



MODEL ENTREPRENEURIAL

UNIVERSITY IN THE GLOBAL SOUTH:

Exemplar of the Zimbabwe Ezekiel Guti University

INNOCENT CHIRISA & TINASHE MAGANDE

Model Entrepreneurial University in the Global South: The Exemplar of the Zimbabwe Ezekiel Guti University

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Dedication

To all education institutionalists and knowledge workers instilling entrepreneurial capabilities

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Book Synopsis

The study critically explores the concept of the entrepreneurial university within the context of the Global South epistemological and knowledge-driven socio-economic situatedness, focusing particularly on the Zimbabwe Ezekiel Guti University (ZEGU). The conception of the study sprang from the growing perception of universities as centres of innovation, particularly in regions grappling with economic challenges. Employing document review for data collection and thematic content analysis to derive insights, the study concludes that ZEGU plays a pivotal role in fostering innovation and entrepreneurship aptitudes and competencies, even amidst financial crises, unemployment, poverty, and inequality rife in Zimbabwe. The article further recommends strategies for addressing the unique challenges faced by ZEGU, such as financial constraints and limited resources, while also highlighting the university 's successes in enhancing regional competitiveness and economic growth. By showcasing and bringing to the fore ZEGU's initiatives to increase students' entrepreneurial intentions and support business startups, this article contributes to the broader discourse and research canon on the role of entrepreneurial universities in the Global South, offering valuable lessons for similar institutions to scaffold from. The study employed a qualitative research design to explore the right to the city and its implications for urban residents, particularly marginalised groups. Data collection was conducted through a comprehensive desk review, sourcing existing literature from reputable academic databases and platforms. The primary sources included Google Scholar that provided access to a vast array of scholarly articles and theses, and key books on urban studies, sociology, and related fields for historical and theoretical perspectives. Additionally, peer-reviewed journal articles focusing on urban planning, social justice, and public policy were reviewed to obtain current research findings and debates. For data analysis, the study engaged in textual analysis to systematically examine the collected data. This method involved interpreting and analysing texts to understand their meaning, context, and significance. The process began with familiarising with the data through initial reading and re-reading of the texts. This was followed by coding, where key themes, concepts, and patterns related to the right to the city were identified and categorised. Thematic analysis was then conducted to organise the coded data into coherent themes, synthesising significant insights and trends. Finally, the

themes were analysed in the context of existing literature and theoretical frameworks to provide a comprehensive understanding of the right to the city.

The book, *Model Entrepreneurial University in the Global South: The Exemplar of the Zimbabwe Ezekiel Guti University*, begins with Chapter 1, "The Entrepreneurial University in the Global South: An Introductory Overview," which sets the stage by outlining the significance and impact of entrepreneurial universities in developing regions. This is followed by Chapter 2, "Conceptual and Theoretical Grids in Enterprise and Entrepreneurship," which explores essential concepts and theoretical frameworks underpinning enterprise and entrepreneurship. Chapter 3, "Theories Underpinning a Model Entrepreneurial University in the Global South," delves into the specific theories that support the development of entrepreneurial universities in these regions.

Subsequent chapters address various challenges and contextual factors. Chapter 4, "Challenges in Establishing Entrepreneurial Universities in African Countries," discusses the unique obstacles faced in Africa, while Chapter 5, "Challenges Hindering the Establishment of Entrepreneurship Across Global Regions," expands the discussion to global barriers. Chapter 6, "The Zimbabwean Entrepreneur: A Historical Analysis," provides a historical perspective on entrepreneurship in Zimbabwe. This analysis leads into Chapter 7, "The Higher Education Landscape in Zimbabwe: Locating ZEGU as an Entrepreneurial University," which situates the Zimbabwe Ezekiel Guti University (ZEGU) within the national higher education context. Chapter 8, "Revisiting The Teachings of Guti and Their Influence on ZEGU as An Entrepreneurial University," examines how the teachings of Ezekiel Guti have shaped ZEGU's entrepreneurial approach. The book concludes with Chapter 9, "Practice of Entrepreneurship: The Future and Direction," which looks ahead to the future of entrepreneurial universities and the practices that will guide their development.

Chapter 1: The Entrepreneurial University in the Global South: An Introductory Overview

The emergence of the entrepreneurial university conception represents a transformative shift or trope in the role that higher education institutions play within society. The concept of the entrepreneurial university is increasingly gaining in contemporary higher education discourse and practice (Pinheiro & Stensaker, 2014; Klosthen *et al.*, 2019; Liu & van der Sijde, 2021). Universities should act as regional agents of change, facing greater external and internal pressures to generate solutions to economic and social problems (Arbo & Benneworth, 2007; Bagchi-Sen & Smith, 2012). The model of the entrepreneurial university canvassed in this intellectual output involves tertiary institutions taking an active role and exerting their agency in regional development through economically motivated activities such as technology transfer and university–industry partnerships (Clark, 1998; Goddard *et al.*, 2014). Technology transfer (TT) refers to the process of transferring knowledge, skills, and technologies from one organisation or individual to another, to the end of transforming scientific research and innovations into practical applications that can benefit society (Gottwald, Buch, & Leal Filho, 2013).

The study critically examines the Entrepreneurial University Model against the backdrop of the profound social and economic challenges adversely confronting contemporary Zimbabwe, including financial crises, unemployment, poverty, and inequality. These challenges resonate globally, yet the roles and characteristics of entrepreneurial and engaged universities have been less studied in the Global South thus constituting a research lacuna which this research seeks to fill. Additionally, there is limited discussion on religious or confessional universities that are key features of the academic landscape in the Global South (Cruz-Coke, 2004; de Donini & Torrendell, 2007; Tavares, 2009). In the educational domain, universities have been implementing programmes to increase the entrepreneurial intention of students, thereby creating more supportive contexts for starting businesses (Fayolle & Gailly, 2015) the aim of promoting regional development (Bramwell & Wolfe, 2008; Kirby, 2006).

The concept of the entrepreneurial university has gained intellectual traction in Europe and America, where learning and intellectual institutions are increasingly viewed as key players in fostering innovation and economic development. In these regions, the entrepreneurial university model emphasises collaboration between academia, industry, and government, facilitating technology transfer and enhancing regional competitiveness (Etzkowitz, 2003). Successful implementation of this model relies heavily on several preconditions, including a supportive policy environment, strong leadership, and a culture that encourages risk-taking and innovation (Carayannis & Campbell, 2011). However, there are critical do's and don'ts to consider; for instance, universities should prioritise partnerships with local businesses to ensure that research aligns with market needs, while avoiding isolation from the community that can hinder engagement and relevance (Goddard *et al.*, 2014). Furthermore, fostering an inclusive environment that promotes diverse perspectives and interdisciplinary collaboration is essential, as it enhances creativity and problem-solving capabilities (Wathanakom *et al.*, 2020). By drawing from the experiences of entrepreneurial universities in the Global North, institutions in the Global South can adapt these strategies to address their unique challenges and opportunities.

In Sub-Saharan Africa, higher education institutions are increasingly viewed as vital contributors to economic development and social transformation. In this region, universities face unique challenges, including limited resources, high unemployment rates, and a growing demand for skilled labour (Morris *et al.*, 2020). Successful implementation of the entrepreneurial university model requires several preconditions which therefore could scaffold development and success, such as strong leadership, institutional support for innovation, and the establishment of effective partnerships with industry and government (Sinha *et al.*, 2020). Additionally, it is crucial for universities to promote an entrepreneurial culture that encourages creativity and risk-taking among students and faculty (Goddard *et al.*, 2014). However, pitfalls to avoid include neglecting community engagement and failing to align educational programmes with local economic needs that can lead to a disconnect between university outputs and market demands (Nkusi *et al.*, 2020). By addressing

these factors, Sub-Saharan African universities can effectively contribute to regional development and foster sustainable entrepreneurial ecosystems.

In the context of national policies and university cases, the entrepreneurial university model has gained prominence in several Sub-Saharan African countries, reflecting a growing recognition of the role that higher education institutions can play in fostering economic development and innovation. For instance, South Africa's government has implemented policies such as the Small Business Act that aims, *inter alia*, to promote entrepreneurial activities and support small and medium enterprises (Akinyemi & Adejumo, 2018). Universities in the rubric of the University of Cape Town have established entrepreneurship centres that provide resources and training for aspiring entrepreneurs, aligning academic programmes with local economic needs (Ogunsanya *et al.*, 2024). Similarly, in Nigeria, the establishment of the Small and Medium Enterprises Development Agency (SMEDAN) has facilitated partnerships between universities and industries, promoting technology transfer and innovation (Oliyide, 2012). However, successful implementation of the entrepreneurial university model requires addressing challenges such as inadequate funding, lack of infrastructure, and the need for a supportive policy environment (Morris *et al.*, 2020). By leveraging national policies and fostering collaboration between academia and industry, universities in the Global South can enhance their contributions to regional and national development.

The entrepreneurial university is widely perceived as a powerful mechanism for modernising higher education institutions (HEIs) (Pinheiro & Stensaker, 2014). The increasing expectation for universities to become regional agents of change that tackle social and economic problems has seen the models of entrepreneurial universities emerging more recently (Klofsten *et al.*, 2019; Thomas & Pugh, 2020). Modern-day universities are seen as drivers of both innovation and entrepreneurship that can enhance regional competitiveness and economic growth (Audretsch, 2014; Urbano & Guerrero, 2013). Higher education institutions have a responsibility to contribute to the economic and social well-being of their communities, and the notion of the entrepreneurial university has evolved in response to this. It positions the university within a

—triple helix model, where contributing to economic development by applying research findings in business practices is added to the traditional goals of teaching and research (Etzkowitz, 1993). This model fosters increased connections between universities and industry, facilitating the transfer of academic knowledge into tangible outcomes.

In this context, the ZEGU emerges as a significant and plausible case study. The study critically examines how ZEGU exemplifies the entrepreneurial university model in the Global South, addressing both the opportunities and challenges it faces in driving regional development and innovation. The examination of ZEGU 's approach provides valuable insights into how Church-related universities can navigate and contribute to the entrepreneurial landscape, thus filling a critical intellectual gap in the existing body of literature on entrepreneurial universities in the Global South.

The chapter has provided a comprehensive introduction to the concept of the entrepreneurial university, particularly in the context of the Global South. It emphasised how universities are increasingly seen as key players in regional development, contributing to economic growth and social transformation. The chapter explored the roles and characteristics of entrepreneurial universities, focusing on their potential to address the profound economic and social challenges in regions like Sub-Saharan Africa. The Zimbabwe Ezekiel Guti University (ZEGU) was highlighted as a case study, illustrating how a church-related university in the Global South can exemplify the entrepreneurial university model. The discussion included how these institutions foster innovation, promote technology transfer, and build partnerships with industry and government to enhance regional competitiveness. The chapter also touched on the need for universities to balance economic objectives with social responsibility, ensuring that their initiatives align with local community needs. In the final part of the chapter, the significance of adapting the entrepreneurial university model to the unique challenges and opportunities in the Global South was underscored. The chapter concluded by positioning ZEGU as a valuable case study for understanding the dynamics of entrepreneurial universities in this context. The next chapter will delve into the conceptual and theoretical frameworks

underpinning the study, focusing on the intersection of enterprise and entrepreneurship in the university setting. It will explore the varying definitions of an entrepreneurial university and discuss the broader implications of these concepts in fostering innovation and economic development in the Global South.

Chapter 2: Conceptual and Theoretical Grids in Enterprise and Entrepreneurship

The chapter maps out the conceptual and theoretical grids on which the study is premised. The term entrepreneurial university is a vague concept arrived at by engineering the concepts of enterprise and entrepreneurship, to apply to a university context (Williams and Kitaev 2005). Among other things, the EnU concept has been described as having no universal definition (Sam and Van Der Sijde 2014; Clauss *et al.*, 2018; Wynn and Jones 2017. Wynn and Jones (2017) connect the challenge of developing a common definition of entrepreneurial university to a lack of common understanding of the word entrepreneurship.

Hjorth and Holt (2016) have posited that entrepreneurship is one of the unscripted types of social creativity that confronts conventions in a revolutionary way, resulting in creative solutions and the possibility of value creation (Jones & Patton, 2018). Chang (2015) is of the view that, "the focus area is exploring the management process of entrepreneurship such as creativity and autonomy, capacity for adaptability, and create artistic and economic and social value." Art entrepreneurship is a relatively new topic of research Boroto (2015) and Hessels (2019) bring to the fore of scholarship the fact that, the goal of entrepreneurship is to create employment possibilities and promote economic development. Barot (2015), referenced in Diana & Azmy (2020) observes that there are two kinds of entrepreneurship. Opportunity-based entrepreneurship comes first.

An entrepreneur identifies an opportunity in business and makes it his career. However, as noted by (Jinjian *et al.*, 2019) in (Baptista *et al.*, 2013), opportunities-based entrepreneurship is driving venture activity due to novel concepts and individual enhancements. Second, entrepreneurship driven by need. Barot (2015) reckoned that the novice business owner has no choice except to work for a living. In this instance, becoming an entrepreneur is required rather than a choice. Because there are no other options available in the labour market, persons in this stage do not value entrepreneurship (Gries *et al.*, 2011). But the focus of our instance is entrepreneurship universities that we will define in the section that follows rather than entrepreneurship per se.

