

# AFRICAN BUSINESS SCHOOLS: DO THEY PROMOTE ENTREPRENEURSHIP?

Tendai Douglas Svotwa<sup>1</sup>

University of Greenwich, Greenwich Business School  
United Kingdom

E-mail: [T.Svotwa@greenwich.ac.uk](mailto:T.Svotwa@greenwich.ac.uk)/[tdsvotwa@gmail.com](mailto:tdsvotwa@gmail.com)

Yvonne du Plessis<sup>2</sup>

North-West Business School,  
South Africa

E-mail: [yvonne.duplessis@nwu.ac.za](mailto:yvonne.duplessis@nwu.ac.za)

<sup>1</sup>Corresponding Author

Dr T.D Svotwa

Email: [tdsvotwa@gmail.com](mailto:tdsvotwa@gmail.com)

## Abstract

*The Entrepreneurship competence is critical to the attainment of the UN Agenda 2030 goals and AU Agenda 2063 strategies on the African continent. This study explores the role of six selected, prominent African Business Schools in promoting entrepreneurship on the African continent, underpinned by the Theory of Planned Behaviour. An exploratory research design was used with a systematic literature review of secondary data on entrepreneurship in twelve Scopus rated journals. Data were analysed using thematic analysis. It was found that African Business Schools do not fully promote entrepreneurship education in Africa, due to the absence of entrepreneurship related modules in their curricula, as well as entrepreneurship related degree programmes at postgraduate level. Government was also found not to be supportive of business schools' financial needs as evidenced by the lack of funding. The study was limited in that it only focused on a review of literature in the domain of entrepreneurship. Therefore, it can be recommended that business schools in Africa should offer compulsory entrepreneurship modules at undergraduate and postgraduate level, as well as masters' programmes with specialisation in entrepreneurship. Future research should therefore be empirical in nature, based on mixed methods to overcome the weaknesses of the other research method.*

**Keywords:** *Entrepreneurship, Entrepreneurial Education, African Business Schools, Association of African Business Schools, Entrepreneurial Intention, Theory of Planned Behaviour*

## 1. Introduction

In Africa there is a clarion call by the United Nations (UN Agenda 2030) and African Union (AU Agenda 2063) to solve the problems that are persisting on the continent. The problem of unemployment permeates and prevails across the globe, including Sub-Saharan Africa (SSA) (Puni, Anlesinya and Korsorku, 2018). Graduates from business schools are exceeding the jobs available (Hameed and Irfan, 2020), thereby resulting in some of them remaining unemployed for a considerable period. Producing employable graduates is a multifaceted challenge that has attracted the attention of policymakers in both developing and developed countries (Metcalf, Fourie and Myburgh, 2020; Mgaiwa, 2021). One of the solutions to addressing graduate employability and unemployment is entrepreneurship. Entrepreneurship is a multidimensional concept with no unanimity of its precise definition. However, there are two emergent schools of thought regarding entrepreneurship (Ahmad and Seymour, 2008), and these are: The *innovation school* which posits that entrepreneurs come up with a new and novel idea to solve a particular problem; and the *resource-based school* which argues that entrepreneurs exhibit a commitment to opportunity and deploy the requisite resources to a particular action.

Extant literature confirms that entrepreneurship contributes to economic growth and job creation in both developing and developed countries (Amjad, Rani and Sa'atar, 2020; Karimi *et al.*, 2017; Mei and Symaco, 2022; Ramadani, Dana, Ratten and Tahiri, 2015; Schumpeter and Nichol, 1934; Song and Winkler, 2014; Waraich and Chaturvedi, 2017). Furthermore, entrepreneurship has been validated to be the key to sustainable development of SSA, by reducing unemployment (Adusei, 2016; AfDB, 2016; Chigunta and Mwanza, 2017; Jabeen, Faisal and Katsioloude, 2017; Mirvis and Googins, 2018, Niuewenhuizen and Swanepoel, 2015). In the same vein, it is also of prime importance to have an appreciation of who an entrepreneur is. An entrepreneur refers to someone who is creative and innovative to the extent of destroying the pre-existing state of equilibrium (Kirzner, 1999; Schumpeter, 1947), which means that entrepreneurs are individuals who challenge the status quo. In addition, an entrepreneur has been identified as someone who brings together people, capital and other facilities (Singh and Belwal, 2008) for accomplishing a specific task or project, after realizing an opportunity that can be capitalized on.

Higher Education Institutions (HEIs) across the globe are transforming themselves from the traditional ways of carrying out research and teaching to being more entrepreneurial in their configuration, most especially in the United States of America (USA) and Western Europe

(Goethner and Wyrwich, 2019; Siegel, Wright and Lockett, 2007). Modern knowledge-based economies are encouraging universities to pursue the social and economic development agenda and view themselves as playing a critical role in the development process (Iscaro, Castaldi, Sepe and Turi, 2017). The Business School (BS) is the first academic department focusing on the need for entrepreneurial orientation in all its functions for sustainable development (Abou-Warda, 2015). Based on the functionality of the BS, it links academia, industry and business as well as the government (Kamel, 2020). BS are playing a critical role in training managers from diverse backgrounds, who consequently play a part in economic development through the leadership they provide in their respective companies. Related to the foregoing, BS contribute positively to industry by producing graduates who are relevant to industry needs since curriculum development is normally done in consultation with the captains of industry.

BS have been confirmed to contribute significantly to entrepreneurship development through entrepreneurial education (EE) (Amjad, Rani and Sa'atar, 2020). In addition, BS are viewed as vital components of the University's entrepreneurial ecosystem (Bisschoff, Volkman and Audretsch, 2018), that contribute to shaping and supporting the university's mission (Walsh *et al.*, 2021). Education and training in BS have become a priority around the world, with the European Commission in 2013 crafting the "Entrepreneurship 2020 Action Plan" by fostering entrepreneurship in Europe (Galvao, Ferreira and Marques, 2018). BS in Africa are witnessing major changes due to the environmental factors that impact their way of governance, and pedagogical approaches including the integration of technology, coupled with a high degree of uncertainty (Kamel, 2020; Nehme, 2014). Studies about entrepreneurship education in Africa are very limited, as echoed by Sheriff and Muffatto (2015), and supported by Puni, Anlesinya and Korsouku (2018), most especially regarding the contribution of BS to the promotion of entrepreneurship in a country specific context, hence the motivation of this study which focuses on the developing, African continent. Furthermore, Africa is viewed as the richest continent on the globe in terms of natural resources and minerals yet its performance on the entrepreneurial front is mediocre and appalling (Adusei, 2016) as reflected by what is offered in diverse BS across the continent. African Business Schools (ABS) should be a prominent role player in developing entrepreneurial competence, but is it happening sustainably?

A comprehensive report by Murray (2023) in the Financial Times attests the fact that ABS are not coping in terms of offering entrepreneurial education due to lack of financing and absence of mentorship programmes. There has been a noticeable demand for business education

focusing on entrepreneurship and leadership on the African continent. While some business schools such as Lagos Business School (Nigeria), Henley Business School (South Africa), Strathmore Business School (Kenya) and University of Stellenbosch Business School (South Africa) are trying to meet entrepreneurs' needs through education, a gap still exists. Murray (2023) further postulates that European and Chinese business schools have now entered the foray by establishing offices deep in Africa and offering entrepreneurship programmes and training. For instance, HEC Paris established a Masters in Entrepreneurship and Innovation in partnership with an institution in Ivory Coast. Shanghai's China Europe International Business School (Ceibs) has established a base in Ghana, while Duke University Fuqua School of Business, which is based in North Carolina (USA), is now offering executive education programmes. Furthermore, Germany's Frankfurt School of Finance and Management collaborates with the Université Protestante au Congo in Kinshasa (Democratic Republic of Congo). The partnership delivers a Master of Business Administration (MBA) programme for executives focusing on entrepreneurship. In Ghana, Lancaster Management Business School in the United Kingdom established a campus and now offers an MBA which includes an entrepreneurial module. However, the European business schools are experiencing challenges in adapting their programmes to the diverse and unique African needs, in making their programmes accessible and affordable (Murray, 2023). ABS, being conversant and knowledgeable about the African education terrain should surely be taking a leading role on the entrepreneurial front by availing the much-needed programmes and courses at graduate level.

In view of the foregoing, the aim of this conceptual study is to explore the role that ABS play in nurturing and inculcating entrepreneurial spirit in students so that they can be creative and innovative in enterprise formation. Creativity and innovation have been found to be associated with entrepreneurs. Consequently, this could meaningfully contribute to economic growth and the alleviation of poverty in diverse African countries, thereby aiding governments in addressing some of these social challenges. In support of the study's aim, the research also seeks to examine the contribution of entrepreneurial education (EE) to the development of entrepreneurship in ABS in a continuously evolving, complex and uncertain global environment.

