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### RESEARCH ARTICLE

#### THE INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE SUCCESS OF ETHNIC ENTREPRENEURS IN HWANGE DISTRICT, ZIMBABWE

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#### Abstract

The study explored the impact of entrepreneurship education on the success of ethnic entrepreneurs in Zimbabwe's Hwange District. It uses a mixed-methods approach and a pragmatism perspective, involving 216 participants. The results reveal varied opinions on the relationship between education and entrepreneurship success. The study suggests continuous evaluation and enhancement of entrepreneurship education programs to address unique challenges faced by ethnic entrepreneurs. Further research is needed to improve understanding.

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#### Introduction:-

Entrepreneurship has a crucial role in driving economic progress and fostering job creation in Zimbabwe (Majukwa, Fan, & Dwyer, 2020). The significance of entrepreneurship education in equipping aspiring business owners with the requisite information and abilities for achieving success has garnered growing attention in recent years (Mudyahoto et al., 2023). Various sorts of entrepreneurial education are widely accessible. Ethnic communities typically establish their own education systems, which they provide to their youngsters as they mature. These forms of education differ since each kind focuses on a specific area. For instance, youngsters can receive instruction on how to fulfill the roles of dads or mothers. This is a continuous form of education that takes the shape of an apprenticeship. They are also instructed in various methods of entrepreneurship. This article specifically examined formal entrepreneurship education, which is mostly provided by universities, colleges, and schools. Entrepreneurs from different ethnic backgrounds have a crucial role in generating wealth and income, particularly in disadvantaged regions where there may be few official job prospects. They often establish businesses that cater for the specific needs and preferences of their own ethnic communities, promoting cultural diversity and preserving traditions in the process (Tshikovhi, 2021).

Entrepreneurship education's specific impact on entrepreneurial success of ethnic minorities in Zimbabwe remains inadequately documented, with only limited data available. This research attempts to bridge this knowledge gap by analyzing the effect of entrepreneurship education on ethnic entrepreneurial success in Hwange district Zimbabwe. The study took into account a variety of ethnic groupings such as Tonga, Shona, Ndebele, and Nambya. The Tonga people are an ethnic group that is mostly found in Zimbabwe's Binga and Hwange areas. The Nambya people, who live in the regions of Hwange and Binga, are closely connected to the Zambezi Valley and speak a unique language (Bhebhe & Ngoepe, 2023). Gaining insight into how entrepreneurship education affects the viability of different ethnic groups' business endeavors in Hwange can be extremely helpful in promoting economic development and growth in this area.

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The researchers selected Hwange district for its varied ethnic groupings, each possessing distinct historical and cultural legacy. The Wangara, a Soninke diaspora, have a rich history of engaging in trade and Islamic scholarship in the region (Massing, 2000). The Nambya people face difficulties in preserving their legacy, which is connected to stone-built archeological sites in Hwange. The intricate identity of the Hlengwe people, a subset of the Tsonga, has been influenced by migration and colonial limits (Mathebula, 2020). The Hwesa people, residing in a secluded chiefdom, have a historical record of embracing Christianity and maintaining a robust chiefdom structure (Maxwell, 2000). Every ethnic group contributes distinctive viewpoints, customs, and socioeconomic traits to the entrepreneurial scene. The economic development of the nation is substantially influenced by ethnic entrepreneurship, which helps to create jobs, innovate, and create wealth. However, there could be differences in economic outcomes and entrepreneurship success between various ethnic groupings. Different ethnic groups' entrepreneurial experiences and outcomes can be influenced by a variety of factors, including resource accessibility, social networks, historical disadvantages, and cultural norms. It's critical to comprehend these dynamics and spot any obstacles that can prevent some ethnic communities from achieving entrepreneurship success. Lack of government support and access to bank loans are some of the obstacles as cited by Nhengu (2022) in his article, "Factors Influencing Growth and Development of Small and Medium Enterprises in Zimbabwe." The results of Maireva and Magomana (2021)'s article, "The Influence of Indigenous Factors on Entrepreneurial Success Among Youths in Masvingo" indicate that a young person's educational attainment, management abilities, prior entrepreneurial experience, work experience, cultural background, and personal traits, attributes, and attitudes all play a significant role in determining their likelihood of succeeding as entrepreneurs. Recognition for entrepreneurship education as a potential engine for innovation and economic progress has grown. It provides individuals with the information, abilities, and mindset required to launch and expand prosperous firms. However, little is known about how entrepreneurship education affects the entrepreneurial success of ethnic minorities in Hwange. Fostering inclusive economic growth and addressing any gaps that may exist between various ethnic communities requires an understanding of the impact of entrepreneurial education on ethnic entrepreneurial success (Maireva & Magomana, 2021). By examining the link between entrepreneurship education and ethnic entrepreneurial success, this study aims to provide insight into how well entrepreneurship education programs promote and empower entrepreneurs from a range of ethnic backgrounds.

The findings of this study can guide legislative efforts and educational programs that support entrepreneurship and economic development in particular ethnic groupings. Technology guidelines and corporate training are crucial. Technological innovation and creativity are essential for economic prosperity. Businesses require training on how to obtain funding from authorized financial institutions and effectively handle their finances. In addition, it is important for them to have access to product advertising in order to effectively target potential markets.