When talking about the expanded responsibilities that colleges play in literature, the idea of the "entrepreneurial" university has gained much traction. Since its initial identification by Etzkowitz (1983), the term "entrepreneurial university" has grown to refer to a broad range of activities, some specifically aimed at generating more funding and income and others that, considering environmental challenges, are meant to promote flexibility and adaptation. According to Deshpande and Guthrie (2020), this entails universities going beyond their customary responsibilities of teaching, research, and staff and student administration. An entrepreneurial university's staff, faculty, and students interact with local businesses and the non-academic community to generate innovation (Clarke 2001; Klofsten and Jones-Evans 2000). Jacob, Lundqvist, and Hellsmark (2003), defines it as a university founded on commoditisation (patents or startups) and the commercialisation of individualised education courses, consulting services, and extension activities. Jones & Patton (2018) emphasise that, in addition to teaching and research, the "third mission" of an entrepreneurial university was to foster wealth generation. Overwien *et al.* (2024) argues that entrepreneurial education is increasingly enriched by extracurricular activities, voluntary participation and informal initiatives.

The structure and subject matter of educational programmes at entrepreneurial universities are designed with the idea that their alumni will not only be future employees but also future employers (Guerrero-Cano *et al.*, 2014). The term used to describe institutions where the focus on social and economic development has grown and caused them to become more proactive in looking out applications for their research (Cunha & Maculan, 2015). Etzkowitz (2017) postulates that, the Entrepreneurial University incorporates teaching, research, and economic development into its academic mission. The Entrepreneurial University has undergone a transformation from an internal action-focused institution to one that serves as a link between externally interested parties, as it becomes globalised, technologically advanced, innovative, and competitive, much like the market (Fernández-Nogueira *et al.*, 2018). Di Paola *et al.* (2023) have underscored the significance of entrepreneurship laboratories as important university environments for supporting entrepreneurial education.

In the context of entrepreneurship, empowerment is a term that is very important, especially in the Global South. It is described as the process of taking charge of one's life and developing the capacity and capabilities aimed at making decisions and carry them out (Kabeer, 1999). Particularly important is this empowerment for marginalised groups, like women, who frequently encounter structural obstacles to engaging in the economy. According to Al-Dajani and Marlow (2013), entrepreneurship can be a means of empowering people to overcome social constraints and become financially independent. Ibrahim and Alkire (2007) asserts that, the relationship between entrepreneurship and empowerment is not just individualistic but also shaped by social and political settings that provide opportunities and limitations. As a result, comprehending empowerment in entrepreneurship necessitates a sophisticated strategy that considers both institutional and individual elements. This approach is essential for creating entrepreneurial universities in the Global South, where academic establishments may support entrepreneurship as a means of empowering people.

The Global South's entrepreneurial university model needs to be recalibrated to local conditions, considering the special opportunities and challenges that these settings offer. Conventional perspectives on entrepreneurship frequently emphasise maximising profits while ignoring the social aspects that are crucial in developing nations (Goddard *et al.*, 2016). Bramwell and Wolfe (2008) aver that, colleges have the potential to bring about significant changes in the community by encouraging social innovation and entrepreneurship that caters to local needs. Universities may develop a new generation of socially conscious and economically motivated entrepreneurs by incorporating empowerment into their outreach initiatives and curricula. This strategy is in line with the engaged university paradigm that places equal weight on social responsibility and community involvement as it does on economic objectives (Perkins & Neumayer, 2014).

Empowering students to become change-makers can lead to sustainable development outcomes and foster resilience in local economies. Moreover, the empowerment of entrepreneurs in the Global South is often enmeshed to access to resources, networks, and support systems that facilitate business development. Research indicates that women entrepreneurs, in particular,

benefit from mentorship and collaborative networks that enhance their capabilities (Amine & Staub, 2009). These support structures are essential for overcoming gender-specific barriers that hinder women's participation in entrepreneurship. By fostering environments that promote collaboration and knowledge sharing, universities can enhance the entrepreneurial ecosystem, making it more inclusive and supportive (Jack & Anderson, 2002). Furthermore, the role of microfinance and other financial instruments cannot be overlooked, as they provide critical resources that empower entrepreneurs to launch and sustain their ventures (Weber & Ahmad, 2014). Thus, the intersection of empowerment and entrepreneurship within the university context can lead to significant socio-economic transformations.

The theoretical framework undergirding empowerment and entrepreneurship highlights the importance of context-specific strategies in the Global South. By redefining the entrepreneurial university model to include empowerment as a core principle, educational institutions can play a pivotal role in fostering economic and social development. This approach requires a commitment to understanding local dynamics, addressing barriers to entry, and promoting inclusive practices that empower all individuals, particularly marginalised groups. As universities embrace their role as catalysts for change, they can contribute to building resilient communities that thrive on innovation and social responsibility (Cornwall & Rivas, 2015). Ultimately, this framework not only enhances the entrepreneurial landscape but also aligns with broader goals of sustainable development and social equity.

The chapter has provided a comprehensive exploration of the conceptual and theoretical foundations that underpin the study of entrepreneurial universities. The chapter began by dissecting the term "entrepreneurial university," highlighting its lack of a universal definition and the complexities associated with defining entrepreneurship within an academic context. It discussed how entrepreneurship is framed as a form of social creativity that challenges conventional norms, with a focus on creating economic, social, and artistic value. The chapter also examined the different types of entrepreneurship, distinguishing between opportunity-based and necessity-driven entrepreneurship, and emphasises the importance of entrepreneurship in fostering economic development, particularly in the Global South. Further,

the chapter introduced the concept of the entrepreneurial university, tracing its evolution from a traditional educational institution to a dynamic entity that integrates teaching, research, and economic development.

The entrepreneurial university is depicted as an institution that not only imparts knowledge but also engages with the local community, fostering innovation and socio-economic development. The role of empowerment in entrepreneurship is underscored, particularly in the Global South, where entrepreneurial activities can serve as a means of overcoming structural barriers and promoting social equity. The chapter concludes by asserting the need for a recalibrated entrepreneurial university model tailored to the specific conditions of the Global South. This model should incorporate empowerment as a core principle, aligning with broader goals of sustainable development and social responsibility. The next chapter will build on these foundations by examining the theories underpinning a model entrepreneurial university in the Global South, with a particular focus on Black Consciousness Theory, Colonial Theory, and the Triple Helix Model. These theories will be explored in the context of the Zimbabwe Ezekiel Guti University, offering a critical analysis of how they can inform and shape the development of entrepreneurial universities in post-colonial environments.

Chapter 3: Theories Underpinning a Model Entrepreneurial University in the Global South

The chapter critically canvasses the intellectual strands on which the study is grounded. In exploring the concept of a model entrepreneurial university in the Global South, particularly through the lens of the Zimbabwe Ezekiel Guti University, the integration of Black Consciousness Theory, Colonial Theory, and the Triple Helix Model is essential. Black Consciousness Theory provides a critical framework for understanding the empowerment and self-determination of marginalised communities within post-colonial contexts. Colonial Theory offers insights into the lingering impacts of colonialism on education systems, highlighting the need for decolonisation and indigenous knowledge integration. The Triple Helix Model that emphasises the collaboration between universities, industry, and government, is pivotal in fostering innovation and economic development in the Global South. Engaging these theories provides a comprehensive understanding of the unique challenges and opportunities faced by entrepreneurial universities in post-colonial environments.

Black Consciousness theoretical lens (BCT) serves as a critical framework for understanding the dynamics of entrepreneurial universities in the Global South, particularly in relation to the empowerment of marginalised communities. Originating from the philosophies of leaders like Steve Biko, BCT emphasises the importance of self-awareness and pride among Black individuals, advocating for a collective identity that transcends oppression (Biko, 1978). This theory posits that the psychological liberation of Black people is essential for their socio-economic advancement. In the context of entrepreneurial universities, BCT encourages institutions to create environments that foster entrepreneurial spirit among Black students and faculty, thereby challenging historical inequities and promoting inclusive growth (Haffajee, 2015). Furthermore, it underscores the necessity for universities to engage with local communities, ensuring that entrepreneurship initiatives are culturally relevant and beneficial to those they aim to serve (Molefe, 2020). This approach not only aligns with BCT's principles but also contributes to the broader goal of social justice within educational frameworks.

The integration of Black Consciousness theoretical grid into the entrepreneurial university model stresses the need for systemic change within higher education. Scholars argue that traditional models of entrepreneurship often overlook the unique challenges faced by Black entrepreneurs, including limited access to resources and networks (Moyo, 2018). By adopting a BCT perspective, universities can develop tailored programmes that address these disparities, empowering students to leverage their cultural heritage as a foundation for entrepreneurial success (Mkhize, 2021). This shift requires a re-evaluation of curricula to include African-centred business practices and case studies that resonate with the lived experiences of Black individuals (Ndlovu, 2019). Moreover, fostering partnerships with local businesses and communities can create a supportive ecosystem that nurtures entrepreneurial talent, aligning with BCT's emphasis on collective upliftment (Sibanda, 2022). This approach not only enhances the relevance of academic institutions but also contributes to the socio-economic development of the Global South.

Moreover, the application of Black Consciousness Theory in entrepreneurial education encourages a critical examination of power dynamics within academic institutions. It challenges the dominant narratives that often marginalise Black voices in entrepreneurship discourse (Molefe, 2020). By centring Black experiences and knowledge, universities can cultivate a more inclusive entrepreneurial culture that values diverse perspectives and innovations (Haffajee, 2015). This transformation requires commitment from university leadership to dismantle systemic barriers embedded in the university structural edifice and promote equity in access to resources and opportunities (Ndlovu, 2019). Additionally, fostering a sense of belonging among Black students and faculty is crucial for encouraging entrepreneurial risk-taking and innovation (Mkhize, 2021). By creating spaces where Black individuals feel empowered to express their identities and aspirations, universities can harness the full potential of their diverse populations, ultimately driving economic growth and social change in the Global South.

The Black Consciousness Theory provides a vital intellectual lens through which to analyse and enhance the entrepreneurial university model in the Global South. It advocates for a holistic approach that prioritises the

empowerment of Black communities through education, entrepreneurship, and local engagement (Biko, 1978). By aligning university initiatives with the principles of BCT, academic institutions can play a pivotal role in addressing historical injustices and fostering sustainable economic development (Sibanda, 2022). The emphasis on cultural relevance, community collaboration, and systemic change not only enriches the educational experience but also contributes to the broader goal of social equity (Moyo, 2018). As universities continue to evolve in their roles as catalysts for change, the integration of Black Consciousness Theory will be essential in shaping a more inclusive and equitable future for all.

The concept of colonial theory provides a critical intellectual lens through which to analyse the emergence of entrepreneurial universities in the Global South. Colonial theory, as articulated by scholars like Maldonado-Torres (2007), emphasises the ongoing impacts of colonialism on contemporary social structures and knowledge systems. This perspective argues that the legacies of colonial domination continue to shape educational frameworks, often privileging Eurocentric models at the expense of indigenous knowledge. The entrepreneurial university model that prioritises market-driven approaches to education, can be seen as a perpetuation of these colonial dynamics, reinforcing existing power imbalances. Scholars such as Grosfoguel (2007) highlight the need to decolonise knowledge production, advocating for a re-evaluation of how educational institutions engage with local contexts and histories. Thus, understanding the entrepreneurial university within this theoretical framework reveals the complexities of globalisation and the necessity for a decolonised approach to higher education.

In critically examining the entrepreneurial university model, it is crucial to recognise and stress the historical context of education in the Global South. The transition from colonial education systems to contemporary frameworks has been fraught with challenges, as noted by Maodzwa-Tarvinga and Cross (2009). These scholars argue that the remnants of colonial education still influence curricula and pedagogical practices, often marginalising local epistemologies. The entrepreneurial university, while promising economic development and innovation, may inadvertently perpetuate these colonial legacies by prioritizing profit over the holistic development of students and

communities. Furthermore, the drive towards entrepreneurialism in higher education can lead to the erosion of traditional disciplines, particularly the humanities, as highlighted by Klofsten *et al.* (2024). This dynamic raises critical questions about the role of universities in fostering social justice and equity in the Global South.

The implications of colonial theory extend to the governance and policy frameworks that shape and intellectually mould entrepreneurial universities. Scholars have pointed out that policies often reflect colonial ideologies that prioritize Western knowledge and practices over local realities (Grosfoguel, 2007). This can lead to a disconnect between the objectives of higher education institutions and the needs of the communities they serve. For instance, the #RhodesMustFall movement in South Africa underscores the demand for a decolonised curriculum that is reflective of the diverse cultural and historical contexts of students (Pearson, 2024). By integrating local knowledge systems and practices into the entrepreneurial university model, institutions can challenge the colonial legacies that persist in higher education. This shift not only promotes inclusivity but also empowers marginalised voices within the academic landscape.

