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An Analysis on The Impact of Entrepreneurial Education in SMEs Growth in Zimbabwe: Case Of Mutare Green Market

By

Rodney Mudyahoto, Masline Zinyama, Gladys Mufanebadza, Tonderai James Nyagwaya, Willis Mlambo, and Gift Chipo Manhimanzi

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Abstract
Recent studies have found entrepreneurial education to be necessary for SMEs to succeed and perform better, thereby contributing to employment creation and rise in GDP since profits will be realised. In this regard, this research explored the impact of entrepreneurial education on the growth of SMEs, with a special focus on Mutare Green Market. This study employed case study research design making use of questionnaires to collect quantitative data and interviews to collect qualitative data. In this research, 89 participants were selected using purposive sampling. The overall results of the study indicated that entrepreneurial education has a direct positive relationship with growth and sustainability of SMEs. Therefore, rightly it can be concluded that it is important for SMEs to prioritise and acquire entrepreneurial education in order to enhance their growth and sustainability

Key Words: Zimbabwe, Entrepreneurial education, Small and medium-sized enterprises

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1.1 Background of the Study

SMEs are crucial to the growth of the world economy (Edin & Ozkaya, 2020). SMEs are viewed as a cure-all for issues with economic growth and development, especially in emerging economies because they transform and enhance communities (Domingo, 2017). The fact that SMEs make up a sizeable fraction of the economic activities in the continent serves as proof of the vital role that SMEs play in economic development in Africa (Manzoor and Sahito, 2021). SMEs make up 40 to 60 percent of the GDP and 60 percent of jobs in Sub-Saharan African nations (Ussif & Salifu, 2020). 90 to 95 percent of all businesses are SME's (Tolulope, Olokundun, Amaihian, Borishade, & Fred, (2018). Additionally, SMEs are at the core of Africa's economic growth. African economies are growing at a faster rate than the United States, Europe and South America, (Muriithi, 2017). SMEs play a critical role in encouraging economic expansion and poverty eradication in Africa, as they do in the rest of the globe. In Zimbabwe SMEs are the focus of the nation's economic growth, accounting for more than 70 percent of the economic operations, employing more than 60% of the working population, and providing greater than half of the country's GDP (Watambwa & Shilongo, 2021). Furthermore, due of their adaptability and inventiveness, SMEs form the backbone of the country's economy, as they encourage entrepreneurship, expand the tax base, and exploit niche markets. The sector is a leader in creating jobs and increasing individual wealth, all of which contribute to a higher standard of living and poverty reduction. SMEs are recognized by the government as a crucial driver and major role in the transformation of Zimbabwe's economy by 2030.The SME sector is often considered as the engine of global economic growth and employment creation. As a result, entrepreneurship and small, micro, and medium firms have become a prominent focus of research in recent years (Khan, 2018). These businesses play a critical role in creation of jobs and income in economies.

SMEs are the backbone of Zimbabwe's economy, not only in terms of GDP output but also in terms of job generation (Saah, 2021). As a result of these consequences, the Zimbabwean government recognizes the need of fostering entrepreneurship and, as a result, SMEs the Zimbabwean government claims that SMEs are a critical vehicle for addressing the concerns of job creation, and equitable wealth distribution. Unfortunately, Zimbabwe's official unemployment rate is reported to be 5.73 percent (Blaauw & Schenck, 2021). Improving the employment generation potential of small firms and promoting the development of the SME sector are two of the greatest approaches to alleviating unemployment (Maulani, & Agwanda, 2020). Despite the significance of SMEs, in Zimbabwe, roughly 60% of new businesses fail during the first three years, 25% of businesses fail, and 15% are likely to remain. (Njanike, 2019). This suggests that around 85% of SMEs will eventually fail (Mittal, Khan, Romero, & Wuest, 2018). Lack of education and training is one of the main reasons for the lack of entrepreneurial ingenuity and the high failure rate of new businesses (Nyoni, & Bonga, 2018). In Zimbabwe, new enterprises have

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generally seen a decline in managerial skills due to a lack of education and training. Lack of financial assistance is the second most frequently cited factor in low new firm development and failure, behind a lack of education and training.

The biggest difficulty facing various countries, including Zimbabwe, is motivating citizens to become entrepreneurs and equipping them with the necessary skills to turn chances into profitable companies (Mihajlović, & Stojanović, 2019). Many governments have enacted laws encouraging academic institutions and private sector training providers to build entrepreneurial education and training programs. Such programs aim to enhance awareness of enterprise and entrepreneurship as a potential way of life and future job, as well as to develop entrepreneurial behaviors. The extent literature on entrepreneurship education exposes the determinants of entrepreneurship, among other study directions, in order to focus entrepreneurship education and training programs on what is considered relevant (Mihajlović, & Stojanović, 2019).

The task of increasing employment opportunities in Zimbabwe is a top priority for the Zimbabwean government. Because of its high formal unemployment rate, which led to the emergence of artisanal businesses in the Green Market industrial area, Mutare is not exempt from this problem. However, the majority of start-ups find it difficult to grow and hire additional employees. The research findings indicated that MGM was established in 1982/3 after it was converted from being a market of fresh farm produce. Through entrepreneurial education, the participants indicated that the number and size of SMEs increased from those years. Over 40 years, the Green Market grew from 2 SMEs types and 8 people to 10 plus SMEs types and 97 people in present day and many people are employed from several suburbs mostly Sakubva (Harwida, & Rohman, 2020.

1.2 Statement of the Problem

SMEs are crucial to the economy, but due to the difficulties they face, an unacceptably high number of them fail in Zimbabwe during the first few years of operation. One of the key reasons for the low level of entrepreneurial activity and the high failure rate is a lack of knowledge of SMEs (Dlamini & Schutte, 2020).It is crucial to examine the difficulties that entrepreneurs and SMEs face in order to overcome them given the significance of SMEs to the national economy and their high failure rate. The majority of SMEs fail in their first two years of operation, according to Svotwa (2019). Unemployment and poverty are two issues that the Zimbabwe as a whole are dealing with. Small and medium-sized businesses (SMEs) may be able to help alleviate some of these issues. SMEs should be supported in so as to attain these goals, and they should have accessibility to the resources they need to survive and flourish. SME owners and managers must also have the necessary skills and knowledge to launch and run successful firms. The purpose of this study is to see how entrepreneurship education affects the formation and survival of small and medium-sized businesses in Zimbabwe. Whilst entrepreneurship education is a top priority for policy in many nations, there is not enough facts to assess its outcomes. Though it has been created and supported in a number of nations and in a number of universities and colleges, however little-known today about the impacts of entrepreneurship education (Harwida, & Rohman, 2020). The effects of entrepreneurship education are still not well understood. While some literature has produced encouraging outcomes, Ratten & Jones (2021) pointed out that there are still large gaps in the research on entrepreneurship education. This research tries to close some of that gap.

