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MASTER OF SCIENCE IN ENTREPRENEURSHIP AND INNOVATION DEGREE

**DETERMINING THE DOMINANT CORPORATE ENTREPRENEURSHIP MODEL
IN MUTARE BASED PRIVATE SCHOOLS AND IMPLICATIONS FOR BUSINESS
GROWTH.**

BY

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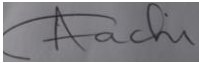
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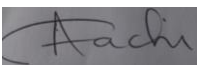
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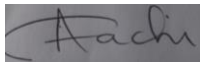
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DECLARATION

I, **ABRAHAM TACHI**, do hereby declare that this dissertation is a result of my own investigation and research, except to the extent indicated in the acknowledgments, bibliography, references, and comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other university.



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DEDICATION

I dedicate this dissertation to my parents, whose endless love, encouragement, and sacrifices have been my foundation throughout my academic journey. This accomplishment would not have been possible without their unwavering belief in my abilities. I also dedicate this work to all the educators and innovators who strive to enhance Corporate Entrepreneurship in educational institutions, with the hope that this research contributes to their efforts for creating an environment of growth and innovation in Mutare-based private schools.

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ABSTRACT

This dissertation investigates the dominant corporate entrepreneurship model in Mutare-based private schools and its implications for growth. A sad indicator that there is a missing link between the use of corporate entrepreneurship that can drive private schools' education and private schools' growth is the current situation of comatose private school survival in emerging nations like Zimbabwe. The study used exploratory research approach, outlining the study aspects and facts that were already available. Exploratory research investigates research questions that have not been studied in depth. The study also adopted a case study approach. Which in this case required a group of schools to be part of the population. The study employed mixed methods. The study measured quantitative data on the dominant model of corporate entrepreneurship approach and on assessing the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare. The study demonstrated that, in accordance with the opportunistic model, it significantly facilitated the identification of new markets in business, as confirmed by the respondents. Schools need to make use of the enabler model of entrepreneurship since the study showed that it is the dominant model in line with schools. The researcher also recommends that there is need to transform knowledge into innovation and embark on entrepreneurial activities in schools. Also the research recommends need to embrace the enabler model since it encourages growth, expanding market base and the identification of new markets.

Key words and phrases: corporate entrepreneurship, dominant models, exploratory research, private schools, Mutare, Zimbabwe.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

While the subject of dominant model of corporate entrepreneurship approaches in private schools has been broadly looked at, very little has been studied on the subject and their implications on growth. This study sought to explore dominant model of corporate entrepreneurship (CE) approaches in private schools and their implication on private schools' growth. The study took a mixed method approach in data investigation to clearly measure the role of the dominant model of corporate entrepreneurship approaches on their growth in the education sector. This chapter carries the following: background of the study, justification of the study, statement of the problem, aim of the study, research objectives, research questions and development of hypothesis, significance of the study, assumption of the study, delimitation of the study, limitation of the study, definition of terms and summary of chapters.

1.2. Background of the study

1.2.1 Global trends in dominant corporate entrepreneurship approaches in private education

Prior research (for instance, Maestracci, 2023 and Ratten, 2023) offers a theoretical perspective on how key characteristics of corporate entrepreneurship influence the adoption of disruptive business model innovations and how that adoption affects business model performance. This theoretical perspective is backed by empirical data from the newspaper industry. It concludes that innovativeness has no positive correlation with the degree of adoption of disruptive business model innovation, but autonomy, risk-taking, and proactiveness do. Moreover, there is a nonlinear relationship between the adoption of disruptive business model innovations and business model performance. In order to successfully adapt disruptive business model innovation, Karimi and Walter (2016) came to the conclusion that technology managers and entrepreneurs need be given strategies to modify their corporate entrepreneurship activities.

Cucculelli and Bettinelli (2015), on the other hand, discovered that a change in the business model improves the firm's capacity for success. The performance of intangibles and the modification of the business model also benefited from a good complimentary effect. When business model modifications are ranked according to their level of innovation, these findings

become much more clear, indicating that intangibles have a positive moderating effect and that business model innovation is fundamental to company performance. According to Cucculelli and Bettinelli (2015), they are essential in forming the firm's competencies, which are favourable to the achievement of an inventive business model configuration.

In the end, moderator analyses were carried out by Bierwerth, Schwens, Isidor, & Kabst (2015) to consider the context and confirm whether and how the associations change in the presence of certain study-specific characteristics. According to the study, corporate venturing and performance are most strongly correlated in Europe (as opposed to North America and Asia) and innovation has a greater impact on performance in high-tech businesses than in low-tech ones. The study found that the relationship between strategic renewal and performance is stronger for larger organizations than for smaller ones, which goes against our theoretical predictions. In light of the aforementioned research, the current study set out to identify a dominating paradigm for successfully executing entrepreneurship.

1.3 Statement of the problem

The background information provided above indicates that there are no significant differences between the models used in various studies, and all related models have both benefits and drawbacks. The research conducted by Urbaniec and Zur (2021) broadens the focus of corporate entrepreneurship by examining the advantages and drawbacks of corporate accelerators. Research on the elements that facilitate corporate entrepreneurship can now be conducted more effectively thanks to the emergence of participatory innovation models and collective intelligence (for instance, Elia and Margherita, 2018). These experiments demonstrate that models can be combined. The issue of utilizing unproven methods in entrepreneurship can have an impact on schools that are applying it or plan to, which could lead to a loss of advancement or revenue. However, a challenge has been observed in selecting the type of model that is appropriate for implementing entrepreneurship in schools. Therefore, this study assessed the enabler, producer, advocate, and opportunistic models in an effort to determine which would be dominant and demonstrate how useful are they where they are implemented. Corporate management experts can obtain higher profits by putting the strategic ideas into practice

1.4 Objectives of the study

The main objective was to evaluate the dominant corporate entrepreneurship model in Mutare based private schools and implications for business growth.

Specifically, the study sought to address the following objectives:

- 1.4.1 To determine the dominant model of corporate entrepreneurship approach used by private schools in Mutare.
- 1.4.2 To assess the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare.
- 1.4.3 To develop strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance.

1.5 Research Questions

The study sought to address the question, “*What is the dominant corporate entrepreneurship model that is used by Mutare-based private schools and its implications for business growth?*”

The specific research questions which the study aimed at providing answers to were:

- 1.5.1 What is the dominant approach to corporate entrepreneurship that is used by private schools in Mutare?
- 1.5.2 What implications does the adoption of each model of corporate entrepreneurship have on the performance of private schools as business ventures in Mutare?
- 1.5.3 What are the main strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance?

1.6 Justification and contribution of the study

The study sought to explore how dominant model of corporate entrepreneurship impacts private schools’ growth. Hence, multiple stakeholders could benefit from the study.

1.6.1 Economic benefit

The study could provide a conceptual framework that could spur private schools' growth. This could allow private schools to make wise business decisions, implement necessary actions, and lead the company to achieve its targets. Moreover, it could foster an environment where projects are led.

1.6.2 Economy at Large

Studying dominant model of corporate entrepreneurship in the context of Zimbabwe could lay out principles that could drive private schools' growth in the educational sector and foundation for new jobs. Thus, the study could show areas where private schools can encourage innovation by bringing new ideas, products, and services to the market. This could also contribute to social change by developing products or services that reduce people's dependence on outdated technologies.

1.6.3 Innovation

Employees could be given the freedom to innovate while performing their jobs thanks to corporate entrepreneurship. Employees would be inspired by this. Additionally, creating a better work atmosphere, not punishing mistakes, and rewarding new ideas could motivate staff to join the organizations.

1.6.4. Body of Knowledge

The study would add to the gap in research by providing relevant literature on the Zimbabwe context. This could deconstruct the nature of dominant model of corporate entrepreneurship impacts on private schools' growth. Moreover, the study could provide knowledge that might inform the state of dominant model of corporate entrepreneurship in private schools' growth.

1.7 Delimitations of the study

This section describes the spatial, conceptual and temporal focus of the study.

17.1 Spatial focus

The study was conducted amongst Private schools in Mutare. Thus, the growth of the Education industry was confined to Mutare only. The study was confined to prominent private schools in Mutare because that is where the impacts are most felt in Mutare town private schools, Zimbabwe, as well as, finding information from the Zimbabwe Education Authority as it holds the legal framework and policies that are adopted by the industry. This study was an exploration aimed at identifying the strategies that could be adopted by private schools in Mutare to enhance the use of dominant model of corporate entrepreneurship.

1.7.2 Conceptual focus

The study focused on examining the dominant model of corporate entrepreneurship approaches in Private schools and their impact on private schools' growth in Mutare. The importance was that through this study, schools would be able to grow their business ventures beyond the normal by adopting a corporate entrepreneurial approach.

1.7.3 Temporal focus

The study focused on the period 2018-2023 in line with NDS-1 and the adoption of Education 5.0 which emphasize innovation in education and the adoption of a corporate entrepreneurial approach to drive industrialisation of the economy. The reason being that the study used a 5-year interval to measure the impact of dominant model of corporate entrepreneurship approaches on Education industry growth.

1.8 Definition of terms

Corporate Entrepreneurship- is an approach used to develop new business opportunities, products, or services within an organization. This process seeks to create value, drive revenue growth, and encourage innovation inside the company through entrepreneurial thoughts and actions.

Private Schools- is a school not administered or funded by the government, unlike a public school. They are also known as independent schools

Growth- the act or process, or a manner of growing; development; gradual increase size or stage of development.

1.9 Dissertation Chapter Outline

The following table summarizes the main chapters of the dissertation.

Chapter	Outline
1. Chapter One	This chapter gave an introduction, background, research problem, objectives, research questions, justification, scope and definition of key terms.
2. Chapter Two	This chapter provides the conceptual, theoretical framework and a review of empirical literature as well as highlighting the gap in knowledge in existing literature.
3. Chapter Three	This chapter describes the methodology followed in undertaking the study.
4. Chapter Four	The chapter presents the results of data analysis and interpretation.
5. Chapter Five	The chapter provides a summary of the study, conclusions and recommendations.

Table 1.1: Dissertation Chapter Outline

Source: Own outline for this study

1.10 Chapter Summary

The chapter has introduced the topic in question while giving clear path on how the research would be conducted. Hence, the chapter has laid the foundation for the intended research. Therefore, the following chapter will in detail presents the related literature in line with the variables.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

In the past few decades, there has been a lot of excitement about the idea of incorporating entrepreneurship into education. It has been claimed that this will have a wide range of positive consequences, including increased equality, school involvement, economic growth, job creation, and societal resilience. Despite the good outcomes that have been mentioned, putting this theory into practice has presented substantial difficulties. Some of the obstacles practitioners have faced while attempting to integrate entrepreneurship into education are a lack of time and money, instructors' distrust of commercialism, hindering educational frameworks, evaluation issues, and a lack of definitional clarity. This chapter describes the conceptual framework in section 2.2. This is followed by a review of the theories that underpin the study in section 2.3. In section 2.4, available related empirical literature is discussed and the gap identified in knowledge summarized in section 2.5. The chapter ends with section 2.6 which provides a summary.

2.2. Conceptual Framework

This section describes how the study was conceptualised. The conceptual framework for the use of a corporate entrepreneurial approach in the private schools is also summed up in Figure 2.1 below. The variables of interest are then defined, measured and the implications of their variability explained.