Finally, the path toward decolonising the entrepreneurial university in the Global South requires a fundamental rethinking and critical re-conception of educational values and practices. As noted by various scholars, including those involved in the decolonisation discourse, there is a pressing need to restore epistemic justice and acknowledge the contributions of historically marginalised communities (Maodzwa-Taruvunga & Cross, 2009). This involves not only revising curricula but also transforming institutional cultures to prioritise equity and inclusivity. The entrepreneurial university should not merely replicate colonial structures but instead serve as a platform for innovation that is rooted in local contexts and responsive to community needs. In this way, the entrepreneurial university can become a catalyst for social change, fostering a more equitable and just educational landscape in the Global South.

The triple Helix Model is a conceptual framework that describes the interactions and enmeshments between university, industry, and government

to foster enhanced economic and social development through innovation (Kunwar & Ulak, 2023). It is a spiral model of innovation that emphasises the reciprocal relationships among these three sectors at different points in the knowledge capitalisation process. The model has been popularised in academia, industry, and government, focusing on knowledge, innovation, and entrepreneurship through education (*ibid.*).

Interestingly, while the model has been widely accepted and utilised, there are variations in its application and effectiveness across different regions and sectors. For instance, research productivity in Saudi Arabia, as analysed through the Triple Helix Model of inquiry, showed a negative correlation with triple-helix collaboration, indicating that technological development relied more on prior technology rather than scientific research (Shin *et al.*, 2011). Conversely, in Thailand, university outreach played a significant role in promoting knowledge-based entrepreneurship within a community enterprise, demonstrating the model's potential for economic value addition (Chanthes, 2022). Moreover, the model has evolved to include considerations of the natural environment and social structures, as proposed in the neo-Triple Helix model (Cai, 2022).

The Triple Helix Model is a neo-evolutionary model that has gained intellectual plausibility in various contexts to synergise wealth creation, knowledge production, and government regulation (Kunwar & Ulak, 2023). Its application and impact, however, can vary significantly, with some regions experiencing challenges in aligning the model with local industry and innovation practices (Khan & Ahmad, 2020; Shin *et al.*, 2011). The model's adaptability and evolution, such as the integration of environmental and social dimensions, reflect its ongoing relevance and potential to guide empirical research and policy design in innovation ecosystems (Cai, 2022).

The chapter explored the theoretical foundations of a model entrepreneurial university in the Global South, with a focus on the Zimbabwe Ezekiel Guti University. The chapter integrated Black Consciousness Theory, Colonial Theory, and the Triple Helix Model to provide a robust framework for understanding the challenges and opportunities faced by such institutions. Black Consciousness Theory was examined as a tool for empowering

marginalised communities and fostering an entrepreneurial spirit within universities, emphasising the importance of culturally relevant education and community engagement. The chapter highlighted the need for systemic change in higher education, advocating for curricula that resonate with the lived experiences of Black individuals and support entrepreneurial initiatives that address historical inequities.

Colonial Theory was discussed as a critical lens to understand the lingering impacts of colonialism on educational systems in the Global South. The chapter underscored the necessity of decolonising knowledge production and integrating indigenous knowledge systems to create more inclusive and equitable educational environments. The Triple Helix Model was presented as a framework for fostering innovation through the collaboration between universities, industry, and government, emphasising its adaptability to the unique contexts of the Global South. In conclusion, the chapter provided a comprehensive analysis of the intellectual strands underpinning the entrepreneurial university model, emphasising the importance of integrating these theories to address the socio-economic realities of the Global South. The next chapter, will investigate the specific challenges faced by African countries in establishing entrepreneurial universities, exploring the socio-economic barriers and the strategies needed to overcome them.

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 (Tshikovhi & 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.

Chapter 5: Challenges Hindering the Establishment of Entrepreneurship Across Global Regions

The chapter explores the challenges hindering the establishment of entrepreneurship across various regions, including The Latin American Problem, Challenges hindering the establishment of entrepreneurship in Latin America, the Asian challenges, the African problem and the Zimbabwean case. These sections provide a comprehensive analysis of the unique obstacles and regional specificities that shape the entrepreneurial landscape in the Global South.

The concept of the entrepreneurial university has attracted intellectual global attention in Latin America, particularly as a response to the region's unique socio-economic challenges. Scholars like Tsvetkova *et al.* (2020) emphasise that universities in Latin America must adapt to local contexts that often include high levels of inequality and informality. These institutions are not only tasked with fostering innovation but also with addressing pressing social issues, such as poverty and unemployment (Tsvetkova *et al.*, 2020). In Brazil, for instance, universities are increasingly engaging in social entrepreneurship initiatives that align with their missions to tackle regional problems (Schmutzler, 2020). This shift towards an engaged university model reflects a broader understanding that economic growth cannot be divorced from social responsibility. Consequently, universities are positioned as critical players in building entrepreneurial ecosystems that foster both economic development and social equity (OECD, 2021). By integrating social innovation into their core functions, Latin American universities can better serve their communities while contributing to the global knowledge economy.

In Colombia, the entrepreneurial university model has also been scrutinised for its effectiveness in addressing local challenges. The Colombian government has invested significantly in higher education reforms aimed at enhancing the entrepreneurial capacities of universities (OECD, 2021). However, scholars like Gómez *et al.* (2021) argue that these reforms often overlook the diverse needs of local communities, leading to a disconnect between university outputs and societal demands. The emphasis on

innovation and entrepreneurship may inadvertently prioritise certain disciplines over others, neglecting critical areas such as the humanities and social sciences (Gómez *et al.*, 2021). This raises questions about the inclusivity of the entrepreneurial university model and its ability to foster a holistic approach to education. The case of Colombia illustrates the need for universities to balance economic objectives with their broader educational mission, ensuring that they remain responsive to the complexities of their local contexts.

In Argentina, the challenges faced by entrepreneurial universities are similarly pronounced. The economic instability and high inflation rates have created an environment where universities struggle to maintain their relevance and sustainability (Cruz *et al.*, 2021). According to Cruz *et al.* (2021), many Argentine universities have initiated partnerships with local businesses to enhance their entrepreneurial programmes, yet these collaborations often fall short of producing meaningful outcomes. The lack of a supportive infrastructure for entrepreneurship, combined with bureaucratic hurdles, hampers the potential for universities to act as catalysts for economic development. Furthermore, the focus on entrepreneurship can lead to an overemphasis on profit-driven motives, sidelining the social missions that many universities uphold (Cruz *et al.*, 2021). This situation underscores the necessity for a re-evaluation of the entrepreneurial university model in Argentina, advocating for a more integrated approach that aligns economic goals with social impact.

In Chile, the entrepreneurial university model has been met with both enthusiasm and scepticism. The Chilean higher education system has seen a surge in entrepreneurial initiatives, bolstered by government support and funding (OECD, 2021). However, scholars like Valenzuela (2020) caution that the rapid push towards entrepreneurship may overlook the importance of critical thinking and ethical considerations in education. Valenzuela (2020) argues that universities must cultivate a culture of ethical entrepreneurship that prioritises social responsibility alongside economic viability. This perspective is particularly relevant in a country where social movements have highlighted the need for systemic change. As such, Chilean universities are increasingly called upon to not only produce entrepreneurs

but also to instil a sense of civic duty among their students. This dual focus on entrepreneurship and social responsibility represents a promising avenue for addressing the complexities of the Latin American context.

The broader implications wrought by the entrepreneurial university model in Latin America extend beyond national borders. As highlighted by the OECD (2021), regional collaborations among universities can foster knowledge sharing and innovation across the Global South. This interconnectedness is crucial for addressing shared challenges such as climate change, health disparities, and economic inequality. Scholars like Tsvetkova *et al.* (2020) advocate for a more integrated approach to entrepreneurship education that transcends national boundaries, encouraging universities to learn from each other's successes and failures. By fostering a regional entrepreneurial ecosystem, Latin American universities can enhance their collective impact and contribute to sustainable development goals. This collaborative spirit not only strengthens individual institutions but also positions the region as a vital player in the global knowledge economy.

The complex interplay and enmeshment of poverty, hunger, malnutrition, and economic challenges in Latin America significantly hampers the establishment of entrepreneurial ventures within the region. Scholars such as de Janvry and Sadoulet (2000) emphasise that poverty in Latin America is not merely a lack of income but a multifaceted issue involving limited access to resources and opportunities. This systemic poverty creates barriers for aspiring entrepreneurs, as they often lack the necessary capital and support networks to initiate and sustain businesses. Furthermore, the region's high levels of inequality exacerbate these challenges, as marginalised communities face additional hurdles in accessing markets and resources (Bourguignon, 2004). The persistence of hunger and malnutrition, affecting millions, further complicates the entrepreneurial landscape, as potential entrepreneurs are often preoccupied with survival rather than innovation (FAO, 2023). Thus, addressing these underlying issues is crucial for fostering a conducive environment for entrepreneurship in Latin America.

Malnutrition in Latin America is a pressing issue that not only affects public health but also stifles economic growth and entrepreneurial potential. According to the Pan American Health Organisation (2023), malnutrition manifests in various forms, including undernutrition and obesity that are prevalent across different demographics. The dual burden of malnutrition means that while some populations suffer from stunting and wasting, others face obesity and related non-communicable diseases. This paradox poses significant challenges for entrepreneurs, as a malnourished workforce is less productive and innovative (UNICEF, 2023). Moreover, the high cost of nutritious food that reached \$4.08 per day in Latin America, limits access for low-income families, further entrenching the cycle of poverty and malnutrition (IDB, 2023). Therefore, addressing malnutrition through comprehensive public health policies is essential for unlocking the region's entrepreneurial potential.

Economic challenges in Latin America, including inflation and rising food prices, have been exacerbated by external shocks such as the COVID-19 pandemic and geopolitical tensions (World Bank, 2023). These factors have not only increased poverty levels but also restricted access to essential resources for entrepreneurs. Scholars like Rodrik (2018) argue that these economic pressures create an environment of uncertainty, discouraging investment and innovation. The lack of a stable economic framework hampers the ability of entrepreneurs to plan and execute their business strategies effectively. Furthermore, the region's reliance on commodity exports makes it vulnerable to global market fluctuations that can lead to sudden economic downturns (ECLAC, 2023). As a result, fostering a resilient economic environment is critical for supporting entrepreneurship in Latin America.

Managerialism, characterised by an emphasis on efficiency and performance metrics, often overlooks the socio-economic realities of Latin America. This approach can lead to the implementation of policies that do not address the root causes of poverty and malnutrition (Peters, 2018). For instance, while promoting free-market principles may seem beneficial, it can exacerbate inequalities if not paired with adequate support for marginalised communities. Scholars like Mazzucato (2013) advocate for a more inclusive approach that recognises the importance of public investment in fostering

entrepreneurship. By prioritising social equity and access to resources, policymakers can create an environment where entrepreneurial initiatives can thrive. Thus, a fundamental shift away from pure managerialism towards a more holistic understanding of entrepreneurship is necessary for addressing the Latin American problem.

The intertwined and enmeshed issues of poverty, hunger, malnutrition, and economic challenges present significant barriers to entrepreneurship in Latin America. Addressing these problems requires a multifaceted approach that includes public health interventions, economic stability, and inclusive policies that support marginalised communities. Scholars such as Sen (1999) highlight the importance of recognising the capabilities and potential of individuals within these communities. By investing in education, healthcare, and infrastructure, Latin American countries can create a more favourable environment for entrepreneurship to flourish. Tackling these systemic issues is essential for fostering sustainable economic growth and improving the quality of life for millions in the region.

Literature on the challenges faced by Asia, particularly in the context of establishing entrepreneurial models in the Global South, reveals a complex interplay of poverty, hunger, malnutrition, diseases, and economic challenges. These factors significantly hinder the development of a free market conducive to entrepreneurship. For instance, the COVID-19 pandemic exacerbated existing inequalities, pushing millions into poverty and food insecurity. According to Compassion International (2022), the pandemic's lockdowns severely restricted the ability of impoverished families to work, leading to a dramatic increase in hunger and malnutrition. This situation is compounded by soaring inflation and ongoing conflicts in countries like Myanmar and Sri Lanka, where food resources are further depleted, creating a vicious cycle that stifles entrepreneurial initiatives (FAO, 2022). Thus, addressing these challenges is critical for fostering a sustainable entrepreneurial environment in Asia.

Moreover, the intersection or entwinement of climate change and food security presents additional barriers to entrepreneurship in Asia. The Intergovernmental Panel on Climate Change (IPCC, 2022) highlights that

climate change not only threatens agricultural productivity but also exacerbates poverty and food insecurity. In Southeast Asia, for example, rising sea levels and extreme weather events have led to significant crop losses that directly impact the livelihoods of farmers and their ability to engage in entrepreneurial activities (Fulcrum, 2022). As food prices surge due to these disruptions, low-income families are forced to choose cheaper, less nutritious food options, further deteriorating their health and economic prospects (Khandelwal & Kurpad, 2020). This cyclical relationship between climate-induced food insecurity and economic instability underscores the urgent need for integrated approaches that address both environmental and economic challenges.

