



# KUVEZA NEKUUMBA

THE ZIMBABWE EZEKIEL GUTI UNIVERSITY  
JOURNAL OF DESIGN, INNOVATIVE THINKING AND PRACTICE

ISSN 2957-8426 (Print)

**Vol. 3 Issues (1&2), 2024**

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Published by the Zimbabwe Ezekiel Guti University Press  
Stand No. 1901 Barrassie Rd,  
Off Shamva Road  
Box 350  
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*Kuveza neKuumba - Zimbabwe Ezekiel Guti University  
Journal of Design, Innovative Thinking and Practice*

ISSN 2957-8426 (Print)

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# Moulding the Entrepreneurial Graduate in a Landscape of Competing Paradigms in Zimbabwe

GIFT MANHIMANZI<sup>1</sup> AND EDSON CHAGWEDERA<sup>2</sup>

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## Abstract

*This research aims at exploring approaches for developing an entrepreneurial graduate in a landscape of competing paradigms. The research methodology used in this work is qualitative. Data from 84 people were collected through focus groups and in-depth interviews using the convenience sampling technique. The study found that there are two primary approaches used by university lecturers in teaching entrepreneurship education. The information demonstrates the frequency of using a particular teaching method at various universities. Lessons are given in both English and primary local languages, with notes written on a blackboard, taking into account the trainees' socio-economic and linguistic backgrounds. Another method that did not yield the expected results was experiential learning, which involves placing students in different enterprises. This was found to be ineffective because most of the students were engaged in unrelated tasks. The two approaches were not used in line with globally acknowledged and pedagogically acceptable approaches for imparting to pupils the necessary skills and characteristics to become future business owners in Zimbabwe and Africa's manufacturing sector according to the newly introduced Education 5.0 mantra.*

**Keywords:** entrepreneurship, teaching method, experiential learning, lecture method, industry

## INTRODUCTION

Most nations now provide entrepreneurship education (EE) through universities due to its increased need globally, especially in Africa. These institutions have increased the scope of their entrepreneurship education courses to address the unemployment crisis that most African nations are currently facing. Students who receive this EE are better equipped to create business opportunities in the manufacturing and service sectors. The goal of the policy framework for EE, as stated in the National Skills Development Policy, is to empower people by giving them employable skills for the long-term and discrimination-free development of the economy (Mambo, 2010). Reportedly, the primary concern in Zimbabwe regarding these programmes is how instructors apply pedagogical strategies, as they are not successful in encouraging students to think of selfemployment as a substitute (Hosho *et al.*, 2013; Dabale and Masese, 201;). These authors go on to claim that instructors employ inappropriate exam-focused teaching strategies and lack the necessary training and experience to impart EE. Similar opinions are supported by Atef and Al-Balushi (2015), who emphasise that university lecturers lack pedagogical approach training, which leaves them untrained and unable to understand courses.

According to Atef and Al-Balushi (*ibid.*), most of Zimbabwe's university graduates are unemployed due to lack of entrepreneurial skills. This objective of this research is to seek to investigate the options for implementing EE in Zimbabwean universities. The primary motivation for this study was influenced by the authors' relationships with different graduates from Zimbabwean universities. Many of them said they were unable to launch their enterprises or find employment in their fields. The main points made were that Zimbabwe