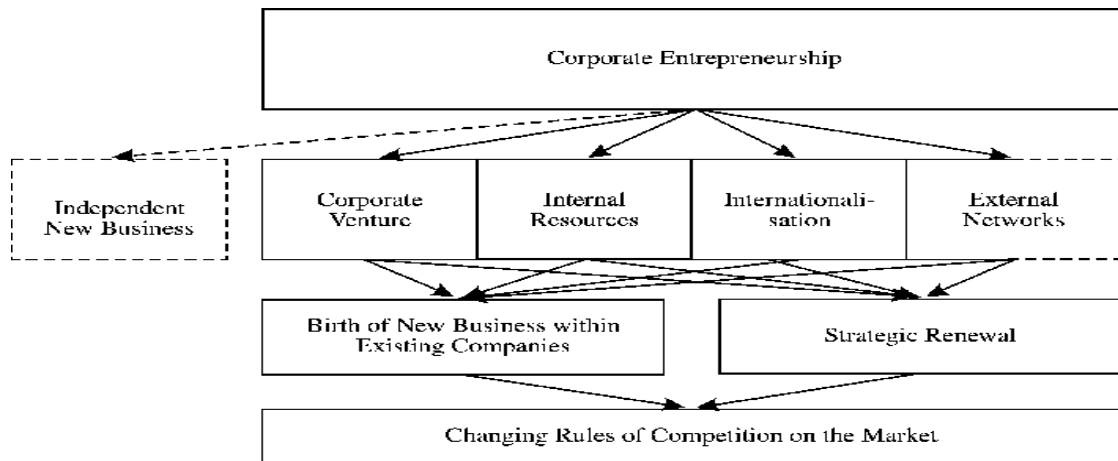


Table 2.1: Conceptual framework for the study

Source: Own diagram for this study.

In this study, corporate entrepreneurship was conceptualised as the creation of independent new business, corporate venturing, and the use of internal resources, internationalisation and externalisation of ideas to grow existing businesses. The corporate entrepreneurship focused on was the application of these ideas and approaches to develop private school businesses and not the teaching of it as a discipline in a curriculum. The development of new organizations is then seen as a result of several potential strategies corporate entrepreneurial approaches or models for adding value to an existing business (Lackéus, 2015).

Adding on, economic perspectives have been used exclusively to explain why corporate entrepreneurship is important to education sector. Incorporating entrepreneurship into primary and secondary education sector, has broad implications for how to organize, carry out, and evaluate entrepreneurship in education (Lackéus, 2015). Entrepreneurial activities are common in vocational education and training when it comes to adding value for others, but they are rarely linked to the entrepreneurship domain and its tools, methods, and to the actual running and managing the private schools and adding value in them as business enterprises (Lackéus, 2015). Therefore, the hardest and most crucial challenge in this field is how to encourage owners of existing private schools to be more entrepreneurial. Many studies contend that adopting a learning-by-doing strategy is the only method to increase people's

entrepreneurialism. The issue of what can be adopted from experience must therefore be appropriately addressed.

2.2.1 Study variables

Given the conceptual focus of the study, the key variables of study were identified as (a) the dominant corporate entrepreneurship model in the private schools, (b) the implications of each model adopted, and (c) the suggested models. These variables are associated with objectives (a) to (c) respectively.

As shown in Figure 2.1 above, corporate entrepreneurship can take any of the five forms: creation of independent business, business venturing, the use of internal resources, internationalisation and the use of external networks. Whichever of the last four approaches above is adopted by a private school as a business, each results in the birth of new business in existing businesses. More importantly, each of these approaches leads to a strategic renewal of the private school as an existing business, culminating in more competitive responses to pressures in the operating environment.

a) The dominant corporate entrepreneurship model.

The dominant corporate entrepreneurship model was defined as the model which was most commonly used by the private schools in Mutare. The identification and specification of the models were based on Lippitz and Wolcott (2007) classification of corporate entrepreneurship approaches. This is explained in more detail in the theoretical framework below. Each of the four models was specified as summarized in the Table 2.1 below.

Model	Specified as characterising:
Opportunistic	the beginning of an entrepreneurial business whereby the approach concentrates on: <ul style="list-style-type: none"> • exploiting opportunities that present themselves without creativity and innovativeness • improvising resource production • distributed ownership power
Enabler	<ul style="list-style-type: none"> • frequently using dedicated resources • outsourcing entrepreneurial team • ensuring team works on a company initiative full-time.
Advocate	<ul style="list-style-type: none"> • developing organizational ownership to help small enterprises grow into larger corporations. • connecting corporate entrepreneurship with business systems • displaying total devotion and attention to corporate cohesion
Producer	<ul style="list-style-type: none"> • focused ownership and committed resources • building potentially disruptive businesses • protecting emerging projects from turf wars • paving the way for executives to pursue careers outside of their business units • encouraging cross-unit collaboration.

Table 2.1: The Specification of each of the models

Source: Adapted for this study from various sources

Dominance was measured in terms of the highest frequency of a model being cited by participants, reflecting the extent to which a model was commonly used by managers in the private schools. Thus, the model which had the highest frequency tally amongst all respondents was considered the dominant model while the one with the least frequency was regarded as the least dominant.

b) implication of adoption of a model

Implication was defined as the consequence of the adoption of a particular model as judged by the school managers as respondents in the context of the performance of their business. This was qualitatively judged or measured in terms of how it was seen by respondents as contributing to (i) exploiting existing opportunities, (ii) planning for growth through innovatively creating new opportunities, (iii) adding value, (iv) creating a competitive

marketing edge, and (v) achieving higher level of growth. The extent to which each model achieved these was measured on a scale of 1 to 5, with 1 being the least contribution while 5 was a measure of the highest contribution. Business growth was defined as the process of expanding and improving a business over time as measured by revenue, enrolment size and market share.

2.3 Theories underpinning the study

The two theories that anchored this study were the Models of Corporate Entrepreneurship Approaches and the Theory of Opportunity Identification and development. The main theory was Lippitz and Wolcott's Models of Corporate entrepreneurial approaches. The Theory of Opportunity Identification and development was used in a supporting role. These theories are described below in some greater detail.

2.3.1 Models of Corporate Entrepreneurship Approaches

Lippitz and Wolcott (2007) developed the Models of corporate entrepreneurship approaches to explain how businesses may be organized to exploit business opportunities. The proponents sought to categorize the approaches generally taken by businesses as they transition to being fully entrepreneurial. They postulated that business transition through four distinct models of approaches. These are the opportunistic approach, the enabler, the advocate and the producer model.

a) the opportunistic approach

The main argument was that, initially, existing businesses embracing entrepreneurship tend to follow an opportunistic approach in which they mainly rely on opportunities that present themselves. The opportunist model or model denotes the beginning of an entrepreneurial business because these organizations frequently concentrate on resource production and ownership power across the board. All companies start here without any organized approach. At that stage, the entrepreneurs do not endeavour to deliberately and creatively set up opportunity identification systems.

Numerous corporate executives and entrepreneurs present will make it impossible for new ideas to flow continuously, promoting organizational success and longevity as they heavily rely on current ideas and only tapping into those that present themselves. Thus, the nature of the model makes it impossible for schools to make use of it the power lays with the few powerful

executives and it can be biased if implemented at schools. The approach does not trust corporate cultures that promote experimentation and have various innovative social networks underneath the official hierarchy. As such, a major weakness of this model is that, brilliant ideas typically slip through organizational cracks through lack of support. Project champions often toil against the prevailing current in the organization. Operating a private school enterprise requires trusting that developmental ideas can come from anywhere and that anyone can be a contributing member for better business and new business ideas.

b) the enabler model

The enabler model differs profoundly from the opportunistic model in that there is more improvisation geared towards supporting corporate entrepreneurship. This means some resources are dedicated or outsourced towards the support of budding entrepreneurial teams which drive opportunity identification. In this model, fresh ideas begin to be actively sought and developed around business opportunities, with new ideas openly welcomed, promoted and pursued. The facilitator model contrasts starkly with the opportunist model because, it frequently uses dedicated resources and an outsourced entrepreneurial team that works on a company initiative full-time. The model is made possible by the creation of fresh business ideas, which ultimately enhance an organizations or team's leadership engagement and personal growth (Tseng and Tseng, 2019).

Early phases of new business ideas are openly welcomed, promoted, and frequently strategically channelled, with a guarantee of substantial managerial attention to those thoughts that look potential. However, the enabling model also emphasizes executive engagement, personal growth, and the allocation of funds for corporate entrepreneurship (Tseng and Tseng, 2019). The enabler model assumes that there are ample good ideas around the company, and more importantly, that there are individuals and teams willing to flesh them out. This makes this model applicable to schools that wish to practice entrepreneurship because the ideas to be used at the schools will come from within the school not outside. Therefore, recruiting and retaining people who have entrepreneurial dispositions—and who can and want to operate within a large company—is essential. Thus, the schools through the enabler model become the most important participant in starting the intended projects.

c) the advocate model

A business that adopts an advocate approach on the other hand ensures that business systems are based on corporate entrepreneurship driven by innovation. There is a deliberate advocacy approach to innovation and collaboration as key drivers of new business development. The model is centred on developing organizational ownership to help small enterprises grow into larger corporations. It promotes connection of corporate entrepreneurship with business systems, which in turn display their entire devotion and attention to corporate cohesion. A weakness of pursuing this model is that it purposefully has limited budgets though the corporates are still renowned for their innovation and success. As the authors point out, advocacy organizations serve as evangelists and innovation experts, fostering corporate entrepreneurship in collaboration with business units that must prove their dedication to new business advances by footing the majority of the bill (Bravo-Biosca, Criscudo and Menon, 2016). Thus, the nature of the advocate model may not be popular in private schools since corporate entrepreneurship tends to be inward-focused and centred on developing ownership.

d) The Producer model

The producer model of corporate entrepreneurship focuses on commitment of adequate resources and aims to build potentially disruptive new businesses based on new ideas. The approach also uses the blue ocean strategy to the extent that competition, if fought by venturing into new service areas, turf wars that are typical in the tender system in Zimbabwe are avoided. The model paves the way for executives to pursue careers outside of their business units, and encourages cross-unit collaboration. It thrives on focused ownership, in which the company and its shares are held by a small number of owners. Devoted resources support project development, foster teamwork and the growth of new business units while opening up new avenues for the company and its leadership team to increase their prosperity (Elia, Li, Margherita and Petti, 2017). Since the schools are private and each school's affair its own, the producer model pursues emerging beyond boundaries and forming partnerships is typically an approach often shunned by these schools as enterprises.

Within that model, according to Kuratko and Audretsch (2013) and Morris, Kuratko and Covin (2011), corporate entrepreneurship might take the form of strategic entrepreneurship or corporate venturing in organizations. Corporate venturing, which is further divided into two sub-categories, is concerned with the beginning of new initiatives. Internal corporate ventures

(ICVs), which are creative businesses started within the company, would be the first of these. Internal corporate venturing involves the creation and ownership of new enterprises by the corporation, which normally operate within the framework. This is what the above diagram presented as the conceptual framework is based upon.

Hence, Kuratko and Audretsch (2013), argue that external corporate venturing refers to the development of new enterprises by partners outside the corporation, which are then bought or invested in by the corporation. These external companies are often start-ups or businesses in their early stages of expansion (Kapepa, 2017). They might also consist of joint ventures formed in cooperation with another company. A wide range of major entrepreneurial activities or inventions that are utilized in the company's quest of a competitive advantage are referred to as strategic entrepreneurship approaches. Typically, they do not lead to the corporation's expansion into other markets. Innovation can be found in any one of five areas with strategic entrepreneurship: the firm's strategy, product offerings, served markets, internal organization, or business model of the existing corporate structure (Kuratko, Covin, & Garrett, 2009).

Kuratko & Audretsch (2013) further notes that these innovations can serve as a company's primary point of differentiation from its competitors in the market. Therefore, when a company engages in strategic entrepreneurship, two possible reference points can be taken into account: (1) how much the company is changing in comparison to where it was before (e.g., changing its products, markets, internal processes, etc.) and (2) how much the company is changing in comparison to industry conventions or standards (again, in terms of product offerings, market definitions and internal processes).

Additionally, strategic entrepreneurship can take one of five forms: organizational rejuvenation (internally focused innovation for strategy improvement), domain redefinition (reconfiguration of existing product or market categories), sustained regeneration (adoption of a new strategy), business model reconstruction (redesign of existing business model), and strategic renewal (adoption of a new strategy). The topic of how entrepreneurially inclined an organization tends to be is connected to these numerous activities and sectors.