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1.3 Research Objectives

1.3.1 To investigate the positive impacts of entrepreneurship education on the establishment of small and medium enterprises in Mutare Green Market.
1.3.2 To evaluate the contribution of Zimbabwean institutions in grooming Zimbabwean entrepreneurs
1.3.3 To identify the relationship between entrepreneurial education and small to medium enterprises performance in Mutare Green Market.
1.3.4 To determine ways in which entrepreneurship education can instill entrepreneurial intentions

2.0 Review of Related Literature

2.1 Understanding Entrepreneurial Education

Developing the capacity to produce social, cultural, or economic value is the goal of entrepreneurial education (Vodă, & Florea, 2019).The researcher also mentioned that the fundamental goal of entrepreneurial education is to develop imaginative and inventive thinkers who are willing to accept risks in order to be sustainable and lucrative.

2.2 Benefits Of Entrepreneurial Education To The Community And Economy

Universities are the incubators of this national potential, and governments all over the world are looking to universities as a driver for national economic progress. Universities located in well-known technology-driven innovation areas, including Silicon Valley and Kendall Square in the US, provide solid examples of how to succeed there (Wadee, & Padayachee, 2017).The researcher noticed that from those communities when someone become an entrepreneur, that individual or individuals create and establish SMEs which will create employment opportunities hence reduce the rate of unemployment and raise the standards of living.

2.2.1 Entrepreneurship Education Acts As A Problem Solver

Students working on solving real life problems in the communities making an immediate impact and producing good relations with neighbours (Vaca Torres, & Gómez Rodríguez, 2017).. Entrepreneurship come as a problem solver in various ways like reducing socially unacceptable behaviours (Wadee, & Padayachee, 2017) for example prostitution and theft because individuals will be having activities to sustain their lives.

2.2.2 Increase Global Economic Share

Innovation and entrepreneurship go hand in hand, and nations with the highest levels of invention are likely to see growth in their economic shares globally (Bloom, Van Reenen, & Williams, 2019). Contributing to the economy means that the economy will have increased Gross Domestic Product (GDP). The researcher also noticed that through linking of countries with high innovation levels, it strengthen relationships promoting trade thereby enhancing viability of economic activities

2.2.3 Entrepreneurship Creates Employment Opportunities

Entrepreneurship is a key driver of job creation (although the extent to which this is true is up for question), and in emerging economies with high unemployment rates, it is frequently the

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only viable option for many people (Crudu, 2019). Researcher also noted that more employment opportunities reduce the rate of migration of people which reduce harassment of country's citizens in other countries.

2.3 Small and Medium Scale Enterprises

90% of businesses are small and medium sized businesses, and 63% of all workers worldwide are employed by them (Razak, Abdullah, & Ersoy, 2018). This demonstrates that SMEs are crucial to economies and should not be disregarded. By definition, SMEs are companies that are often run independently by the shareholders or co-owners, with a minimally formed system of governance (Analouiand, 2003). The researcher find out that the definition of SMEs varies from one region to another and this usually depends on how big is the organisation and the number of its employees.

2.4 Theoretical Framework

There are various perspectives on what exactly constitutes entrepreneurship or an entrepreneur. Economists suggested that entrepreneurs must use various resources in particular combinations to create products and services at a profit as suggested by (Du Toit et al., (2020) and Venkataraman, (2019)). They concentrate on what business owners do and see them as individuals who are motivated primarily by the desire to make money. Entrepreneurs are characterized by behaviorists based on traits like achievement oriented, capacity for inventiveness, and risk-taking. Entrepreneurs are seen as exploiters by Marxists. Entrepreneurs are viewed by advocates of a market system as the driving force behind a nation's economic success; this is supported by (Du Toit et al., 2020). Theoretical approaches to entrepreneurship come from various schools of thought. But the researcher makes use of entrepreneurship economic theories to explain how entrepreneurship education contributes to SME growth. The researcher is going to dwell on Leibenstein's X-efficiency theory and the Innovation theory of Schumpeter.

2.4.1 Leibenstein's X-efficiency (1978)

Leibenstein's theory describes essential characteristics of the environment in which the entrepreneur operates (Casson, 2018). According to Leibenstein, in the world of the entrepreneur, it is inefficiency which is the normal state of affairs. X-efficiency is defined as the degree of efficiency maintained by individuals and firms under conditions of imperfect completion (Muriithi, 2017) X-efficiency arises either because the firm‟s resources are used in a wrong way or because they are wasted. Leibenstein regarded entrepreneurship as a creative response to X-efficiency. Firms that will not maximise efficiency will fail or can be forced to exit the market. The X-efficiency theory asserts that under conditions of less-than-perfect competition, inefficiency may persist (Investopedia, 2011). Some economists argue that the concept of x-efficiency is merely the observance of workers‟ utility-maximising trade-off between effort and leisure. Researcher supported the theory, however for entrepreneurs to possess efficiency in their entrepreneurial actives, entrepreneurial education must be acquired in order for entrepreneurs to know their goals and how to monitor and control their businesses.

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2.4.2 Schumpeter on innovation (1934)

The X-efficiency theory supports that inefficiency may endure when there is less-than-ideal competition (Dlugos, Dorow, Weiermair, & Danesy, (Eds.), 2019) A successful business person needs to harmonize inputs from numerous distinct marketplaces, according to Harvey Leibenstein's observations from 1968 which implies that two types of entrepreneurs can be distinguished. The first type of entrepreneur is Schumpeter's entrepreneur, who sets up novel combinations, whereas the second type of entrepreneur establishes or organizes conventional combinations to carry out managerial tasks (Binks & Vale, 2021).

Compared to other theories, Schumpeter provides a significantly more comprehensive understanding of entrepreneurship. The entrepreneur is the driving force behind economic growth and has the responsibility of innovating or putting new innovations into practice (Schumpeter, 2021). He saw the entrepreneur as a catalyst for economic development who replaces outdated production methods with more cutting-edge ones, causing the economy to undergo creative destruction. Schumpeter's entrepreneur, in contrast to Kirzner's, is a unique individual because he or she is an inventor and one who brings about change by introducing new technological processes or goods (Deakins & Freel, 2021). Anybody has the ability to become an entrepreneur, and those individuals work within predetermined production limits. With Schumpeter, this is not the case. Only a select group of extraordinary individuals are capable of starting their own businesses and producing extraordinary results (Lifshitz-Assaf, 2018). An entrepreneur shifts production limitations by changing technology possibilities and conventional wisdom through innovative activity (Schumpeter, 2021).

(Foy, & Gruber, 2022) state that "A healthy economy is characterized by the process of creative destruction, in which innovators develop fresh concepts and ventures that render the old ones obsolete" A well-known Australian economist named Joseph Schumpeter questioned some neoclassical economics tenets. Schumpeter (2020) asserts that new demand is created by the entrepreneur through innovation. Entrepreneurs are crucial because they challenge the existing quo and use innovations to gain market share (Barreira, 2020). Entrepreneurs innovate according to Schumpeter's thesis by engaging in at least one of the following methods (Ahwireng-Oben, 2021) and (Barreira 2020). Exploring new sources of supply for raw resources or nearly fully goods, Launching new goods or products of a new quality, Create new markets, Bringing new production techniques and Restructure the structure of an industry, such as by establishing a monopoly or even dismantling an existing one. The theory is applicable in the researcher's study in such a way that it is entrepreneurial education which brings out the creativeness and innovativeness of creating new markets, launching differentiated products as well as bringing new production techniques which will result in growth and sustainability of SMEs especially in Zimbabwe.