We explore the role played by ABS in the promotion of entrepreneurial education (EE), based on the Theory of Planned Behaviour (TPB)(Ajzen, 1991) which has gained prominence and

support from researchers investigating entrepreneurial intention (EI) of university graduates in the formation of a business (Andrade and Carvalho, 2023; Kolvereid and Isaksen, 2006; Morris *et al.*, 2012). Since EI is a major component of the TPB, research confirms that EE can influence EI (Sampene *et al.*, 2022), hence the applicability of the TPB to the current study. We are of the view that by offering EE through ABS, there could be a stimulation of EI which could result in the formation of new start-ups by graduates. Previous research has confirmed that most of the studies on EE and EI are mainly focused on developed countries (Rehman, Yosra, Khattak and Fatima, 2023), yet there exist differences in entrepreneurial environments between developed and developing countries. Furthermore, most of the previous entrepreneurship research studies focusing on EI have employed the TPB as an underpinning theory of investigation (Andrade and Carvalho, 2023), and this study is not an exception since it is similar in orientation to these past studies. In our view, the TPB is quite relevant and applicable to the current study based on the arguments advanced in the preceding information. This study contributes to both theory and practice on entrepreneurship and EE in business schools from the perspective of developing countries. The findings of this study positively contribute to the contemporary, theoretical debate on the role that business schools in general, and Africa in particular play in promoting entrepreneurship, utilising the TPB. EI has been confirmed to be a critical element of the TPB, and business schools could enhance it through EE. Practically, the study offers guidelines in terms of how students could be supported in business schools through influencing positive attitudes towards business which could result in them having a desire to be entrepreneurs. A supportive entrepreneurship eco-system was also found to be very critical in catalysing student's attitudes to have a positive, entrepreneurial mindset. In light of the foregoing, the role of governments in multiple environments in creating a conducive, and favourable entrepreneurial environment cannot be overemphasised.

The paper is structured as follows. The next section delves on the systematic review of the literature while section 3 presents the methodology adopted in the study. Thereafter, findings and discussions follow. In the ensuing sections, theoretical and practical contributions of the paper, limitations and suggestions for further research and finally conclusions are made.

## 2. Literature Review

### 2.1 Theory underpinning the study

This study uses the theoretical lenses of Ajzen's TPB (Ajzen, 1991) to explicate and dissect the facilitating role played by ABS in inculcating entrepreneurship in graduates. TPB is an extension of the theory of reasoned action (Ajzen and Fishbein, 1980; Fishbein and Ajzen, 1975). Central to entrepreneurship and TPB is intention, with researchers arguing that intention influences behaviour in TPB (Rehman, *et al.*, 2023). Entrepreneurial intention (EI) refers to the inner personal conviction that an individual has, regarding the initiation of a new business venture, and continuously plans to accomplish this in future (Farrukh, Alzubi, Shahzad, Waheed and Kanwal, 2018; Fayolle and Liñán, 2014; Ridha and Wahyu, 2017). Intention is a predictor of actual behaviour (Fatoki, 2010), and subsequent entrepreneurial action (Linan and Fayolle, 2015; Rehman *et al.*, 2023). Behind EI lies entrepreneurial characteristics, attitudes and mindsets. In this study EI is synonymous with behavioral intention.

Perceived behavioural control is another important component of TPB, which is an antecedent of behavioural intention. Ajzen (1991:183) postulates that the “importance of actual behavioural control is self-evident: The resources and opportunities available to a person must, to some extent dictate the likelihood of behavioural achievement. Of greater psychological interest than actual control, however, is the perception of behavioural control and its impact on intentions and actions.” In other words, perceived behavioural control refers to the perception that people attach to the ease or difficulty of performing behaviour that is of interest to them. Perceived behavioural control is normally associated with an individual's past experiences (Kachkar and Djafri, 2022). Related to graduate entrepreneurship, how easy or difficult do the graduates find in developing entrepreneurial intentions in ABS, based on the opportunities availed to them? Does the BS create a conducive environment which stimulates the entrepreneurial intention of students, possibly through offering relevant curricula?

The other two antecedents of behavioural intention are: attitude toward the behaviour which refers to how the individual appraises the behaviour at hand, whether favourably or unfavourably; and subjective norm which refers to the social pressure to either perform or not perform the behaviour. Subjective norm was confirmed by Rehman *et al.* (2023) to surround the actual performance of a behaviour, when there is an individual perception that behaviour is actionable, and when the individual is able to control that behaviour. The researchers further

averred that TPB is premised on the fact that behaviour is mainly influenced by prior knowledge and intention. Subjective norm in this regard refers to the influence that an individual gets from fellow graduates in the BS to act in an entrepreneurial manner. In addition, the source of subjective norm could also include family members and associates who could influence the individual to perform or not perform certain behaviours which are entrepreneurial in nature (Cheung and To, 2017). However, it should be noted that the importance of attitude, subjective norms and perceived behavioural control in the prediction of behavioural intention varies in situations and behaviours. Therefore, individuals do not behave in a similar manner even in similar situations and circumstances. The three identified antecedents (i.e., attitude toward behaviour, subjective norm and perceived behavioural control) play a significant role in the determination of intentions and actions (Ajzen, 1991), which may result in entrepreneurial action. Most studies on TPB have focused mainly on developed economies while emerging economies, such as African countries has received little attention (Rehman *et al.*, 2023), hence the focus of this study utilising the TPB in a developing continent context.

## 2.2 Entrepreneurial Education

The past three decades have witnessed an exponential, phenomenal global growth and surge in EE (Lin and Xu, 2017), since education has been confirmed as an antecedent to innovative entrepreneurship and capability (Badri and Hachicha, 2019; Walter and Block, 2015). In this regard, EE links with one of the components of TPB, which is EI. In EE, individuals are taught the basic skills and concepts of identifying an opportunity and provide solutions (Amjad, Rani and Sa'atar, 2020; Armanios, Eesley, Li and Eisenhardt, 2017; San Tan and Ng, 2006). HEIs are playing a critical role in the development of sustainable entrepreneurship in various economies, such that governments are encouraging students to take entrepreneurship as a career after graduation (Libombo and Dinis, 2015; Ncanywa, 2019; Rahim and Mukhtar, 2021). In BS, students are taught how to be effective managers, encouraging innovation and creativity (Hameed and Irfan, 2019; Roslan, Hamid, Ijab, Yusop and Norman, 2020). Studies have shown that EE enhances graduates' employability (Bell, 2016), and that entrepreneurial skills can be developed through education (Iscaro, Castaldi and Sepe, 2017), hence offering EE is key in BS in fostering entrepreneurship. EE has been found to be one of the major drivers of small business start-ups (Adeniyi, 2023).

On a global level, EE has grown at a phenomenal pace since the 1970s (Neck and Corbett, 2018). Bux (2016) posits that EE equips students with the knowledge and capabilities of starting an enterprise. The quality of education in Africa has been negatively affected by inadequate access, unaffordable fees, low budgets and inappropriate curricula with little or no entrepreneurship focus (Chigunta and Mwanza, 2017). The negation of an entrepreneurial focus by African universities is likely to perpetuate the vagaries of unemployment and stifle economic growth. The growth of effective entrepreneurship in Africa is largely dependent on BS being able to develop effective curriculum and through EE encourage entrepreneurial behaviour and attitudes (Jones, Maas, Kraus and Reason, 2021; Kabongo and Okpara, 2018), which is in line with the antecedents of intention in the TPB. On the contrary, in a country such as Sweden, EE is available in all Colleges and Universities (Hagg and Scholin 2018; Hermanson, McKelvey and Zaring, 2018; Zaring, Gifford and McKelvey, 2016). Extant literature suggests that there has been an increase in scope in the context of Sweden, regarding policy development in terms of entrepreneurship and entrepreneurial learning which should run from pre-school up to higher education (Hagg and Scholin, 2018).

Furthermore, extant literature also confirms the importance of entrepreneurial training of students whilst at university to foster the soft skills and enhance entrepreneurial intentions. An empirical qualitative study conducted in Malaysia by Bustamam, Mutalib and Yusof (2015) found that entrepreneurship training plays a critical role in nurturing and inculcating an entrepreneurial spirit and culture among university students. Furthermore, the study also validated the fact that entrepreneurship training acts as a catalyst for business success when the graduates form their enterprises after graduating from the university. Prior studies also showed that entrepreneurial training stimulates entrepreneurial intentions of university graduates (Keat *et al.*, 2011), hence it is paramount that such training programmes be offered to graduates in facilitating their entrepreneurial intentions, resulting in entrepreneurial actions of starting their own enterprises.

While there has been support for EE leading to IE as confirmed in some studies such as Adeniyi (2023), Miranda *et al.* (2017), Puni, Anlesinya and Korsorku (2018), and Rauch and Hulsink (2015), caution should be exercised since other research studies produced mixed results on the relationship between EE and IE. For instance, Martin *et al.* (2012) found a negative effect between EE and EI, while Do Paço, *et al.* (2015) did not find any influence of EE on EI.



