

# A Framework for Enhancing Entrepreneurship Development in Higher Learning Institutions (HLIs) in Tanzania

Emmanuel Stephen Mollel<sup>1</sup>, Bukaza Chachage<sup>2</sup>, Liliane Pasape<sup>3</sup>

<sup>1</sup>Corresponding author, The Open University of Tanzania (OUT)

<sup>2</sup>Senior Lecturer, The Open University of Tanzania (OUT)

<sup>3</sup>Professor, The Nelson Mandela African Institution of Science and Technology (NM-AIST)

## ABSTRACT

The overall objective of this study was to understand the institutional forces for promoting entrepreneurial development in higher learning institutions (HLIs) in Tanzania and to provide an institutional framework for the same. The study used the Sokoine University of Agriculture (SUA) as a case study to provide an account of the formal institutions, the informal institutions, and the organizational legitimacy that influence entrepreneurial development in the Tanzanian HLIs. Methodologically, the study used individual interviews and focus groups for primary data collection, and documentary review for secondary data to back up the primary data. The study used thematic analysis to derive themes from the data. Data were analyzed with the aid of Nvivo computer-assisted qualitative data analysis software. Through data saturation, a sample size of 73 respondents was reached. The study revealed that, properly organized formal institutions that are functional, active, and mutually reinforcing—including the HLIs' charter as a formal external instrument; the research and development policy, innovation policy, entrepreneurship development investment policy, and the entrepreneurship development course as a formal internal instrument—enhance entrepreneurship development in HLIs. The study also revealed the need for informal institutions, such as social traditions and social norms as informal internal instruments, to supplement formal institutions. The study also revealed that, when formal and informal institutional forces are unquestionably functioning, active, and interplaying, and stakeholders are required to comply with them, the organizational legitimacy of entrepreneurship development in HLIs can be attained.

**Keywords:** formal institutions, informal institutions, organizational legitimacy, entrepreneurship development, and higher learning institutions (HLIs).

## INTRODUCTION

Entrepreneurship development is a trending phenomenon in recent years with the notion of instilling in learners' minds that would probably change mind setting of employment and rather geared towards self-employment. According to Gherghina (2020), Kairuddin et al. (2023), Looi and Khoo Lattimore (2015), self-sustaining industrialized and semi-industrialized economies are facilitated by entrepreneurship development in HLIs. Entrepreneurship in HLIs significantly lowers poverty and boosting the countries'

gross domestic product and employment creation (Gherghina, 2020; Haji, 2015; Radulesc et al., 2020; URT, 2017).

Entrepreneurship is best represented by the activities of product creation, and micro, small, medium and large enterprises (Diandra & Azmy, 2020; Fatimah, Djazuli & Fauzi, 2021; Gherghina, 2020; Organization for Economic Co-operation and Development [OECD], 2012; URT, 2012b).

In Tanzania, where this study was carried out, over 93% of the economically active working-age population participates in the operations of micro, small, medium, and large businesses, with the remaining percentages working in the public sector (3.1%) and being jobless (3.4%) (Nkwabi & Mboya, 2019; Haji, 2015). Furthermore, according to URT (2017), the formal economy in Tanzania employed roughly 71.1% of its workforce in the micro, small, medium, and large enterprises, compared to nearly 28.9% in the public sector.

Additionally, in terms of how entrepreneurship development affects Tanzania's GDP, Sutton and Olomi (2012), URT (2012b), and Nkwabi and Mboya (2019) report that the categories of small and medium-sized enterprises (SMEs) which exclude micro and large enterprises contribute about 27% of the nation's GDP and are essential to the success of the large enterprise sector. TanzaniaInvest (2023) and the Japan Economic Research Institute [JERI] (2017), indicate that, the same categories of Small and Medium-Sized Enterprises were estimated to account for 30% and 1/3 (33.3%), of the country's GDP, respectively.

The emergence of business schools in HLIs in Tanzania in the 2000s, also the rise of a few entrepreneurship development programs in the non-business schools sparked the development of entrepreneurship in HLIs in Tanzania (Bwemelo, 2017; Fulgence, 2015; Sabokwigina & Olomi, 2010).

The University of Dar es Salaam (UDSM), a government university that was a pioneer in the establishment of business schools, the Nelson Mandela African Institution of Science and Technology (NM-AIST), a government university that was a pioneer in research-intensive universities, the University of Iringa (UoI), a university that was a pioneer in private universities, and the Eastern and Southern Africa Management Institute (ESAMI), as first mover intergovernmental and regional institute, were among Tanzanian HLIs that pioneered the establishment of business schools, and later, the entrepreneurship and innovation centers.

In addition, while not one of the pioneering HLIs either, the Sokoine University of Agriculture (SUA) has discovered, protected, and commercialized numerous invention disclosures and has been awarded eleven (11) patent certificates as well as three plant breeder's rights, making it the top HLI in Tanzania for patenting (SUA, 2020).

According to studies (Stima & Kuppusamy 2018; Tutuba 2023), graduates and other HLIs' members in Tanzania still engage in just a modest amount of entrepreneurial activity. Only 0.3% of Tanzania's total entrepreneurial activities have been created by students, graduates, and researchers of HLIs (URT, 2012), and the situation has yet to significantly improve (Mori, 2015; Stima & Kuppusamy, 2018).