2.5 Conceptual Framework

Numerous entrepreneurial courses are offered in higher education institutions around the world as a result of the emergence of entrepreneurship as an academic discipline and the implicit assumption that entrepreneurship education is essential for economic growth and employment. Successful business people play a crucial role in society's advancement since they help to create employment opportunities and advance economic growth. There is a growing interest in entrepreneurial jobs and their larger contribution to economic growth as a result of the researchers' conceptualization for the study, which holds that educated

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individuals can become more entrepreneurial. Eventually, entrepreneurial education can assist in the growth of entrepreneurial behaviors and attitudes to become self-employed (Alharbi, Almahdi, & Mosbah, 2018). As a result, entrepreneurial education is becoming increasingly interested in entrepreneurship attitudes and intentions. Jena, (2020), observed that entrepreneurial education programmes have been demonstrated to influence both current behaviour and future goals in school settings. Additionally, it has been discovered that students who have taken entrepreneurship classes and those who have not have significantly different views and goals. The researcher noted that from entrepreneurial education, there are internal factors and external factors which lead to development of entrepreneurial intentions which will finally result in growth of SMEs in ways like employment growth, asset growth and sales growth as illustrated by fig 2.5 below.

Internal and external factors can have a positive or negative influence in creating entrepreneurial intentions

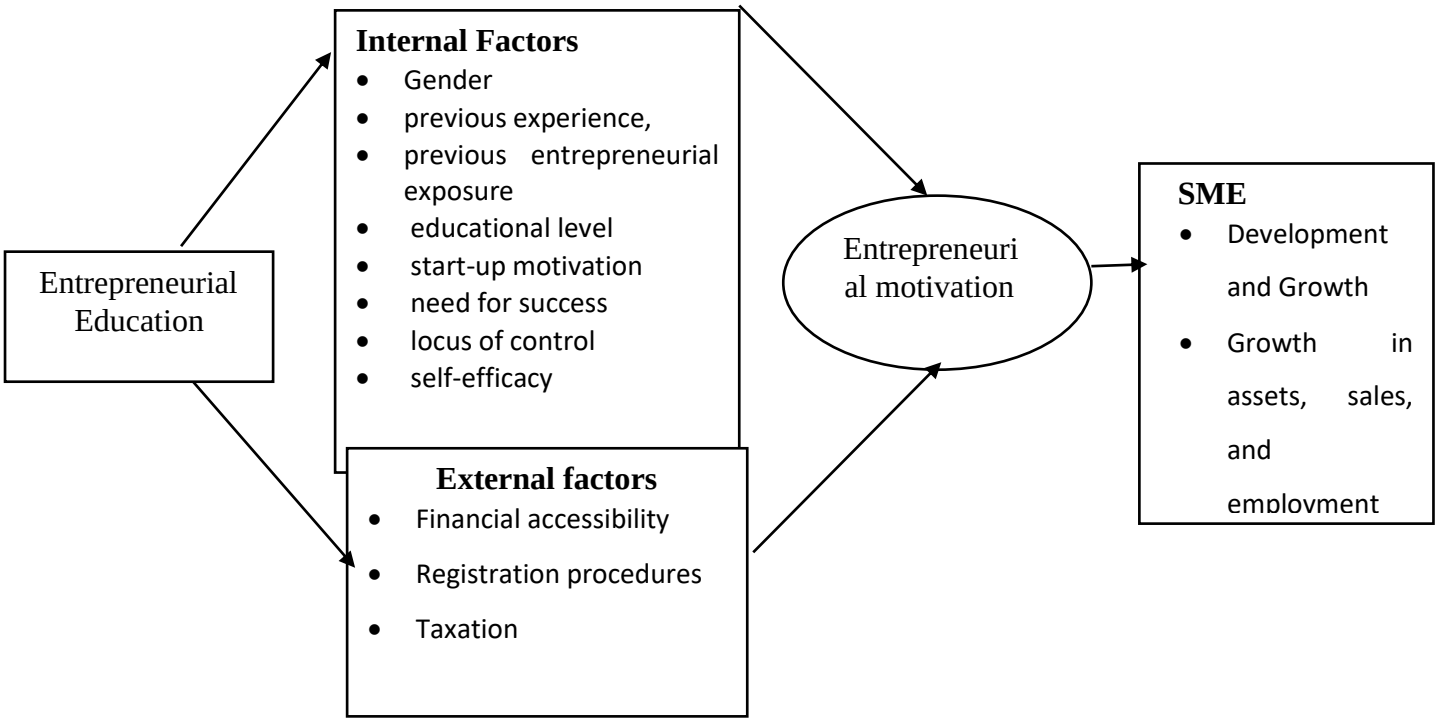


Figure: 1 Source: (Researcher, 2022)

2.6 Empirical Framework

The success of an entrepreneurial program is to produce students with the skills and attitude of entrepreneurship and thus become successful entrepreneurs depending on the suitability of the course content offered by the program (Sun, Liang, & Wong, 2017). Furthermore, the university should offer courses that meet the needs of business management as well as training derived from education and entrepreneurial training programs (Maranville, 2022). In addition, the curriculum should include a visit to selected entrepreneurship companies,

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forums, networking with industry to train students, exposing entrepreneurship by providing university entrepreneurship magazines, entrepreneurship competitions, entrepreneurship exhibitions and university trade. Thus, universities are responsible for helping and exposing students or graduates in entrepreneurship more systematically and effectively. This is supported by a study conducted by Bird (2019) where it is a priority for universities to expose their students to entrepreneurship and to increase student self-innovation to be more creative, critical, motivated and capable in entrepreneurship. The various entrepreneurial activities in the curriculum throughout the university students' studies have provided great exposure to students about the real world of business and entrepreneurship. This is a bridge that connects students and entrepreneurship. Therefore, this study proposes the following research questions:

2.7 Impact of Entrepreneurship Education on the Formation of Small to Medium Enterprises

Entrepreneurship education has an impact on the formation of SMEs, in a way that they create innovativeness and creativeness, job creation and economic wealth, imparting tertiary education, entrepreneurial education and training and the desire for self-management and self-control.

2.7.1 Positive Impacts Of Entrepreneurial Education

Create Innovativeness and Creativeness: In MGM, entrepreneurship education has a significant positive effect on the growth of SMEs (Hameed, Zaman, Waris, & Shafique, 2021). According to research, 80% of the business people in MGM are knowledgeable about entrepreneurship, and some of them have diplomas or bachelor's degrees in the subject (Chong, 2018). After receiving education, people will have some inventive and creative skills that motivate them to launch their own enterprises (SMEs).