Hence, it is crucial to remember that the idea of entrepreneurial orientation (EO), was formalised by Prasanna et. al, (2019) in the entrepreneurship literature. This illustrates a continuum of strategic behavioral tendencies for a corporation. The entrepreneurial end of the spectrum is characterized by innovativeness (the introduction of new products, processes, and business models), reactiveness (actively entering new product or market spaces and seeking

market leadership positions), and risk-taking (the willingness of strategic decision-makers to commit resources to projects with uncertain outcomes).

As a result, several academics have now looked into how an organization's entrepreneurial orientation may affect performance (Stam and Elfring, 2008), often finding a favorable correlation between EO and performance. Others have contested the fundamental elements of EO and the methods used to measure them (Lumpkin, Cogliser, and Schneider 2009). Many different viewpoints on the conceptual area of a firm-level strategic orientation towards entrepreneurship have been put up over the years (Urbaniec and Zur,2021). However, the conceptualization by Burgers and Covin (2016) is by far the most prevalent EO perspective in the pertinent research, as shown in two recent meta-analyses (Rosenbusch, Rauch, and Bausch, 2013). The studies on EO raises an important question about how much of it is behavioral in nature or more of an organizational attitude, outlook, or perspective.

Burgers and Covin (2016) offer a formative construction of EO based on measurement theory that takes management attitudes and entrepreneurial behaviors into account as jointly necessary aspects that together make up the higher-order EO construct. The core components of corporate entrepreneurship are entrepreneurial orientation, strategic entrepreneurship, and corporate venturing. Building on these elements, it becomes possible to develop a corporate entrepreneurship strategy.

In this regard, Lippitz and Wolcott's models are very useful in shaping the understanding of how private schools as business ventures in Zimbabwe adopt corporate entrepreneurship. Based on these models, it can be explained that the methods used by private schools as companies in Mutare may be viewed as dependent on the corporate entrepreneurship model adopted.

2.3.2 Theory of Opportunity Identification and development

Ardichvili, Cardozo and Souray postulated the Opportunity Identification (OI) and development theory in 2003, extending Dublin's (1978)'s theoretical framework for entrepreneurship. It is also referred to as the discovery-creation theory of opportunity identification. Since its inception, it has been very useful in explaining the various approaches used by businesses to identify opportunities and how they are exploited. The theory asserts that opportunity identification and development are influenced by an entrepreneur's personal characteristics, the social networks that are exploited as well as the prior knowledge of the

business area. The proponents argue that these key factors and vital ingredients for entrepreneurial alertness and how they approach business opportunities. They further characterise OI as made up of opportunity recognition, opportunity development and opportunity assessment. Only when entrepreneurs are able to perform the three dimensions of identification can they be successful in a sustainable way. The proponents also postulate that the ability to identify and choose the right business opportunities in a new business is one of the most valuable capabilities drive business growth and profitability. A key argument of the theory is that while elements of opportunities are recognized in the existing market, opportunities are made and not found.

The relevance of this theory to the current study therefore is that it helps in the understanding of the predominant methods used by private security companies, that is whether they rely on finding opportunities or making or creating their own opportunities. At the centre of effective opportunity identification is the careful market analysis and sensitivity to client needs. This allows corporate entrepreneurs to be able to develop opportunities including through their creative abilities. Thus, instead of relying only on opportunity recognition, corporate entrepreneurs need to venture further to creatively develop opportunities. It is the focus of this study to check the extent to which the OI methods used incorporate opportunity development, or else they only rely on recognizing those that present themselves to the companies.

2.4. Review of empirical literature

This section reviews empirical studies relating to the dominant models of corporate entrepreneurship used in private educational institutions and related sectors. The literature is reviewed objective by objective. Although corporate entrepreneurship is becoming more widely accepted and used, little empirical study has been done on its causes and possible links to firm financial performance.

2.4.1 The dominant model of corporate entrepreneurship approach in schools.

In order for entrepreneurial education to be integrated into the educational system, Veleva and Bodkin (2018) suggests that it should be child-centered in primary [education], subject-centered in secondary [education], vocational-focused in further education, and discipline-focused in higher education. On this foundation, an evaluation methodology that connects this progression model to eight purportedly testable learning outcomes for each of the four

educational levels was developed. These learning objectives include a wide range of entrepreneurial competencies. Veleva and Bodkin offer some concrete tasks and evaluation techniques that could serve as models for managers, such as having managers justify the potential applications of a certain knowledge base.

Two main concepts are the foundation of the progression model given by Lippitz and Wolcott (2007). The first concept is that entrepreneurship can produce value beyond only financial gain. The second concept is that there is an entrepreneurial attitude and generic technique that can be used in many spheres of life. They refer to this as "entrepreneurship as everyday practice", which is a strategy that is very similar to the broad definition of entrepreneurship. They arrive to the conclusion that any entrepreneurial education must include such an entrepreneurial way of thinking, regardless of whether the goal is venture development, growth, or social change.

Based on this, they suggest four fundamental components that teachers may use as practical advice to help managers and owners develop entrepreneurial attitudes: 1) Giving managers and owners the freedom to create entrepreneurial narratives rooted in their own real-world's experiences aids in the development of their opportunity skills. 2) Encouraging managers and owners to consider the issues and inconsistencies in their own lives helps them learn how to create value in their daily lives. 3) Encouraging pupils to envision themselves as entrepreneurs in the future helps them develop a more entrepreneurial identity. 4) Allowing managers and owners to engage in multidisciplinary teams to imagine and then actualize entrepreneurial prospects aids in the development of work forms for "team-efficacy" (Nason, McKelvie and Lumpkin, 2015).

The main justification cited by researchers and industry professionals for supporting entrepreneurial education is that it is seen to be a significant driver of economic growth and employment creation. The increasingly globalized, uncertain, and complicated world we live in, which calls for all individuals and organizations in society to be prepared with entrepreneurial capabilities, is another common reason why entrepreneurial education is considered as a response. A less common but growing emphasis on the effects entrepreneurial activities can have on students' and employees' perceived relevance, engagement, and motivation in both education and the workplace is added to the common economic development and job creation-related reasons to support entrepreneurial education. Finally, the role entrepreneurship can play in taking on important societal challenges, entrepreneurial

education is a means to empowering people and organizations to create social value for the public good (Salamzadeh, Tajpour and Hosseini,2019).

The majority of studies on the results of entrepreneurial education operate under the presumption that starting a business is a deliberate choice. On the basis of the "Theory of Planned Behavior" (TPB), which comes from the field of psychology, a connection is made between attitudes, intentions, and actions (Steinmetz, Knappstein, Ajzen, Schmidt and Kabst,2016). Entrepreneurial education can transform people's attitudes about entrepreneurship, which in turn can improve people's entrepreneurial goals, which then results in the desired entrepreneurial behavior. Researchers have conducted surveys to gauge students' perceived entrepreneurial attitudes and intentions both before and after an educational intervention using this presumptive relationship. A successful entrepreneurial education is considered to have influenced attitudes and/or intents in a good way. There are however numerous problems with this approach (Urbaniec and Zur, 2021).

Ratten (2023) leans on a research method taken from natural sciences where the effects in a treatment group are compared to the effects in a control group not getting treatment. The strict circumstances needed to be fulfilled for this method to work are however almost never met in the domain of entrepreneurial education due to practical challenges, so the results need to be interpreted with significant precaution (Rosenbusch, Rauch and Bausch, 2013). A more viable starting point in education could be to perceive entrepreneurial education as a means to achieve more interest, joy, engagement and creativity among corporate entrepreneurs (Lackéus, 2013). A few scholars have recently put forward the potential of entrepreneurial education to spur increased perceived relevance of corporate entrepreneurship models to managers, increasing motivation and school engagement and alleviating problems of approaches to entrepreneurship.

According to Turner and Pennington (2015), the formation of new businesses is the predominant paradigm of corporate entrepreneurship; nevertheless, when an organization expands, the entrepreneurial spirit belongs to the entire firm, not just the founder or one particular person. There was no universally agreed-upon definition of the dominant model of corporate entrepreneurship, despite the fact that it was defined as formal and informal activities related to product, process, and marketing innovation in order to improve a company's competitive position and financial performance.

According to Kwinje et al. (2020), the dominant corporate entrepreneurship model can significantly impact a firm's ability to compete. When chances for value-creating innovations are developed and taken advantage of, organizations can leverage the dominant paradigm of corporate entrepreneurship to enhance their competitive positioning and revolutionize their markets, their industries, and their businesses. A key advantage of the prevailing model of corporate entrepreneurship, according to Kwinje et al. (2020), is that it encourages firms to use a variety of methods, frequently in unusual combinations. In doing so, firms link unique basis for competitive dominance to create layers of benefits.

The main model of corporate entrepreneurship, according to Lippitz and Wolcott (2007), is the embodiment of the corporation through corporate venturing or strategic entrepreneurship. Similar to adding new business or a portion of a new business through an equity investment for the company, corporate venturing strategy. Three models—internal corporate venturing, cooperative corporate venturing, and external corporate venturing—can be used to implement the corporate venturing method. Instead, the strategic entrepreneurship method is similar in that it focuses on reinforcing a company's competitive advantage through ongoing regeneration, domain redefinition, organizational renewal, and business model reconstruction (Tseng and Tseng, 2019). Urbaniec and Zur (2021) says that dominant model of corporate entrepreneurship is a concept which embraces innovation as the main material for product development, process re-engineering or cutting costs, finding new markets, and the adoption of new products

2.4.2. The implications of adopting corporate entrepreneurship in private schools.

The phrase "corporate entrepreneurship" (CE) refers to entrepreneurial action within well-established midsized and big enterprises. The value of CE is found in how far it is used as a strategy to carry out continuing entrepreneurial activities in order to get a competitive edge. Additionally, in the current global economy, failing to take creative (or entrepreneurial) acts may be a surefire way to fail. This article examines the field of CE, how pedagogy can be developed for the classroom, and the emerging future topics that demonstrate the continuing importance of CE for teaching and research because the next generation of business managers and owners will be focusing on major corporations for initial positions.

According to Kazanjian, Drazin, and Glynn (2017), the discipline of entrepreneurship has evolved to include entrepreneurship as a phenomenon that occurs at the firm level, despite its roots in the study of persons who start new businesses. A firm-level view focuses on organizational traits and behaviors geared at innovation and strategy renewal, building on the fundamental definition of entrepreneurship as "the identification of market opportunity and the creation of combinations of resources to pursue it." Findings that show corporate entrepreneurship has major effects on business survival, performance, and growth highlight the necessity for such research. These effects of corporate entrepreneurship are typically noticeable in intermediate to long-term outcomes, though.

Additionally, business experiences and research findings point to the possibility that while larger corporations may possess stronger innovation management skills, small enterprises and independent entrepreneurial ventures may possess superior product invention talents. According to data, small enterprises, entrepreneurial ventures, and individual entrepreneurs account for a sizable portion of modern entrepreneurial activity and the ensuing technological advancements, even though large organizations are crucial for technological advancements (Hoskisson and Busenitz, 2017).

According to Nason, McKelvie, and Lumpkin (2015), organizational size is a significant determinant in the varied character of corporate entrepreneurship (CE). Our main goal is to explain size-based disparities in CE and incorporate them into fresh theoretical advancements. We contend that despite the fact that large public firms make up a very tiny share of all firms that participate in CE activities, there has been a trend toward analyzing CE characteristics within the context of large public firms.

They explain how scale offers CE competitive benefits through slack resources and resource structuring processes, but drawbacks through bureaucratic institutions and resource bundling, drawing on resource-based thinking. In light of these flaws, we propose that small businesses are more likely to use CE for growth to overcome their smallness liabilities, whereas large businesses are more likely to use CE for learning to overcome their inertia liabilities. By incorporating the function of organizational size into their forward-looking CE research agenda, Nason, McKelvie, and Lumpkin (2015) increase the specificity of CE research and encourage new theoretical growth.