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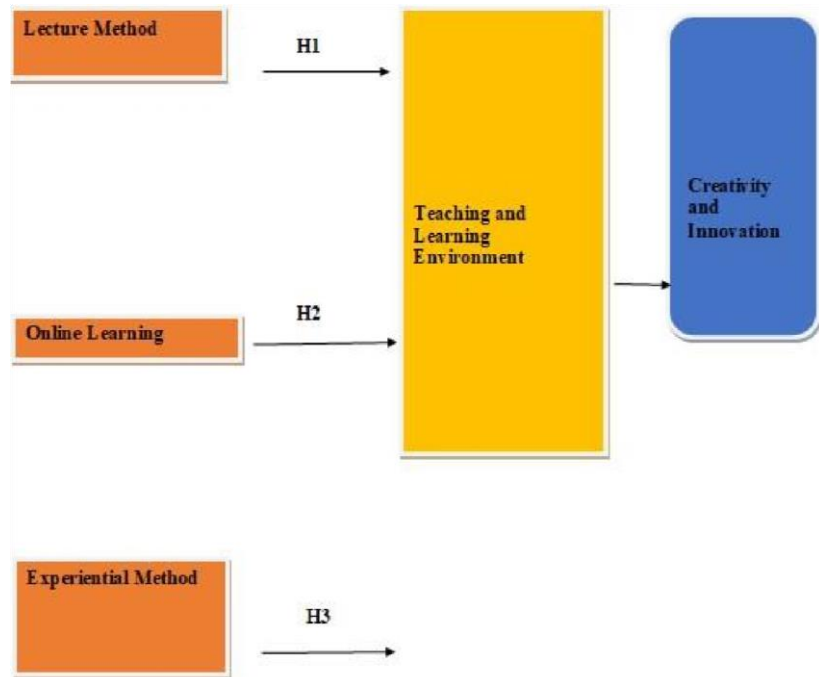
has very few industries which can employ them and that there is a shortage of skills and competencies in the country. It was also found that most of the graduates of these programmes chose not to pursue self-employment following graduation, instead choosing to work in the informal sector. These concerns all motivated the study to investigate the strategies instructors use to make sure students have the necessary entrepreneurship skills to work for themselves.

This article's goal was to look into how several Zimbabwean universities were implementing university programme methods. This would offer best practices and suggestions for enhancing future university student instruction, together with insights into how these strategies are carried out. The goal of the study is to increase the body of knowledge in this field.

### **CONCEPTUAL FRAMEWORK**

The lecture method, experiential method and online teaching are the independent variables and the teaching and learning environment is the mediating variable, while innovation and creativity are the dependent variables. The study seeks to explore the relationship between the independent variables and the dependent variables and the extent to which the teaching methods affect the level of creativity and innovation among learners from different universities in Zimbabwe. The mediating variables, that is, the teaching and learning environment, are crucial factors influencing the level of creativity and innovation among university learners.

Lecturers employ teaching methods, which are more comprehensive techniques, to help students gain thorough knowledge. These instructional strategies can be divided into two groups: child-centred strategies like group and pair work, experiential learning and teachercentred strategies like the lecture style. Even though popular teacher-centred approaches, like the lecture method, do not foster industrialisation, creativity, or innovation, all of which are components of the new Ministry of Higher Education, Tertiary Education, Research and Innovation, many universities in Zimbabwe continue to employ them. The lecture method is when the lecturer is the chief spokesperson, provider of knowledge and a master of all the relevant data and the learner becomes just an active recipient of knowledge without direct input, creativity, innovation and discovery learning. The experiential teaching method is when students are on industrial attachment and it is learning by doing. Students learn the practicalities of work since they will be placed in the real industry where a lot of experience is gained. However, there are also challenges to implementing this teaching method among university students. Some of the challenges encompass the lack of actual industry exposure by the learners after completing industrial attachment due to various factors which are going to be explored in this research. Work-related learning is very crucial among university students since it bridges the gap between theory and practice. Online learning is a modern method of learning that has grown due to globalisation, the world now being a global village where learners can learn wherever they are using the Internet.



**Figure 1:** *Conceptual Framework (Primary Data, 2024)*

## LITERATURE REVIEW

The use of appropriate teaching strategies by lecturers is a critical factor in any curriculum's efficacy (Mupfumira and Mutsambi, 2012). Using strategies that encourage the development of transferable skills is essential to the successful integration of EE into university curricula. Here, strategies refer to plans of action designed to carry out university curricula with an entrepreneurial education in an efficient manner. One might classify the teaching strategy used by lecturers as a model, method or principle. Thus, a teaching strategy is an approach to instruction in the classroom that concentrates on achieving the goal of the curriculum. Furthermore, lecturers who teach EE in university curricula must employ effective teaching strategies to help students acquire the requisite competencies and skills. Yet, there seems to be a great deal of dispute over the best way to teach EE in university programmes among academics and business professionals who specialise in the subject (Mbeteh and Pellegrini, 2018).