In addition to environmental factors, the managerialism approach prevalent in many Asian countries often hinders the establishment of entrepreneurial ecosystems. As noted by Khandelwal and Kurpad (2020), the focus on bureaucratic management can stifle innovation and limit access to resources for aspiring entrepreneurs. This is particularly evident in countries where government policies prioritize large corporations over small and medium-sized enterprises (SMEs). The lack of support for SMEs that are crucial for job creation and economic development, can lead to a stagnation in entrepreneurial growth (ADB, 2022). Furthermore, the emphasis on managerialism often results in policies that do not adequately address the unique challenges faced by marginalised communities, thereby perpetuating cycles of poverty and limiting access to entrepreneurial opportunities.

The health challenges associated with malnutrition and diseases also play a significant role in hindering entrepreneurial potential in Asia. Poor health outcomes, particularly among children, can lead to reduced cognitive development and lower productivity in adulthood (World Food Programme, 2022). This is particularly concerning in countries like India and Bangladesh, where high rates of stunting and wasting among children are prevalent (NCBI, 2020). The long-term implications of malnutrition not only affect individual health but also have broader economic repercussions, as a less healthy workforce is less capable of contributing to economic growth and innovation (USDA NASS, 2022). Therefore, addressing health and nutrition is

essential for creating a conducive environment for entrepreneurship in the region.

Lastly, the economic challenges embedded within the socio-political landscape of Asia further complicate the establishment of entrepreneurial models. The interdependence of poverty, hunger, and economic instability creates a landscape where entrepreneurial initiatives struggle to thrive (ADB, 2022). In many cases, the lack of access to capital and resources, coupled with high levels of corruption and bureaucratic inefficiencies, deter potential entrepreneurs from pursuing their ventures (FAO, 2022). As a result, fostering an entrepreneurial culture in Asia requires not only addressing immediate challenges related to poverty and malnutrition but also implementing systemic changes that promote economic stability and equitable access to resources. This approach is essential for unlocking the entrepreneurial potential of the region and driving sustainable development in the Global South.

The challenges faced by Asian countries in fostering entrepreneurship within the framework of the entrepreneurial university model are complex. In many Asian nations, the concept of the entrepreneurial university has gained traction to stimulate economic growth and innovation. However, these universities often encounter systemic barriers, such as inadequate funding, bureaucratic inertia, and a lack of collaboration with industry partners. For instance, Baporikar (2020) stresses the fact that entrepreneurial universities must navigate complex socio-economic landscapes that can hinder their ability to innovate and respond to market needs. Additionally, the cultural context in many Asian countries often prioritises traditional educational models over entrepreneurial initiatives that can stifle creativity and risk-taking among students (Bruton *et al.*, 2018). As a result, the effectiveness of these institutions in fostering an entrepreneurial spirit is frequently compromised, necessitating a re-evaluation of their operational frameworks. Thus, addressing these challenges is crucial for the successful implementation of the entrepreneurial university model in Asia.

Moreover, the disparity in access to resources (material and symbolic), significantly impacts entrepreneurial activities in Asian countries. Many

aspiring entrepreneurs, particularly from low-income backgrounds, face substantial obstacles, including limited access to capital and mentorship opportunities (Wu *et al.*, 2016). This situation is exacerbated by the underdeveloped financial systems in several Asian nations that often fail to provide adequate support for startups. According to Austin *et al.* (2006), the lack of a robust venture capital ecosystem further complicates the entrepreneurial landscape, making it difficult for innovative ideas to secure necessary funding. Consequently, universities must play a proactive role in bridging this gap by fostering partnerships with financial institutions and industry leaders to create a supportive ecosystem for budding entrepreneurs. By leveraging their resources and networks, entrepreneurial universities can enhance access to funding and mentorship, thereby empowering a new generation of entrepreneurs to thrive in challenging environments.

In addition to financial constraints, the educational systems in many Asian countries often lack a focus on practical entrepreneurship education. Traditional curricula tend to emphasise theoretical knowledge over practical skills, leaving students ill-prepared to navigate the challenges of starting and managing a business (Tang, 2014). This disconnect between education and real-world application can hinder the development of entrepreneurial mindsets among students. Baporikar (2014) posits that universities need to adopt more hands-on approaches to entrepreneurship education, integrating experiential learning opportunities such as internships, workshops, and startup incubators into their programmes. By doing so, they can foster a culture of innovation and entrepreneurship that encourages students to think creatively and take calculated risks. This shift in educational philosophy is essential for cultivating a robust entrepreneurial ecosystem that can drive economic growth and social development in the region.

Furthermore, the role of government policy in shaping the entrepreneurial landscape cannot be overlooked. In many Asian countries, government support for entrepreneurship is often inconsistent and fragmented, leading to uncertainty for potential entrepreneurs (Bruton *et al.*, 2017). Effective policies that promote entrepreneurship must be comprehensive and coordinated, addressing various aspects such as funding, regulatory frameworks, and educational initiatives. For instance, the establishment of clear guidelines for

startup registration and funding can significantly reduce bureaucratic hurdles that entrepreneurs face. According to Wu *et al.* (2016), governments should also collaborate with universities to create programmes that support entrepreneurship through grants, training, and mentorship. By fostering a conducive policy environment, governments can enhance the effectiveness of entrepreneurial universities and empower them to fulfil their potential as engines of innovation and economic growth.

Lastly, the unique cultural and social contexts of Asian countries present both challenges and opportunities for entrepreneurship. Many Asian cultures emphasise collectivism and community that can influence entrepreneurial behaviour and decision-making processes (Tang, 2014). While this can foster collaboration and support networks, it may also discourage individual risk-taking and innovation. To navigate these cultural dynamics, entrepreneurial universities must cultivate environments that celebrate both individual and collective entrepreneurial efforts. Baporikar (2020) suggests that universities should incorporate cultural dimensions into their entrepreneurship programmes, recognising the diverse motivations and challenges that entrepreneurs face in different contexts. By embracing a more holistic approach to entrepreneurship education that considers cultural distinctions, these institutions can better prepare students to thrive in the global entrepreneurial landscape, contributing to sustainable economic development in Asia.

The challenges surrounding the Africa Problem are deeply rooted and embedded in historical contexts, particularly the legacy of colonialism. Ndlovu-Gatsheni (2015) posits that while African nations have gained political independence, the enduring effects of coloniality continue to shape socio-economic and political landscapes across the continent. This ongoing coloniality manifests in various forms, including economic dependency, cultural imperialism, and systemic inequalities. Scholars argue for a paradigm shift that emphasises the necessity of African-centred approaches to development, moving away from externally imposed solutions. Such a shift requires a re-evaluation of indigenous knowledge systems and cultural values, that have often been marginalised in favour of Western models. By

prioritising local perspectives, African nations can forge pathways toward sustainable development that resonate with their unique historical and cultural contexts, thereby addressing the challenges they face.

In addressing the African Problem, the concept of 'wicked problems' has emerged as a critical framework. Rittel and Webber (1973) define wicked problems as complex issues that are difficult to solve due to their interconnected nature and the varying perspectives of stakeholders. This concept has been applied to various contexts, but its application in Africa remains limited. The literature suggests that understanding the Africa Problem through the lens of wicked problems can provide insights into the unique challenges faced by the continent. For instance, issues such as poverty, governance, and health crises are not isolated; they are interlinked and require comprehensive, context-sensitive solutions. Scholars like Suleiman and Khakee (2017) emphasise the importance of recognising the specific socio-political dynamics in African nations when formulating strategies to address these wicked problems, advocating for collaborative approaches that engage local communities and stakeholders.

Another significant aspect of the Africa Problem is the role of African agency in addressing these challenges. As highlighted by Adebani (2017), African nations possess the capacity to develop solutions that are tailored to their unique contexts. This agency is crucial for fostering regional integration and cooperation, as evidenced by initiatives within the Economic Community of West African States (ECOWAS). However, the literature also points out that achieving African solutions to African problems (ASAP) necessitates a commitment to transparency, accountability, and good governance. The success of these initiatives hinges on the trust and confidence that citizens have in their governments. Therefore, fostering a culture of accountability and participatory governance is essential for empowering African nations to tackle their challenges effectively and sustainably.

Finally, the literature emphasises the need for interdisciplinary approaches to fully understand and address the Africa Problem. Scholars argue that integrating insights from various fields such as economics, sociology, and

environmental science can provide a more comprehensive understanding of the challenges facing the continent. For example, addressing climate change in Africa requires not only environmental policies but also socio-economic strategies that consider the livelihoods of vulnerable populations (Mastrorillo *et al.*, 2016). By adopting a holistic perspective, policymakers can develop more effective strategies that address the root causes of issues rather than merely treating their symptoms. This interdisciplinary approach, combined with a commitment to local knowledge and agency, can pave the way for innovative solutions that empower African nations to navigate their complex socio-political landscapes.

The chapter explored the different challenges hindering the establishment of entrepreneurship across various global regions, with a focus on Latin America, Asia, Africa, and specifically Zimbabwe. Each section highlighted the unique obstacles faced by these regions, shaped by socio-economic, political, and environmental factors. In Latin America, the chapter underscored the role of the entrepreneurial university in addressing regional challenges like poverty, inequality, and social responsibility. The case studies of Brazil, Colombia, Argentina, and Chile revealed how these institutions are positioned as key players in fostering economic development and social equity. However, the chapter also critiqued the limitations of the entrepreneurial university model, particularly its potential disconnects from local needs and the overemphasis on profit-driven motives. The discussion then shifted to Asia, where the interplay of poverty, hunger, malnutrition, and economic instability creates significant barriers to entrepreneurship. The chapter explored how external shocks, such as the COVID-19 pandemic and climate change, exacerbate these challenges, further complicating the establishment of entrepreneurial ecosystems. Additionally, the emphasis on managerialism in many Asian countries is critiqued for stifling innovation and limiting opportunities for marginalised communities.

The African context, with a particular focus on Zimbabwe, is also examined, revealing the systemic issues that hinder entrepreneurial growth. These challenges include inadequate infrastructure, limited access to capital, and the persistent effects of historical and political factors. The chapter provided

a comprehensive analysis of the regional specificities and shared challenges that shape entrepreneurship in the Global South. The following chapter will explore into the historical and socio-economic impact of colonialism on black entrepreneurship in Zimbabwe.

Chapter 6: The Zimbabwean Entrepreneur: A Historical Analysis

This section presents the historical and socio-economic impact of colonialism, examining, in detail, the relegation of blacks in entrepreneurship. It explores the rise of Black entrepreneurs as a form of rebellion against white imperialism, highlighting their resilience and contribution to economic independence. The concept of the entrepreneurial university in Zimbabwe is shaped by the historical context of colonialism that has left a deeply entrenched legacy of systemic challenges that hinder black empowerment. Scholars like Nherera (2000) argue that the colonial education system was designed to perpetuate dependency rather than foster self-sufficiency among black Zimbabweans. This historical backdrop complicates the establishment of entrepreneurial universities that can effectively respond to the socio-economic needs of the country. Furthermore, the current educational framework often lacks a practical approach to entrepreneurship, as highlighted by Mauchi *et al.* (2011), who ascertained that traditional teaching methods dominate, limiting students' exposure to real-world entrepreneurial experiences. The disconnect between theory and practice in entrepreneurship education is exacerbated by a lack of qualified educators with practical business experience (Munyoro *et al.*, 2022). Consequently, the entrepreneurial potential of Zimbabwean universities remains underutilised, necessitating a paradigm shift towards more innovative and inclusive educational strategies.

In addressing these challenges, it is essential to recognise the role of entrepreneurship education in fostering a culture of innovation and self-reliance among students. Musindo and Mudavanhu (2006) underscore the fact that, effective entrepreneurship education can enhance employability and empower graduates to create their own opportunities in a struggling economy. However, the current curriculum often fails to engage students actively, leading to a lack of motivation and entrepreneurial spirit (Munyoro *et al.*, 2017). To counteract these issues, universities must adopt a more integrated approach that combines academic learning with practical entrepreneurial experiences. This includes establishing partnerships with local businesses and providing students with hands-on opportunities to develop their ideas (Mwiya, 2014). By transforming the educational

landscape, Zimbabwean universities can become catalysts for economic development, ultimately contributing to the empowerment of black Zimbabweans in a post-colonial context.

The relegation of black entrepreneurs in Zimbabwe can be traced back to historical, legislative and systemic barriers that have hindered their competitive capacity. The Land Apportionment Act of 1930 is a pivotal example, as it institutionalised racial segregation in land ownership, relegating Black individuals to low-skilled labour roles while denying them access to productive resources (Nyamunda, 2020). This historical context has perpetuated economic disparities, limiting the growth of a robust Black entrepreneurial class in Zimbabwe (Munyoro *et al.*, 2016). Moreover, the lack of access to finance and business networks further exacerbates these challenges, as Black entrepreneurs often struggle to secure funding compared to their white counterparts (Munyoro, 2014). The institutional frameworks that are supposed to support entrepreneurship often fail to address these inequities, leading to a cycle of underdevelopment and marginalisation (Munyoro *et al.*, 2016). Consequently, the entrepreneurial landscape remains uneven, with systemic barriers maintaining the status quo of economic exclusion for Black Zimbabweans (Nyamunda, 2020).