The licensing and progressive manufacturing patterns that are focused on the introduction and mastering of superior product-based production technology should be provided by the government. Government policy, prospective market access, human resource capacity building, and easy access to funding will all help SMEs grow quickly (Surya, et al., 2021). The development of focused plans that promote inclusive and sustainable economic growth in Hwange can be aided by identifying the possibilities and problems faced by ethnic entrepreneurs and understanding how entrepreneurship education can address these issues. This study investigates the relationship between entrepreneurship education and ethnic entrepreneurs' success in Hwange. It provides fresh viewpoints to support empirically grounded policies, promoting fairness for entrepreneurs from diverse ethnic backgrounds and propelling the country's economy forward.

There is a notable lack of information on how entrepreneurship education impacts the success of ethnic entrepreneurs in Hwange, indicating a large knowledge vacuum in this field. Although the role that entrepreneurship education plays in promoting economic growth is becoming more widely acknowledged, little is known about how it specifically affects ethnic entrepreneurs in Hwange. Ethnic entrepreneurship has a significant impact on Zimbabwe's economic environment, with different ethnic groups being essential to the growth and creativity of businesses. The precise impact of entrepreneurship education programs on the prosperity of ethnic entrepreneurs in Hwange is still unknown, though. This research is guided by anthropology entrepreneurship theory.

Developing effective policies and initiatives that can promote and encourage entrepreneurship within particular ethnic populations is made more difficult by this knowledge gap. It is challenging to develop evidence-based strategies that can increase the entrepreneurial contributions of various ethnic groups in Hwange without a thorough grasp of how entrepreneurship education affects ethnic entrepreneurial success. Previous study on this topic has

been noted by Radebe (2021) and Mawonedzo (2020), highlighting the dearth of studies on the role that entrepreneurship education plays in ethnic entrepreneurial success in Zimbabwe. These studies shed more information on the difficulties in creating and advancing entrepreneurship education, including the curriculum's limited focus and the educators' scant real-world experience. Effective solutions are very important, according to Mawonedzo (2020), especially at technical colleges.

The study intends to close this research gap and add to the body of knowledge by offering insights that can guide the creation of educational policy initiatives that support entrepreneurship and propel economic growth among Zimbabwe's different ethnic populations. The ultimate goal of this research is to close the information gap and lay the groundwork for evidence-based strategies that would improve the performance of ethnic entrepreneurs in Zimbabwe by means of entrepreneurship education programs.

### **Material and Methods:-**

This study employed a mixed-methods approach, specifically utilizing a triangulation design, to investigate the research problem. The study adopted the research paradigm of pragmatism, allowing the researchers to effectively combine quantitative and qualitative approaches in a flexible manner. The study comprised 54 volunteers from each of the four ethnic groups: Shona, Ndebele, Tonga, and Nambya. The number of participation totaled 216 individuals. The individuals were selected via stratified random sampling. Structured questionnaires and interviews were utilized to collect data. The quantitative data analysis was performed using multiple regression analysis in SPSS version 26.0, while the qualitative data was analyzed using thematic analysis. The presentation effectively fulfilled the study objectives and addressed the research questions. The research approaches and resources employed in this study ensured a comprehensive and rigorous investigation of the issue under scrutiny.

### **Results and Discussion:-**

Upon synthesizing both quantitative and qualitative data, it becomes evident that all participants unanimously agree on the benefits of entrepreneurship education and its potential to enhance the success of entrepreneurs. The quantitative results showed that the majority of participants agreed with remarks that highlighted the importance of entrepreneurship education in various aspects of obtaining success in business. Concerning the quantitative data, although there were differences in the percentage of respondents who agreed or disagreed with each statement, the statistical analysis did not find any significant changes in relation to entrepreneurship success. The p-values indicated insufficient evidence to demonstrate a direct association between the acceptance of the propositions and entrepreneurial success. The qualitative findings provided additional confirmation for the quantitative results. Participants exhibited a clear understanding of the importance of entrepreneurship education, particularly in acquiring specialized skills and knowledge that are applicable to running a business, such as accounting. The absence of opposing viewpoints regarding the benefits of entrepreneurship education further reinforced the consensus among participants that it plays a crucial role in attaining success in company. By combining the quantitative and qualitative results, it is clear that participants mostly agree on the importance of entrepreneurship education. The qualitative data provides additional context and complexity, highlighting the participants' acknowledgement of the importance of education in business and the acquisition of useful knowledge and skills. The findings indicate a consensus among the participants that entrepreneurship education is beneficial for entrepreneurs and can increase their likelihood of reaching success. While the quantitative study did not find any statistically significant differences, the qualitative observations offered support and context to the quantitative findings, emphasizing the significance of entrepreneurship education in developing the necessary skills for successfully managing a profitable business. Existing literature suggests that both general education and entrepreneurial education significantly influence early-stage entrepreneurial activity, as supported by the findings of Bayar et al. (2022). Bismala (2021) emphasized the importance of entrepreneurship education in improving students' proficiency in entrepreneurship. Muthumeena and Yogeswaran (2022) highlighted the importance of education, particularly at universities, in fostering entrepreneurship among young individuals and bolstering students' confidence and outlook on entrepreneurship. The research highlights the importance of entrepreneurship education in enhancing students' capacity to interact with the business sector (Rankhumise & Letsoalo, 2023).

### **Conclusion:-**

The study emphasized that participants unanimously agree on the beneficial influence of entrepreneurship education on the achievements of entrepreneurs in Hwange community. Both quantitative and qualitative evidence corroborate the significance of entrepreneurship education in obtaining vital skills and knowledge for effectively managing

prosperous enterprises. The findings underscore the need of including entrepreneurship education to promote the growth of prosperous entrepreneurs within ethnic communities in the area.

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