According to Mbeteh and Pellegrini (*ibid.*), the goal of theorybased education is to increase students' conceptual understanding of business practitioners choosing practicebased entrepreneurship. The assumption here is that university instructors should be encouraged to use practice-based pedagogy to help students develop their entrepreneurial skills. In contrast, practice-based EE focuses on strengthening participants' entrepreneurial abilities using real-life case studies and exposing students to entrepreneurial experiences through incubators and school-based firms (*ibid.*).

According to Jones and Iredale (2010), it is important to support learner-centred teaching techniques that help students understand real-world applications of entrepreneurship. Because learning is an active process and students learn best when immersed in experiencing their surroundings, universities should be supported. This is because students learn by doing. These strategies are believed to be the best for carrying out university curriculum in an efficient manner. It is essential to look into how these strategies are used in Zimbabwean clothing and university courses as an African case study. Similarly, Govender (2008) thinks that because junior enterprise is based on "learning by doing". As per Blenker *et al.* (2006), this method offers a model wherein students oversee small- to medium-sized non-profit consulting projects under the guidance of their university, with support. Students can learn soft skills such as outcomes orientation, people management, communication, stress

management and more by putting theory into practice (Bienkowska-Gołasa, 2019). Junior businesses thus provide college students and recent graduates the chance to acquire crucial real-world work experience while also developing entrepreneurial abilities early.

By using this technique, lecturers may encourage university students to take advantage of new opportunities. This approach fosters self-employment and calls for a high degree of personal creativity and originality. These are the abilities that students at the chosen universities are expected to possess. Barba-Sanchez and Atienza-Sahuquillo (2016), however, contend that there is not enough time allotted for activities. They said there are not enough activities in which every student can take an active part. It could be difficult for lecturers to implement efficient strategies due to lack of resources. This might be the case with Zimbabwe's chosen colleges. University teaching strategies should encourage participatory learning, which gives students total control over their education, claims Esene (2015). For the benefit of their students, lecturers must, therefore, be able to choose the most productive teaching strategies. Hence, lecturers in EE should possess strong decision-making skills and sound judgment when it comes to circumstances in which the methods can be used successfully. The opinions, attitudes, knowledge and teaching style of the lecturers influence how much they participate in strategy selection (Mafa and Chaminuka, 2012). Therefore, to effectively implement EE in university programmes, lecturers need to possess a wide range of skills.

This will enable them to design best strategies that will improve the student's skills in entrepreneurship. Damodharan and Rengarajan (2008) claim that the lecturing method is commonly used by lecturers, especially in large classes. They added that, in the lecturing teaching method, the lecturer controls the instructional process and the content is delivered to the entire class, emphasising factual knowledge. Thus, the students are not very active as they play little part in their learning process. Gwarinda (2016:54) argues that the —only activity that the students can do is to engage in note-taking during the lecture, in which students act like recording machines without digesting the learning material. Therefore, students tend to memorise the information as much as possible without understanding the concepts. Studies reveal that learners of entrepreneurship who get instruction based on the teacher-centred paradigm, develop an excessive reliance on their instructors. Thus, this can have a detrimental effect on the pupils' ability to investigate and adjust, grow and produce and improve what their teacher has taught them. The fact that Mwasalwiba (2010) agrees that this method is the most often employed conventional teaching strategy in Zimbabwean higher education institutions, is concerning. Using an "array of teaching strategies because there is no single universal approach that suits all situations", lecturers can effectively teach entrepreneurship, according to Maifata (2016:69).

Problem-based learning is one of the active learning strategies that can be used more extensively in higher education institutions, claim Chinonye *et al.* (2015). In contrast to traditional teaching methods, which include the lecturer prescribing the necessary actions, problem-based learning puts the problem out there and has students work in groups to find solutions. Through group work and problem-based learning, students can work through challenges that may come up during their actual entrepreneurial endeavours and reflect on their conclusions (Muhlfelder *et al.*, 2015). According to Mukembo and Edwards (2016), this method of instruction encourages self-directed learning and helps students acquire flexible knowledge, efficient problem-solving techniques, teamwork abilities and critical thinking.