Job Creation and Economic Growth: Internationally the SMEs sector is regarded as the driving force in economic growth and job creation (Chege & Wang, 2020). Due to this, small, micro, and medium-sized businesses and entrepreneurship have grown recently. (Bomani, Fields, & Derera, 2019) become a key focus of research. These businesses play a major role in coming up with employment opportunities and wealth in economies for example, statistics from 375 members of SMEs in the clothing, banking, and hotel sectors were gathered using a pre-tested questionnaire method in Ghana's Greater Accra, Central, Western, and Ashanti regions (Amoah, Belas, Bélas, Dziwornu, & Khan, (2022). The findings show that SMEs continue to boost and contribute to the GDP at a maximum level while also employing roughly 70% of the workforce (Hasan, Khan, & Nabi, 2017).

Imparting Tertiary Education: Zimbabwe contains fifteen universities, six of which are privately held and nine of which are governmental institutions (Caruso, 2018). These universities were founded with the intention of providing tertiary education in the form of knowledge and skills to enable graduates to find work and contribute to the improvement of Zimbabwe (Bomani, Fields, & Derera 2019). However, decline in job opportunities due to the closure of companies and unfavorable macro- economic environment resulted in training of graduates so that they can start their own businesses (SMEs) rather than seeking

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employment (Chong, 2018. Entrepreneurial education brings out entrepreneurial intensions, when students taught about entrepreneurship they develop the spirit of wanting to be entrepreneurs hence they start SMEs.

Professional Skills and Knowledge Creation: Entrepreneurship education and training plays a major role in providing intending entrepreneurs with the required professional skill, knowledge and intelligence to plan, strategize, and grow their SMEs. (Watson, McGowan, & Cunningham, 2017) The importance of such skills cannot be exaggerated, this is because, and knowledge, skills, and abilities boost creativity, productive, and competencies to engage in a more innovative, advanced, and flexible manner in a changing workplace environment (Caruso, 2018). A major factor that lead to rapid upsurge of poverty among societies is the lack of entrepreneurial knowledge which can create a sense of self-sufficient (Egwuonwu, Baba, & Adamu, 2021).

The Desire for Self-management and Self-control: Different individuals prefer not to be managed and strictly controlled hence they think of starting their own businesses (SMEs). Having own business means that one can come to work whenever he wants and no one questions the individuals decisions (Drucker, 2017). People feel a lot freedom when it comes to owning own business hence people after getting entrepreneurial education they form their own businesses (Bomani, Fields, & Derera, 2019). The researcher noticed that the desire for self-management and control without sufficient entrepreneurial education will result in lack of sustainability and growth sometimes leading to a total decline.

2.7.2 Negative Impacts Of Entrepreneurial Education

Depression: this is both dramatic and very real. Since business owners typically feel more alone than the average person, their chance of developing depression is higher (Crudu, 2019). These additional long work hours just make things worse. The dangerously unpleasant top icing is mistaking stress for despair. For most entrepreneurs, taking psychological breaks is a very difficult and highly acquired behaviour (Blank, (2017).

Anxiety: Play Queen's "Under Pressure" on loop for as long as you feel anxious. Anxiety increases as the pressure to earn money, advance the business, support the family, work harder, and find balance increases (Mukherji, & Albon, 2018). Burnout is certain if suitable coping methods are not used.

Addiction: Contrary to popular belief, job addiction is the most secure one here (Hindasah, & Nuryakin, 2020). Because substance abuse follows that. Entrepreneurs are driven and fixated. They are unsure about how or when to stop. This frequently overflows.

There is no such thing as simplicity: all of a sudden, everything is a challenge that needs to be solved (Muriithi, 2017). It can be guessed, the person who is constantly looking for solutions, workarounds, and connections between the dots (Crudu, 2019). Exploring every what-if is necessary. One eventually loses the ability to appreciate everything at face value.

Relationships are harmed: If a person is married to their job, their work comes first. The second of each day, one must constantly remind oneself that time is money (Blank, 2017). Therefore, there will be no time here for one to develop and maintain personal relationships.

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2.8 Contribution of Zimbabwean Institutions in Grooming Zimbabwean Entrepreneurs
Zimbabwean institutions has contributed a lot in grooming Zimbabwean entrepreneurs through skill and knowledge, promoting development of SMEs, desire to counter unemployment, transfer of technology and dissemination of research data, creation of high caliber workforce and offering degree programs and entrepreneurial related courses.

Skill and knowledge development: Academic institutions are agents of economic and technological development (Guerrero, & Urbano, 2017) Therefore, higher education institutions are increasingly expected to establish and keep connections with businesses, especially SMEs (Intarakumnerd, & Goto, 2018). More than 95% of firms registered worldwide are small and medium-sized enterprises (SMEs), which also account for around 60% of private sector jobs and more than 50% of global GDP (Bomani, Fields, & Derera, 2019). For them to increase their competitiveness and expand their capacity for innovation in such a crucial industry, they need the necessary skills and knowledge. The researcher supported the need for skill and knowledge development; however these will be useful to a person with interest and intentions to be an entrepreneur. It also require patience in starting an SME as some businesses do not grow and be profitable as soon as they are established, some may take years to start generating some profits however it needs someone who is focused and patient.

Promoting development of SMEs
Researchers from all around the world are very interested in the part that colleges play in supporting the growth of Small and Medium Enterprises (SME). (Muriithi, 2017) These (HEIs) comprise of several governments' grand strategies of enabling the development of SMEs (Watson, McGowan, & Cunningham, 2017). From the researcher's perspective, universities must first provide entrepreneurial education and later promote those SMEs, the reason being when someone attains entrepreneurial education, he or she will be with direction. After being promoted maybe inform of financial resources, this promote growth and sustainability of SMEs by those who are focused and with entrepreneurial mind. It will reduce wastage of resources to unfocused people.

Desire to counter unemployment: There are fifteen universities in Zimbabwe, nine of these are government owned and six privately owned (Watson, McGowan, & Cunningham, 2017). These institutions were created with the intention of providing tertiary education in the form of knowledge and skills that would enable graduates to find jobs and contribute to Zimbabwe's growth (Bomani, Fields, & Derera, 2019). However, the macroeconomic environment's unfavorable effects are causing enterprises to close, which is decreasing the job market. As a result of discovering this, HEIs have to train graduates to launch their own enterprises (SMEs) rather than search for employment (Weis, 2018). Zimbabwe's unemployment is one of its problems, which universities need to aid with. The researcher supported the fact that institutions are contributing towards the reduction of unemployment through entrepreneurial education however entrepreneurial education practical teachings must suit with the country's present prevailing economic and technological environment.