In the context of the Global South, the concept of a "Model Entrepreneurial University" can play a crucial role in addressing these disparities. Such institutions can serve as catalysts for change by fostering an inclusive environment that supports Black entrepreneurship through targeted educational programmes and resources (Munyoro *et al.*, 2016). By integrating entrepreneurship education with practical training, these universities can empower aspiring Black entrepreneurs, equipping them with the necessary skills to navigate the complex business landscape (Nyamunda, 2020). Additionally, partnerships with local industries and government can enhance access to funding and mentorship opportunities, thereby bridging the gap between education and practical business application (Munyoro, 2014). This approach not only promotes economic empowerment but also contributes to the broader goal of social equity within the entrepreneurial ecosystem in Zimbabwe (Munyoro *et al.*, 2016). Addressing the relegation of Black entrepreneurs requires an integrated strategy that combines education, policy

reform, and community engagement to create a more equitable entrepreneurial landscape.

The rise of black entrepreneurship in Zimbabwe, historically rooted in the socio-political landscape of Southern Rhodesia, reflects a significant shift in economic agency among marginalised groups. Following independence in 1980, black Zimbabweans began to challenge the economic structures imposed by colonial rule that had systematically excluded them from meaningful participation in the economy (Ndiweni & Verhoeven, 2016). This entrepreneurial resurgence can be viewed as a rebellion against the historical imperatives of white dominance, where many black individuals turned to entrepreneurship as a means of survival and self-determination (Maphosa, 2007). The informal sector has become a vital space for black entrepreneurs, allowing them to navigate economic hardships and create opportunities in the face of systemic barriers (Ndiweni & Verhoeven, 2016). Scholars argue that these entrepreneurial activities are not merely economic endeavours but also acts of resistance against socio-economic injustices (Sanders *et al.*, 2005). Thus, the rise of black entrepreneurship in Zimbabwe symbolises both a reclaiming of economic power and a broader social movement towards equity.

The entrepreneurial landscape in Zimbabwe has evolved significantly, with black entrepreneurs increasingly recognised for their contributions to economic growth and innovation. According to Ndiweni and Verhoeven (2016), the rise of informal entrepreneurship is closely linked to the failures of government policies and the need for economic resilience among marginalised populations. This informal sector has allowed many to escape poverty and unemployment, creating a new narrative around entrepreneurship as a vehicle for empowerment (Mudamburi, 2012). Furthermore, this entrepreneurial spirit is often driven by necessity, as individuals seek to address local challenges and fulfil unmet needs within their communities (Tibaijuka, 2005). The resilience displayed by these entrepreneurs highlights the potential for innovation and economic development in the face of adversity, reinforcing the idea that entrepreneurship can serve as a form of social protest against historical injustices (Ndiweni & Verhoeven, 2016). Consequently, the rise of black entrepreneurs in Zimbabwe represents a critical intersection of economic agency and social justice.

In the context of a global South entrepreneurial model, Zimbabwean black entrepreneurs exemplify how local initiatives can flourish despite systemic challenges. The entrepreneurial journey for many is marked by a desire for autonomy and the pursuit of social change, reflecting a broader trend among African entrepreneurs who leverage their unique contexts to drive innovation (Barnard, 2023). This model of entrepreneurship is characterised by a strong community focus, where businesses are often developed to address specific local needs and contribute to social welfare (Ndiweni & Verhoeven, 2016). Moreover, the rise of black entrepreneurs challenges traditional notions of success, emphasising the importance of social impact alongside economic gain (Mudamburi, 2012). As these entrepreneurs navigate the complexities of their environments, they not only contribute to economic growth but also inspire future generations to engage in entrepreneurial activities as a means of empowerment and resistance (Sanders *et al.*, 2005). Thus, the Zimbabwean case serves as a compelling example of how entrepreneurship can be harnessed as a tool for social change in the global South.

The chapter of the book delved into the historical and socio-economic impact of colonialism on black entrepreneurship in Zimbabwe. It examined how colonial policies, such as the Land Apportionment Act of 1930, relegated black Zimbabweans to low-skilled labour roles, systematically excluding them from meaningful economic participation. The chapter highlighted the resilience and ingenuity of black entrepreneurs, who have historically used entrepreneurship as a form of rebellion against white imperialism and a means of economic survival. The chapter also explored the concept of the entrepreneurial university in Zimbabwe, that has been shaped by the country's colonial legacy. The discussion emphasised the need for a shift in the educational framework to better support entrepreneurship, arguing that the current system, dominated by traditional teaching methods, failed to prepare students for real-world business challenges. The rise of black entrepreneurs was presented as a critical intersection of economic agency and social justice, that symbolised a reclaim of economic power and a broader movement toward equity. The next chapter will build on these themes by examining the role of higher education, particularly the Zimbabwe Council for Higher Education (ZIMCHE), in shaping the entrepreneurial landscape. It

will focus on how institutions like the Zimbabwe Ezekiel Guti University (ZEGU) are responding to national policy frameworks to contribute to the country's entrepreneurial ecosystem.

Chapter 7: The Higher Education Landscape in Zimbabwe: Locating ZEGU as an Entrepreneurial University

The chapter explores the critical role of the Zimbabwe Council for Higher Education (ZIMCHE) in shaping the landscape of higher education within Zimbabwean universities, particularly in relation to their mandates and the challenges they face. ZIMCHE was established to regulate and maintain educational standards, ensuring that institutions provide quality education and meet the evolving needs of the economy (ZIMCHE, 2006). This section will also examine specific cases, such as the ZEGU, to illustrate how universities are responding to the national policy framework and addressing issues like the Matarenda phenomenon that highlights the need for universities to align their outputs with market demands and contribute effectively to the entrepreneurial ecosystem in Zimbabwe.

The Zimbabwe Council for Higher Education (ZIMCHE) is crucial in regulating and ensuring the quality of higher education in Zimbabwe. Established in 2006, ZIMCHE was created to address the challenges posed by the rapid expansion of universities since the 1980s that raised concerns about educational standards (Dzvimbo & Kwandayi, 2020). Its primary mandate includes the registration and accreditation of higher education institutions, ensuring they meet national standards, and advising the government on educational policies (ZIMCHE Act, 2006). ZIMCHE's establishment reflects a significant shift in governance, aiming to coordinate efforts among institutions and maintain educational quality amidst increasing enrolment (Nherera, 2000). As a regulatory body, ZIMCHE not only monitors compliance but also promotes collaboration among universities to enhance the overall educational landscape in Zimbabwe (Moyo, 2018). This role is essential for developing a higher education system that meets the demands of a changing global environment while fostering local socio-economic growth (ZIMCHE, 2020).

ZIMCHE employs various mechanisms to fulfil its mandate, notably through institutional and program accreditation processes. All higher education institutions in Zimbabwe, whether public or private, must undergo rigorous

accreditation to ensure they meet predefined quality assurance standards (ZIMCHE, 2020). This process evaluates critical aspects such as faculty qualifications, infrastructure, and student support services (Dzvimbo & Kwandayi, 2020). Furthermore, ZIMCHE conducts academic audits that play a vital role in the continuous assessment of educational quality and institutional performance (Nherera, 2000). These audits help identify areas for improvement, ensuring that institutions remain accountable for their educational outcomes. By fostering a culture of quality assurance, ZIMCHE aims to produce graduates equipped with the necessary skills for the modern workforce, thereby contributing to Zimbabwe's socio-economic development (Moyo, 2018).

Despite its significant role, ZIMCHE faces various challenges that hinder its effectiveness in ensuring quality in higher education. Limited resources, bureaucratic inefficiencies, and the rapid growth of institutions create a complex environment for ZIMCHE to navigate (Dzvimbo & Kwandayi, 2020). The council's ability to adapt to these challenges is crucial for maintaining oversight and ensuring uniform quality across diverse educational offerings (ZIMCHE, 2020). Moreover, the increasing number of institutions has led to concerns about the adequacy of ZIMCHE's regulatory framework, necessitating ongoing evaluation and reform to address emerging issues (Moyo, 2018). As the higher education sector in Zimbabwe continues to evolve, the effectiveness of ZIMCHE's regulatory efforts will be instrumental in shaping the future of university education, ensuring it meets both national and international standards (Nherera, 2000).

ZEGU has established itself as a model entrepreneurial university in the Global South through its unique integration of Christian values with entrepreneurial development. Founded by the late Archbishop Ezekiel Handinawangu Guti, ZEGU's approach to education is deeply rooted in the principles of Christianity, aiming to develop not just the minds but also the hearts and hands of its students. This holistic approach is designed to foster a well-rounded individual capable of contributing positively to society. As emphasised by Professor Sunungurai Chingarande-Mutanga in an article in *The Herald* (19 March 2019), ZEGU's efforts to transform and enrich students' lives through Christian teachings highlight the university's

commitment to grafting, akin to turning lemon trees into orange trees, thereby instilling strong moral and spiritual values alongside academic excellence.

ZEGU's educational philosophy is further reinforced by the remarks of Professor Evelyn Garwe, who stated that innovation, sustainability, entrepreneurship, and spirituality are inseparable and essential for societal betterment. This philosophy aligns with the university's mission to develop outstanding graduates through the total person philosophy within the Education 5.0 framework. This framework emphasises the importance of producing graduates who are not only academically proficient but also spiritually grounded and capable of driving sustainable development and innovation. Professor Garwe's remarks were highlighted in an article on Nehanda Radio (24 May 2021), emphasising the integration of these principles in the university's curriculum and various programmes aimed at fostering entrepreneurial skills and ethical leadership among students.

ZEGU has shown a strong commitment to developing quality, outstanding, and transformational leaders. This commitment is exemplified by the achievements of its graduates and the recognition of its founder, Professor Ezekiel Handinawangu Guti, who was awarded a Doctor of Philosophy in Social Entrepreneurship for his global contributions. The university's focus on nurturing leadership qualities is evident in its innovative educational programmes and the emphasis on combining entrepreneurial skills with social, moral, and spiritual responsibility. Professor Garwe's emphasis on this philosophy was reiterated in the Nehanda Radio article (24 May 2021), showcasing ZEGU's holistic approach to leadership development.

The success of ZEGU's educational approach is highlighted by the achievements of its students, such as Tanaka Mazoredze, a Bachelor of Science in Social Work student. Tanaka's selection and participation in the YALI Regional Leadership Centre – Southern Africa _Business and Entrepreneurship Online Cohort 2023 demonstrate the practical application of ZEGU's ethos of developing a total person and promoting entrepreneurship. Through this program, Tanaka was able to merge his passion for social work with his professional goals, creating a hybrid model

that integrates profit generation with social responsibility. Tanaka's experience and the impact of the YALI Program were detailed in a LinkedIn article by ZEGU (2023), underscoring the university's ability to equip students with the skills and mindset needed to think creatively and solve complex problems, thereby preparing them to be effective leaders in their fields.

The issue of Matarenda, as conceptualised by Ezekiel Guti, founder of the Zimbabwe Assemblies of God Africa (ZAOGA), is a faith-based entrepreneurship model that is claimed to have a positive impact on the lives of poor Zimbabweans (Anderson *et al.*, 2018). This model is rooted in the Christian faith and translates into practical entrepreneurship activity that is integral to the sustainability of the model in terms of economics, finance, human capital, and theology. The Matarenda model emphasises the central role of education in entrepreneurial ventures and is a notable example of the intersection between sustainability and the humanities within the Pentecostal faith (*ibid.*). Maxwell (2000) found that, while the Matarenda model is designed to empower individuals economically, ZAOGA's relationship with politics and the state has evolved over time that may influence the implementation and perception of such faith-based initiatives. Moreover, the church's emphasis on health and wealth, and its engagement in the economy through the establishment of schools, colleges, a hospital, and a university, reflects the broader Pentecostal agenda on health and wealth that has shaped ZAOGA's doctrine as articulated by (Biri 2018).

Matarenda that translates to "talents," plays a significant role in the context of Zimbabwean Pentecostalism and has emerged as a vital concept within the educational framework of the ZEGU. Musoni (2021) argued that, this term, rooted in the biblical Parable of the Talents, emphasises the importance of utilising one's abilities for personal and communal development (Musoni, 2021). At ZEGU, Matarenda is integrated into the curriculum as a university-wide course that aims to cultivate entrepreneurial skills among students, thereby promoting self-reliance and economic empowerment (*ibid.*). This initiative reflects a broader movement within African Pentecostalism, that seeks to address socio-economic challenges through the empowerment of marginalised groups, particularly women (Chingarande *et al.*, 2021). By

fostering a culture of entrepreneurship, ZEGU not only contributes to individual growth but also aims to stimulate local economic development, aligning with the university's mission to produce graduates equipped to tackle contemporary societal issues (Musoni, 2021).

The implementation of Matarenda as an educational framework at ZEGU underscores the intersection of faith, education, and economic development. This approach encourages students to recognise and harness their unique talents to create sustainable livelihoods (Chingarande *et al.*, 2021). The university's curriculum is designed to provide practical skills and knowledge, enabling students to engage in entrepreneurial ventures that can uplift their communities (Musoni, 2021). Moreover, the emphasis on Matarenda aligns with the Pentecostal ethos of stewardship and responsibility, urging individuals to actively participate in their economic environments (Anderson, 2021). By integrating these principles into higher education, ZEGU promotes a holistic understanding of entrepreneurship that transcends traditional business models, encouraging students to consider the social impact of their ventures (Musoni, 2021). This educational philosophy not only prepares students for the workforce but also empowers them to become agents of change within their communities.