Experiential learning, according to Middleton *et al.* (2014), is a learner-centred approach that considers various learning preferences. Through activities, students gain experience and evaluate the entire process to make sure that the learning outcomes are worthwhile. The process of developing knowledge, skills and values from first-hand experience is known as experiential learning (Maifata, 2016). Consequently, the learner engages in tasks, poses inquiries, carries out trials, resolves challenges, exhibits creativity and extrapolates significance from gained knowledge. As part of the entrepreneurial learning process, students

engage in experiential learning by exploring and experiencing the world beyond the classroom, drawing from the experiences of their peers and other seasonal entrepreneurs (Middleton *et al.*, 2014).

Through the process of integrating their lived experiences into pre-existing cognitive frameworks, students create knowledge through experiential learning, which enables them to alter their thought processes and behavioural patterns (Kolb and Kolb, 2005). In contrast, during a lecture, students are seen as passive consumers of information. School-based enterprises (SBEs) are real or simulated firms that function inside schools and are referred to as entrepreneurial ventures, according to Stratton (2008). Their purpose is to assist students in obtaining real-world experience related to their selected course on entrepreneurship. SBEs are work-based programmes that teach students how to evaluate and build the knowledge, skills and abilities needed to launch and run a small business off college campus, according to Crentsil (2015).

So, these SBEs include students in entrepreneurial activities which introduce them to the reality of starting, growing and managing a business. The purpose of SBEs, or entrepreneurial ventures, is to enable students to participate in business ownership, from idea generation to business operations, according to Smith (2015). As per Crentsil's (2015) findings, students may retain and apply knowledge gained through entrepreneurial endeavours for an extended period. Students thus get knowledge of financial management and become acquainted with business technologies (*ibid.*). This is in line with the concept of entrepreneurial ventures put out by Stratton (2008), who maintains that it provides students with the fundamental information needed to get experience in the workplace. On the other hand, Crentsil (2015) notes that on occasion, certain industries are reluctant to allow students to teach them entrepreneurship. The literature review has shown the wide variety of educational strategies used in university programmes around the world. However, not all these strategies are included in university curricula in Zimbabwe. The two most used strategies are the experiential learning strategy and the lecture method. This essay concentrates on applying these strategies to deliver pertinent guidance to various stakeholders.

## **METHODOLOGY**

The study employed the interpretive paradigm, which is in line with the qualitative method. The detailed research methodology is described in the following subsections. This study aims to identify the core phenomenon of EE implementation strategies in different Zimbabwean universities. As a result, it requires a qualitative research methodology. Antwi and Hamza (2015) state that qualitative research examines human behaviour from the perspective of the social actors involved. Because of this, the study was able to collect qualitative information regarding the implementation of two teaching approaches in Zimbabwean university programmes by using focus groups and in-depth interviews with participants. In this way, the participants could share what these strategies had worked for them.

A case study design was employed because only three of the 23 universities were selected. It was also favoured because it made it possible for the study to get comprehensive data regarding the application of the recognised pedagogical tactics in university programmes, which would have been difficult to acquire through other kinds of experimentation. A sample of 84 individuals from various stakeholder sectors was selected through the application of purposeful non-probability sampling. Out of the 23 universities in Zimbabwe which offer business-related programmes, three universities were chosen. Purposeful sampling, according to Saunders *et al.* (2012), is predicated on the researcher's assessment that a sample contains typical elements that constitute the most typical qualities of the population. Similarly, people should possess some distinctive qualities that enable them to possess the data required for the investigation (Tracy, 2019). Using this process, 84 participants were recruited from business-related schools, comprising 72 students, six department heads and six lecturers. These participants were familiar with the challenges of incorporating EE into business-related courses from personal experience.

In-depth interviews and focus groups served as the two primary methods of data collection for this project. Along with in-depth interviews with professors and department directors, focus groups with students were also conducted. In-depth interviews are the most effective way to learn about people's experiences, histories and opinions, according to De Vos *et al.* (2013), especially when sensitive topics are being covered. The second method of data collection involved holding focus groups with three distinct student groups from each of the three selected schools.

In each focus group, 12 students from different academic years — six male and six female — participated. Focus group talks are valuable because they make a lot of debate about a topic visible in a brief period and because they highlight the similarities and differences between the members' thoughts and experiences (Wong, 2008).