Regardless of the results of the latter studies, EE still has an influence on EI, especially within the Higher Education sector, hence needs further investigation in ABS.

The systematic review of the literature resulted in the identification of the major themes for the study. These themes were: entrepreneurial education, entrepreneurship in business schools, behavioural intentions, African business schools, graduate employment, graduate unemployment, training skills, entrepreneur, venture capitalists, angel investors, government support to business schools, lack of finance, entrepreneurial intention, entrepreneurial development, economic development, job creation and soft skills. The section on methodology provides a detailed process of how the literature were critically and analytically reviewed in answering the study's objectives.

### **3. Methodology**

This study appoints an exploratory qualitative research design to research a relatively unexplored field of study from an objective point of view (Kivunja and Kuyini, 2017), in this instance not much is known about the role played by ABS in promoting entrepreneurship and its related consequences in Africa. A qualitative research approach was utilised, that is, a Systematic literature review, based on secondary data gathered from literature on topical empirical studies completed in Asia, Europe, USA and Africa. A review of literature takes two forms which are: i) A review of literature that acts as a background to empirical research and ii) a stand- alone review of literature that is meant to comprehend the existing literature as well as explaining and integrating the current research (Templier and Paré 2015; Xiao and Watson, 2019). For this study, since its non-empirical in nature, we adopted the stand-alone review of literature in reviewing and identifying the gaps in literature. We focused more on empirical studies in Asia, Europe, the USA and Africa to have a holistic view of the promotion of entrepreneurship at African BS in the last ten years so that a trend could be established to have a clear understanding of the concept of entrepreneurship at BS. The ten-year period also provides currency in terms of gaining an understanding of the promotion of entrepreneurship in BS globally, in general and in Africa, in particular.

The institutions considered for the study were top and prominent BS in Africa, having a fair geographical representation of North, West, East and Southern Africa namely: American University in Cairo (Egypt); The University of Cape Town Graduate School of Business (South

Africa); University of Stellenbosch Business School (South Africa); Lagos Business School (Nigeria); Strathmore Business School of Nairobi (Kenya); Ghana Business School (Ghana); and Esca Maroc Ecole De Management of Casablanca (Morocco). The selection of these universities was based on the report by MacGregor (2015), who found them to be the ‘top’ six universities in Africa, based on their academic rankings in Africa. To corroborate MacGregor’s research, Onalo (2021) identified top ten business schools in Africa based on their global and African rankings. The ten business schools included the six identified above, as well as the University of Witwatersrand (South Africa), Makerere Business School (Uganda) and The University of Dar es Salaam Business School (Tanzania). Since our six selected business schools were part of the ten business schools identified by Onalo (2021), we decided to settle on our original list of six business schools. The website of the Association of African Business Schools (AABS) to which many African universities belong, was used to verify its vision, mission, objectives, membership and reference to entrepreneurship. Institutional websites of universities were used to check the programme structure of the available MBA programmes as well as related training programmes on entrepreneurship offered by the BS.

The systematic literature review process was guided by Xiao and Watson (2019) who proposed seven steps which could be followed in the review process. The *first step* was to formulate the problem, in this instance, coming up with a statement of the problem as articulated earlier in the Introduction section. The *second step* was to develop and validate a review protocol. In this instance, the research objectives of the study were specified, as well as the search strategies and inclusion and exclusion criteria. For the search strategies and inclusion criteria, research articles published in the last ten years in twelve Scopus rated academic journals were considered. Scopus rated academic journals were selected due to the rigour of the extensive and comprehensive review and publication processes, as well as the perceived quality of the published articles. The eligibility criterion for the articles was such that, they were supposed to be empirical studies focusing on the role of business schools in general, and in promoting entrepreneurship. Research articles which were too wide and general, focusing on entrepreneurship in its broader context were excluded from the study.

The *third step* was to search for relevant literature on electronic databases using key words such as ‘graduates’, ‘business school’, ‘Africa business school’, ‘entrepreneurship’, ‘entrepreneurial intention’, ‘entrepreneurial education’ and ‘Theory of planned behaviour’ to narrow the discussion of the topic under discussion. These journals were searched on Google

Scholar and Web of Science which were mostly utilized by researchers and these included the following: *Entrepreneurship Theory and Practice; International Journal of Business and Management; Journal of Small Business and Enterprise Development; Journal of Business Venturing; Journal of Entrepreneurship Education; World Review of Entrepreneurship, Management and Sustainable Development; International Journal of Entrepreneurship Behaviour and Research; International Entrepreneurship and Management Journal; Journal of Developmental Entrepreneurship; Journal of Entrepreneurship in Emerging Economies; Journal of Entrepreneurship Education and Pedagogy and the African Journal of Economic and Management Studies*. The initial search yielded one hundred and twenty research articles, with some that were rather general and not specific to entrepreneurship at BS.

*Step four* envisaged the screening of research articles for inclusion considering what has been described in step two. In this regard, abstracts were reviewed to see if they met the inclusion criteria and if so, the full article was reviewed. All research papers that were linked to the research topic and objectives were considered for inclusion in the study. In addition, conceptual papers were excluded from the study since the researchers were interested in empirical studies only which validated what is practically obtaining in BS in terms of the entrepreneurial efforts exerted by those who manage the BS in promoting entrepreneurial development.

The assessment of quality constituted *step five* of the systematic review of literature wherein all the full texts of the selected research articles were considered. The rationale of this stage is to have a comprehensive understanding of full papers and how they relate to the research questions. After a careful screening process of the articles and making use of seminal sources such as Schumpeter, who is considered as one of the prominent scholars on entrepreneurship, ninety-four articles were found to be relevant to the current study and were further considered for inclusion in the study. *Step six* involved the extraction of data from the identified research articles.

Furthermore, the remaining ninety-four articles were scrutinised to ensure that they had information relevant to business schools from a global perspective, narrowed to Africa. A careful and systematic analysis of the research papers yielded fifteen research papers which were further analysed for their relevance and appropriateness to the study. The major themes cutting across the remaining research articles were identified and these were: entrepreneurial education, entrepreneurship in business schools, behavioural intentions, African business schools, graduate employment, graduate unemployment, training skills, entrepreneur, venture

capitalists, angel investors, government support to business schools, lack of finance, entrepreneurial intention, entrepreneurial development, economic development, job creation and soft skills.

The last step, *step seven* focused on the analysis and synthesis of data in line with the study's research objectives. The discussion of the study's findings is presented in the next section.

## **4. Findings and Discussion**

Most studies of the university-based EE programs are situated in the USA or Europe, with little attention to EE in African BS. The role of EE in MBA programmes and continuing education programmes for existing entrepreneurs who are operating enterprises are limited in Africa. This discussion will present the global perspective of EE in BS followed by selected cases in African and Government policy and Entrepreneurship, based on the themes resulting from the systematic review of literature.

### **4.1 Business Schools and Entrepreneurship Education: A global perspective**

Findings from the systematic review of literature show that EE originated at the Harvard Business School (HBS) in 1947, with the Management of New Enterprises course being included in the MBA programme (Galvao, Ferreira and Marques, 2017). Later, Peter Drucker (1953) included innovation in EE which was adopted by New York University (Katz, 2003). Most methods used to teach entrepreneurship at BS include lectures, case studies, business plans and class discussions, with programmes beginning at elementary school to inculcate the entrepreneurial spirit. BS EE programmes are seen as key to technology commercialisation and entrepreneurial activity (Klofsten *et al.*, 2019). A classic example of an entrepreneurial university in the USA is Stanford University, The Stanford Graduate School of Business in California. The university was founded on a cattle ranch, based in an agricultural region that has been successful since inception, which other universities could emulate (Klofsten *et al.*, 2019). For instance, Stanford University has graduated entrepreneurs such as Google co-founders Sergey Brin and Larry Page; Yahoo founders Jerry Yang and David Filo; and Instagram co-founders Mike Krieger and Kevin Systrom, as well as companies such as Nike and Hewlett Packard (HP).

In Japan, the country announced its first intentions to launch entrepreneurship as a field of study in 2001 (Abou-Warda, 2015; Lee, Chang and Baelim, 2005). BS are becoming

institutions with the highest potential for knowledge-based entrepreneurship; with a variety of BS varying from a public BS with local programs, public BS with international programs, private BS with local programs and private BS with international programs (Abou-Warda, 2015; Mahrous and Kortam, 2012). In Europe, BS have expanded their curricula to include entrepreneurship-related courses and programs, which is growing rapidly (Goethner and Wyrwich, 2020), as opposed to most African BS where some of the entrepreneurship related programmes are non-existent.