Transfer of technology and dissemination of research data: Furthermore, HEIs have provided training, transfer of technology, and research information to established enterprises

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and start-ups, among other activities (Bomani, Fields & Derera, 2019). Additionally, findings from a UK study showed that universities use business incubation to transfer technology to SMEs (Huda, & Rejito, 2020). Therefore, through research, teaching, and innovation, universities are active in the development and transmission of public knowledge. (Bomani, Fields, & Derera, E., 2019). The researcher supported that institutions are transferring technology to students; however it is the work of the government and its ministers to make successful use of those students in creating and developing new things like machinery and other easily formed items rather than continue to import simple things like calculators, watches and other simply formed medicines yet we have Science and Technology institutions it become senseless. Government must support and enable a conducive environment for graduates to add value into the economy and fulfill their dreams and desires.

Create a high-caliber workforce: For SMEs, HEIs produce a highly skilled workforce (Belas, Gavurova, epel, & Kubák, 2020). Universities also offer SMEs an inexpensive source of labour through 12-month-long industrial attachments with students. Additionally, HEIs have made their study results publicly available online (Baloran, 2020)... The research's findings offer SMEs a significant supply of useful information. Through their presentations at business expos, which SMEs attend and use to showcase their products (Bomani, Fields, & Derera, 2019), Zimbabwean academics play a significant role in the development of the SME sector in Zimbabwe.

Offering degree programs and entrepreneurial related courses: Zimbabwean institutions like UZ, HIT and CUT and others have contributed much in grooming Zimbabwean entrepreneurs. Most of the universities in Zimbabwe offered degree programs of entrepreneurship and other entrepreneurial related courses and this helps to mold great entrepreneurs who are able to start their own businesses and come up with new creative ideas which lead to growth of SMEs (Nani, 2019).

2.9 The relationship between entrepreneurial education and SME performance

There is a positive relationship between entrepreneurial educations and SMEs performance in MGM the reasons are the growth of entrepreneurial activities, increase in overall revenues, reduction in unemployment rates, level of entrepreneurial education and emergency of new skills and technology.

Growth of entrepreneurial activities in MGM: The data from research shows that entrepreneurial education gives rise to effective performance of SMEs in MGM this is supported by the growth of SMEs in the area (Muriithi, 2017). The number of SMEs in MGM is sharply increasing each and every year as people are graduating and attain entrepreneurial education this giving rise to growth of SMEs showing a sign of positive relationship between entrepreneurial education and SMEs performance. Discoveries from research show that space is becoming a challenge in MGM hence in near future there will be no growth of SMEs in terms of numbers.

Increase in overall revenues: The sharp increase of revenues in chapter 4 (Fig 4.6) overall over the past decades up to now shows that the more the acquiring of education the more the way people are becoming innovative and creative (Muriithi, 2017), hence coming up with

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profitable decisions and strategies this clearly shows that there is a positive relationship between entrepreneurial education and SMEs performance (Nani, 2019. Researcher discovered individuals are shifting from less profitable SMEs to more profitable SMEs hence causing stiff competition.

Reduction in unemployment rates: After people acquired entrepreneurial education, it is supported by the research data that the number of SMEs increases and that's growth (Muriithi, 2017). The growth of SMEs is due to entrepreneurial education; this is creating more employment opportunities to people from local areas of Green Market like Sakubva. This is showing that there is a positive relation between entrepreneurial education and SMEs performance. The researcher noticed that unemployment rate reduction in Sakubva has also improved a bit better their standard of living.

Level of education (entrepreneurial): The more the entrepreneurial education the better performance of SMEs is attained (Nani, 2019). Researchers argued that when people get more entrepreneurial education they are likely to get high performance in their SMEs in terms of efficiency, effectiveness and productivity that is clearly reviewing that entrepreneurial education has a strong relationship with SMEs performance (Nani, 2019).

Emergency of new skills and knowledge: As people acquire entrepreneurial education, the researcher noticed that entrepreneurs come up with new skills and knowledge for the purpose of being competitive and meet customer expectations beyond (Mihajlović, I. & Stojanović, A., 2019).. Meeting customer expectations beyond means entrepreneurs attract a large market share that is indicating raise of profitability, this shows that there is relationship between entrepreneurial education and SMEs performance.

2.10 Ways In Which Entrepreneurship Education Can Be Taught To Instill Entrepreneurial Intentions

Entrepreneurship education can be taught to instill entrepreneurial intentions by instilling entrepreneurial attitude, behavior and mindset, effective teaching, involve students in practice of being entrepreneurs, clearly stating advantages of entrepreneurship and use of practical examples in teaching.

Instilling entrepreneurial attitude, behavior and mind-set: Recent developments in education have high lightened the need for entrepreneurship and its crucial role in forming attitudes, behavior, mindset, and intention of being entrepreneurs (Wardana, Narmaditya, Wibowo, Mahendra, Wibowo, Harwida, & Rohman, 2020), they remarked that entrepreneurship education prepares students to initiate new businesses by bringing together experiences, skills, and knowledge. Meanwhile, Hasan, Khan, & Nabi, (2017), believed that entrepreneurship education is more essential in business schools instead of in the government schools. The fundamental reason is that innovative and attainable business ideas tend to create from technical, scientific, and creative studies.

Visit entrepreneurial sites: Students to develop entrepreneurial intentions they need to visits sites where there is evidence of entrepreneurial activities being done. (Hasan, Khan, & Nabi, 2017). By visiting sites students encounter face to face talk with those already in the

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entrepreneurial businesses (Anwar, & Abdullah, 2021). For example students can took a tour to visit agricultural sites and get them exposed to the real entrepreneurship they get knowledge and motivation hence develop intentions

Involve students in practice of being entrepreneurs: To instill entrepreneurial intensions, entrepreneurial educators need to include students in practical events (Ratten, & Jones, 2021), for example, take students to compete for producing new goods, machinery, adding uses to already existing goods. Practice makes students feel to be entrepreneurs there by developing intentions (Muriithi, 2017).

Clearly stating the advantages of entrepreneurship: Teachers and lectures have to bring out what the merits of being entrepreneurship (Mihajlović, & Stojanović, (2019). For example, teaching students that entrepreneurship enables one to start his or her own business, which means one will be his or her own boss which motivate students to be entrepreneurs.

Use of practical examples in teaching : Giving examples or making reference of those who become successful entrepreneurs, for example, Jeff Bezos from America, the founder of Amazon which is the largest ecommerce marketplace and is used by millions of customers worldwide (Carino, 2021). In Zimbabwe, richest man and entrepreneur the founder of Econet Wireless Zimbabwe Limited, Strive Masiyiwa according to (Amungo, 2020) is a good example in teaching entrepreneurship to create entrepreneurial intentions.

3.0 Research Methodology

In the study, a mixed research design was employed. A case study technique was used to assess the impact of entrepreneurial education in SMEs growth in Zimbabwe was assessed by the researchers using open-ended and closed questionnaires, as well as interview research guidelines**.** The sample included 87 personnel, comprising 23 carpenters, 15 welders, 20 motor vehicle repairers, 12 steel merchandisers, 8 saw millers, 9 basket, mats, chair weavers. A mixed strategy that included both random and non-random sampling approaches was also used. In order to facilitate subsequent analysis, the data was coded and entered on an SPSS spread sheet utilizing interview guides and questions. Major themes and sub-themes gleaned from the data gathered were used in the data analysis for the qualitative data. The data were analysed using both inductive and deductive methods. Data was analysed and then presented as pie charts, tables, and graphs.