## **FINDINGS**

### ***PARTICIPANT CHARACTERISTICS***

Table 1 presents the demographic information of the participants, which included six teachers/heads of departments and 36 students. The table lists 12 instructors and department heads (six instructors and six department heads). Four of these individuals were selected from each of the universities located in the provinces of Mashonaland Central and Harare. There were only four male teachers and eight female teachers at the selected universities. There were four female participants from one university since there were more female professors than male lecturers. Of the lecturers, six had master's degrees and four had doctorates, and two had undergraduate degrees.

All the others were all degree-holders in business-related fields. Table 1 shows that six lecturers and the majority had four to six years of teaching experience. Four lecturers with between seven and 10 years of experience followed these. For the lowest experience level, one to three years, there were only two participants. In addition, it is shown that 48 female students and 24 male students took part in the study. Table 1 demonstrates that 20 second-year students and the remaining 36 study participants were second-year students. There were only 12 first-year students. It is crucial to reiterate that during the course of several years of study, there was an equal distribution of students at the three universities selected for the investigation. The findings indicate that there were two main methods used by lecturers in university courses that teach EE. These two strategies are presented and then their application is discussed. Moreover, only the two most popular strategies are looked at and presented. The research revealed two discrete pedagogical approaches: the lecture and the experiential methods. The next subsections address these and how they apply. The lecture technique is perceived as harmful and confusing.

**Table 1:** *Demographic characteristics (Primary Data)*

<b>Province</b>	<b>Number of participants</b>
Mashonaland Central	4
Harare	8
<b>Gender</b>	
Male	4
Female	8
<b>Educational level</b>	
Bachelors	2
Masters	6
PhD	4
<b>Years of experience</b>	
1-3	2

4-6	6
7-10	4
More than 10 years	0
<b>Gender</b>	
Male	24
Female	48
<b>Province</b>	
Mashonaland Central	36
Harare	36
<b>Year of Study</b>	
Year 1	12
Year 2	24
Year 3	36

Both lecturers and students recognised the diversity of the lecture format, pointing out that teachers prepare lecture notes, slides and handouts on a variety of topics in the syllabus. Lecturers dictated notes, recommended additional reading for the students and highlighted problem areas, while they observed lessons. In other instances, copies of the notes were put up on the board for students to copy. Some of the pupils claimed that this produced problems. During the discussions, students in several focus groups expressed similar viewpoints. In one of the focus groups, it was reported that several students had negative sentiments about the lecture method. A significant number of students conveyed their desire for their instructors to engage them in the educational process through studentcentred teaching approaches.

They argued that they were not learning enough about how to launch their firms from the lecture style. The following statements from a student participant corroborate the previously stated findings.

Because our curriculum is so broad and our calendar is so full, we use the lecture format, add discussions and provide homework to students — perhaps in the form of writing a business plan so they can gain real experience. Most of the time, instructors will recite notes so quickly that we cannot record them on paper. Some may prefer that their notes be transcribed onto the whiteboard or handed to a prefect so that they can post it there on our behalf. The lecture style is something that our lecturers use a lot, but I think they should start using student-centred ways instead. To make the content easier for us to learn, they could use more hands-on teaching techniques instead of lectures.

Regarding the diversity or variation of the lecture format, some lecturers revealed that they use PowerPoint as a teaching aid.

***HYPOTHESIS TEST TO DETERMINE THE RELATIONSHIP BETWEEN THE TEACHING METHODS USED IN UNIVERSITIES AND THE LEVEL OF***

***CREATIVITY AND INNOVATION***

A McNemar's hypothesis test was conducted to determine the relationship between the teaching methods used in universities and the level of creativity and innovation. Results are presented in Table 2.

**Table 2: McNemar's Hypothesis Test, Hypothesis Test Summary**

Null	Test	Significance level	Decision
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The distributions of different values on the relationship between the teaching methods used in universities and the level of creativity and innovation	Relevant – Samples McNemar Test	0.000	Reject the null hypothesis
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*Asymptomatic significances are displayed and the significance level is 0.005 (Research Survey Data, 2024)*

Table 2 shows that the test was statistically significant at the .000 level of significance. This is because  $p > 0.005$  and, therefore, the hypothesis test rejected the null hypothesis which states that there is no relationship between the teaching methods used in universities and the level of creativity and innovation. This means that there is adequate evidence to accept the hypothesis that there is a relationship between the teaching methods used in universities and the level of creativity and innovation.