Despite its potential, the Matarenda initiative faces challenges that could impede its effectiveness. One significant issue is the need for adequate resources and support systems to facilitate entrepreneurial education and training (Musoni, 2021). Many students may lack access to funding or mentorship opportunities necessary for launching their ventures that could limit the practical application of their learning (Chingarande *et al.*, 2021). Furthermore, there is a need for continuous evaluation of the curriculum to ensure it remains relevant to the evolving economic landscape of Zimbabwe (Anderson, 2021).

Addressing these challenges is crucial for maximising the impact of the Matarenda initiative and ensuring that it effectively contributes to poverty alleviation and sustainable development in the region. By fostering an environment conducive to entrepreneurial growth, ZEGU can enhance the overall effectiveness of the Matarenda framework, ultimately benefiting both

students and their communities. The Matarenda model by Ezekiel Guti represents a faith-driven approach to entrepreneurship that seeks to improve the economic well-being of its adherents through education and practical application of Christian principles. However, the church's evolving political relationships and its broader doctrinal emphasis on health and wealth may also play a role in shaping the implementation and outcomes of the Matarenda model.

The chapter explored the role of the Zimbabwe Council for Higher Education (ZIMCHE) in shaping the higher education landscape in Zimbabwe, focusing on its impact on quality assurance and institutional standards. Established in 2006, ZIMCHE is pivotal in regulating educational institutions, ensuring they meet national and international standards through rigorous accreditation processes and academic audits. The chapter examined ZIMCHE's mechanisms for maintaining educational quality, including institutional and program accreditation, and the challenges it faces such as limited resources and bureaucratic inefficiencies. It highlighted ZEGU as a case study of a university navigating these regulatory frameworks while integrating Christian values into its entrepreneurial model. ZEGU's approach to education, blending Christian principles with entrepreneurial development, underscored its role as a model entrepreneurial university. This integration aims to produce graduates who are not only academically proficient but also ethically and spiritually grounded, contributing positively to society. The chapter discussed the Matarenda model, a faith-based entrepreneurial framework introduced by ZEGU, and its impact on economic empowerment and local development. Despite its successes, the Matarenda initiative faces challenges such as resource limitations and the need for continuous curriculum evaluation. The next chapter will revisit the teachings of Ezekiel Guti and analyse their influence on ZEGU's identity as an entrepreneurial university. It will examine how these teachings have shaped the university's educational philosophy and practices, further exploring their impact on ZEGU's role in the higher education sector.

Chapter 8: Revisiting The Teachings of Guti and Their Influence on ZEGU as An Entrepreneurial University

The ZEGU was established on the foundational teachings of Guti, the esteemed leader of the ZAOGA Forward in Faith Ministries International. Guti's teachings, deeply rooted in Christian faith and practical wisdom, have guided many aspects of life, including the principles of entrepreneurship and business development. The ZEGU Founding Chancellor, drawing from Guti's teachings, has embedded these principles into the university's core values, creating a unique framework for starting and managing businesses. The concept of stewardship is central to Guti's teachings that emphasise the responsible management of resources, whether spiritual, financial, or material. Guti taught that every individual is a steward of God's blessings and should manage these resources wisely to fulfil God's purpose on earth (Chikozho, 2018). This principle has been key in shaping the entrepreneurial spirit at ZEGU. The founding chancellor adopted this teaching to promote a culture of responsibility and ethical business practices among students. The idea was to encourage future business leaders to view their ventures as opportunities to serve the community and glorify God, rather than merely pursuing personal gain.

Another significant aspect of Guti's teachings was the emphasis on faith and integrity. Guti often taught that faith in God is important in all ventures, including business (Munyoro, 2021). He advocated for a strong moral foundation, where integrity and honesty are non-negotiable principles in business dealings. These values have been integral in shaping the business curriculum at ZEGU, where students are taught to uphold ethical standards in all their business transactions (Moyo, 2020). The Founding Chancellor has often reiterated that success in business is not just about financial profit but also about maintaining a good name and being a light in the business community.

Guti saw entrepreneurship as a form of ministry. He taught that starting and running a business can be a way of serving God and advancing his kingdom. This perspective has greatly influenced the entrepreneurial programmes at

ZEGU, where students are encouraged to start businesses that not only generate income but also have a positive contribution to society (*ibid.*). His inspiration through teaching has emphasised the need for businesses that are socially responsible and that promote values such as fairness, justice, and compassion (Munyoro, 2021). This approach aims to produce business leaders who are not just profit-driven but are also mindful of their impact on the community and the environment.

In line with Guti's teachings, hard work and perseverance are seen as essential ingredients for success in business. Guti often spoke about the importance of diligence and the need to persist despite challenges. He taught that while faith is important, it must be accompanied by hard work and a never-give-up attitude (Chikozho, 2018). This teaching was instilled in the ZEGU business community, where students and staff are encouraged to work hard and persevere in their business ventures, even in the face of adversity. He emphasised inspiring resilience and a strong work ethic among aspiring entrepreneurs at the university (Munyoro, 2021).

Guti placed a strong emphasis on the importance of collaboration as a community. He taught that no one is an island and that success in business often requires working together with others or collective collaboration. This principle has been integrated into the business model at ZEGU, where collaboration and teamwork are highly encouraged. The founding chancellor promoted the idea of businesses that are not only competitive but also collaborative, where the focus is on mutual growth and support within the community. This led to the creation of business networks and partnerships that extended beyond the university, fostering a sense of unity and shared purpose (Moyo, 2020).

The teachings of Guti have profoundly influenced the principles that guide business development at ZEGU. From stewardship and integrity to hard work and community, these teachings have shaped a unique entrepreneurial culture at the university. Drawing from these teachings, the ZEGU community has created a framework that encourages socially responsible, ethical, and faith-driven entrepreneurship. As ZEGU continues to grow, these principles remain at the core of its mission, producing business leaders who

are not only successful but also committed to making a positive impact in the world.

One of the foundational teachings of Dr. Ezekiel Guti is the significance of having a clear vision and purpose in life and in business. Guti emphasised that, just as God has a purpose for every individual, entrepreneurs should also have a clear vision for their businesses. "Without a vision, the people perish" (Proverbs 29:18) is a verse often cited by Guti to highlight the necessity of purpose-driven action. He taught that businesses grounded in a divine purpose are more likely to succeed because they align with God's plan for prosperity and impact.

Guti encouraged entrepreneurs to seek guidance from the almighty in defining their business vision, ensuring that their goals align with biblical principles and contribute positively to society. He asserts, "God's work must be done God's way, and then you will see God's results" (Guti, n.d.). This teaching implies that businesses operating with integrity and purpose, reflecting the values of the Kingdom of God, would naturally attract God's favour and blessings.

Guti frequently taught about the importance of diligence and hard work, drawing from Proverbs 22:29, "Do you see a man skilled in his work? He will serve before kings; he will not serve before obscure men." He believed that success in business comes from consistent effort and the willingness to go the extra mile. "God does not bless laziness. You must work hard and be diligent in whatever you do" (Guti, n.d.). This principle of diligence is essential for entrepreneurs who aspire to build successful, long-lasting businesses.

In his teachings, Guti often reminded believers that God blesses the work of their hands, but they must first put in the effort (Musoni, 2021). He discouraged the mindset of waiting for miracles without acting, insisting that faith must be accompanied by works. "Faith without works is dead" (James 2:26) is a scripture Guti uses to stress the importance of combining spiritual faith with practical action. Entrepreneurs are encouraged to work diligently, trusting that their efforts, when aligned with God's will, will yield fruitful results. Guti reiterate:

"So the kingdom of God is a mystery, now what I want to say to my children for you, the bible in the old testament says he came here, you know old gospel, many people many years ago they were preaching that we are going to be happy in heaven, we are going to be happy, we must work hard."

Guti's teachings also emphasised the role of faith in overcoming the inevitable challenges that arise in business. He taught that faith is the foundation that sustains entrepreneurs through difficult times, reminding them that "we walk by faith, not by sight" (2 Corinthians 5:7). This principle encourages business owners to trust in God's provision and timing, even when circumstances seem unfavourable.

"God is not a man that He should lie. If He has promised to bless you, He will do it" (Guti, n.d.).

Guti's teachings reinforced the idea that God is faithful to his promises, and entrepreneurs should hold onto their faith, especially when facing setbacks. He likened the journey of faith to a seed that takes time to grow, reminding business owners that growth often happens beneath the surface before it becomes visible. He further stated:

"And, then you find some people who have been Christians for a longtime, they never grow, all the same but if the seed, a true seed of the word of God is in you, you will grow Spiritual, you will begin to know the things which you didn't know before, you will begin to see the things you have never seen before. As you grow you will begin to understand things you never understood before then you later say why didn't I know these things, because you are growing."

Another key aspect of Guti's teachings was the importance of generosity and stewardship in business. He taught that everything we have is entrusted to us by God, and we are merely stewards of His resources. "Give, and it shall be given unto you; good measure, pressed down, and shaken together, and running over" (Luke 6:38) is a verse that Guti often quotes to encourage generosity.

He believed that businesses should not only aim for profit but also for impact, using their resources to support the Kingdom of God and help those in need. "When you are faithful with little, God will entrust you with more" (Guti, n.d.). This principle suggests that generosity opens the door to greater

blessings and opportunities. Guti taught that businesses should be built on the foundation of giving, as this aligns with the heart of God and attracts His favour.

Guti also emphasised the importance of prayer and seeking God's guidance in all aspects of business. He taught that prayer is the key to unlocking divine wisdom and favour. "Pray without ceasing" (1 Thessalonians 5:17) is a verse that he frequently cited, urging entrepreneurs to make prayer a regular part of their business strategy. He advised that before making any major decisions, business owners should seek God's direction through prayer. He reiterated: "God knows the end from the beginning, and when you seek Him first, He will lead you on the right path."

This teaching underscores the importance of relying on God's wisdom rather than solely on human understanding. Integrating Guti's teachings into ZEGU has presented significant challenges, yet the successes achieved highlight the profound impact of his principles. This section explores the obstacles encountered in applying these teachings at ZEGU and how the institution has navigated these difficulties to realise its vision to develop a total person who is academically, entrepreneurially, and spiritually sound.

One major challenge has been balancing academic rigour with the spiritual principles advocated by Guti. Traditional academic settings emphasise empirical evidence and secular methodologies, while Guti taught that "faith must be the foundation of all endeavours," including academic pursuits. He avers:

"The kingdom of God is a mystery, and it is from the kingdom of God that we draw the strength and wisdom needed for all our endeavours. If you want to enjoy the blessings of God in your business and daily life, you must first build your foundation on faith. Do not depend on borrowing money or deceitful practices. Instead, trust in God and remain honest. As you grow spiritually through faith and the word of God, you will find that life becomes easier and your efforts more fruitful. It is through faith that you will experience the true benefits and blessings of God."

This necessitated a rethinking of ZEGU's curriculum and research methodologies to incorporate faith-based perspectives without compromising

academic standards. Achieving this balance required innovative approaches and a deep commitment to Guti's vision (Mayinoti, 2021).

Another significant hurdle has been external scepticism from prospective students, parents, and academic peers who may view the integration of religious teachings with higher education as unconventional. Guti's teachings stress that "God's wisdom surpasses human understanding," yet persuading stakeholders to embrace this perspective demanded persistent advocacy and demonstrable success. Financial constraints have also posed challenges in implementing Guti's teachings. Guti teaches that "where God guides, He provides," but managing a growing institution with limited resources has tested this principle as encapsulated below:

"God spoke to me in those years and what he says is what he says. I went through fire, I went through water, but what he says is what he says he never change."

ZEGU faced the challenge of generating revenue while remaining true to its mission. Balancing financial sustainability with ethical and faith-based practices required innovative solutions. The university embraced social entrepreneurship and community-based projects aligned with Guti's teachings, creating alternative revenue streams that are both ethical and sustainable (Dockery, 2012).

Resistance to change has been another challenge, particularly from staff and students accustomed to traditional educational models. Guti's teaching that "change is necessary for growth" highlights the need for transformation, but leading an institution through such change requires patience. Resistance appeared as reluctance to adopt new teaching methods and challenges in embracing the university's holistic approach. Addressing these issues demanded strong leadership and clear communication of the vision rooted in Guti's teachings (Erwin, 1985). Despite these challenges, ZEGU has achieved significant triumphs by adhering to Guti's teachings. One success is the creation of a unique educational environment where students receive not only academic knowledge but also spiritual guidance. This holistic approach has produced well-rounded graduates, equipped to succeed in their careers while staying grounded in their faith. Another triumph is the integration of ethical leadership into the university's governance. Guti's teaching that "leaders must serve with integrity and humility" has guided the development of a

governance structure prioritising transparency, accountability and servant leadership. This has fostered a strong ethical foundation for decision-making, earning respect and trust from the broader community.