Cucculelli and Bettinelli (2015) compared businesses managed using an existing business model to equivalent businesses that underwent a business model change throughout the study period. Their research revealed that changing the business model has a favorable impact on the firm's capacity for success. Changes to the company model and intangibles had a good complimentary impact on performance as well. These findings, which show that business model innovation is essential to firm success and that intangibles are beneficial moderators, are even more pronounced when business model changes were categorized according to their level of innovation. They are essential in determining how the firm develops its competencies, which helps an innovative business model configuration succeed (Cucculelli & Bettinelli, 2015).

To study knowledge sharing and organizational learning as a means to foster entrepreneurship and innovation in complex organizational networks, Turner and Pennington (2015) established a motive, opportunity, and ability framework. They provide both a theoretical model and an additional tool of analysis looking at how corporate entrepreneurial activity emerges in organizational networks by utilizing the theoretical linkages and antecedents suggested in established corporate entrepreneurship models that pinpoint what is required for innovation to occur in existing organizations. Our findings show how knowledge sharing and organizational learning are related to the drive, chance, and capacity to act in the corporate entrepreneurial context using survey data from 200 franchise operators of a single big hybrid firm. Moreover, this motivation, opportunity, and ability framework was observed to provide a complementary tool to traditional measures of CE (Turner, & Pennington, 2015).

Additionally, corporate entrepreneurship offers opportunities for employment, technological improvements, and value creation for entrepreneurial ecosystems, entrepreneurs, governments, economies, and society at large (Ratten, 2023). Corporate entrepreneurship is the development of new enterprises within an established organization by innovation or the transformation of the business through the renewal of the company's business plan to boost business profitability to outperform market competition (Kearney, Hisrich and Antoncic, 2013). The idea of encouraging employees to think and act like entrepreneurs within of an existing organizational structure is known as corporate entrepreneurship. (Kwinje, et al, 2020).

According to Kwinje et al. (2020), corporate entrepreneurship is becoming a more accepted route to business performance and survival. The dominant form of corporate entrepreneurship in private schools, according to Urbaniec and Zur (2021), is the foundation of the world

economy. Small enterprises and entrepreneurship aid in both national and economic development (Kapepa,2017). Only corporate entrepreneurship can successfully restructure organizations and national economies. Successful private school enterprises and the dominant corporate entrepreneurship model offer chances for employment, poverty alleviation, a competitive environment, economic growth, and investment.

2.4.3. Strategies to enhance a corporate entrepreneurship approach to business

The application of the dominant model of corporate entrepreneurship is encouraged by a number of variables. Every person in an organization has a great deal of potential for entrepreneurship, and as a result, businesses struggle to foster a climate at work that encourages people to participate in a variety of CE activities (Kuratko and Morris, 2018). The two main axes that underpin the corporate entrepreneurship dominance model. The employee orientation toward the prevailing model of corporate entrepreneurship serves as a proxy for individual qualities in the second dimension, which is made up of environmental elements in the first. The dominant model of corporate entrepreneurship, according to Maestracci (2023), can be influenced by a variety of unique organizational factors including technology. Five of the most important of these are management support, work discretion, rewards, time availability, and organizational boundaries. The essential traits that support corporate entrepreneurship as the dominant paradigm in companies.

Lackeus (2015) proposes that in order for entrepreneurial education to be embedded into the education system, it should be “child centred in primary [education], subject centered in secondary [education], vocational centred in further education and discipline centred at university. Thus, innovations adopted by owners and private school managers need to be geared to provide services to benefit clients, who are the learners. On the other hand, a progression model proposed by Kwinje at al, (2020) leans on two central ideas. The first idea is that entrepreneurial activity can lead to many kinds of value, not only economic value. The second idea is the existence of a value-creating entrepreneurial mindset and generic methodology possible to apply to all walks of life which they label “entrepreneurship as everyday practice in schools. Ultimately, Entrepreneurial education needs to be based on practical actions that can be adopted by managers whereby they work in teams creating value for others. It needs to allow for creativity where intrapreneurs get to try out their own ideas, apply their acquired knowledge and find new solutions. It needs to be connected to the environment outside the

school / university, interacting with and learning from society's cultures, markets and professional actors as school owners and managers as entrepreneurs interface with markets. Finally, it also needs to relate to attitudinal aspects such as belief in own ability, ambiguity tolerance and risk of failure of private school managers.

2.5 Summary of literature findings and gap in knowledge

Corporate entrepreneurship has emerged as a strategy that can be used to adapt to environmental volatility and thrive. Corporate entrepreneurship is the development of new enterprises within an established organization by innovation or the transformation of the business through the renewal of the company's business plan to boost business profitability to outperform market competition. A sad indicator that there is a missing link between the use of corporate entrepreneurship that can drive private schools' education and private schools' growth is the current situation of comatose private school survival in emerging nations like Zimbabwe. Private schools' adoption of corporate entrepreneurship as a survival tactic in times of economic uncertainty has typically gone unstudied and been kept a secret. Particularly missing are studies on the dominant model of corporate entrepreneurship amongst private schools as businesses in Zimbabwe. This study therefore focused on closing this knowledge gap in literature on approaches to corporate entrepreneurship.

2.6. Chapter Summary

The dependent and independent variables have both been discussed in this chapter. In light of the aforementioned literature analysis, an evaluation of the impact of exchange rates on the profitability and liquidity of retail businesses has been provided. The chapter has facilitated the researcher's entry into the field in order to collect data for presentation in the chapter that comes following. As a result, this chapter has provided a foundation upon which the subsequent chapters can build without any reasonable doubt. The data gathering techniques employed in this study will be discussed in the next chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology used for this study. The selected methodology was established after the consideration of the key objectives of this study as well as the pertinent conceptual and empirical results from the literature review. The research design used in the study is presented in section 3.2. This is followed by the research approaches and philosophy in sections 3.3 and 3.4 respectively. The population of study is described in section 3.5 while the sampling methods and procedures are outlined in section 3.6. In section 3.7, the data collection methods and research instruments are presented followed by data collection procedures in 3.8. Section 3.9 describes the measures taken to enhance research rigor for both the quantitative and qualitative dimensions of the study. The methods of data analysis are presented in section 3.10 with ethical considerations made outlined in section 3.11. A brief summary of this chapter is given in section 3.12.

3.2. Research Design

The study used exploratory research approach, outlining the study aspects and facts that were already available. Exploratory research investigates research questions that have not been studied in depth. The preliminary results often lay the groundwork for future analysis. Explanatory research questions tend to start with “why” or “how”, and the goal is to explain why or how a previously studied phenomenon takes place (Tyl, 2009).

Several systems to measure the dominant corporate entrepreneurship model in Mutare based private schools and implications for business growth was explored. After identifying the attributes, it was important to design a good sampling plan before conducting the research (Parsons,2014). However, regardless of how well the plan is designed or how effective the research carried out, the findings could be misleading if the problem is not correctly identified, meaning there are still uncertainties about the hypotheses. The study was also a cross sectional one. A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them. They are usually inexpensive and easy to conduct. They are useful

for establishing preliminary evidence in planning a future advanced study (Wang, & Cheng, 2020).

The study also adopted a case study approach which in this case required a group of schools to be part of the population. A case study is an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behavior. The purpose of a case study is to learn as much as possible about an individual or group so that the information can be generalized to many others (Heale, & Twycross, 2018). Unfortunately, case studies tend to be highly subjective, and it is sometimes difficult to generalize results to a larger population which in this case is beyond Mutare selected private schools.

3.3. Research Approach

The study employed mixed methods. The study measured quantitative data on the dominant model of corporate entrepreneurship approach and on assessing the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare. At the same time, interviews and questionnaires provided qualitative data on strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. The researcher used mixed methods because qualitative research alone usually has a smaller sample size, and thus is not generalizable. In mixed methods research, this comparative weakness is mitigated by the comparative strength of “large N,” externally valid quantitative research (Migiuro and Magangi, 2011). On the other hand, mixing methods allowed the researcher to put findings in context and add richer detail to your conclusions. Using qualitative data to illustrate quantitative findings can help “put meat on the bones” of your analysis (Schensul and LeCompte, 2012).

3.4. Research Philosophy

Pragmatism philosophy was selected for this study. It involves research designs that incorporate operational decisions based on 'what will work best' in finding answers for the questions under investigation and this enables pragmatic researchers to conduct research in innovative and dynamic ways to find solutions to research problems (Legg, & Hookway, 2008). The paradigm is favorable for this study because pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that

the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected (Shusterman, 2016). In this case, the study sought to establish the dominant corporate entrepreneurship model in Mutare based private schools and implications for business growth. Thus, the study embraced the dominant and accepted it since it's a practical variable in line with the pragmatism ideology.

3.5 Population of study.

The population of study consisted of the management of Mutare-based private schools and those individuals responsible for schools' projects and development. The staff in the accounting department were also targeted as part of the population so as to access entrepreneurship records. Thus, the study's population was determined by the need to include relevant individuals in the administrative departments so as to be able to address both the determinant and non-determinant variables. The study selected the schools' heads or directors, the accounts managers, projects managers and entrepreneurship related personnel as part of the sample. The details on the relevant and total number from which the population was drawn is presented later in this chapter.

3.6 Sample Size determination

Ketchen & Bergh (2006) contend that the sample group should represent the study's principal focus as a population-related topic. It was essential to use a sample size that was representative of the population in order to improve the accuracy and dependability of study results and to provide a clear picture of participants' attitudes, sentiments, and opinions regarding the dominant model of corporate entrepreneurship in private schools as business entities in Mutare.

The sample size also matched the methods used to gather data from both the questionnaires and the interviews. The sample was a good representation of the complete sample frame because it presented all the necessary departments where the needed data would come from. The study selected the schools' heads or directors, the accounts managers, projects managers and entrepreneurship related personnel as part of the sample. The sample size was calculated based on Desired Accuracy with Confidence Level of 95 percent (Krejcie and Morgan,1970).

Population	Sample size
8	6
13	10
20	16
25	20
40	36

Table 3.1: Sample size determination

Source: Data for this study (2023)

Using the data in table above, at a 5percent margin of error, and 95percent confidence rate, 36 was calculated as the sample size. Thus, the minimum of participants needed to statistically represent the target population of 40 respondents was 36. It was crucial for the researcher to select the precise participants using the right selection strategies after determining the sample size. The researcher used Krejcie and Morgan (1970)'s formula to determine sample size.

$$s = \frac{\chi^2 NP (1-P)}{e^2 (N-1) + \chi^2 P (1-P)}$$

Where s = sample size

χ^2 = chi-square degree of freedom 1 and confidence- level of 95percent

P = population proportion (unknown, 0.5)

e^2 = acceptable sampling error (=0.05percent margin of error)

This formula was used because it provided a systematic approach to determining the sample size needed for the study. This was especially vital in this case where access to the entire population was not possible, hence there was need to make inferences based on a representative sample of respondents from a selected number of private schools in Mutare in Eastern Zimbabwe. Based on the Krejcie and Morgan Sample determination table derived using the above formula, the sample size for a target population of 40 was 36 respondents. The sample was a good approximation of the entire sample frame in this regard.

The targeted private schools in the education sector in Mutare as shown in Table 3.2 below was 40. The use of the two sampling is because of the research design. Thus, the study will include 5 primary and 5 High private Schools as part of the sample. The criteria used here is

simple random sampling so as to give all private schools to participate equally without favor. Hence, the qualification in this case that was required was the reason that the schools were private, nothing else.

Primary Schools	Population	Sample Size	High Schools	Population	Sample Size
1.Rock of Ages Jnr	4	4	5.Fernvalley High	4	4
2.Victory Academy	4	4	7.Bridge Academy	4	3
3.Cross Kopje Jnr	4	3	8.Princeton Institute	4	4
4.Hilbright Science Jnr	4	3	9.First Class Academy	4	4
5.First Steps Jnr	4	3	10.Sakubva Commercial College	4	4
			Total	40	36

Table 3.2: Stratified sampling of respondents from selected schools

Source: Survey data (2023)

3.6.1. Sample Procedure

The study used stratified sampling. In this study, the researcher divided subjects into subgroups called strata based on characteristics that they share (in this case the fact that they were all private schools). Once divided, it allowed the researcher to quickly obtain a sample population that best represents the entire population being studied (Parsons, 2014). Then once the different schools were stratified, the researcher used the probability technique as respondents were then selected in relation with the questions intended to be answered in line with corporate entrepreneurship models. The researcher selected a sample that allowed him to meet the objectives of the study and answer the research questions thereof. Thus, necessary departments were included as a sample from the selected private schools as shown in below. Given the sampling strategy used, the results of the study may be generalizable to other private schools in Zimbabwe.