The entrepreneurial university is seen as one of the sources of innovation in society (Klofsten *et al.*, 2019; Wolf, 2017). Stanford University, Massachusetts Institute of Technology (MIT), and Georgia Tech have well-known BS that complement their famous engineering colleges to build Silicon Valley, Boston's Route 128, and Atlanta Region, respectively, as hot spots (Philpot, Dooley, O'Reilly and Lupton, 2011; Wolf, 2017). In the USA for instance, MBA students practice innovation through inviting guest serial inventors, implement a startup project, and learn by doing. MBA students would also come up with a business plan (as teams), with winning plans being rewarded (Wolf, 2017). The rewards for the winning teams would be in the form of funding for their business project from private investors, venture capitalists and the federal government.

#### **4.2 Business Schools and Entrepreneurship Education in Africa**

Most studies of university-based EE programmes are based in the U.S.A or Europe, with little attention having been paid to the role of MBA programmes and to programmes geared to continuing education of mature entrepreneurs operating enterprises. EE in Africa is at its early stages (Gielnik, Frese, Bischoff, Muhangi and Omoo, 2016, Lekhanya, 2015). Africa lags much of the world in commercial entrepreneurial activity due to a multiplicity of factors such as colonialism, corruption, poverty, lack of access to financial resources and lack of community infrastructure (Mirvis and Googins, 2018). In a study that was conducted in 2016 in Botswana, Kenya, Malawi, Mali, Nigeria, Senegal, South Africa, Tanzania and Uganda, it was found that access to finance was a major constraint for graduates in starting an enterprise, yet governments in these countries have been encouraging graduates to start their own businesses (Kigotho, 2022). Governments across Africa need to show their commitment by providing the needed financial resources to propel graduates' entrepreneurial efforts, otherwise entrepreneurship may remain a pipe dream for graduates. EE based on social enterprise in Africa is available at the Gordon Institute of Business Science (GIBS), University of Cape Town (UCT) Graduate

School of Business and the University of Ghana Business School (Mirvis and Googins, 2018). The case in Table 1 shows some of the entrepreneurial activities of Africa's top six BS.

*Six of Africa's top business schools have forged a new association through which they will share resources and expertise, promote academic and student exchanges and conduct research aimed at boosting entrepreneurship, job creation and economic development on the continent. The African Academic Association on Entrepreneurship (AAAE), said in a statement that it would develop cooperation – “particularly in the areas of entrepreneurship, small business development, innovation and start-ups” – through research, case studies, exchanges and academic materials and publications, professional internships and technical cooperation. American University in Cairo- **Egypt** will serve as the coordinator of the collaboration until a structured steering committee has been set up. The other five participating business schools are the University of Cape Town Graduate School of Business, **South Africa** (UCT GSB), University of Stellenbosch Business School, South Africa (USB), Esca Maroc Ecole De Management of Casablanca, **Morocco** (ESCA), The Lagos Business School, **Nigeria** (LBS), and Strathmore Business School of **Nairobi**.*

Table 1: Top business schools forge entrepreneurship partnership

Source: MacGregor: (2015)

The six Universities shown in Table 1 represent different regional areas of Africa, i.e., North, West, East, and Southern Africa. Except for Esca Maroc Ecole De Management of Casablanca, Morocco whose MBA prospectus could not be located, the other five Universities prospectuses were available on the internet. However, it is unfortunate that the other five Universities did not have many core modules on entrepreneurship in the MBA Programme (not more than 2). Most BS in Africa are members of AABS, numbering 55 according to the AABS website ([www.aabschools.com/members](http://www.aabschools.com/members)). These BS are in Algeria, Botswana, Ghana, Mali, SA, Nigeria, Tanzania, Morocco, Kenya, Tanzania, Namibia, Nigeria, Kenya, Zambia and Zimbabwe. Noth-West University, South Africa (SA), a member of the AABS has an Entrepreneurship module as an elective on the MBA programme, which may indicate the fact that the university does not place much value on entrepreneurship as an alternative to job creation. Uganda, for instance, until 2015 did not have entrepreneurship in traditional education curriculum (Sheriff and Muffatto, 2015). The University of Botswana's MBA programme does not have a single entrepreneurship module ([www.ubotho.net/Modular-Programmes/mba-modular](http://www.ubotho.net/Modular-Programmes/mba-modular)), and the same scenario obtains for the University of Zimbabwe's MBA programme ([www.uz.ac.zw/index.php/commerce-departments/101-graduate-school-of-management/462-master-of-business-administration-degree](http://www.uz.ac.zw/index.php/commerce-departments/101-graduate-school-of-management/462-master-of-business-administration-degree)). On a positive note, other BS such as the Namibia

Business School offers an MBA with specialisation in Entrepreneurship (MBAE) (Namibia Business School, 2022), which is quite commendable.

In our findings, we investigated whether the AABS placed emphasis on entrepreneurship as the mother body of the ABS. A cursory examination of the vision, mission and objectives of AABS indicate that there is no specific reference made to the term ‘entrepreneurship’ although there are general statements on business and management. While entrepreneurship falls within the domain of business, surely an association such as AABS should refer to entrepreneurship in its charter to show its commitment to the practice and adoption of entrepreneurship in ABS as a vehicle to poverty alleviation and economic growth. Table 2 shows the current vision, mission and objectives of AABS as enshrined in its charter.

#### 4. Vision, Mission, Values, and Objectives

4.1 The AABS Vision is to be the leading network of quality business education in Africa focusing on relevance, impact, and sustainability.

4.2 The AABS Mission is to promote continuous improvement in quality learning and research across African business schools, through capacity building activities, networking opportunities, and accreditation.

4.3 The AABS Values are Integrity, Inclusiveness, Collaboration, Responsibility and Excellence

4.4 The objectives of AABS are to:

4.4.1 provide a means for engagement on matters of mutual interest related to business and management education in Africa;

4.4.2 promote cooperation among business schools in curricula and faculty development, research, and quality improvement by assisting in the development of teaching methodologies and research in the areas of business and management

4.4.3 promote dialogue and interaction between private and public sector institutions and civil society;

4.4.4 stimulate participation by business schools and faculty members in public discourse and policy formulation; and advocate for the role of business and the role of business schools; and

4.4.5 promote high standards in management and business education through an AABS accreditation system.

*Table 2: Mission, vision and objectives of AABS*

*Source: Association of African Business Schools (2021).*

Considering Table 2 above, one would expect that AABS should play a leading role on the African continent in inculcating an entrepreneurial mindset among ABS since one of the objectives of AABS is to promote cooperation among BS in curricula and faculty development (*Objective 4.4.2 in Table 2*). Surely with the current volatile, uncertain, challenging and ambiguous environments, ABS needs to magnify their role in empowering postgraduate students with entrepreneurial skills resulting from EE emanating from either entrepreneurship

modules or entrepreneurship as a degree programme. Based on objective 4.4.4, it is apparent that the role of business schools especially regarding the promotion of entrepreneurship are not clearly delineated and articulated. Taking cognisance of the preceding information, it is not surprising to note the absence of entrepreneurship in several ABS.

Furthermore, literature confirms that the appointment of some heads of public universities and BS in Africa is based on political affiliation and not competence and experience (Abdulai, 2017). Since the heads of the BS are mainly political appointees, the quality of education is sacrificed, and the postgraduate programmes offered will not have any positive effect on society. Students who graduate from these BS will have paper qualifications without the requisite knowledge and skills which should have been gained in the learning process. As a result, such graduates will not be entrepreneurial and will remain unemployed for some time. Considering the preceding information, one could argue that political interference especially in the running of public universities is contributing to the downfall of ABS since they are not focused on promoting entrepreneurship in Africa.

On the contrary, there are huge expectations on ABS in fostering an entrepreneurial mindset among students. While EE provides knowledge to students on how to do business, ABS should collaborate with numerous stakeholders such as financial institutions, entrepreneurs, government agencies, and start-up incubators to enhance graduates' employability (Kigotho, 2022). Through these concerted efforts, students could be taught how to nurture business ideas and change their mindsets to being '*job creators*'. The pursuance of these efforts should be done on the backdrop of the fact that some graduates still believe in the traditional view of being employed rather than creating jobs for themselves and others, thus stifling government's entrepreneurial efforts.

### **4.3 Government Policy and Entrepreneurship**

Entrepreneurship thrives in an environment which is supported by government policy, since enterprises operate in country-specific institutional arrangements. A framework that enhances an entrepreneurial environment is lacking in many African countries (Adenle, 2017; Urban and Dlamini, 2020; Williams and Kedir, 2018), and this ultimately hinders entrepreneurial development. Entrepreneurial policy should focus on three stages of the entrepreneurial process namely: pre-start, start-up, and post-start up (Urban and Dlamini, 2020). In other words, government policies should be conducive for the emergence of new start-ups and



sustain the new start-ups resulting from the business-friendly policies available. North America and many European countries rely on a low regulation model to increase the number of startups (Van Stel *et al.*, 2007) as opposed to Africa with innumerable prohibitive regulations. A regulatory framework that is effective has been confirmed as an enabler to the emergence, growth, and sustenance of enterprises (Amarnios *et al.*, 2017).

