

## Chapter 4: Challenges in Establishing Entrepreneurial University in African Countries

The challenges faced by African countries in establishing entrepreneurial universities are multifaceted and deeply rooted in socio-economic conditions. In Zimbabwe, for instance, the economic instability has severely limited access to resources necessary for fostering entrepreneurship within universities. According to Mavhunga (2021), the lack of funding and support systems hampers the development of entrepreneurial skills among students, making it difficult for universities to cultivate an entrepreneurial culture. Furthermore, the high unemployment rates exacerbate the situation, as students often view entrepreneurship as a last resort rather than a viable career path. This perspective is echoed by Chikoko *et al.* (2019) who posit that the prevailing economic conditions discourage students from pursuing entrepreneurial ventures. Consequently, universities in Zimbabwe struggle to implement effective entrepreneurship education programmes that could empower students to become job creators. Addressing these challenges requires a concerted effort from both the government and educational institutions to create an enabling environment for entrepreneurship to thrive. In South Africa, the challenges of entrepreneurship education are compounded by systemic inequalities and a lack of cohesive support structures.

Ismail *et al.* (2024) argue that while there is a growing recognition of the need for entrepreneurship education, many universities lack the necessary infrastructure and resources to support aspiring entrepreneurs effectively. The fragmented nature of student entrepreneurship support services often leads to inefficiencies, as students are unaware of the available resources. This issue is further complicated by the high unemployment rates among youth that, according to Kew (2012), necessitates a shift in focus from job-seeking to job-creating. The South African government has initiated several programmes aimed at enhancing entrepreneurship education, but the effectiveness of these initiatives remains questionable due to inconsistent implementation across institutions (Tshikovihi & Mvula, 2014). Therefore, a more integrated approach that aligns university efforts with national policies is essential for fostering a robust entrepreneurial ecosystem.

Kenya presents a different set of challenges regarding entrepreneurial universities, particularly in the realm of curriculum development and practical training. Muli *et al.* (2020) aver that, many Kenyan universities offer entrepreneurship courses that are heavily theoretical and lack practical application. This disconnect between theory and practice leaves students ill-prepared to navigate the complexities of starting and managing a business. Furthermore, the high levels of bureaucracy and regulatory hurdles in Kenya can stifle innovation and discourage students from pursuing entrepreneurial endeavours (Owino, 2018). As noted by Karanja (2021), the lack of mentorship and guidance from experienced entrepreneurs further exacerbates these challenges, creating a gap in the support system for aspiring student entrepreneurs. To address these issues, universities must collaborate with industry stakeholders to develop curricula that emphasise practical skills and real-world applications, thereby equipping students with the tools necessary for success in the entrepreneurial landscape.

In Egypt, the challenges faced by entrepreneurial universities are closely linked to the broader socio-economic context and educational reforms. El-Sayed (2022) points out that while there is a growing interest in entrepreneurship among students, the educational system has not adequately adapted to meet this demand. The traditional focus on rote learning and theoretical knowledge limits students' ability to think critically and innovatively that are essential skills for entrepreneurship. Additionally, the lack of access to funding and resources for startups poses significant barriers for students wishing to launch their ventures (Hassan, 2020). Moreover, the political instability in Egypt has created an uncertain environment for business development, further deterring students from pursuing entrepreneurship (Abdelkader, 2019). To overcome these challenges, a comprehensive reform of the educational system is necessary, emphasising experiential learning and providing students with the resources and support needed to succeed in their entrepreneurial pursuits.

Nigeria's entrepreneurial universities face significant challenges related to infrastructure and access to funding. Ojo (2023) is of the view that, the inadequate infrastructure in many Nigerian universities hampers the effective delivery of entrepreneurship education. Students often lack access to essential

resources such as technology, mentorship, and funding opportunities that are critical for developing entrepreneurial skills. Furthermore, the high levels of corruption and bureaucratic inefficiencies in Nigeria can deter potential investors and limit the availability of financial support for student-led ventures (Akinyemi, 2021). The Nigerian government has initiated various programmes aimed at promoting entrepreneurship among youth, but the impact of these initiatives has been limited due to poor implementation and lack of coordination among stakeholders (Ogunleye, 2022). To enhance the effectiveness of entrepreneurship education, Nigerian universities must work collaboratively with government agencies and private sector partners to create a more conducive environment for entrepreneurial activities.

In Ghana, the challenges of establishing entrepreneurial universities are intertwined with issues of curriculum relevance and industry collaboration. As noted by Osei *et al.* (2022), many entrepreneurship programmes in Ghanaian universities are outdated and do not align with the current needs of the job market. This misalignment results in graduates who are ill-equipped to meet the demands of the entrepreneurial landscape. Additionally, the lack of collaboration between universities and industry stakeholders' limits students' exposure to real-world business challenges and opportunities (Abor & Quartey, 2010). The high unemployment rates among graduates further underscore the need for universities to adopt a more hands-on approach to entrepreneurship education, incorporating internships and practical training into their curricula (Kwarteng, 2021). By fostering stronger partnerships with industry, Ghanaian universities can better prepare students for the realities of entrepreneurship and contribute to the country's economic development.

Mozambique's entrepreneurial universities are beset by challenges related to resource scarcity and educational quality. According to Matusse (2023), the limited availability of financial resources hinders universities' ability to implement effective entrepreneurship programmes. Many institutions struggle to provide adequate training and support for students interested in entrepreneurship due to budget constraints and insufficient infrastructure. Furthermore, the quality of education in Mozambique is often compromised by a lack of qualified instructors and outdated teaching methods (Mabiala, 2021). This situation results in graduates who may lack the necessary skills

and knowledge to succeed in entrepreneurial ventures. To address these challenges, it is crucial for the Mozambican government to invest in higher education and entrepreneurship training, ensuring that universities have the resources needed to foster a culture of innovation and entrepreneurship among students.

The chapter explored the various challenges faced by African countries in establishing entrepreneurial universities, focusing on the socio-economic barriers that hinder the growth of entrepreneurship within academic institutions. In Zimbabwe, economic instability severely limits access to resources necessary for fostering entrepreneurship, with high unemployment rates discouraging students from pursuing entrepreneurial ventures. The chapter discussed how universities struggle to implement effective entrepreneurship education due to insufficient funding and support systems. In South Africa, systemic inequalities and fragmented support structures compound the challenges, despite government initiatives aimed at enhancing entrepreneurship education. The lack of cohesive infrastructure and the high unemployment rates among the youth further exacerbate the situation. Kenyan universities face issues related to curriculum development and practical training, with a disconnect between theory and practice leaving students unprepared for entrepreneurial ventures. Bureaucratic hurdles and lack of mentorship further stifle innovation.

The chapter also examined the challenges in Egypt, where traditional educational systems limit the development of critical and innovative thinking essential for entrepreneurship. Political instability and lack of resources pose additional barriers. In Nigeria, inadequate infrastructure and access to funding impede the delivery of entrepreneurship education, while corruption and bureaucratic inefficiencies further complicate the situation. Ghanaian universities grapple with outdated curricula and lack of industry collaboration, leading to graduates ill-prepared for the entrepreneurial landscape. Mozambique faces challenges related to resource scarcity and educational quality, with insufficient infrastructure and outdated teaching methods hindering the development of entrepreneurial skills. The next chapter will explore the challenges hindering the establishment of entrepreneurship across various global regions, including Latin America, Asia,

and Africa, with a specific focus on the Zimbabwean context, offering a comparative analysis of regional entrepreneurial landscapes.