4.0 Data Presentation, Analysis, and Discussion of Findings

4.1 The impact of entrepreneurship education on the formation of small to medium enterprises in MGM

4.1.1 Positive Impacts

Researcher gathered data from 89 participants basing on the positive impacts of entrepreneurial education on the formation of Small to medium enterprise. Participants responded in 3 differentiated ways, which are Agree, Neutral and Disagree. Key, A- Agree, Not sure and D-Disagree on the impact of entrepreneurial education on the formation of SMEs, as seen in the graph fig 4.1. Figure 4.1 above shows the impacts of entrepreneurial education on performance of SMEs in Mutare. On the point “create innovativeness and

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creativeness", (89.9%) agreed, (10.1%) were not sure and (0%) disagreed on that entrepreneurial education has an impact on the formation of SMEs. Job creation and economic growth: (85.4%) agreed, (11.2%) were not sure and (2.2%) disagreed on that entrepreneurial education has an impact on the formation of SMEs. Imparting entrepreneurial education: (93.3%) agreed, (5.6%) were not sure and (1.1%) disagreed on that entrepreneurial education has an impact on the formation of SMEs. Professional skills and knowledge creation: (56%) agreed, (30.3%) were not sure and (6.7%) disagreed on that entrepreneurial education has an impact on the formation of SMEs. The desire for self-management: (93.3%) agreed, (6.7%) were not sure and (0%) disagreed on that entrepreneurial education has an impact on the formation of SMEs. This information is presented in fig 4.1 below

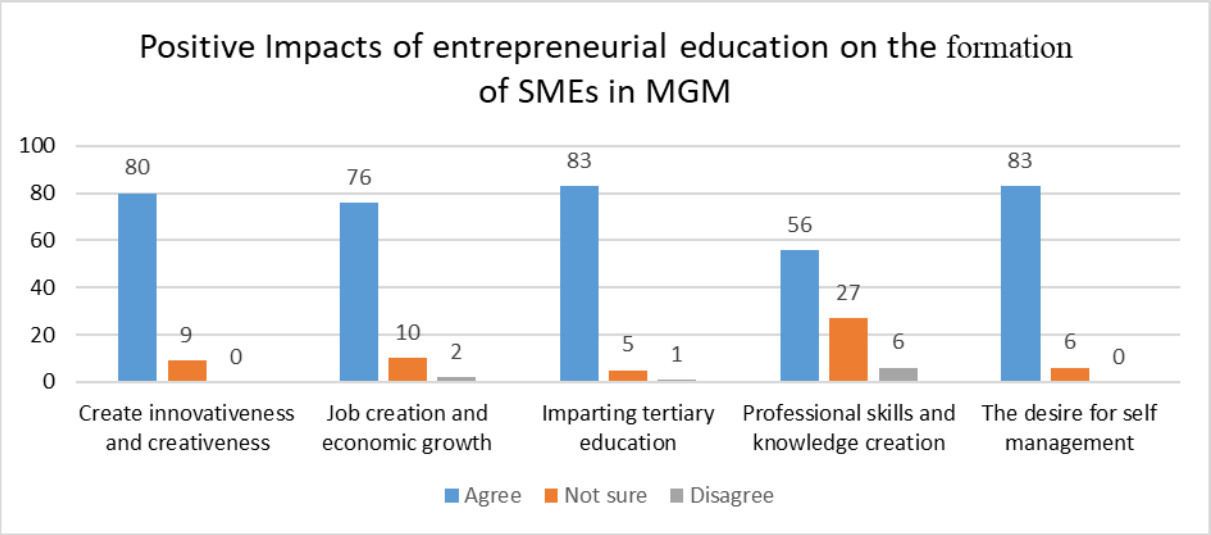


Figure 4.1: Impact of entrepreneurial education on performance of SMEs in Mutare Source: Researcher Data (2022)

From the graph Fig 4.1, it can be noted that more participants agreed that entrepreneurial education has a strong impact on the formation of small to medium enterprises, this also supported by Jevwegaga, Ade-adeniji, Ibidunni, Olokundun, Borishade, Falola, & Ogunniyi, (2018) that entrepreneurial education has an impact on the establishment of SMEs and their sustainability. The research shows that even though people are agreeing more on the positive impact of entrepreneurship education on SME growth, the reason why they are not sustaining and remain small is due to harsh economic conditions like inflation, shortage of raw materials, and harsh rules and regulations (Thompson, Mmieh, & Mordi, 2018).

4.1.2 Negative Impacts

Participants were asked on how they can be being negatively impacted by entrepreneurial education and five and the researcher brought up a likert scale of Agree, Not sure and Disagree on depression, anxiety, addiction, there is no simplicity and relationships are harmed. The graph below fig 4.4 shows the responses.

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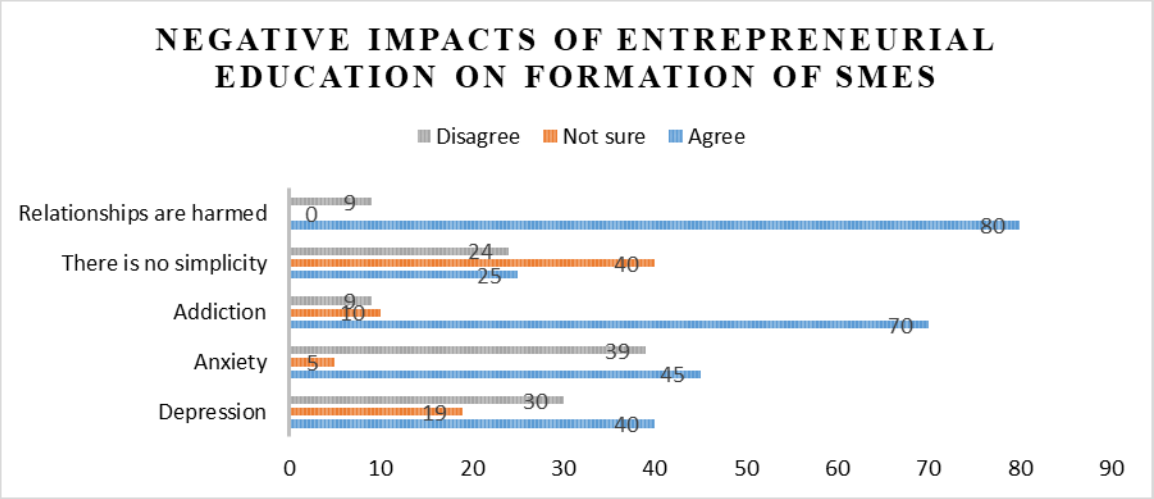


Figure 4.2: Negative impacts of entrepreneurial education on formation of SMEs, Source: Researcher Data (2022)