In Sweden, for instance, policy was formulated by the government so that entrepreneurship and entrepreneurial learning are synthesised from pre-school up to higher education (Hagg, 2018). Stimulation of entrepreneurship in education in 2004 received high priority from the Swedish government, connected to industry and employability. In Malaysia, entrepreneurship is regarded as a national priority, with 40 policies in place, which envision Malaysia as an entrepreneurial country by 2030 (Looi and Maritz, 2021). Malaysia Education Development policy: 2015-2025: focuses on having an education system that produces graduates who create jobs (Bustamam, Mutalib and Yusof, 2015; Loi and Maritz, 2021), as opposed to Africa where most graduates are job seekers. In the context of Africa, many entrepreneurs face a multitude of regulatory challenges, highlighting a high degree of state interference (Urban, 2015, 2020), which also extends to HEIs.

Given the diverse regulatory environments in Africa, one is tempted to ask whether the current policies on entrepreneurship are working in enabling entrepreneurial activities including BS. For instance: SA drafted the National Development Plan of 2011 meant to strengthen youth service programmes; initiated community-based programmes, by offering the young adult population entrepreneurship training opportunities (Whagid, 2019). Despite concerted efforts by the SA government to focus on entrepreneurship, socio-economic challenges persist among most of the people (Whagid and Oliver, 2017). Unemployment in SA for the third quarter of 2021 stood at 34.9% (Statistics SA, 2021). Regarding other African countries, Botswana's unemployment in 2018 stood at 17.7% and youth unemployment at 35.67% (World Bank, 2018), despite some policies to assist entrepreneurs through the Citizen Entrepreneurial Development Agency (CEDA). As for Nigeria, in 2017 unemployment rate was 20.42% (Onifade, Ay, Asongu and Bekun, 2020), while Kenya's unemployment rate stood at 40% in 2016 (Mwonga, 2016).

#### 4.4 Contribution of EE to business growth

EE contributes to business growth in several ways hence there is need to invest in EE in terms of time, money and effort (Longva and Foss, 2018; Ratten and Usmanij, 2021). EE involves experiential learning, which is based on the acquisition of new skills, which involves the assessment of opportunities. Due to the current technological landscape, there is need to infuse digital technologies in EE, especially in ABS. Research confirms a positive effect of BS education on entrepreneurial skills and competencies and entrepreneurial outcomes (Bae, Qian, Miao and Fiet, 2014; Goethner and Wyrwich, 2020). In Malaysia: the Malaysia Ministry of Higher Education made entrepreneurship subjects compulsory to all students at the nation's public universities (Bin Yusof, Zainol and Ibrahim, 2015; Rahim *et al.*, 2015), and the country is doing very well on the entrepreneurial front.

In Africa, the EE ecosystems seem not to be working. A plausible solution to this could be making use of investment partners: Angels, Venture Capitalists and Government grants. In the USA for example, startups are successful based on the availability of private angels/investors, venture capitalists and 25 government departments offering grants up to USD250 000 for prototyping a new product (Wolf, 2017). The preceding scenario could be replicated in Africa, but it requires total government commitment in allocating the necessary financial resources to startups and BS entrepreneurial initiatives. Rahim *et al.*, (2015)'s viewpoint on EE ecosystem is partly supported by Naude (2017) who avers that an education policy in the African context should: Promote the development of BS and technical vocational colleges to the industry; raising of investment in technical and STEM skills; and promoting the underpinning of investments in the knowledge base and entrepreneurial ecosystem with better social protection (for poverty and exclusion).

Furthermore, for Asian Tigers such as Singapore and Korea, when they embarked on their industrialization, the entrepreneurial base was at the start judged to be lacking. As a result, the industrial policies implemented by these two countries were at first aimed to complement and strengthen the domestic entrepreneurial base, through better vocational and BS education (Naude, 2017). More financial support was given to entrepreneurs to take more risk in foreign technology adoption, which resulted in the success of entrepreneurs. African governments could also pursue similar initiatives that are geared towards the capacitation of BS by availing the requisite financial resources for sustainability.

Arguments have been put forth that ABS focus on social entrepreneurship which is part of the broader entrepreneurship. The cases in point are Bertha Centre for Social Innovation and Entrepreneurship at the Graduate School of Business at UCT, the Network of Social Entrepreneurs at the Gordon Institute of Business Science at UP, and the Centre for Social Entrepreneurship and Social Economy at UJ (Whagid, 2019), which have shown positive results in alleviating unemployment to some degree. The British Council (2015) define social enterprises as businesses that tackle social and environmental challenges, creating jobs while prioritizing impact over profit. To some degree, social entrepreneurship could be emphasized since it also plays a key role in alleviating unemployment (Littlewood and Holt, 2018).

## **5. Managerial Implications**

The managerial implications of the paper on the higher education sector are divided into theoretical and practical implications.

### ***5.1 Theoretical Implications***

This paper has greatly contributed to the academic ‘burning’ issue of EE which is considered a key component of entrepreneurial intention which is linked with the TPB. The study also validated the tenets of TPB by highlighting its applicability to the higher education sector, especially postgraduate students wherein if the necessary conditions for entrepreneurship are created within business schools, surely students could be motivated to start their enterprises. In this instance, the theoretical relationship between perceived behavioural control and intention in the TPB is validated in the paper.

### ***5.2 Practical Implications***

With BS focusing on inculcating the necessary attitudes and perceived behavioural intentions among graduates which are antecedents to intention, surely governments could witness an increase in the level of entrepreneurial intentions. Ultimately, the intentions could result in actions such as the formation of small start-ups or products that could be patented by the BS. Stanford Graduate Business School provides a shining example of what BS could do by supporting their MBA graduates in forming their enterprises. In addition, as evidenced from extant literature, BS should have a module on entrepreneurship, or even offering an MBA with special focus on Entrepreneurship as practiced by the University of Namibia, Namibia Business School. Business Schools should therefore design and implement entrepreneurship modules to

motivate students to undertake start-ups and entrepreneurial enterprises (Rehman *et al.*, 2023). As evidenced in literature, in EE students are taught how to acquire the necessary skills of opportunity identification and capitalise on such, hence the need to focus on EE in ABS. In fact, EE should permeate all the levels of education commencing from primary school to postgraduate level to imbue the entrepreneurial spirit from a younger age.

Furthermore, the study has highlighted the need for AABS to incorporate entrepreneurship as part of its vision, mission and objectives which should cascade to the individual AABS members, affiliates and associates. Surely it is disheartening that a prestigious association such as AABS does not communicate the ethos of contemporary societal issues such as entrepreneurship which has been confirmed to play a significant role in poverty reduction, employment creation and economic growth. Africa needs charismatic leaders in both the AABS and ABS to play a significant role where universities act as beacons of hope in the face of the current social adversities of poverty and unemployment which are endemic in most African states.

From a policy perspective, it could be argued that African governments, especially where the six selected universities are domiciled, should cultivate a business-friendly environment which is not littered with a plethora of prohibitive regulations. BS need academic freedom without state interference where entrepreneurship could be nurtured. As evidenced from literature, the success of most European countries and the USA was based on the promulgation of few friendly business policies where businesses and HEIs thrive. To support the efforts of government, the private sector as a key stakeholder could also play its role by partnering with universities in promoting entrepreneurship since university-industry linkages result in positive outcomes (Rahim *et al.*, 2015). The outcomes are mainly related to the development of relevant curricula which is fit for industry as well as preparing students to fit the job market as well as creating employment for themselves. This also calls for a new paradigm shift in thinking, that is, more emphasis should be placed on graduates being conditioned in their mindsets to be '*job creators*' rather than being '*job seekers*.' This implies a complete transformation and overhaul in the entrepreneurial curricula which should focus more on creativity, innovation and risk taking being emphasised as the most preferred traits for '*job creators*,' in challenging the status quo.

## 6. Limitations and areas for future research

This study was based on a review of literature, focusing on HEIs and BS focusing on Africa, hence the results may not be generalised to other sectors besides higher education. To mitigate this limitation, future research could focus on empirical studies employing the mixed methods approach. This would be critical in soliciting information from administrators in BS, Lecturers, and postgraduate students, through surveys and in-depth interviews. Using mixed methods, data could be corroborated either from the quantitative phase or qualitative phase, depending on which approach is employed first. The qualitative approach results in the collection of rich quality data where participants will be asked about their lived experiences in their natural settings regarding the phenomenon under discussion (Bearman, 2019).