3.7 Data collection method and instruments

3.7.1 Data collection methods

The study used a survey research method to collect data. This survey involved studying the dominant corporate entrepreneurship approach used by private schools in Mutare. A survey method was the most ideal given that the phenomenon studied was to be observed across a

number of participating private schools as business ventures in Mutare urban area. The advantage of using this method was that the schools could be compared in terms of the various responses drawn from each school including the perceived implications of adopting each model as well as what respondents suggested could be adopted as strategies to enhance an entrepreneurial approach to managing the schools.

3.7.2 Data collection instruments

For primary data collection, an interview guide and questionnaire were used.

3.7.1 Questionnaires

Questionnaires are defined as any text-based instrument that give survey participants a series of questions to answer or statements to respond to either by indicating a response – by marking a page, writing a number or checking a box on paper or online, for example. (Sauer, Auspurg, Hinz and Liebig,2011). Quite a number of questions were drafted in line with the research objectives and for the purpose of answering research questions. Thus, caution was exercised while using the questionnaires to collect data so as to ensure the authenticity of the data provided. The questionnaires were distributed to 2 respondents per school including the overall manager.

The self-administered questionnaire was adopted for the efficient collection of data. It was expected that the technique saves time given as opposed to the interviews. Questionnaires collected qualitative data on the identification of the dominant model of corporate entrepreneurship approach used by private schools in Mutare. The other qualitative data was collected on strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. The researcher used qualitative because he needed to determine the particular trends of traits or characteristics or to form parameters for larger data sets in dominant model of corporate entrepreneurship. On the other hand, they were used to collect data on the relationship between the adoptions of each model of corporate entrepreneurship in the private schools' growth in Mutare.

3.7.2. The Interview guide

In order to get in-depth responses from the selected population, the researcher used interview guide. The interview guide made it easier to understand the situation in relation to the research issue and ensure that questions were sequenced properly to guide respondents. The guide was

a pre-planned and organized list of interview questions which also ensured easy coding and thematic analysis of qualitative responses. Based on the existence of additional non-verbal or written aspects that may be stated, Parsons (2014) claim that interviews allow follow-up inquiries and broadly facilitate face-to-face interaction, both of which are necessary for a decisive interpretation of views. Additionally, one gets the chance to respond to additional in-depth inquiries so administrative staff were interviewed.

Interviews were conducted with relevant employees in the organizations. For example, interviews were used on the identification of the dominant model of corporate entrepreneurship approach and on strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. Adopting this data collection technique satisfied the objectives of the study given that it gathers personalized data; it provides for adequate room for probing for further clarification of issues to achieve the answering of the research questions and address answers not obtained from the questionnaire. Thus, the study employed interviews only to gather the above-mentioned qualitative data in case the respondents prefer interviews instead of questionnaires.

3.8. Data Collection Procedure

This study utilized both primary and secondary data collection methods to create a broad picture of the problem. However, the major source was secondary data, for the sake of strengthening the research insights. To conduct the survey, the researcher first got permission from the respondents and their commitment to answer truthfully. Questions were open-ended and incognito; thus, the interviewees could share their thoughts freely without biases. Questionnaires provided relevant and detailed information on the issue of corporate entrepreneurship in schools and related variables. Besides, with the support of secondary data such as scientific journals, archival case studies and online sources, it maximized the effectiveness of the research.

Both qualitative and quantitative data were the key sources, according to Shensul and LeCompte (2012). While survey respondents and interview subjects were examples of quantitative sources, field observations, interviews, and informal conversations are examples of qualitative sources. The data source in this case was a case study of Mutare selected private schools. A questionnaire was distributed to the targeted respondents in the selected schools. Prior to distributing, permission was sought from the relevant school authorities. Also,

appointments were arranged for interviews at places most convenient to the respondents. Questionnaire respondents were given two weeks to complete and return the document. This data collection process was undertaken in October 2023.

3.8.1 Qualitative data collection procedure

Qualitative research acknowledges that not all occurrences or data can be expressed in quantitative terms because it may also be deduced from findings, interpersonal feelings and perceptions, and behaviors—all of which run afoul of mathematically based approaches because they are impossible to account for. In order to analyze and understand the data acquired from the case study, the quantitative technique was also used, thus it was not entirely ignored. As a result, the researcher used a pretty diverse research approach in the best interests of this study. (Parsons,2014).

Numerous sorts of qualitative data studies, including grounded theory, frequently employ an inductive methodology (Strauss and Corbin, 1998). It is in line with the prevalent trends in qualitative data analysis that have been discussed by other authors (Miles and Huberman, 1994; Parsons,2014). Miles and Huberman (1994) outlined three general tasks for qualitative research: data reduction, data presentation, and conclusion drafting or verification. The basic inductive approach is in line with Miles and Huberman's analytic framework, but it differs in that it offers a more thorough set of techniques for evaluating and presenting qualitative information than is given in their description.

Therefore, in this study, the researcher decided what information was more and less essential in order for the results to be useful. It was possible for different assessors to develop findings with non - overlapped components that are distinct from one another. Similar methods to those used with other forms of qualitative analysis can be used to evaluate the reliability of results from inductive analysis (Lincoln & Guba, 1985).

3.8.2 Quantitative data collection procedure

The researcher selected a mixed research strategy that combined a qualitative strategy with a quantitative strategy. Lincoln and Guba (1985) divided them into two categories: tools for gathering quantitative data and tools for gathering qualitative data. While surveys, observations, and official statistics like the census are examples of quantitative data gathering

tools, qualitative data gathering tools primarily employ words to acquire data. Examples of these tools include interviews.

The stages outlined for inductive research are followed by deductive researchers in reverse order. They progress from a more general to a more specific level by beginning with a social theory that they find intriguing and then testing its implications with facts. People often identify scientific inquiry with a deductive approach to study. (Lincoln and Guba, 1985). The researcher employed SPSS, a software for the analysis of statistical data available under the names IBM SPSS Statistics and SPSS (Statistical Package for the Social Sciences). Quantitative data was collected when the researcher assessed the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare. The researcher analyzes existing theories of the phenomenon they are examining, investigates what others have done, and then tests hypotheses that result from those theories. Thus, the researcher took the deductive approach in this study.

3.9. Validity and Reliability

The strength of qualitative research is validity, and many sources of information give more objective and fair outcomes. It is concerned about whether the findings truly answer the research questions and whether the research questions addressed what the study intended to discover. To enhance validity, information was gathered from authentic sources during the research. Validity of this study was enhanced by ensuring that key words and specified articles were thoroughly examined. The research instruments used were pretested and refined where respondents had difficulties interpreting the questions as intended. Reliability is the degree to which research measures are free from fallacies, referring to the consistency and stability of the techniques (Dwivedi and Shukla,2020). It concerns transparency of raw data and whether similar observations were reached by other researchers.

3.9.1. Validity measures for quantitative data.

The researcher used Cronbach's alpha tests to measure quantitative validity of survey instruments and question items that include numerous Likert scale questions. These tests measure latent variables—hidden or unnoticeable traits—like a person's conscientiousness, neurosis, or openness. These are difficult to measure in the real world. Taber (2018) noted that according to the results of Cronbach's alpha tests the researcher in this study chose a sample size to test whether the questionnaire's questions consistently assessed the same latent construct

feeling. In this study, the degree of agreement among the related researchers served as a proxy for the constructs' validity. The study also incorporated the expertise of various academics and corporate entrepreneurship studies. All of them contributed to the researcher's trust in the validity and usefulness of the questionnaire for gathering primary data.

3.10. Data Presentation and Analysis

The data analysis and presentation method employed for qualitative data was thematic analysis. According to Taber (2018), the thematic approach uses themes to present and analyze data, allowing the researcher to concentrate on important concerns by first identifying issues within each instance and then searching for universal themes that apply to all cases.

The researcher comprehended a group of experiences, concepts, or behaviors present throughout a data collection. Thematic analysis is a suitable and effective technique to capture and analyze such data (Taber,2018). Thematic analysis means analyzing the patterns of themes in data. It means this method can be used to analyze non-numerical data such as textual feedback you gather using surveys (Schensul and LeCompte,2012). In this, study the researcher had to thematically group the aspects of the first and third objectives which in this case required qualitative data analysis. It is less suitable for investigating exceptional value or experience from a particular person or data element because it is geared to look for shared or common meanings.

Moreover, the stages of thematic analysis mirror that of qualitative approaches that also depend on coding and analyzing data sets for patterns as part of its processes because of its applicability to other qualitative research methods. This was used on presenting findings on identifying the dominant model of corporate entrepreneurship approach used by private schools in Mutare and the objective on developing strategies that could be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance.

For quantitative data analysis, the researcher used frequency analysis to determine the dominant model used by the private schools' management as well as some implications of the adoption of each model of corporate entrepreneurship. For implications, the quantitative analysis helped in determining the incidence of each implication cited. The quantitative findings were then explained further by the qualitative responses provided as explained by Parsons (2014) as typically is the case in mixed methods research.

3.11. Ethical Considerations

Some steps were taken to address some key ethical issues that were encountered during the study. These steps were critical in ensuring that the study complied with some ethical guidelines for studies that involve human subjects. These included the need to seek authorization prior to embark on the study, gaining access to participants and the right data, ensuring informed consent and voluntary participation, the need to protect the dignity and privacy of respondents, proprietary data protection in the selected private schools studied as well as the ethical modalities of information dissemination.

3.11.1 Permission/authorization to conduct the study

Before undertaking the study, approval was sought and obtained by the researcher from the schools in question. This was through sending a letter to the school authorities seeking permission to conduct the study and specifically obtaining permission the access relevant participants and records in the selected schools. This was done to ensure that the rights of the schools and the participants were protected and that the study was not done against the wishes of school authorities.

3.11.2 Access to information and informed consent

As part of the permission sought, access to information and participants was requested from the school authorities. The voluntary and informed consent of the participant was sought and granted to ensure that no participant took part in the study against their will or unaware of the nature and purpose of the study. It was necessary also to explain these so that participants were aware of the consequence of the study including the fact that there were no rewards (financial or otherwise) which were to result from taking part. This further ensured that quality data was obtained from respondents for no material or other form of benefit. As such, prior to the questionnaires being distributed and engagements in the interviews, all of the participants were made aware of the goal, structure, and data collection methods used. Accordingly, the researcher initially asked the respondents for their written consent.

3.11.3 Privacy, confidentiality and proprietary data protection

Prior to both primary and secondary data collection, a pledge was made to uphold the protection of proprietary data. Any data provided by respondents was treated with confidentiality and guarded through their consent. The researcher pledged secrecy and did not ask for the respondents' personal details neither of the schools which did not have material effect on the outcomes of the study. All study participants, in line with the guidance by Parson (2014), were given the guarantee that the study's primary data would be kept secret, allowing them to freely express their ideas without hesitation or fear. Prior to disclosing the data, the researcher ensured that the participants' anonymity was maintained by deleting any identifying characteristics. It was guaranteed that all collected data would be analyzed and reported using just aggregate data.

3.11.4 Voluntary participation, avoidance of harm

Participants were informed that the research was done just for academic purposes and that their participation was entirely voluntary despite the fact that all of the aforementioned safety precautions were taken. Participants were given the freedom to disengage from the study wherever and whenever they felt their interests and rights were being infringed. This step was taken to engender confidence in the research process for all participants.