From the participant's responses on depression: (44.9%) agreed, (21.3%) were not sure and (33.7%) disagreed that entrepreneurial education negatively impacts the formation of SMEs. Anxiety, (50.6%) agreed, (5.6%) were neutral and (43.8%) disagreed that entrepreneurial education negatively impacts the formation of SMEs. Addiction: (78.7%) agreed, 11.2% were not sure and (10.1%) disagreed that entrepreneurial education negatively impacts the formation of SMEs. On the point, there is no simplicity, (28.1%) agreed, (44.9%) were not sure and (27%) disagreed that entrepreneurial education negatively impacts the formation of SMEs. Lastly, on relationships are harmed, (89.9%) agreed, (0%) were neutral and (10.1%) disagreed that entrepreneurial education negatively impacts the formation of SMEs. From the graph fig 4.2 it can be noted that most of the participants agreed that that entrepreneurial education negatively impacts the formation of SMEs, this also supported by Hardie Highfield, & Lee, (2020), that those negative impacts if not properly managed they can lead to conflicts with people around an individual. To address the negative impacts of entrepreneurship education on the formation of SMEs, Hardie, Highfield, & Lee, (2020), suggested that entrepreneurial education lead to the effective management and control of the negative impacts of entrepreneurial education on the formation of SMEs.

4.2 Do Zimbabwean Institutions Succeed In Grooming Successful Entrepreneurs

Participants responded to the above question in 3 different ways basing on their knowledge on whether Zimbabwean institutions like CUT, UZ, GZU and ZEGU are succeeding in grooming entrepreneurs. Ways in which are participants responded are Agree, Neutral and Disagree on the following points, skill and knowledge and development, promoting and development of SMEs, Desire to counter unemployment, transfer of technology and dissemination of research data, create a high caliber workforce and offering degree programs and entrepreneurial related courses. Key, A-Agree, N-Not sure and D-Disagree (*see fig 4.3*)

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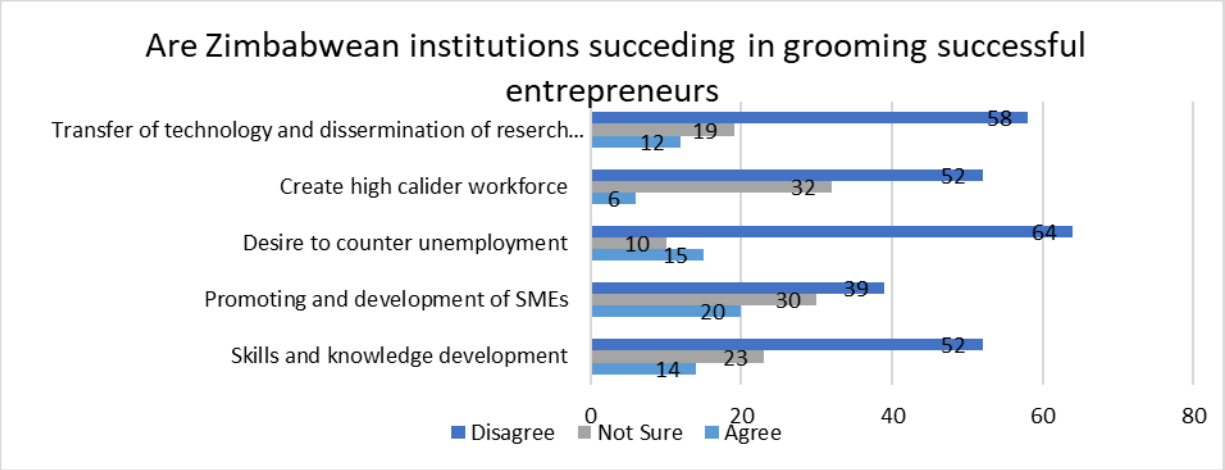


Figure: 4.3 Do Zimbabwean Institutions Succeed In Grooming Successful Entrepreneurs Source: Researcher Data (2022)

As seen on the graph fig 4.3 above its is shown that on skills and knowledge development, (15.7%) agreed, (25.8%) were not sure and 58.4% of the participants were disagreeing on that Zimbabwean institutions are being succeeding in grooming sucessiful entrepreneurs this the participants. On promoting and development of SMEs, (22.5%) agreed,(33.7%) were not sure strongly agreed and (43.8%) disagreed that Zimbabwean institutions are succeeding in grooming successful entrepreneurs. On desire to encounter unemployment: (16.9%) agreed, (11.2%) were not sure and (71.9%) disagreed that Zimbabwean institutions are succeeding in grooming successful entrepreneurs. On creation of caliber workforce, (6.7%) agreed, (36%) were not sure and 58.4 disagreed that Zimbabwean institutions are succeeding in grooming successful entrepreneurs. Lastly on transfer of technonology and dissermination of research data, (13.5%) disagreed, (21.3%) were not sure and (65.2%) disagreed that Zimbabwean institutions are succeeding in grooming successful entrepreneurs. From fig 4.3, the data shows that participants disagreed on that Zimbabwen institutions are succeeding in grooming successful entrepreneurs. This is also supported by Sukusno, Setiawan, Purwanto, & Tambunan, (2018) who advocated that students after graduating from universities, insteady of lowering unemployment rate, the rate of unemployment goes up, this due to the fact that Zimbabwe's education system is lacking using of effective practical entrepreneurial methods, technological behindness, and lack of funds to support or start SMEs are the factors resulting in lack of sustainability and growth in SMEs.

4.3 The Relationship between Entrepreneurial Education and Small to Medium Enterprise Performance.

Participants were asked about whether there is relationship between entrepreneurial education and SMEs performance. Responses were tabled below. (*See table 4.4*)

Supporting Points	**Agree**	**Not Sure**	**Disagree**	**Total**
Growth of entrepreneurial activities	73	10	6	**89**
Increase in overall revenues	10	38	41	**89**
Reduction in unemployment rates	30	3	56	**89**
Level of entrepreneurial education	72	1	16	**89**
Emergency of new skill and knowledge	80	9	0	**89**

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Table 4.4: The relationship between entrepreneurial education and small to medium enterprise performance, Source: Research Data (2022)

From the table 4.4 above research findings, on growth of entrepreneurial activities: (82%) agreed, (11.23%) were not sure and (6.74%) disagreed that there is a relationship between entrepreneurial education and small to medium enterprise performance. On increase in overall revenues: (11.23%) agreed, (46.70%) were not sure and (46.10%) disagreed that there is relationship between entrepreneurial education and small to medium enterprise performance. On reduction in unemployment rates: (33.7%) agreed, (3.4%) were not sure and (62.9%) disagreed that there is relationship between entrepreneurial education and small to medium enterprise performance. On level of entrepreneurial education: (80.9%) agreed, (1.1%) were not sure and (18%) disagreed that that there is relationship between entrepreneurial education and small to medium enterprise performance. On emergency of new skills, (89.9%) agreed, (10.1%) were not sure and (0%) disagreed that there is relationship between entrepreneurial education and small to medium enterprise performance.