Furthermore, ZEGU's commitment to community service, inspired by Guti's emphasis on serving others, has led to successful community outreach programmes. These initiatives have benefited surrounding communities and reinforced ZEGU's identity as an institution that practices its values. The university's social entrepreneurship ventures have become models of how faith-based principles can address real-world issues, providing both economic and social benefits (Mayinoti, 2021). Guti taught that "faith is the key to overcoming challenges," and this principle has been central to ZEGU's approach to obstacles as articulated in the following:

"Since I found out the kingdom of God, the life becomes so easy, no more struggling. It's like you own the keys of the kingdom of God. You know if you want this, you touch this and it happens, you want this thing, you touch this, and it happens."

"When you are in big trouble, you think God was not honest. It's like Mama Guti when we were flying and thought we were going to die in that flight...if God is with us, nothing is gonna happen."

Financial difficulties were addressed through faith-driven solutions such as partnerships with like-minded organisations and income-generating projects aligned with its values. Resistance to change was met with patience and gradual progress, guided by Guti's teachings on perseverance.

The application of teachings from notable scholars offers valuable lessons and implications for future business ventures. This section explores how these principles can guide businesses towards success and integrity, reflecting on their practical applications and broader impacts.

The principle that "true success is achieved through dedication to a higher purpose" has profoundly influenced various approaches to business. This teaching underscores the importance of aligning business goals with spiritual values (Morris & Ma, 2018).

For future business endeavours, this means that integrating ethical and moral considerations into business strategies can lead to sustainable success.

Businesses that prioritise values such as honesty, integrity, and social responsibility are more likely to build strong, trust-based relationships with stakeholders and achieve long-term success (Harrison & Wicks, 2013).

The teaching that "resourcefulness and innovation are essential for growth" highlights the importance of adaptability in business. On Resourcefulness, he taught that:

"When you are running a business you must do another thing, it's like running the farm, if you are running a farm you cannot depend on maize which you put in the field, when you are running a farm you have to have hot culture where you have a garden, vegetables, for waiting for this maize in the field, but if you depend on that you suffer because it only happens once a year, but you have to have something, small garden or small thing where you get food."

On Innovation he averred:

"The business, when you are running a business, like selling houses or selling something, that is a business that does not bring money quickly. You cannot run a business for real estate selling houses without doing another business, you cannot survive because it takes time to sell that house, so never depend on that kind of business, you must have another one."

Many organisations have demonstrated this principle by developing innovative solutions to financial and operational challenges (Tidd & Bessant, 2013). For businesses, embracing a mindset of continuous improvement and creativity can drive growth and competitiveness. This involves exploring new technologies, developing novel products or services, and finding unique ways to meet customer needs (Christensen, 1997).

The integration of these teachings into business practices has significant implications for the future. One key implication is the shift towards values-driven entrepreneurship. Businesses that embrace ethical principles and a strong sense of purpose are likely to attract customers, investors, and employees who share similar values. This alignment can enhance brand reputation, foster customer loyalty, and create a competitive advantage in the marketplace (Porter & Kramer, 2011). Another implication is the importance of community engagement and social responsibility. The teaching that "serving others is the highest form of leadership" highlights the role of businesses in contributing to societal well-being. Future business ventures should consider how they can positively impact their communities, whether

through charitable initiatives, sustainable practices, or partnerships with local organisations. Businesses that actively engage in social responsibility are better positioned to build trust and strengthen their relationships with stakeholders (Carroll, 1999). Furthermore, the principle of faith-driven resilience is crucial for navigating challenges.

Applying these teachings involves several practical integral steps for future business ventures. First, businesses should incorporate ethical guidelines into their operations and decision-making processes. This includes establishing codes of conduct, implementing transparent practices, and ensuring accountability at all levels of the organisation. By doing so, businesses can build a reputation for integrity and trustworthiness (Kaptein, 2008). Second, adopting a servant leadership approach requires developing leadership training programmes that emphasise empathy, communication, and support. Businesses can invest in leadership development initiatives that focus on cultivating these qualities in their leaders. This can lead to more effective management, improved team dynamics, and a positive organisational culture (Liden *et al.*, 2008). Third, fostering innovation and resourcefulness involves creating an environment that encourages experimentation and creativity. Businesses can support innovation by investing in research and development, encouraging cross-functional collaboration, and recognising and rewarding creative solutions. This approach can drive continuous improvement and help businesses stay ahead of the competition (Drucker, 1985).

Strategic implementation of Guti's teachings in business ventures is critical for translating his principles into actionable and sustainable practices. This section explores how to strategically integrate these teachings into business operations, ensuring that they are not only adopted but also effectively embedded within the organisational culture and practices.

One of Guti's core teachings is that "success is achieved through alignment with God's will and spiritual guidance" (Tarugarira & Moyo, 2020). To strategically implement this teaching, businesses should start by defining a clear set of core values and principles that reflect their commitment to spiritual and ethical standards. This involves developing a mission statement and vision that articulates the business's dedication to values such as

integrity, honesty, and social responsibility (Niemandt, 2017). For instance, businesses can create a Values Statement that explicitly outlines their commitment to ethical practices and their belief in the importance of aligning their operations with higher spiritual principles.

Another important strategy is to embed these values into all aspects of business operations. This can be achieved by incorporating ethical considerations into decision-making processes, establishing codes of conduct, and ensuring that all employees understand and adhere to these values. Regular training and workshops on ethical behaviour and spiritual alignment can reinforce the importance of these principles and ensure that they are actively practiced. For example, ZEGU's approach to integrating spiritual values involves regular staff development sessions focused on ethical leadership and spiritual reflection that can serve as a model for other businesses (Chabarwa, 2013).

An effective way to integrate servant leadership is by setting up mentorship programmes where experienced leaders guide and support newer employees. This not only helps in personal development but also creates a culture of care and support within the organisation. For instance, ZEGU's leadership model includes a mentorship system that pairs senior staff with junior employees, promoting a culture of guidance and support that reflects Guti's teachings (Tarugarira & Moyo, 2020).

Investing in research and development is another critical strategy. Businesses should allocate resources to explore new technologies, improve existing products, and develop innovative solutions to meet evolving customer needs. Encouraging cross-functional teams to collaborate on innovative projects can also drive creativity and problem-solving. For example, ZEGU has implemented a research fund to support innovative projects and ideas from both faculty and students that helps in advancing their mission and contributing to societal development (Maxwell, 2000).

Guti's teaching that "faith is the foundation for overcoming adversity" underscores the importance of resilience in business. To strategically implement this principle, businesses should develop resilience training

programmes that help employees and leaders cope with challenges and setbacks. This includes providing resources for stress management, creating supportive work environments, and fostering a positive organisational culture that encourages perseverance and optimism (Longwe & Clarke, 1994).

Businesses can also benefit from incorporating faith-based resilience strategies into their crisis management plans. This involves developing contingency plans that align with the organisation's values and preparing employees to handle crises with a focus on maintaining their spiritual and ethical principles. For example, ZEGU's approach includes integrating faith-based principles into their crisis management protocols, ensuring that the response to challenges reflects their core values and commitment to spiritual guidance (Niemandt, 2017).

Strategic implementation of Guti's teachings involves integrating spiritual values into business practices, adopting servant leadership, fostering innovation, and building resilience. By embedding these principles into their operations, businesses can create a strong ethical foundation, support a positive organisational culture, and drive sustainable growth. The practical application of these teachings, as demonstrated by ZEGU, provides a framework for other businesses to follow, ensuring that the values imparted by Guti are effectively translated into actionable strategies and practices. The successful integration of these teachings not only enhances organisational performance but also contributes to broader societal well-being, reflecting the enduring relevance and impact of Guti's principles in the business world.

Evaluating the success and impact of implementing Guti's teachings in business ventures is essential for assessing the effectiveness of these principles and ensuring that they lead to positive outcomes. One of the key indicators of success in applying Guti's teachings is the degree to which a business aligns with spiritual values. Guti's principle that "a business must operate in harmony with divine principles" suggests that businesses should evaluate their practices against their stated values and mission (Guti, 1994). This involves conducting regular audits to assess whether business operations reflect the commitment to ethical standards, integrity, and social responsibility. For instance, businesses can use tools such as values-based

performance reviews and ethical compliance checks to measure how well their practices align with spiritual principles (Biri, 2014). Additionally, feedback from employees and customers regarding the company's ethical conduct and adherence to its values can provide valuable insights (Tarugarira & Moyo, 2014). ZEGU, for example, conducts annual reviews of its operations to ensure that they are consistent with its spiritual and ethical commitments that helps in maintaining transparency and accountability.

The impact of adopting servant leadership, as emphasised by Guti's teaching that "servant leadership is the highest form of leadership," can be evaluated by examining leadership effectiveness and employee satisfaction. This thread is captured in the following thought:

"True leadership is about serving others, putting their needs before your own, and leading with humility and integrity. A leader must always be a servant first, focusing on the well-being of the people they lead."

To assess servant leadership, businesses can use surveys and feedback mechanisms to gather input from employees about their leaders' effectiveness in supporting and empowering them. Leadership assessments can focus on qualities such as empathy, active listening, and supportiveness. Key performance indicators (KPIs) related to employee engagement, retention rates, and job satisfaction can also serve as measures of leadership effectiveness. For example, ZEGU's leadership development programmes include regular evaluations of leaders' performance in fostering a supportive work environment (Biri, 2014), and these evaluations help in identifying areas for improvement and ensuring alignment with Guti's teachings.

Guti's teaching that "resourcefulness and innovation are key to growth" highlights the importance of evaluating the effectiveness of innovation strategies. To measure innovation success, businesses can track metrics such as the number of new ideas generated, the implementation rate of innovative projects, and the impact of these innovations on business growth. Additionally, assessing the return on investment (ROI) for research and development initiatives and measuring the success of new products or services in the market can provide insights into the effectiveness of innovation efforts (Guti, 1994). Businesses should also gather feedback from employees and customers on the perceived value of innovations and their

contribution to solving problems or enhancing experiences. For example, ZEGU monitors the success of its research initiatives and innovation projects by tracking their outcomes and impact on organisational growth and development.

Evaluating the impact of faith-based resilience strategies, as per Gutí's teaching that "faith is the foundation for overcoming adversity," involves assessing how well businesses handle crises and challenges. This includes analysing the effectiveness of crisis management plans, the ability to recover from setbacks, and the overall resilience of the organisation. Businesses should review their crisis response and recovery processes, including how they align with spiritual and ethical principles (Guti, 1994). Metrics such as recovery time, employee morale during crises, and stakeholder satisfaction can provide insights into the effectiveness of resilience strategies (Biri, 2014). For example, ZEGU evaluates its crisis management efforts by analysing recovery outcomes and employee feedback to ensure that its approaches are in line with its values and teachings.

Finally, assessing the impact of Gutí's teachings on the broader community involves evaluating the business's contributions to societal well-being and social responsibility. This includes measuring the effectiveness of community outreach programmes, charitable activities, and initiatives aimed at addressing social issues. Businesses can use metrics such as the amount of resources allocated to community projects, the number of beneficiaries served, and the positive changes resulting from these initiatives. Feedback from community members and stakeholders can also provide valuable insights into the impact of these efforts. For instance, ZEGU assesses its community impact by tracking the outcomes of its social responsibility programmes and gathering feedback from community partners to ensure that its efforts are aligned with its mission and teachings.

Evaluating the success and impact of implementing Gutí's teachings in business ventures involves measuring alignment with spiritual values, assessing leadership effectiveness, evaluating innovation, and analysing resilience and community impact. By using these evaluation methods, businesses can ensure that they are effectively integrating Gutí's principles

into their operations and achieving positive outcomes for all stakeholders. The ongoing assessment of these principles helps businesses maintain their commitment to ethical and spiritual values, drive sustainable growth, and contribute to the well-being of society, reflecting the enduring relevance and impact of Guti's teachings in the business world.

As businesses evolve and face new challenges in an ever-changing world, it is important to consider how Guti's teachings can continue to guide and inspire future business practices. This section explores potential future directions for integrating Guti's principles into modern business strategies and the importance of continuing his legacy to ensure sustainable and ethical growth.

Guti's teaching that "timeless principles must be adapted to the changing times" emphasises the importance of flexibility and innovation in applying spiritual and ethical values. As businesses encounter new challenges such as technological advancements, global competition, and shifting consumer expectations, adapting these principles to contemporary contexts is essential. Businesses should explore how Guti's principles of integrity and ethical conduct can be applied in digital environments and global markets. This may involve developing new frameworks for ethical decision-making in areas like data privacy, online marketing, and international trade. Companies could also invest in technology that supports transparency and accountability, aligning with Guti's teaching that "integrity should guide every aspect of business."

Guti's emphasis on "being stewards of God's creation" aligns with the growing focus on sustainability and environmental responsibility. Businesses can continue to honour this teaching by adopting sustainable practices and promoting environmental stewardship. This includes integrating sustainability into business models, reducing carbon footprints, and supporting initiatives that protect natural resources. He highlights that stewardship involves responsible management and care of the resources and gifts that God has entrusted to us. He articulates:

"The kingdom of God is like a mustard seed which a man took and sowed in his field. It is indeed the least of all the seeds, but when it is grown, it is greater than the herbs and becomes a tree, so that the birds of the air come and nest in its branches".