3.11.5 Information dissemination

Participants were assured that the results of the study were primarily for the purposes of completing the academic program and not for any financial benefit at their expense. However, in addition, the important findings were to be documented and kept in the university library which reserved the rights for dissemination to the public. All the sources used in this study would be duly acknowledged.

3.12. Chapter Summary

This chapter described the research methods the author used to complete the project. The chapter lays the groundwork for the beginning of data collection. The demographic, sampling techniques, and data collection methods used in the study were identified, along with the justifications for using them. Both the procedure for gathering data and the software used to

analyze it were disclosed. To properly depict the findings, the data will be edited, coded with SPSS, and analyzed. The findings are comprehended and discussed in the subsequent chapter.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The research approach used for this study was described above. This chapter's main objective is to present, evaluate, and go over the data collection's findings. Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 26 were used for the data analysis. The presentation is organized according to the questionnaire's structure, with instrument reliability coming after response rate and demographic information. The order given on the questionnaire was followed when presenting the data. Section 4.2 presents the response rate. This is followed by results of reliability and validity tests for research instruments and items in section 4.3. In section 4.4, the descriptive statistics are presented followed by the objective by objective presentation of results in sections 4.5 to 4.7. The summary of chapter is presented in section 4.8.

4.2 RESPONSE RATE

Out of the 40 people in the population, 36 made up the entire sample size required for this investigation. This was provided by the chosen 10 schools in Mutare. All of the 40 questionnaires that were sent were filled correctly. This demonstrates that 100 percent of respondents completed the surveys in total. Parsons (2014) argues that this response rate is reasonable given the nature of the study being conducted. Taber (2018) added that any response rate above 50 percent is appropriate and for both descriptive and inferential analysis to be performed on the study.

4.3 RELIABILITY OF THE QUESTIONNAIRE

The Cronbach's alpha coefficient was used to assess the questionnaire's reliability. The Cronbach's Alpha coefficient values for the studied instrument under test are displayed in the table below, and they range from 0.70 to 0.81.

Questionnaire Section	Research Variable	No of items	Cronbach's Alpha Value
B	Competitive aggressiveness	5	0.81
C	Create value in business	5	0.80
D	Entrepreneurial activity	5	0.70
E	Strategic context of business	5	0.74

Table 4.1: Questionnaire Reliability

Source: SPSS Version 26 Output for this study (2023)

The Table 4.1 shows that the tested questionnaire had a high and acceptable reliability value fit for use. The general rule of thumb is that a Cronbach's alpha of 0.70 and above is good, 0.80 and above is better, and. 0.90 and above is best (Taber, 2018).

4.4 DESCRIPTIVE STATISTICS

In this section some summary statistics that are mostly utilized to quantitatively characterize important aspects from a collection of information or data are presented. These relate to the age, gender, level of education of the respondents. This helped researchers obtain a more precise picture of the outcomes description.

4.4.1 Distribution of respondents by age

The bar graph below shows that there were 10 respondents from the range of 12 to 13 years. Then 2 respondents in the 18–24 age bracket and 13 respondents in the 35–44 age range. Conversely, respondents in the 45–54 age range had 10, and those in the 55–plus age range had just 5. These age ranges are presented graphically in figure 4.1 below.

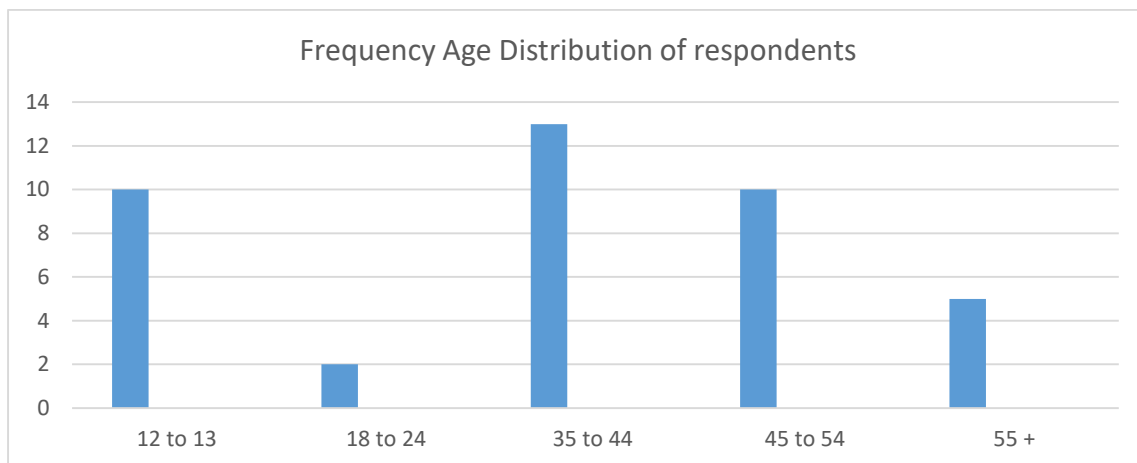


Figure 4.1: Age Distribution of respondents
Source: SPSS Version 26 output for this study (2023)

The results shown in the following bar graph indicate that the majority of study participants were between the ages of 35 and 44. This indicates that this is the most active group in the education staff membership.

4.4.2 Gender distribution

The respondent's gender was intended to be captured in the research questionnaire as well. Finding out the distribution of gender in relation with educational entrepreneurship awareness among respondents was the goal of this. The distribution of gender is displayed in figure 4.2 below. However, the distribution of gender does not in any way affect the results of the study.

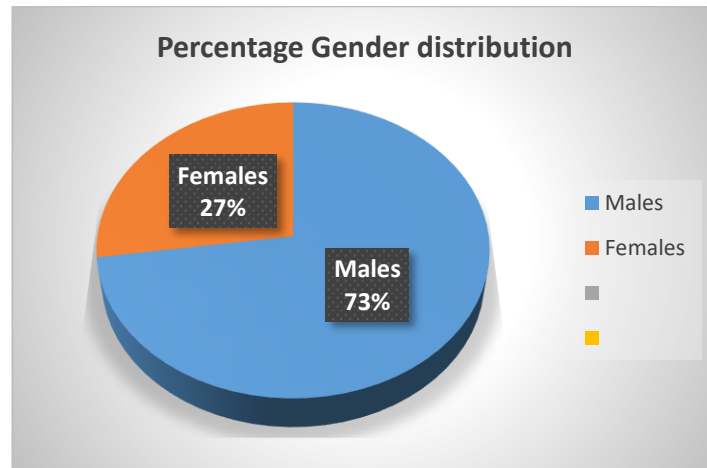


Figure 4.2: Gender distribution

Source: SPSS Version 26 output for this study (2023)

The figure 4.2 shows that respondents during this survey were males making up to nearly 73 percent while about 27 percent were female respondents with ranges distributed among the presented age groups. In this case, males dominated, however the findings of this study were not predicated on gender distribution but rather contingent on the realistic views given in response to the presented variables answering the research questions and addressing the research objectives.

4.4.3 Respondent highest education level

According to Sauer, Auspurg, Hinz, and Liebig (2011), respondents' educational backgrounds play a significant role in the study and influence their propensity to commend or otherwise identify a brand. The participants' educational information was gathered using the questionnaire, and Table 4.2 below was spooled for SPSS version 26.

Level of education	Frequency
Primary School	10
Secondary School	0
Diploma/Certificate	23
Bachelor's Degree	4
Master's Degree	2
PhD	1

Table 4.2: Respondents distribution by level of education

Source: Data analysis for this study (2023)

Of the responders, 10 had completed elementary school. The findings also indicate that 4 respondents had bachelor's degrees, whereas 23 respondents had diplomas. Furthermore, according to the data, 2 respondents, of the total respondents, had master's degrees and 1 had a PhD degree.

4.5 Analysis of the dominant model for corporate entrepreneurship

The main objective is to identify the dominant corporate entrepreneurship model in Mutare based private schools and implications for business growth. Specifically, the first objective sought to determine the dominant model of corporate entrepreneurship approach adopted by the private schools surveyed. Results of the analysis are summarized in Table 4.3 below.

Dominant Model	Frequency (Percent)				
	S A	A	NU	D	S D
Opportunistic model	60	10	0	30	0
Enabler model	100	0	0	0	0
Advocate model	70	10	0	20	0
Producer model	50	0	0	50	0

Table 4.3: Dominant corporate entrepreneurship model used by private schools surveyed

Source: Data analysis for this study

As shown in the Table 4.3, the enabler or facilitator model was the dominant model with all respondents citing it as the one typically adopted by private schools. The results showed that for a model to be dominant there was need for the model to include autonomy, competitive aggressiveness, innovativeness, proactiveness, risk taking (as shown in Table 4.4 below). Thus, the researcher linked the relationship of the models to their ability to show the above mentioned characteristics. Thus, 100 percent of the respondents noted that a model with the strongest relationship needed the show the traits of promoting risk taking while innovativeness was 100 percent agreed to be part of the traits in a model that was strongly related to corporate entrepreneurship approach and implications for growth.

Relationship	SA	A	N	D	SD
	1	2	3	4	5
Autonomy	60	40	0	0	0
Competitive aggressiveness	96	0	0	0	0
Innovativeness	100	0	0	0	0
Proactiveness	60	0	0	0	0
Risk taking	100	0	0	0	0

Table 4.4: Analysis of relationship between dominant model and growth.

Source: Data analysis for this study

The respondents indicated that the enabler model had the highest relationship when compared to other models as shown in Table 4.4 above. When asked on the rate at which the respondents rated the dominant model among the four, 100 percent identified the enabler model as the once conducive for schools. 70 percent noted that the advocated model was dominant by strongly agreeing while 20 percent disagreed towards the same enquiry. 50 percent disagreed that the producer model was dominant even though the other 50 percent strongly agreed, the variance mattered much. Thus, the study reviewed in favour of the enabler model. The fact that early phases of new business ideas are openly welcomed, promoted, and frequently strategically channeled, with a guarantee of substantial managerial attention to those thoughts that look potential in enabler model, made it dominant. However, the enabling model also emphasizes executive engagement, personal growth, and the allocation of funds for corporate entrepreneurship (Urbaniec and Zur,2021).

Since the enabler model assumes that there are ample good ideas around the company and, more importantly, that there are individuals and teams willing to flesh them out. This makes this model applicable to schools that wish to practice entrepreneurship because the ideas to be used at the schools will come from within the school not outside. Therefore, recruiting and retaining people who have entrepreneurial dispositions—and who can and want to operate within a large company—is essential. Thus, the schools through the enabler model become the most important participant in starting the intended projects.

4.6 The implications of the adoption of each model by private schools

Opportunistic model Implications [Frequency %]	SA	A	N	D	SD
	1	2	3	4	5
Create value in business	90	10	0	0	0
Plan for growth the business	95	5	0	0	0
Design a marketing strategy for products and services	83	17	0	0	0
New market identification in business	100	0	0	0	0

Table 4.5: Implications of adopting the opportunistic model by private schools

Source: Data analysis for this study

The results (as indicated in Table 4.5 above) showed that in line with the opportunistic model, it promoted new market identification in business as strongly agreed by the respondents. 95 percent and 90 percent noted that the model had the implications of showing plan for growing the business and creation of value in business respectively. Thus, only trusting corporate cultures that are open to experimentation and have various social networks underneath the official hierarchy can successfully implement the opportunist model. A fresh business idea needs to be supported by a number of executives. Without that kind of setting, it's simple for brilliant ideas to slip through organizational cracks or obtain inadequate money to be viable. Hence, schools' entrepreneurship requires trusting that developmental ideas can come from anywhere and that anyone can be a contributing member for better business and new business ideas (Salamzadeh, Tajpour and Hosseini, 2019).

	SA	A	N	D	SD
Enabler model Implications [frequency (%)]					
Create value in business	66	33	0	0	0
Plan for growth the business	100	0	0	0	0
Design a marketing strategy for products and services	100	0	0	0	0
New market identification in business	100	0	0	0	0

Table 4.6: Implications of adopting an enabler model in private schools

Source: Responses for this study.