## 7. Conclusions

This study has highlighted that ABS are not fully playing their role in the promotion of entrepreneurship on the African continent. European and American business schools have penetrated the African continent in offering entrepreneurship related programmes which are lacking in BS. Related to that, while EE is being taught in some BS, the results are not visible in the creation of startups either at BS or by the graduates who would have passed through these BS. High levels of graduate unemployment in Africa is indicative and testament to the fact that Africa is not out of the woods yet regarding the unemployment challenges that perennially beset the continent. However, Africa presents a fertile ground for entrepreneurship through BS education. Africa is a resource endowed continent, with over 30% of the world's global mineral reserves (Sturman, Toledano, Akayuli and Gondwe, 2020); it should therefore commit sufficient financial resources to funding entrepreneurial programs at BS level. There is need for political will in cultivating an entrepreneurial spirit among citizens and deploy the necessary financial resources for entrepreneurial success, especially to HEIs. Many countries on the African continent suffer from “state capture” hence resources are misused and misdirected for political gain. Politicians are mortgaging their countries and the associated natural resources for political expediency! (See *Helliker and Murisa, 2020; Mbaku, 2018; Sebake, 2017*): Democratic Republic of Congo (DRC), Ghana, Nigeria, SA, Zambia and Zimbabwe exemplify state capture in different facets by ‘cliques’ of wealthy individuals holding their countries at ransom), at the expense of promoting entrepreneurship in these countries. The future of entrepreneurship remains bleak for as long as there is no political will and commitment to the current entrepreneurial agenda, that includes funding BS in Africa.

Resultantly, the resolution of unemployment challenges remain a pipe dream for as long as entrepreneurship is treated as a stepchild by ABS.

## References

- Abdulai, D.N. (2017). “Challenges facing African Management and Business Schools: The need for an African centred management education and pedagogy.”, *International Journal of Academia*, 4(1), 1-22.
- Abou-Warda, S. H. (2015). Entrepreneurial orientation in business schools: A comparative study of higher education systems in Egypt. *International Journal of Educational Management*, 29(2),192 – 212.
- Adeniyi, A. O. (2023). “The mediating effects of entrepreneurial self-efficacy in the relationship between entrepreneurship education and start-up readiness.” *Humanities and Social Sciences Communications*, 10(1), 1-14.
- Adusei, M. (2016). “Does entrepreneurship promote economic growth in Africa?” *African Development Review*, 28(2), 201-214.
- AfDB. (2016). “African Development Report 2015 – Growth, Poverty and Inequality Nexus: Overcoming Barriers to Sustainable Development.” *African Development Bank*.
- Ahmad, N., and Seymour, R. G. (2008). “Defining entrepreneurial activity: Definitions supporting frameworks for data collection.” *OECD Statistics Working Papers*, OECD Publishing, 1-11.
- Andrade, F. L. D., and Carvalho, L. M. C. (2023). “Entrepreneurial Intention of University Students under the Perspective of the Theory of Planned Behaviour: Integrative Literature Review.” *Administrative Sciences*, 13(11), 242.
- Ajzen, I. (1991). “The theory of planned behavior.” *Organizational Behaviour and Human Decision Processes*, 50, 179–211.
- Ajzen, I., and Fishbein, M. (1980). *Understanding attitudes and predicting social behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- American University in Cairo. (2022). “Master of Business Administration.” Available online:<https://documents.aucegypt.edu/Docs/Business/Brochures%202020-2021/MBA%20Graduate%20Brochure%202020%20-%202021.pdf>, [Accessed 19 Jan 2022].
- Amjad, T., Rani, S. H. B. A., and Sa'atar, S. B. (2020). “Entrepreneurship development and pedagogical gaps in entrepreneurial marketing education.” *The International Journal of Management Education*, 18(2), 100379.

- Armanios, D.E., Eesley, C.E., Li, J., and Eisenhardt, K.M. (2017). “How entrepreneurs leverage institutional intermediaries in emerging economies to acquire public resources.” *Strategic Management Journal*, 38(7), 1373-1390.
- Association of African Business Schools. (2021). “Charter of the Association of Business Schools.” Available online: <https://www.aabschools.com/about/about-aabs> [Accessed 19 December 2023].
- Badri, R., and Hachicha, N. (2019). “Entrepreneurship education and its impact on students’ intention to start up: A sample case study of students from two Tunisian universities.” *The International Journal of Management Education*, 17(2), 182-190.
- Bae, T. J., Qian, S., Miao, C., and Fiet, J. O. (2014). “The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review.” *Entrepreneurship Theory and Practice*, 38(2), 217–254.
- Bearman, M. (2019). “Eliciting rich data: A practical approach to writing semi-structured interview schedules.” *Focus on Health Professional Education: A Multi-disciplinary Journal*, 20(3), 1-11.
- Bin Yusoff, M. N. H., Zainol, F. A., and Bin Ibrahim, M. D. (2015). “Entrepreneurship Education in Malaysia's Public Institutions of Higher Learning-A Review of the Current Practices.” *International Education Studies*, 8(1), 17-28.
- Bischoff, K., Volkmann, C. K., and Audretsch, D. B. (2018). “Stakeholder collaboration in entrepreneurship education: an analysis of the entrepreneurial ecosystems of European higher educational institutions.” *The Journal of Technology Transfer*, 43(1), 20-46.
- British Council. (2015). “Social enterprise landscape in Ghana.” *Conducted by Overseas Development Institute (ODI)*, 1-64.
- Bustamam, U. S. A., Mutalib, M. A., and Yusof, S. N. M. (2015). “Graduate employability through entrepreneurship: A case study at USIM.” *Procedia-Social and Behavioral Sciences*, 211, 1117-1121.
- Bux, S. (2016). *The effect of entrepreneurship education programmes on the mind-set of South African youth* (Doctoral dissertation, University of Pretoria).
- Cheung, M. F. Y., and To, W. M. (2017). “The influence of the propensity to trust on mobile users’ attitudes toward in-app advertisements: An extension of the theory of planned behavior.” *Computers in Human Behavior*, 76, 102–111.
- Chigunta, F., and Mwanza, V. (2016). *Measuring and promoting youth entrepreneurship in Zambia. In Young entrepreneurs in sub-Saharan Africa* (pp. 48-58). London: Routledge.

- Do Paço, A., Ferreira, J. M., Raposo, M., Rodrigues, R. G., and Dinis, A. (2015). “Entrepreneurial intentions: is education enough?”. *International entrepreneurship and management Journal*, 11, 57-75.
- Drucker, P.F. (1953). “The employee society.”, *American Journal of Sociology*, 58(4), 358-363.
- Farrukh, M., Alzubi, Y., Shahzad, I. A., Waheed, A., and Kanwal, N. (2018). “Entrepreneurial intentions: The role of personality traits in perspective of theory of planned behaviour.” *Asia Pacific Journal of Innovation and Entrepreneurship*, 12(3), 399-414.
- Fatoki, O. O. (2010). “Graduate entrepreneurial intention in South Africa: Motivations and obstacles.” *International Journal of Business and Management*, 5(9), 87-98.
- Fayolle, A., and Liñán, F. (2014). “The future of research on entrepreneurial intentions.” *Journal of Business Research*, 67(5), 663-666.
- Fishbein, M., and Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.
- Galvão, A., Ferreira, J. J., and Marques, C. (2018). “Entrepreneurship education and training as facilitators of regional development: A systematic literature review.” *Journal of Small Business and Enterprise Development*, 25(1), 17-40.
- Gielnik, M. M., Frese, M., Bischoff, K. M., Muhangi, G., and Omoo, F. (2016). “Positive impact of entrepreneurship training on entrepreneurial behavior in a vocational training setting.” *Africa Journal of Management*, 2(3), 330–348. <https://doi.org/10.1080/23322373.2016.1206804>.
- Gielnik, M. M., Uy, M. A., Funken, R., and Bischoff, K. M. (2017). “Boosting and sustaining passion: A long-term perspective on the effects of entrepreneurship training.” *Journal of Business Venturing*, 32(3), 334-353.
- Goethner, M., and Wyrwich, M. (2020). “Cross-faculty proximity and academic entrepreneurship: the role of business schools.” *The Journal of Technology Transfer*, 45(4), 1016-1062.
- Hägg, G., and Schölin, T. (2018). “The policy influence on the development of entrepreneurship in higher education: A Swedish perspective.” *Education+ Training*, 60(7), 656-673.
- Hameed, I., and Irfan, Z. (2019). “Entrepreneurship education: a review of challenges, characteristics and opportunities.” *Entrepreneurship Education*, 2(3), 135-148.
- Hermanson, I., McKelvey, M., and Zaring, O. (2018). “The evolution and embeddedness of knowledge-intensive entrepreneurial firms in creative industries: Contrasting experienced and non-experienced entrepreneurs in the Swedish fashion industry.” *European Planning Studies*, 26(12), 2387-2406.
- Helliker, K., and Murisa, T. (2020). “Zimbabwe: continuities and changes.” *Journal of Contemporary African Studies*, 38(1), 5-17.