### **WORK-RELATED LEARNING WITH UNRELATED ACTIVITIES**

Instead of using lectures, universities can employ more interactive teaching methods to help students understand the material. Regarding the variety or variation of the lecture format, a few lecturers disclosed their usage of PowerPoint as a tool for instruction. One professor claims that one of the instructional strategies employed in the implementation of EE at colleges is industrial attachments.

We occasionally look for student spaces, but most of the time they prefer to have an industrial tie to a business of their choosing. During the attachment term, students study every facet of the business environment. In this academic setting, students are taught how to make a variety of commodities even without the use of computers, something that is not done at all levels of a manufacturing firm.

The department heads stated that the main justification for employing the lecture method is their enormous class sizes, but thought that the experiential learning strategy deserved more consideration. They argue that students ought to be taught employable skills in addition to learning how to pass a course. One head of the department said:

We use the lecture approach the most since it is the most effective. However, lecturers should use the experiential learning methodology when teaching entrepreneurial education. They should also invite company entrepreneurs to speak as guest speakers so that students can rub shoulders with them. This would pique students' interest and motivate them to start their own companies once they graduate.

During focus groups and interviews, students revealed that industrial attachment was another instructional strategy used. According to the interviews, a student participating in an industrial attachment would work for a year at a company of their choice or one recommended by the university to gain realworld experience, applying the theories they had learned in class. Instructors pay students visits while they are on attachment to assess their learning progress. During the attachment phase, assessments take place regularly. While academics lauded the industrial connection as an effective teaching method for integrating EE into higher education, several students expressed unhappiness with their lack of exposure to the requisite practical business competencies. According to the interviews, the majority of students, particularly those who did not attend school in the nation's capital, did not always take part in the creative process. The students indicated that because they were limited to general work and other non-essential duties and not allowed to create genuine products, the industrial attachment was ineffective in developing their entrepreneurial skills. This contradicted what a few lecturers had remarked about how industrial affiliation exposes pupils to the ways the manufacturing industry does business. One of the students lamented as follows:

The knowledge we obtained from the attachment is insufficient to provide us with general experience and prepare us to be entrepreneurs. In other sectors, we do not walk through all of the production lines since there is not enough time with the students.

Another student confirmed the above and added:

People in the sector undermine students. They do not offer pupils the opportunity to use what they have learned. Most of the time, we end up doing jobs that are unrelated to our line of work. The college should inform industries so that we do not end up being treated as servants.

Furthermore, the students stated that during industrial attachment, they were allocated menial activities that take a significant amount of their time. As a result, they did not benefit significantly. Students urged college administrators to ensure that all students are exposed to the same industrial practices and that industries understand what is expected of them.

## **DISCUSSION**

The statistics show that the lecture approach was the most common teaching strategy. This meant that traditional ways of teaching EE predominated in Zimbabwe's garment and textile programmes. This contrasts with Parker's (2018) recommendation for multi-disciplinary and participatory ways to develop entrepreneurial skills in pupils. Fayolle (2013) voices similar issues about classroom-based training approaches. This ancient teaching technique also highlights the system's modernising and technical weaknesses. The use of chalk and board, as well as dictating and copying notes on the board, is out of date and reflect the economy's lack of technological growth.

The findings show that teaching tactics such as company incubators, role play, junior enterprise and seminars, were not widely used in the teaching of entrepreneurship in the business curricula. However, just a few participants reported on some of these teaching tactics, which appear to have been seldom employed. This could explain why several department heads complained that the government should have held wider consultation on how to conduct entrepreneurial education. This demonstrates that the implementation of EE in technical colleges did not involve all stakeholders and adequate consultation was not conducted.

To support their point of view, department heads argued that the time allotted for the subject is insufficient to accommodate various additional teaching styles that demand more time. The data also reflected the outrage of some of the students who reported negative feelings about the lecture technique. As a result, they urged lecturers to employ student-centred techniques and more practical teaching approaches to help students acquire entrepreneurial abilities. This demonstrates that the students were aware that the lecture style would not expose them to an experiential learning environment, which would assist them in developing an entrepreneurial mindset.

