South Africa (Table 4) highlights the need for capacity building elsewhere; and the emergence of 'curriculum' and 'higher education' as key themes (Figure 4) directly supports the call for policy integration.

6. Conclusions

The bibliometric analysis illuminates the knowledge production in the field of indigenisation knowledge systems in Africa. Exploring datasets spanning 1994 to 2024 from the Scopus database reveals an insignificant research effort between 1994 and 2017. It was in recent years that the field began to experience growth. In conclusion, this bibliometric analysis maps the intellectual landscape of research on the indigenisation of knowledge in Africa from 1994 to 2024. The findings reveal a field that has recently gained significant momentum, led predominantly by South African scholars and institutions. Key research themes centre on decolonisation, education, and cultural identity. By systematically identifying the core contributors, collaborative networks, and dominant themes, this study

provides a foundational understanding of the field's structure and offers a clear point of departure for future research aimed at deepening and broadening the indigenisation agenda across the continent.

7. Limitations and Future Directions

Like other research outcomes, the present study has some limitations that may affect the generalisation of its findings. The coverage is the first limitation identified in this research. Since the literature covered 1994 to 2024, the generalisation of the findings cannot be extended to the period before 1994 and beyond 2024. Limiting the database search to Scopus may have left out some important topics in other databases like Web of Science. Given these limitations, future research should extend the time span to have more coverage. Similarly, subsequent studies should explore studies indexed in other databases to ensure an extensive search.

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