- Iscaro, V., Castaldi, L., and Sepe, E. (2017). “ExperimentaLab: A virtual platform to enhance entrepreneurial education through training.” *Industry and Higher Education*, 31(1), 13-22.
- Iscaro, V., Castaldi, L., Sepe, E., and Turi, C. (2017). “ExperimentaLab: a tool for the entrepreneurial university.” *World Review of Entrepreneurship, Management and Sustainable Development*, 13(5-6), 684-706.
- Jabeen, F., Faisal, M. N., and Katsioloudes, M. I. (2017). “Entrepreneurial mindset and the role of universities as strategic drivers of entrepreneurship: Evidence from the United Arab Emirates.” *Journal of Small Business and Enterprise Development*, 24(1), 136-157.
- Jones, P., Maas, G., Kraus, S., and Reason, L. L. (2021). ‘An exploration of the role and contribution of entrepreneurship centres in UK higher education institutions.” *Journal of Small Business and Enterprise Development*, 28(2), 205-222.
- Kabongo, J.D., and Okpara, J.O. (2018). “Entrepreneurship education in Sub-Saharan African universities.”, *International Journal of Entrepreneurial Behaviour & Research*, 16(4), 296-308.
- Kachkar, O. and Djafri, F. (2022). “Exploring the intentional behaviour of refugees in participating in micro-enterprise support programmes (MESP): is theory of planned behaviour (TPB) still relevant?.” *Journal of Entrepreneurship in Emerging Economies*, 14(4), 549-576.
- Karimi, S., Biemans, H. J., Naderi Mahdei, K., Lans, T., Chizari, M., and Mulder, M. (2017). “Testing the relationship between personality characteristics, contextual factors and entrepreneurial intentions in a developing country.” *International Journal of Psychology*, 52(3), 227-240.
- Kamel, S. (2020). “The impact of business schools in transforming the society case: AUC School of Business.” *Journal of Economic and Administrative Sciences*, 36(1), 38-63.
- Katz, J. (2003). “The chronology and intellectual trajectory of American entrepreneurship education 1876-1999.” *Journal of Business Venturing*, 18(2), 283-300.
- Keat, O. Y., Selvarajah, C., and Meyer, D. (2011). “Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students.” *International Journal of Business and Social Science*, 2(4), 206-220.
- Kigotho, W. (2022). “Why are Students reluctant to become entrepreneurs?” Available online: <https://www.universityworldnews.com/post.php?story=20220411150258161>, [Accessed 17 April 2022].
- Kirzner, I. M. (1999). “Creativity and/or alertness: A reconsideration of the Schumpeterian entrepreneur.” *The review of Austrian economics*, 11(1), 5-17.
- Kivunja, C., and Kuyini, A. B. (2017). “Understanding and applying research paradigms in educational contexts.” *International Journal of Higher Education*, 6(5) 26-41.

- Klofsten, M., Fayolle, A., Guerrero, M., Mian, S., Urbano, D., and Wright, M. (2019). “The entrepreneurial university as driver for economic growth and social change-Key strategic challenges.” *Technological Forecasting and Social Change*, 141, 149-158.
- Kolvereid, L., and Isaksen, E. (2006). “New business start-up and subsequent entry into self-employment.” *Journal of Business Venturing* 21, 866–85.
- Lagos Business School. (2022). “Executive Master of Business Administration.” Available online: <https://www.lbs.edu.ng/wp-content/uploads/2018/10/LBS-EMBA-Programme-Structure.pdf>, [Accessed 20 January 2022].
- Lee, S.M., Chang, D., and Baelim, S. (2005). “Impact of entrepreneurship education: a comparative study of the US and Korea.” *International Entrepreneurship and Management Journal*, 1(1), 27-43.
- Lekhanya, L. M. (2015). “The role of Universities in promoting social entrepreneurship in South Africa.” *Journal of Governance and Regulation*, 4(3), 67–71. [https://doi.org/10.22495/jgr\\_v4\\_i3\\_p6](https://doi.org/10.22495/jgr_v4_i3_p6).
- Libombo, D. B., and Dinis, A. (2015). “Entrepreneurship education in the context of developing countries: Study of the status and the main barriers in Mozambican higher education institutions.” *Journal of Developmental Entrepreneurship*, 20(03), 1550020.
- Lin, S., and Xu, Z. (2017). "The factors that influence the development of entrepreneurship education: Based on the case of China." *Management Decision*, 55(7), 1351-1370.
- Liñán, F., and Fayolle, A. (2015). “A systematic literature review on entrepreneurial intentions: Citation, thematic analyses, and research agenda.” *International Entrepreneurship and Management Journal*, 11(4), 907–933. <https://doi.org/10.1007/s11365-015-0356-5>.
- Littlewood, D., and Holt, D. (2018). “Social entrepreneurship in South Africa: Exploring the influence of environment.” *Business & Society*, 57(3), 525-561.
- Longva, K. K., and Foss, L. (2018). “Measuring impact through experimental design in entrepreneurship education: A literature review and research agenda.” *Industry and higher education*, 32(6), 358-374.
- MacGregor, K. (2015). “Top business schools forge entrepreneurship partnership.” Available online: <https://www.universityworldnews.com/post.php?story=20150403005252111>, [Accessed 19 January 2022].
- Martin, B.C., McNally, J.J., and Kay, M.J. (2012). “Examining the formation of human capital in entrepreneurship: a meta-analysis of entrepreneurship education outcomes.” *Journal of Business Venturing*, 28(4), 546-563.

- Mbaku, J. M. (2017). “Rule of law, state capture, and human development in Africa.” *American University. International Law Review*, 33(4), 771-836.
- Mei, W., and Symaco, L. (2022). “University-wide entrepreneurship education in China’s higher education institutions: issues and challenges.” *Studies in Higher Education*, 47(1), 177-193.
- Metcalf, D. J., Fourie, C. M., and Myburgh, C. P. (2020). “Graduate capabilities required of South African food science and technology students.” *Journal of Food Science Education*, 19(2), 85-96.
- Mgaiwa, S. J. (2021). “Fostering graduate employability: Rethinking Tanzania’s university practices.” *SAGE Open*, 11(2), 21582440211006709.
- Miranda, F.J., Chamorro-Mera, A. and Rubio, S. (2017). “Academic entrepreneurship in Spanish universities: an analysis of the determinants of entrepreneurial intention.” *European Research on Management and Business Economics*, 23(2), 113-122.
- Mirvis, P., and Googins, B. (2018). “Catalyzing Social Entrepreneurship in Africa: Roles for Western Universities, NGOs and Corporations.” *Africa Journal of Management*, 4(1), 57-83. DOI: 10.1080/23322373.2018.1428020.
- Morris, J., Marzano, M., Norman, D., and O’Brien, L. (2012). *Theories and models of behaviour and behaviour change. In Forestry, Sustainable Behaviours and Behaviour Change: Theories*. Surrey: Forest Research, 1–27.
- Murray, S. (2023). “Europe’s business schools target Africa’s entrepreneurs.” *Financial Times*. 27 November 2023. Available online: <https://www.ft.com/content/71c87a0d-7703-4944-9fb0-700c17d9f72c>, [Accessed 29 December 2023].
- Mwonga, J. K. (2016). *An empirical analysis on impact of macroeconomic variables on stock prices case in Kenya*. Dissertation, Strathmore University, 1-29.
- Naudé, W. (2017). “Entrepreneurship, Education and the Fourth Industrial Revolution in Africa.” IZA Discussion Papers, No. 10855, *Institute of Labor Economics (IZA)*, 1-26.
- Ncanywa, T. (2019). “Entrepreneurship and development agenda: A case of higher education in South Africa.” *Journal of Entrepreneurship Education*, 22(1), 1-11.
- Neck, H. M., and Corbett, A. C. (2018). “The scholarship of teaching and learning entrepreneurship.” *Entrepreneurship Education and Pedagogy*, 1(1), 8-41.
- Nehme, A. (2014). *Introduction, business and education in the Middle East*”, In Azoury, N. (Ed.), *Business and Education in the Middle East*, Hampshire: Palgrave Macmillan, 1-5.