Table 4.6 shows that the respondents favored the enabler model by showing that its implications on aiding plans for growth the business, designing a marketing strategy for

products and services and facilitating new market identification in business was 100 percent while 66 percent noted on the model’s ability to create value in business.

Advocate model Implications [frequency (%)]	SA	A	N	D	SD
	1	2	3	4	5
Create value in business	50	50	0	0	0
Plan for growth the business	95	5	0	0	0
Design a marketing strategy for products and services	60	40	0	0	0
New market identification in business	66	33	0	0	0

Table 4.7: Implications of adopting an advocate model in private schools

Source: Responses data for this study

The advocate model implications were the lowest as shown by the respondents. However, as shown in the Table 4.7 above, 95 percent strongly agreed on the ability of the model to facilitate planning for business growth. 50 percent agreed that the model facilitated the creation of value in business.

Producer model Implications [frequency (%)]	SA	A	N	D	SD
	1	2	3	4	5
Create value in business	93	7	0	0	0
Plan for growth the business	83	16	0	0	0
Design a marketing strategy for products and services	60	40	0	0	0
New market identification in business	50	50	0	0	0

Table 4.8: Implications of adopting a producer model in private schools

Source: Responses data for this study

Results as shown in Table 4.8 show that the producer model’s implications for designing a marketing strategy for products and services was that businesses were not that strongly marketing oriented. 60 percent of the respondents felt that the model would lead to a marketing oriented approach as compared to 100 percent for the enabler model. 93 percent of the respondents strongly agreed that the model creates value in business while 50 percent strongly agreed on the implication by the model to foster new market identification in business.

4.7 Strategies suggested to enhance the use a corporate entrepreneurship approach

Key Elements [Frequency %]	SA	A	N	D	SD
	1	2	3	4	5
Entrepreneurial activity	100	0	0	0	0
Strategic context of business	95	5	0	0	0
Developing skills and resources	96	4	0	0	0
Transformation of knowledge into innovation	100	0	0	0	0
Build personal brands.	87.5	12.5	0	0	0

Table 4.9: Suggested strategies for enhancing corporate entrepreneurship in private schools.

Source: Response data for this study

The respondents noted strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. 100 percent cited that there was need for transformation of knowledge into innovation and entrepreneurial activity while 95 percent advocated for strategic context of business and the developing skills and resources respectively. About 88 percent argued through responses that there was need to build personal brands.

4.8 CHAPTER SUMMARY

The study's findings are broken down by study objective in the chapter above. The response rate and reliability findings for the accepted research questionnaire were presented at the beginning of the chapter. A presentation of the respondents' demographic information came next. The findings of previous studies from the imperial literature were consulted in the presentation, analysis, and discussion of the descriptive data pertaining to the independent variable. In order to confirm or refute the study hypotheses, inferential statistics (multiple regression analysis and linear regression) were also performed. The chapter summary marked the end of the chapter. The overview, discussion, recommendations, and conclusions are presented in the upcoming chapter.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction.

The chapter presents the summary of findings and the recommendations made from the analysis made. Thus, the chapter served as a conclusion of the entire study. Section 5.2 summarizes the study while in section 5.3, the major findings are outlined. In section 5.4, the main conclusions of the study are provided objective by objective. The recommendations based on the findings are provided in section 5.5 together with some recommendations for further studies on the dominant corporate entrepreneurial approach adopted in the private education sector and what may be done to boost the adoption of the most innovative corporate entrepreneurial approach.

5.2. Summary of the study.

The primary aim was to assess the prevailing corporate entrepreneurship paradigm in private schools in Mutare and its consequences for business expansion. The study sought to determine the prevailing dominant model of corporate entrepreneurship strategy employed by private schools in Mutare. The study also sought to evaluate the consequences of implementing each model of corporate entrepreneurship in the private schools in Mutare. The primary objective was to devise tactics that private schools in Mutare may implement in order to optimize business performance through the utilization of a corporate entrepreneurship approach.

The study employed an exploratory research methodology, delineating the existing characteristics and facts of the study. Exploratory research is conducted to study research questions that have not been thoroughly examined. The study also utilized a case study methodology. In this instance, it was necessary for a cluster of schools to be included in the sample. The philosophy of pragmatism was chosen for this investigation. The study utilized a combination of qualitative and quantitative research approaches.

The study collected quantitative data on the prevailing model of corporate entrepreneurship and evaluated the consequences of implementing each model of corporate entrepreneurship in private schools in Mutare. Simultaneously, interviews and questionnaires yielded qualitative data on techniques that private schools in Mutare can employ to boost the utilization of a corporate entrepreneurship approach for driving business performance. The study employed

stratified sampling methodology. The researcher in this study categorized the individuals into groupings known as strata, based on their shared features, specifically being private schools.

The study population comprised the management of private schools located in Mutare, as well as individuals responsible for schools' projects and development. The accounting department staff were also included in the targeted population in order to have access to records related to entrepreneurship. Interviews and questionnaires were employed for primary data gathering. This study employed a combination of primary and secondary data collection approaches to construct a comprehensive overview of the phenomenon. Nevertheless, the primary source of data was secondary data, which was used to enhance the research findings. The utilized methodology for data presentation and analysis was thematic analysis for qualitative data.

5.3. Summary of major findings of the study.

Some key empirical findings were obtained through this study. These are presented in this section. The findings are presented using an objective by objective approach. Firstly, some key findings relating to the dominant corporate entrepreneurial approach among private schools and educational enterprises are outlined in section 5.3.1. Secondly, the implications of the adoption of each of Lippitz and Wolcott (2007)'s models of corporate entrepreneurship in the private schools in Mutare are presented. Lastly, some findings on the strategies that were suggested by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance are charted.

5.3.1 Findings on the dominant corporate entrepreneurship model adopted.

Initially, it was necessary to establish the correlation between the prevailing model of corporate entrepreneurial approach and its consequences for growth. The study demonstrated that in order for a model to be considered dominant, it must incorporate autonomy, competitive aggressiveness, innovativeness, proactiveness, and risk-taking. Consequently, the researcher established a connection between the models' capacity to demonstrate the aforementioned qualities. All respondents unanimously agreed that a model with a strong relationship should exhibit the characteristics of encouraging risk-taking, while innovativeness was unanimously recognized as a key trait in a model strongly associated with corporate entrepreneurship and its impact on growth. The first objective was to identify the dominant model adopted by the private schools surveyed. The study's findings indicated that the enabler model exhibited the strongest correlation in comparison to the other models. All respondents unanimously picked the enabler

model as the most suitable for schools when asked to rate the dominant model among the four. Many of respondents strongly agreed that the proposed model was dominant, whereas a few disagreed with the same inquiry. Half of the respondents expressed disagreement with the dominance of the producer model, while the other half firmly agreed. The significance of the variance was substantial. Therefore, overall, it emerged that the enabler model was the dominant approach amongst the private schools run on entrepreneurial basis.

The dominance of the facilitator model is attributed to the open acceptance, promotion, and strategic focus on early stages of new business ideas, ensuring significant managerial attention is given to those ideas that show potential. Nevertheless, the enabler model was dominant as it recognized the importance of executive involvement, individual development, and the provision of financial resources for corporate entrepreneurship (Popowska, 2020). These were critical enablers in the development of the private schools as enterprises.

In the private schools, the enabler model was primarily employed under the assumption that there was an abundance of valuable ideas within the private schools and, crucially, that there were individuals and teams who were eager to develop and expand upon these ideas to enhance the business performance of the schools. This methodology was suitable for schools that aimed to foster entrepreneurship, as it relied on generating ideas from within the school rather than seeking other sources. Hence, it was crucial to recruit and retain individuals who possessed entrepreneurial traits and were willing and capable of functioning within a corporate setting. Therefore, the schools, by adopting the facilitator model, they assumed a crucial role in initiating the desired projects.

5.3.2 The implications of the adoption of each model in the private schools

The second objective was to assess the implications of the adoption of each of the models in the private schools surveyed. The study established that, in accordance with the opportunistic model, it significantly facilitated the identification of new markets in business, as confirmed by the respondents. Most of the respondents respectively acknowledged that the model had the implications of demonstrating a strategic plan for corporate growth and the generation of business value. Therefore, the opportunist model can only be effectively implemented by relying on corporate cultures that embrace innovation and has diverse social networks that exist outside of the formal hierarchy. A novel entrepreneurial concept necessitates endorsement from multiple CEOs. In the absence of such a framework, it is easy for ingenious concepts to go unnoticed inside an organization or fail to secure sufficient funding to be feasible.

Therefore, fostering entrepreneurship in schools necessitates having faith in the notion that innovative ideas can originate from any source and that individuals from all backgrounds can make valuable contributions towards improving businesses and generating novel company concepts (Shimizu (2012)).

Additionally, more than half of the respondents acknowledged the model's ability to generate value in business. The replies demonstrated that the implications of the advocate model were the least significant. Therefore, almost all of respondents expressed a high agreement on the model's efficacy in enabling corporate growth planning. Half of respondents concurred that the approach effectively enabled the generation of value in the business context. More than half of the respondents strongly agreed on the consequences of the producer model on establishing a marketing strategy for products and services, while the remaining less than half agreed. Almost all of the respondents expressed strong agreement regarding the value created by the enabler model in business, while half strongly agreed on the model's importance in fostering new market identification in business.

5.3.3 Strategies for private schools to boost adoption of corporate entrepreneurship.

The third objective of the study sought some strategies suggested by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. The respondents identified ways that private schools in Mutare can implement to improve the utilization of a corporate entrepreneurship approach in order to promote company performance. All respondents acknowledged the necessity of converting knowledge into innovation and engaging in entrepreneurial activity, while almost all respondents supported the importance of the strategic environment of company and the development of skills and resources. 87.5percent of respondents argued that it was necessary to establish personal brands.

5.4 Conclusion.

5.4.1 The dominant corporate entrepreneurship model adopted by private schools.

The first objective was to identify the dominant model adopted by the private schools surveyed. Based on the study's findings, it can be concluded that the enabler model was the model dominant in comparison to the other models. All respondents unanimously picked the enabler model as the most suitable for schools when asked to rate the dominant model among the four. The dominance of the enabler model was linked to managerial attention to grow the private school businesses The model was considered as the best in facilitating executive involvement.

This conclusion is in line with observation by An, Zhao, Cao, Zhang and Liu (2018) who saw the significance of this model in promoting individual development and the provision of financial resources for corporate entrepreneurship. These were critical enablers in the development of the private schools as enterprises. By adopting the facilitator model, the management of the private schools actually assumed a crucial role in initiating the desired projects.

5.4.2 The implications of the adoption of each model in the private schools

The implications of the adoption of each model were key considerations in this study. As such, the second objective was to assess the implications of the adoption of each of the models in the private schools surveyed. The study established the opportunistic model, was adopted by the management of few private schools that only sought to exploit existing models of providing private education. The management did not commit much resources towards development of new ideas and implementing them innovatively to grow their educational enterprises. Therefore, the opportunist model was implemented by managers and owners with a corporate culture that did not embrace innovation. This finding is consistent with Urbaniec and Zur (2021). With respect to the enabler model, the implications of its adoption, as observed from the study, were that it supported business growth particularly through more financial and idea support as a mode for business acceleration. Cohen (2021) also confirmed this assertion about the main implication of adopting the enabler model.

In the case of the advocate model, the implication of the level of adoption in private schools in Mutare was that it strongly facilitated planning for business growth. Therefore, fostering entrepreneurship in private schools necessitates having faith in the notion that innovative ideas can originate from any source and that individuals from all backgrounds can make valuable contributions towards improving businesses and generating novel company concepts (Afolabi,2015).

Additionally, more than half of the respondents acknowledged the model's ability to generate value in business. The replies demonstrated that the implications of the advocate model were the least significant. therefore, almost all of respondents expressed a high agreement on the model's efficacy in enabling corporate growth planning. Half of respondents concurred that the approach effectively enabled the generation of value in the business context. More than half of the respondents strongly agreed on the consequences of the producer model on establishing a marketing strategy for products and services, while the remaining less than half

agreed. Almost all of the respondents expressed strong agreement regarding the value created by the enabler model in business, while half strongly agreed on the model's importance in fostering new market identification in business.