The responses on table 4.4 of the participants, it shows that most of the participants disagreed that there is a relatioship between entrepreneurial education and SMEs peromance, this was also supported by Hindasah, & Nuryakin, (2020) . The researcher noted that though the supporting points were correct when detrmining the relationship between SME perfomance and entrepreneurial education, however in Zimbabwean percpective they seems to be unappicable.

4.4 Does entrepreneurship education create entrepreneurial intentions?

Responses from participants were tabulate following 3 different ways in which participants were expected to respond like. The ways are, Agree, Not sure, and disagree as shown in the table below. Key, A- Agree, Not sure and D-Disagree (*See fig 4.5*). From the research findings, it can be seen that on instilling entrepreneurial attitudes: (27%) agreed, (33.7%) were not sure and (39.3%) disagreed on that entrepreneurship education create entrepreneurial intentions. On visiting entrepreneurial sites (54%), agreed, (5.6%) were not sure and (54%) (40.4%)disagreed that entrepreneurship education create entrepreneurial intentions. On envolving students in practice of being entrepreneurs, (39.3%) agreed, (28.1%) were not sure and (32.5%) disagreed that entrepreneurship education create entrepreneurial intentions. Moving on to clearly stating advantages of entrepreneurship, (67.4%) agreed, (20.2%) were not sure and (12.4%) disagreed that entrepreneurship education creates entrepreneurial intentions. Lastly on use of practical examples, (88.8%) agreed, (1.1%) were neutral and (10.1%) disagreed that entrepreneurship education create entrepreneurial intentions. These findings are presented in fig 4.5 below.

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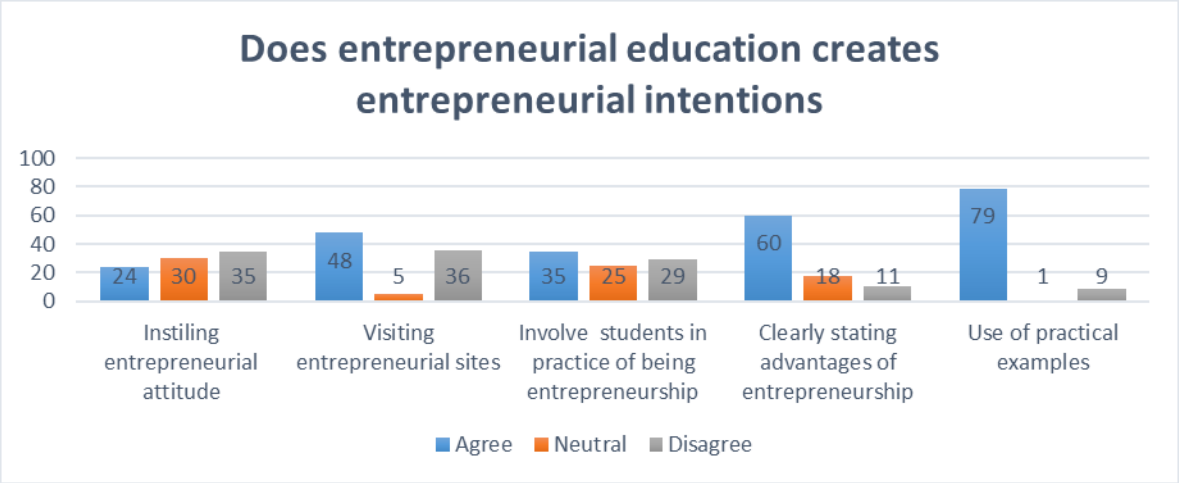


Figure: 4.5 Does entrepreneurship education create entrepreneurial intentions; Source: Research Data (2022)

On fig 4.5, it can be noted that the first two points, of creating entrepreneurial intentions through instilling entrepreneurial attitude and effective teaching were being disagreed the most by participants as compared to the final two, this was supported by Crudu, (2019) that effective teaching, by making use of practical examples, easy access of funds for supporting and starting up SMEs are the factors that are mostly applicable in Zimbabwean The last two points of clearly stating advantages of entrepreneurship and making use of practical examples were mostly agreed on by participants as supported by Manzoor, Wei, & Sahito, (2021) that bringing up advantages derived from entrepreneurship, and making use of practical example of entrepreneurs who become successful create entrepreneurship intentions effectively.

5.0 Overall Conclusion

The results of the study overally indicated that entrepreneurial education has a direct positive impact in SMEs growth and sustainability. The study also confirmed that since SMEs are collapsing in their first few years of establishment, entrepreneurial education is of paramount importance in growth and sustainability of SMEs as it generates creativeness and innovativeness of entrepreneurs which leads to growth in revenues and profitability hence SMEs sustain. Therefore, it can be rightly concluded that it is important for SMEs to prioritise and enhance entrepreneurial education in order to enhance their growth and sustainability. In this regard, this study can serve as a guide to SMEs owners and managers to acquire entrepreneurship education for them to be equiped with innovatiness and creativeness, especially those SMEs in MGM . Entrepreneurial education brings up entrepreneurial intention, innovation and creativity which leads to growth of SMEs in Zimbabwe. SMEs are contributing a lot on the Zimbabwean economy's GDP which shows that entrepreneurial education should be fostered and supported inorder to enhance growth of SMEs, employment creation and betterment of standards of living.

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5.1 Recommendations

From the research findings, this research recommends the following:

Universities and Colleges must use relevent examples and new methods (practical) to teach (entrepreneurial education) and encourage students to understand the benefits derived from entreneurship. This helps students develop entrepreneurial intentions, bringing up innovativeness and creativeness which result in growth of SMEs, which is a benefit to the economy since there will be rise in GDP, more employment opportunities will be created and standards of living will be improved.

The good correlation between entrepreneurial education and SME expansion should motivate SMEs to adopt the technique of pursuing it. By accomplishing this, SMEs can enhance their performance, increase their competitive edge, and thrive within the economic development, which ultimately leads to sustainability.

The positive relationship between entrepreneurship education and SME prosperity should encourage SMEs to embrace this strategy. In doing this, SMEs can enhance their day-to-day operations, sharpen existing competitiveness, and prosper in the economic progress that eventually leads to viability.

5.2 Limitations

These are challenges or barries that the reseacher experience during the course of the reserch. The researcher experience some suspecions during the process of gathering data, since we are towards elections, the chairman and the selected sample thought that the reasercher was a political related person hence they fear and some of them were not comfortable, however the reseacher tried by all means to convience them that he is not a politician. Moreso, the researcher gathered data from the field during the working hours, as he was unable to find the selected sample anywhere except at their working places, this resulted in some time challange. During the interview sometimes the reseacher was obstracted by the interviwee's clients hence had to stop and allow the interviwees attend their customers. The researcher tried to be patient and wait untill the interviewees serve their customers. Some respondents also showed mistrust with their information, they thought the reasercher might publish their information on social media hence the reseacher promise them to keep their information confidential. The researcher also encountered workload during the way to up with the research, these are other courses that the researcher was studying at his final semester, however the reseacher tried to balance all the areas.

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