- Onalo, P. (2021). "10 Best Business Schools in Africa." Available online: <https://www.afterschoolafrica.com/55651/10-best-business-schools-in-africa/>, [Accessed 28 December 2023].
- Onifade, S. T., Ay, A., Asongu, S., and Bekun, F. V. (2020). "Revisiting the trade and unemployment nexus: Empirical evidence from the Nigerian economy." *Journal of Public Affairs*, 20(3), e2053.
- Philpott, K., Dooley, L., O'Reilly, C., and Lupton, G. (2011). "The entrepreneurial university: examining underlying tensions." *Technovation*, 31(4), 161-170.
- Puni, A., Anlesinya, A., and Korsorku, P. D. A. (2018). "Entrepreneurial education, self-efficacy and intentions in Sub-Saharan Africa." *African Journal of Economic and Management Studies*, 9(4), 492-511.
- Rahim, H. L., Kadir, M. A. B. A., Abidin, Z. Z., Junid, J., Kamaruddin, L. M., Lajin, N. F. M., ... and Bakri, A. A. (2015). "Entrepreneurship education in Malaysia: A critical review." *Journal of Technology Management and Business*, 2(2), 1-11.
- Rahim, I. H. A., and Mukhtar, D. (2021). "Perceptions of students on entrepreneurship education." *International Journal of Business and Social Science*, 12(1), 94-102.
- Ramadani, V., Dana, L.P., Ratten, V., and Tahiri, S. (2015). "The context of Islamic entrepreneurship and business: Concept, principles, and perspectives." *International Journal of Business and Globalisation*, 15(3), 244-261.
- Ratten, V., and Usmanij, P. (2021). "Entrepreneurship education: Time for a change in research direction?" *The International Journal of Management Education*, 19(1), 100367.
- Rehman, W., Yosra, A., Khattak, M. S., and Fatima, G. (2023). "Antecedents and boundary conditions of entrepreneurial intentions: Perspective of theory of planned behaviour." *Asia Pacific Journal of Innovation and Entrepreneurship*, 17(1), 46-63.
- Ridha, R. N., Burhanuddin, and Wahyu, B. P. (2017). "Entrepreneurship intention in agricultural sector of young generation in Indonesia." *Asia Pacific Journal of Innovation and Entrepreneurship*, 11(1), 76-89. <https://doi.org/10.1108/APJIE-04-2017-022>.
- Roslan, M. H. H., Hamid, S., Ijab, M. T., Yusop, F. D., and Norman, A. A. (2020). "Social entrepreneurship in higher education: challenges and opportunities." *Asia Pacific Journal of Education*, 1-17.
- Sampene, A. K., Li, C., Khan, A., Agyeman, F. O., and Opoku, R. K. (2023). "Yes! I want to be an entrepreneur: A study on university students' entrepreneurship intentions through the theory of planned behavior." *Current Psychology*, 42(25), 21578-21596.

- San Tan, S., and Ng, C. F. (2006). "A problem-based learning approach to entrepreneurship education." *Education+ Training*, 48(6), 416-428.
- Schumpeter, J. A., and Nichol, A. J. (1934). "Robinson's economics of imperfect competition." *Journal of political economy*, 42(2), 249-259.
- Schumpeter, J. A. (1947). "The Creative Response in Economic History." *The Journal of Economic History*, 7(2) (November), 149–159.
- Sebake, B. K. (2017). "State capture as a manifestation of the historic narrative of oligarchy in selected African countries." *International Conference on Public Administration and Development Alternatives (IPADA)*. Gaborone, Botswana, 399-404.
- Sheriff, M., and Muffatto, M. (2015). "The present state of entrepreneurship ecosystems in selected countries in Africa." *African Journal of Economic and Management Studies*, 6(1), 17-54.
- Siegel, D. M., Wright, M., and Lockett, A. (2007). "The rise of entrepreneurial activity at universities: Organizational and societal implications." *Industrial and Corporate Change*, 16, 489–504.
- Singh, G., and Belwal, R. (2008). "Entrepreneurship and SMEs in Ethiopia: Evaluating the role, prospects and problems faced by women in this emergent sector." *Gender in management: An International Journal*, 23(2), 120-136.
- Song, L., and Winkler, C. (2014). "China's trans-regional entrepreneurship: A panel data analysis of 31 provinces." *Journal of Entrepreneurship in Emerging Economies*, 6(3), 202-222.
- Statistics South Africa. (2021). "Quarterly Labour Force Survey (QLFS)- Q3:2021." Available online: <https://www.statssa.gov.za/?p=14957>, [Accessed 12 April 2022].
- Strathmore Business School. (2022). "Master of Business Administration." Available online: <https://www.educartis.co.ke/courses/master-of-business-administration-strathmore-university>, [Accessed 19 January 2022].
- Stellenbosch University. (2022). "Master of Business Administration." Available online: [https://www.sun.ac.za/english/pgstudies/Documents/EMS%20Faculty/2021%20updates/Programme%20updates/Master%27s%20degrees/Master%20of%20Business%20Management%20and%20Administration%20\(MBA\)/Master%20of%20Business%20Management%20and%20Administration%20\(MBA\).pdf](https://www.sun.ac.za/english/pgstudies/Documents/EMS%20Faculty/2021%20updates/Programme%20updates/Master%27s%20degrees/Master%20of%20Business%20Management%20and%20Administration%20(MBA)/Master%20of%20Business%20Management%20and%20Administration%20(MBA).pdf), [Accessed 19 January 2022].
- Sturman, K., Toledano, P., Akayuli, C. F., and Gondwe, M. (2020). *African mining and the SDGs: from vision to reality*. In *Africa and the Sustainable Development Goals* (pp. 59-69). Springer, Cham.
- Templier, M., and Paré, G. (2015). "A Framework for Guiding and Evaluating Literature Reviews." *Communications of the Association for Information Systems*, 37(1), 6.

- University of Botswana. (2022). “Master of Business Administration. Programme Structure.” Available online: <https://www.ubotho.net/Modular-Programmes/mba-modular> [Accessed 15 January 2022].
- University of Cape Town. (2022). “Master of Business Administration.” Available online: <https://www.gsb.uct.ac.za/Downloads/MBABrochure.pdf>, [Accessed 20 January 2022].
- University of Namibia. (2022). “Business School.” Available online: <https://www.unam.edu.na/wp-content/uploads/2022/01/Prospectus-2022-Namibia-Business-School.pdf>, [Accessed 11 April 2022].
- University of Zimbabwe. (2021). “Master of Business Administration Degree.” Available online: <https://www.uz.ac.zw/index.php/commerce-departments/101-graduate-school-of-management/462-master-of-business-administration-degree>, [Accessed 10 April 2022].
- Urban, B. (2020). “Entrepreneurial alertness, self-efficacy and social entrepreneurship intentions.” *Journal of Small Business and Enterprise Development*, 27(3), 489-507.
- Urban, B., and Dlamini, Z. (2020). “Intersections between policy and institutions: a focus on enterprise growth in Swaziland.” *Journal of Entrepreneurship and Public Policy*, 9(3), 253-275.
- Nieuwenhuizen, C., and Swanepoel, E. (2015). “Comparison of the entrepreneurial intent of master’s business students in developing countries: South Africa and Poland.” *Acta Commercii*, 15(1), 1-10.
- Van Stel, A., Storey, D.J., and Thurik, A. (2007). “The effect of business regulations on nascent and young business entrepreneurship.” *Small Business Economics*, 28(2), 171-186.
- Waghid, Z. (2019). “Examining the business education curricula in South Africa: Towards integrating social entrepreneurship.” *Education+ Training*, 61(7), 940-962.
- Waghid, Z., and Oliver, H. (2017). “Cultivating social entrepreneurial capacities in students through film: implications for social entrepreneurship education.” *Educational Research for Social Change*, 6(2), 76-100.
- Walter, S. G., and Block, J. H. (2016). “Outcomes of entrepreneurship education: An institutional perspective.” *Journal of Business venturing*, 31(2), 216-233.
- Walsh, G. S., Cunningham, J. A., Mordue, T., McLeay, F., O’Kane, C., and Connolly, N. (2021). “What business schools do to support academic entrepreneurship: a systematic literature review and future research agenda.” *Studies in Higher Education*, 46(5), 988-999.
- Waraich, S. B., and Chaturvedi, A. (2017). *Entrepreneurship Development in Business Schools: An Analysis of the Initiatives in Delhi and NCR*. In *Entrepreneurship Education* (pp. 325-343). Singapore: Springer

- Wolf, G. (2017). “Entrepreneurial university: a case study at Stony Brook University.” *Journal of Management Development*, 36(2), 286-294.
- World Bank. (2018). “The World Bank in Botswana: Overview.” Available online: <http://www.worldbank.org/en/country/botswana/overview> [Accessed 20 January 2022].
- Xiao, Y., and Watson, M. (2019). “Guidance on conducting a systematic literature review.” *Journal of Planning Education and Research*, 39(1), 93-112.
- Zaring, O., Gifford, E., and McKelvey, M. (2016), “*Tillståndet för utbildningar i entreprenörskap vid Sveriges lärosäten - En lägesrapport*”, In McKelvey, M. and Zaring, O. (Eds), *Sveriges Entreprenöriella Ekosystem–Företag, Akademi, Politik* (The Swedish Entrepreneurial Ecosystem), ESBRI, Stockholm, 202-214.