This parable reflects the importance of nurturing the small beginnings into something great that aligns with the idea of stewardship—taking care of the small things so that they can grow into something significant. He further elaborates:

"If you love God and read the word of God every day and pray, you will grow spiritually. You will understand things you never understood before, and you will have what we call the blessings of God".

This statement underscores that stewardship involves not just managing physical resources but also cultivating spiritual growth and understanding. He taught that to be good stewards men should not borrow, whilst emphasising on integrity as captured below:

"Don't borrow money, believe in God. Stop telling lies, get rid of those things that are not good. Fight to separate yourself from the spirit of dishonesty."

Future directions for sustainability could involve developing innovative green technologies, implementing circular economy practices, and fostering partnerships with organisations dedicated to environmental conservation. By aligning business practices with principles of stewardship and responsibility, companies can contribute to long-term environmental and social well-being. For instance, ZEGU's sustainability initiatives are guided by Guti's teachings, focusing on reducing environmental impact and promoting responsible resource management.

Guti's teaching that "leadership must be a reflection of ethical and moral values" underscores the importance of ethical leadership in shaping business culture and practices. Moving forward, businesses should prioritise the development of leaders who embody these values and are committed to creating positive organisational cultures.

This involves implementing leadership development programmes that emphasise ethical decision-making, empathy, and accountability. Additionally, businesses should establish robust governance structures that promote transparency, fairness, and ethical conduct. Regular evaluations and feedback mechanisms can help ensure that leadership practices remain aligned with Guti's principles. ZEGU's leadership training programmes are designed to cultivate ethical leaders who reflect the values espoused by Guti, fostering a culture of integrity and excellence.

Guti's teaching that "true success is measured by the positive impact on others" highlights the significance of community engagement and empowerment. Businesses should focus on creating meaningful and lasting contributions to the communities they serve.

Future efforts could involve expanding community outreach programmes, supporting local entrepreneurs, and investing in initiatives that address social and economic challenges. By empowering communities and addressing their needs, businesses can enhance their social impact and build stronger relationships with stakeholders. ZEGU's community programmes, inspired by Guti's teachings, aim to support and uplift local communities through various initiatives, including educational health programmes.

Guti's teaching that "technology should be used to advance good and not harm" suggests that businesses should leverage technological advancements to promote ethical and positive outcomes. This includes using technology to enhance transparency, improve efficiency, and address social issues as underscored below:

"I was speaking to my Deacon now, stop telling lies. We have said that anything you do, you know that it is not good, fight, get off those things, get off from that spirit, fight to get out, fight to get those things. I saw it in other countries where our people are, because of the things, the bad pictures they see over there, you find that there is no fire in them; you find that they are weak because of the negative things they see, pornography and other things."

Businesses can explore how emerging technologies such as artificial intelligence, blockchain, and data analytics can be used to support ethical practices and drive positive change. For example, implementing blockchain technology for supply chain transparency can help ensure that products are sourced ethically and responsibly. By aligning technological innovation with principles of good stewardship, businesses can create impactful solutions that reflect Guti's teachings.

Continuing Guti's legacy involves preserving his teachings and promoting their relevance in modern business practices. This can be achieved through educational initiatives, leadership training, and public awareness campaigns that highlight the importance of integrating spiritual and ethical principles into business.

Businesses can support the preservation of Guti's legacy by partnering with educational institutions, such as ZEGU, to develop programmes and resources that promote his teachings. Additionally, sharing success stories and best practices that demonstrate the positive impact of these principles can inspire others to follow in his footsteps. ZEGU's commitment to upholding Guti's legacy is reflected in its educational programmes and community outreach efforts that continue to embody the values and principles he championed.

As businesses look to the future, integrating Guti's teachings into modern practices offers valuable guidance for navigating contemporary challenges and promoting ethical growth. By adapting principles to changing times, focusing on sustainability, fostering ethical leadership, engaging with communities, leveraging technology, and preserving his legacy, businesses can ensure that they continue to honour and advance Guti's teachings. These efforts not only contribute to the success and integrity of individual businesses but also support the broader goal of creating a more ethical and sustainable world, reflecting the enduring impact of Guti's wisdom and vision.

Integrating Guti's teachings into contemporary business practices offers a profound opportunity to guide modern enterprises toward ethical, sustainable, and impactful growth. His principles of integrity, stewardship, and leadership provide a robust framework for addressing current challenges, including technological advancements, environmental sustainability, and community engagement. By adapting these timeless values to fit evolving contexts, businesses can foster a culture of ethical responsibility and social contribution. Emphasising sustainable practices, ethical leadership, and community empowerment not only aligns with Guti's vision but also addresses the pressing demands of today's global market. Moreover, leveraging technology responsibly and preserving Guti's legacy through educational and outreach initiatives ensure that his teachings continue to inspire and influence future generations of business leaders. The integration of Guti's principles into modern business strategies not only enhances the ethical and operational standards of businesses but also contributes to a more equitable and sustainable world. This alignment between timeless teachings and contemporary practices underscores the enduring relevance of Guti's

wisdom and its capacity to drive meaningful and positive change in the business world.

The chapter explored the profound impact of Dr. Ezekiel Guti's teachings on the Zimbabwe Ezekiel Guti University (ZEGU) as it evolves into an exemplar of entrepreneurial education in the Global South. Central to Guti's teachings was the concept of stewardship that has influenced ZEGU's ethos, emphasising responsible management of resources and ethical business practices. Guti's principles of faith, integrity, and purpose have been integrated into the university's entrepreneurial programs, encouraging students to view business ventures as opportunities to serve both community and faith. This holistic approach that combined academic rigour with spiritual values, aims to produce socially responsible business leaders. The chapter detailed the challenges faced in aligning Guti's spiritual teachings with traditional academic models, including balancing academic standards with faith-based perspectives and addressing external scepticism. Financial constraints and resistance to change within the institution were also significant hurdles. Despite these challenges, ZEGU has succeeded in creating a unique educational environment that integrates ethical leadership, community service, and social entrepreneurship. These successes demonstrate the potential of Guti's teachings to guide business practices and contribute to societal well-being. Looking ahead, Chapter 9 will explore the practical strategies for integrating faith-based principles into business operations, focusing on how to translate spiritual values into actionable and sustainable business practices. It examines the evolving landscape of entrepreneurship, emphasising the need to integrate theory with practical realities and emerging trends.

Chapter 9: Practice of Entrepreneurship: The Future and Direction

The discourse on advancing the theory and practice of entrepreneurship acknowledges the complexity and diversity of the field that resists reduction to a single theoretical framework (Bruin *et al.*, 2007). This is further complicated by the observed discrepancies between theoretical constructs and practical realities at hand obtaining in specific contexts, particularly in the context of infrastructural provision for international entrepreneurship (Litvinova *et al.*, 2018). The literature suggests that while entrepreneurship inherently involves managing uncertainty, there is a shared domain with Operations Management (OM) that could inform the development of entrepreneurship theory (Phan & Chambers, 2013).

Contradictions arise when considering the role of social entrepreneurship that aims to address environmental and societal issues beyond profit generation (Fhiri *et al.*, 2021). This introduces additional dimensions to entrepreneurship theory, emphasising the creation of social value and environmental sustainability. However, the field of social entrepreneurship itself grapples with theoretical ambiguities and the need for clearer definitions (Intykbayeva *et al.*, 2021). Moreover, the literature review process is critical for identifying gaps and contributing to theory development, yet it is also noted that some works, such as the analysis of Spencer's theory of evolution, may not offer new insights but rather highlight existing deficiencies (Hossain, 2011; Rauch, 2019).

Entrepreneurship research has made significant strides in recent years, with scholars exploring various aspects of the entrepreneurial process. However, there are still some missing links that need to be addressed to further advance the theory and practice of entrepreneurship. One such link is the role of digital technologies in shaping entrepreneurial opportunities and processes. Nambisan (2016) argues that the infusion of digital technologies questions the prevailing assumptions regarding entrepreneurial boundaries and agency, calling for the explicit theorising of concepts related to digital technologies in entrepreneurship research.

Another significant nexus is the need for a more comprehensive understanding of human capital in entrepreneurship. Marvel *et al.* (2016) review the human capital entrepreneurship research and propose a more comprehensive taxonomy of human capital, suggesting that the human capital construct has been underspecified in conceptualisation and measurement, thus limiting the understanding of entrepreneurship. The authors also highlight the importance of multilevel research in this domain, as human capital is relevant to enterprising individuals, founding teams, firms, and economies.

The advancement of entrepreneurship theory and practice is hindered by several missing links: the alignment of theory with practical infrastructural needs (Litvinova *et al.*, 2018), the integration of insights from related disciplines like OM (Phan & Chambers, 2013), and the conceptual clarity within emerging areas such as social entrepreneurship (Intykbayeva *et al.*, 2021). Addressing these gaps requires a complex approach that embraces the diversity of entrepreneurship and fosters interdisciplinary collaboration. Future research should aim to bridge these divides, ensuring that theoretical frameworks are both comprehensive and reflective of entrepreneurial realities. Volkmann (2004) argues that entrepreneurship education is the missing link in international development theory and practice, calling for a stronger emphasis on entrepreneurship education in developing countries. Similarly, Nabi *et al.* (2017) emphasise the importance of entrepreneurial identity as a missing link for entrepreneurship education, suggesting that a better understanding of how students come to view themselves as entrepreneurs can inform the design of more effective entrepreneurship education programmes.

Finally, the need to bridge the gap between entrepreneurship theory and practice is a recurring theme in the literature. Burg and Romme (2014) propose a mechanism-based research synthesis approach that systematically connects the fragmented landscape of entrepreneurship research and gradually builds a cumulative and evidence-based body of knowledge on entrepreneurship. The authors argue that this approach serves to connect

entrepreneurship theory and practice in a more systematic manner, to build a cumulative body of knowledge on entrepreneurship.

While entrepreneurship research has made significant progress, there are still several missing links that need to be addressed to further advance the theory and practice of entrepreneurship. These include the role of digital technologies, a more comprehensive understanding of human capital, the link between entrepreneurship and education, and the need to bridge the gap between entrepreneurship theory and practice. Addressing these gaps will not only enhance academic discourse but also provide actionable insights that empower aspiring entrepreneurs and contribute to sustainable economic development.

Chapter 9 has examined the evolving landscape of entrepreneurship, emphasising the need to integrate theory with practical realities and emerging trends. Despite significant advancements, entrepreneurship remains a complex field, resisting reduction to a single theoretical framework. This complexity is compounded by discrepancies between theoretical constructs and the practical challenges faced in specific contexts, such as infrastructural provisions for international entrepreneurship. A key focus is the role of social entrepreneurship that seeks to address environmental and societal issues beyond profit-making. This aspect introduced new dimensions to entrepreneurship theory, highlighting the need for a clearer definition and theoretical refinement. The chapter also critiqued the literature review process, noting that some existing works, like the analysis of Spencer's theory of evolution, may only reveal existing gaps rather than provide new insights. The chapter highlighted several missing links in entrepreneurship research. One critical area is the impact of digital technologies, that challenged prevailing assumptions about entrepreneurial boundaries and agency. It called for the explicit theorisation of digital technologies in entrepreneurship research. The chapter advocated for a systematic, mechanism-based research synthesis approach to bridge the divide between theory and practice. This approach aims to build a cumulative, evidence-based body of knowledge that connects theoretical frameworks with entrepreneurial realities. The chapter concluded by stressing the importance of entrepreneurship education in

addressing these gaps. Future research should focus on enhancing entrepreneurial identity and aligning educational programs with practical needs. By bridging these divides, the field can provide actionable insights that empower entrepreneurs and contribute to sustainable economic development.

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Synopsis

The study critically explores the concept of the entrepreneurial university within the context of the Global South epistemological and knowledge-driven socio-economic situatedness, focusing particularly on the Zimbabwe Ezekiel Guti University (ZEGU). The conception of the study sprang from the growing perception of universities as centres of innovation, particularly in regions grappling with economic challenges. Employing document review for data collection and thematic content analysis to derive insights, the study concludes that ZEGU plays a pivotal role in fostering innovation and entrepreneurship aptitudes and competencies, even amidst financial crises, unemployment, poverty, and inequality rife in Zimbabwe. The article further recommends strategies for addressing the unique challenges faced by ZEGU, such as financial constraints and limited resources, while also highlighting the university's successes in enhancing regional competitiveness and economic growth. By showcasing and bringing to the fore ZEGU's initiatives to increase students' entrepreneurial intentions and support business startups, this article contributes to the broader discourse and research canon on the role of entrepreneurial universities in the Global South, offering valuable lessons for similar institutions to scaffold from. Additionally, peer-reviewed journal articles focusing on urban planning, social justice, and public policy were reviewed to obtain current research findings and debates. For data analysis, the study engaged in textual analysis to systematically examine the collected data. This method involved interpreting and analysing texts to understand their meaning, context, and significance. The process began with familiarising with the data through initial reading and re-reading of the texts. This was followed by coding, where key themes, concepts, and patterns related to the right to the city were identified and categorised. Thematic analysis was then conducted to organise the coded data into coherent themes, synthesising significant insights and trends. Finally, the themes were analysed in the context of existing literature and theoretical frameworks to provide a comprehensive understanding of the right to the city.

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