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The third objective of the study sought some strategies suggested by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. The respondents identified ways that private schools in Mutare can implement to improve the utilization of a corporate entrepreneurship approach in order to promote company performance. All respondents acknowledged the necessity of converting knowledge into innovation and engaging in entrepreneurial activity, while almost all respondents supported the importance of the strategic environment of company and the development of skills and resources. 87.5 percent of respondents argued that it was necessary to establish personal brands.

5.5 Recommendations

Key recommendations are made in this section. The first set of recommendations are based on the conclusions made above for each objective. The second set relates to some suggestions for further studies in view of the scope of this study, the contributions as well as the limitations highlighted in chapter one.

5.5.1 Study recommendations

The survey indicated that the facilitator model of entrepreneurship is the most prevalent model that aligns with schools, hence it is imperative that they utilize it. The researcher suggests that schools should start engaging in entrepreneurial activities and transforming knowledge into innovation. Additionally, the research suggests that the enabler model be adopted since it promotes expansion of the market base, growth, and the discovery of new markets. Table 5.1 Summarizes the key recommendations of the study based on the research questions and the conclusions reached from the findings.

Research Question	Conclusion	Recommendations
<p>Question one: <i>What is dominant model for corporate entrepreneurship in private schools as businesses in Mutare, Zimbabwe?</i></p>	<p>The enabler model was the model dominant in comparison to the other models.</p>	<p>a) Management of private schools should adopt higher level models like advocate and producer models to boost corporate entrepreneurial approaches</p> <p>b) Business support agencies such as ZNCC should educate private schools as business ventures on adoption of corporate entrepreneurial approaches.</p>
<p>Question Two: <i>What are the implications for growth for the adoption of each model by the private schools?</i></p>	<p>The opportunistic model was implemented by managers and owners with a corporate culture that did not embrace innovation.</p> <p>The enabler model supported business growth particularly through more financial and idea support as a mode for business acceleration.</p> <p>The advocate model fostered the idea that innovative ideas can originate from any individual with valuable contributions towards improving businesses.</p> <p>The producer model had the greatest potential to establish robust marketing strategy for products and services.</p>	<p>a) Employees such as project managers need to embrace innovation and reduce reliance on opportunistic approaches</p> <p>b) Owners of the private schools should be more welcoming to new ideas all employees and delegate responsibility for innovation to school managers</p> <p>c) The private school owners, acting as advocates for corporate entrepreneurship, need to boost incentives for managers to be innovative.</p> <p>d) The owners should promote the adoption of key asset management framework that helps retain innovative project managers and teachers in the schools.</p>
<p>Question Three: <i>What are the strategies that private schools can adopt to boost adoption of corporate entrepreneurship approaches and improve performance?</i></p>	<p>All respondents acknowledged the necessity of converting knowledge into innovation and engaging in entrepreneurial activity.</p> <p>Respondents supported the importance of the strategic environment of company and the development of skills and resources.</p> <p>Respondents argued that it was necessary to establish personal brands.</p>	<p>a) School managers should continuously search and adopt innovative corporate entrepreneurial strategies to growth the schools as private businesses.</p> <p>b) The school owners need to develop the environment of the private schools including skills and resources to support growth.</p> <p>c) School owners and managers should actively establish personal brands that attract innovative staff who drive faster growth of the businesses.</p>

Table 5.1: Summary of key recommendations of the study

Source: Recommendations from this study

5.5.2 Future Studies

The findings of this study were greatly influenced by the design and focus of the study. For instance, the findings were based on a small scale survey of private schools in Mutare in Zimbabwe. More comprehensive studies at national level need to be conducted to establish the dominant model of corporate entrepreneurship approach in Zimbabwe. Such studies could help in reflecting the extent to which a corporate entrepreneurial approach is adopted in the private education sector in Zimbabwe. This can further help policy makers in developing interventions to prevent the mushrooming of private educational institutions that adopt only a profit-maximizing approach without creatively and innovatively seeking to offer value for money to their clients. Such further studies could assist in establishing ways to ensure that private schools fully participate in national innovations and drive sustainable corporate entrepreneurship in Zimbabwe. While the current study focused only on adoption of corporate entrepreneurial approaches in private schools as enterprises in the education sector, further studies could broaden the inquiry beyond the education sector to look at sectoral differences in how existing businesses have embraced an entrepreneurial approach to business management.

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Appendix A: Letter of Introduction

Abraham Tachi

1659 Hobhouse 2

Mutare

10/11/2023

Dear/Madam

Re: Letter of introduction and request for participation in research

My name is Abraham Tachi, a student at Bindura University of Science Education, registration number **B226093B**. I am currently studying towards attaining a **MASTER OF SCIENCE IN ENTREPRENEURSHIP AND INNOVATION DEGREE** and I am carrying out a research based on a topic **‘EXPLORING THE DOMINANT CORPORATE ENTREPRENEURSHIP MODEL IN MUTARE BASED PRIVATE SCHOOLS AND IMPLICATIONS FOR GROWTH.’**

I am kindly asking for permission to carry out the noted study and seek your consent to participate. The main objective is to evaluate the dominant corporate entrepreneurship model in Mutare based private schools and implications for business growth. Thus, the study aims to identify the dominant model of corporate entrepreneurship approach used by private schools in Mutare. On the other hand, the study will assess the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare. The study is being done under the authority of the University and is regarded as an academic fulfilment and has no sponsorship behind it.

The study will assist in developing strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance. The study will benefit the schools on how they can harness entrepreneurship for the betterment of these involved schools. On the other hand, the study will add to the pool of data on in regard to the topic in question.

Although the research mostly consists of secondary data, any primary data from respondents will be treated with confidentiality by their consent. The researcher pledges secrecy and will

not ask for the respondents' names. The research is being done just for academic purposes and that their participation is entirely voluntary despite the fact that all of the aforementioned safety precautions are taken. Prior to disclosing the data, the participants' anonymity will be maintained by deleting any identifying characteristics. Thus, all collected data will be analyzed and reported using just aggregate data.

Yours Faithfully

Abraham Tachi

Consent form

I voluntarily agree to participate in the above-stated research after carefully reading through the letter of introduction and especially the purpose and conditions for my participation.

_____ Signature of participant 1

Appendix B: Questionnaire to managers and owners of private schools in Mutare

Questionnaire No. 1

Instructions

- ❖ *Do not write your name on the questionnaire.*
- ❖ *Please answer the questions as objectively and honestly as possible.*
- ❖ *Place a tick in the space provided and if your comment is required, it must be as brief as possible.*

SECTION A: DEMOGRAPHIC INFORMATION

1. Gender

Male	29
Female	11

2. Age

18-24 years	2
35-44 years	23
45-54 years	10
55 years and above	5

3. Occupation

Teacher	3
Headmaster	10
School accountant	10
Student	10
School Programs officer	7

4. How long have you been working or learning at the school?

Less than 1 year	
------------------	--

1-3 years	11
3-5 years	9
More than 5 years	20

5. Kindly indicate your level of education

Primary School	10
Secondary School	0
Diploma/Certificate	23
Bachelor's Degree	4
Master's Degree	2
PhD	1

a. Enabler model

The facilitator model contrasts starkly with the opportunist model because, in contrast to the distributed ownership and more improvised resource production of the opportunist model, it frequently uses dedicated resources and an outsourced entrepreneurial team that works on a company initiative full-time. The model is made possible by the creation of fresh business ideas, which ultimately enhance an organizations or team's leadership engagement and personal growth.

b. Opportunistic model

The opportunist model denotes the beginning of an entrepreneurial business because these organizations frequently concentrate on resource production and ownership power across the board. An engaging and collaborative office atmosphere is extremely favorable to an opportunist model. Numerous corporate executives and entrepreneurs present will make it possible for new ideas to flow continuously, promoting organizational success and longevity.

c. Advocate model

The advocate model is centered on developing organizational ownership to help small enterprises grow into larger corporations. The advocate model connects corporate entrepreneurship with business systems, which in turn displays their entire devotion and

attention on cohesion. Nevertheless, the advocate models purposefully have limited budgets but are still renowned for their innovation and success.

d. Producer model

With focused ownership and committed resources, the producer model, which aims to build potentially disruptive businesses and protect emerging projects from turf wars, paves the way for executives to pursue careers outside of their business units, and encourages cross-unit collaboration.

Section B: To identify the dominant model of corporate entrepreneurship approach used by private schools in Mutare.

a) Can you say that your school embraces entrepreneurship?

1) Yes

2) No

3) Not sure

b) Please indicate your level of agreement to the following statements with regard to the relationship between the dominant model of corporate entrepreneurship approach and implications for growth. Rate your level of agreement on a scale of 1-5 where 1= strongly disagree, 2=disagree, 3, neutral/not sure, 4=agree and 5=strongly agree.

Relationship	SA	A	N	D	SD
	1	2	3	4	5
Autonomy					
Competitive aggressiveness					
Innovativeness					
Proactiveness					
Risk taking					

Other

(Specify).....

Section C: To assess the implications of the adoption of each model of corporate entrepreneurship in the private schools in Mutare.

What are the implications of the opportunistic model, enabler model, advocate model, and the producer model?

Rate each model's level of implication on a scale of 1-5 where 1= strongly disagree, 2=disagree, 3, neutral/not sure, 4=agree and 5=strongly agree.

Opportunistic model Implications	SA	A	N	D	SD
	1	2	3	4	5
Create value in business					
Plan for growth the business					
Design a marketing strategy for products and services					
New market identification in business					

Enabler model Implications	SA	A	N	D	SD
	1	2	3	4	5
Create value in business					
Plan for growth the business					
Design a marketing strategy for products and services					
New market identification in business					

Advocate model Implications	SA	A	N	D	SD
	1	2	3	4	5
Create value in business					
Plan for growth the business					
Design a marketing strategy for products and services					
New market identification in business					

Producer model Implications	SA	A	N	D	SD
	1	2	3	4	5
Create value in business					
Plan for growth the business					
Design a marketing strategy for products and services					
New market identification in business					

Section D: To develop strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance.

Q) What strategies can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance?

Please indicate your level of agreement to the following strategies to enhance the use a corporate entrepreneurship approach to drive business performance. Rate your level of agreement on the availability in your school of the key elements listed below on a scale of 1-5 where 1= strongly disagree, 2=disagree, 3, neutral/not sure, 4=agree and 5=strongly agree.

Key Elements	SA	A	N	D	SD
	1	2	3	4	5
Entrepreneurial activity					
Strategic context of business					
Developing skills and resources					
Transformation of knowledge into innovation					
Build personal brands.					

Section E: Interview questions on all objectives

1. What is the dominant approach to corporate entrepreneurship that is used by private schools in Mutare?
 - a. How does the model you are using create value in business?
 - b. Does the model you are using help you plan for growth the business?
 - c. How does the model you are using help you design a marketing strategy for products and services?
 - d. Is new market identification in business possible through the approach you are using?
2. What implications does the adoption of each model of corporate entrepreneurship have on the performance of private schools as business ventures in Mutare?
 - a. What implications does the opportunistic model have on your business?
 - b. What implications does the enabler model have on your business?
 - c. What implications does the advocate model have on your business?
 - d. What implications does the producer model have on your business?
3. What are the main strategies that can be adopted by private schools in Mutare to enhance the use a corporate entrepreneurship approach to drive business performance?
 - a. Does entrepreneurial activity enhance the use a corporate entrepreneurship approach to drive business performance?
 - b. Does strategic context of business realisation enhance the use a corporate entrepreneurship approach to drive business performance?
 - c. Does developing skills and resources enhance the use a corporate entrepreneurship approach to drive business performance?
 - d. Does transformation of knowledge into innovation enhance the use a corporate entrepreneurship approach to drive business performance?
 - e. Does building personal brands enhance the use a corporate entrepreneurship approach to drive business performance?

Thank you very much for your cooperation