As Matlay *et al.* (2012) point out, traditional teaching approaches, such as lectures, are widely used even though they are ineffective in establishing an entrepreneurial culture among students. In essence, students require experience and, to obtain it, they must participate in commercial activities (Bwemelo, 2017). Similarly, the findings support Jones and Iradale's (2010) conclusion that EE is not efficiently taught through pedagogical practices that focus solely on theoretical knowledge. Apparel and business students may lack the practical skills required to become future businesses.

It should be mentioned that there is nothing wrong with the lecture style, but the way lectures are delivered is crude and antiquated, with no current or technical applications. Graduates from such universities are unable to compete in the worldwide arena with those from other countries, particularly developed ones, in today's global community. This situation will continue to make the country and Africa to lag behind because graduates will be unable to become effective entrepreneurs who are expected to create jobs for the country and reduce the endemic unemployment that plagues most African countries.

According to Gwarinda (2016), the lecture approach may appeal to lecturers because it requires less preparation time than practical courses. The demographic data revealed that relatively few have qualifications in EE, which explains why they employ teaching methodologies that do not align with best practices. As a result, according to Smith and Paton (2011), students are restricted from responding to the dynamic business world and, instead, promote what Crentsil (2015) refers to as book knowledge, at the price of the capacity to apply what they have learned to execute practical tasks.

The findings also show that industry attachment, often known as experiential learning, was one of the tactics employed by universities to teach entrepreneurship in business-related programmes. Although lecturers believed business students were given an understanding of how companies operate, hence increasing their entrepreneurial skills, students contradicted this. Students stated that they did not benefit significantly from the industrial attachment. This is because they were assigned to specific areas. This contradicts Mutirwara's (2015) notion that students should proceed from one topic to another until they have covered all aspects of their study.

Most of the students stated that they were assigned to unrelated jobs that would not benefit them as future businesses. They did activities such as preparing tea and lunch, cleaning offices, sending and receiving mail and functioning as secretaries and office administrators, among others.

Furthermore, the job of supervisor was ineffective because most of them did not perform the key duties indicated by Uduma (2016). One potential explanation for this conduct is that some supervisors appeared afraid that students will replace them, as many of them do not have educational qualifications as they became supervisors through experience. In addition, the apparel company owners were unwilling to share their experiences with them due to competition concerns. According to Yin (2009), an attachment may be more effective if business students are attached to small- and medium-sized enterprises (SMEs), rather than large corporations because this allows students to gain practical experience in how to start their businesses.

## **CONCLUSION AND RECOMMENDATIONS**

The application of universal and acceptable tactics of lecturing and experiential learning in EE in Zimbabwe's business-related curricula does not adhere to internationally acceptable pedagogical methodologies. The usage of crude and old methods such as chalk and board reflects the country's technology and modernisation state. The lecture technique dominates the teaching of entrepreneurial education due to the presenters' claims of big classes. Furthermore, the teaching of EE in business-related programmes is geared toward the academic sphere rather than combining theory and practice. Supervisors and owners of manufacturing businesses have ruined the practical components because of fear of competition.

Although lecturers are satisfied with the pedagogical strategies they used, they are not experts in EE and many lack pedagogical content knowledge and the skills required to select appropriate strategies to teach students to develop entrepreneurial skills. This is detrimental to the students who are on the receiving end, as they lack the requisite entrepreneurial abilities to launch their businesses after graduation. This undermines the aim of EE outlined in Agenda 2030.

### **IT IS THEREFORE RECOMMENDED THAT**

- Students should be exposed to industrial methods through a variety of educational strategies such as field visits and seminars with industry.

- Industrial attachment, or experiential learning, should be used as a tool to teach students practical business skills while also allowing lecturers to become acquainted with the methodologies while preparing students for attachment. As a result, links and cooperation should be established between EE teachers and university and industry employees.
- In terms of policy, the Zimbabwean government should create a policy on EE at universities to guide its implementation in business-related programmes.
- The policy would provide lecturers with a framework for developing appropriate pedagogical methodologies that completely address the EE of commerce students, based on national EE goals and objectives. Furthermore, to improve the implementation of EE in universities, lecturers should receive in-service training focusing on updating their content knowledge and skills to studentcentred (active) methods of teaching that include learning by doing.
- Universities should arrange staff development workshops with various players in the manufacturing sector and appropriate ministries.

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