Furthermore, according to Sutton and Olomi (2012), Stima and Kuppusamy (2018), and URT (2012b), majority (96,4%) of the entrepreneurial activities carried out by the country's larger population in Tanzania, including those of students, graduates, and researchers in HLIs, lack the capacity necessary to meet market standards and as a result are perpetually micro and/or informal.

Scholars around the world undoubtedly recognize the significance of entrepreneurship and concur that it needs the right kind of supportive environment to develop, that is, to start, grow, flourish, and sustain (Agrawal & Hocketts, 2013; Bogusz, Teighland & Vaast, 2018; Erastus, Stephen & Abdullai, 2014;

Guth, 2016; Kairuddin et al., 2023; Kaufmann, Hooghiemstra & Feeney, 2018; Mwasalwiba, 2014; Nkwabi & Mboya, 2019; Sutton & Olomi, 2012; URT, 2003, 2012b). It is assumed that, the interaction between formal institutions, informal institutions, and organizational legitimacy in HLIs explain the phenomena of capacity constraints and stagnation.

Formal and informal institutions, as well as the organizational legitimacy, are categorized as institutional forces by the institutional theory and extant literatures (Bogusz, Teigland & Vaast, 2018; Kaufmann, Hooghiemstra & Feeney, 2018; DiMaggio & Powell, 1983; Kairuddin et al., 2023; Lindsay et al., 2007; Mwasalwiba, Groenewegen, & Wakkee, 2014; North, 2005). According to the institutional theory and the literatures, institutional forces of a given society or nation determines the development, viability, performance, profitability, and survival of organizations and the actions of individuals.

The institutional theory as a theoretical lens and the above-mentioned extant literatures, amongst others, thoroughly cover formal institutional forces; however, they have a glaring void on the precise informal institutional aspects in respect of the enterprising culture and entrepreneurship ideologies that address entrepreneurship development in HLIs. Furthermore, while the institutional theory and existing literature have addressed the formal institutions, the literatures still fall short of providing a complete explanation of the exact facets of these formal institutional forces that are most helpful in fostering entrepreneurial development in HLIs.

Therefore, using the SUA as a case study, the main goal of this study was to determine the institutional opportunities and constraints for fostering or impeding entrepreneurship development in HLIs in Tanzania and create an institutional framework for enhancing entrepreneurship development in HLIs in Tanzania. This framework integrates all the three elements of the institutional environment, that is, the formal institutions, informal institutions, and the organizational legitimacy.

## LITERATURE REVIEW

### Conceptual Review

This study assessed the institutional forces in enhancing entrepreneurial development in the Tanzanian HLIs. In this sense, institutional forces, entrepreneurship development, and higher learning institutions (HLIs) were the study's important concepts.

According to Bogusz et al. (2018), Chowdhury et al. (2018), DiMaggio & Powell (1983), Guth (2016), Lindsay et al. (2007), North (2005), and Zoltan (2019), institutional forces refer to the formal and informal institutions, as well as the organizational legitimacy, governing the conduct or procedure of individuals and organizations within a specific society. In this study, institutional forces in promoting entrepreneurship in the Tanzanian HLIs encompassed formal and informal institutions, as well as organizational legitimacy. These elements created a framework for interaction among SUA students, graduates, researchers, and external entities that foster the creation, growth, success, and sustainability of knowledge-based products and enterprises of various scales.

Formal institutions are the written rules, policies, laws, programmes, guidelines, charters, codes of conduct, and the actions or inaction of the state or organization governing conduct or procedure of individuals and organizations within a specific society (Bogusz et al., 2018; Erastus, Stephen & Abdullai, 2014; Guth, 2016; Lindsay et al., 2007; North, 2005; Parto, 2005; Zoltan, 2019). In the current study, formal institutions for fostering entrepreneurship development in HLIs in Tanzania were defined in terms of how policies, laws, regulations, programs, guidelines, charters, codes of conduct, actions or inactions of the SUA and other people, organizations, and/or the government constrained the behavior

of, and/or provided opportunities that benefited the SUA's students, graduates, and researchers in favor of commercializing knowledge to create, grow, and sustain knowledge-based products and enterprises. Furthermore, according to Chowdhury et al. (2018), Guth (2016), Lindsay et al. (2007), North (2005), and Zoltan (2019), informal institutions are the social traditions, customs, social norms, and moral values that are ingrained in the culture of a particular society and that govern the behavior or procedure of both individuals and organizations within that society. For the purposes of this study, informal institutions were defined in terms of how social traditions, customs, social norms, and moral values ingrained in SUA's culture enhanced the creation, growth, success, and sustainability of knowledge-based products and enterprises by students, graduates, and researchers of SUA.

Organizational legitimacy refers to the subjective value assessment made by members of the society that the activities, acts, and conducts of individual members and organizations are desired and suitable (Bogusz et al., 2018; DiMaggio & Powell, 1983; Thompson, 2013; Zhang et al., 2022). Organizational legitimacy in influencing entrepreneurship development in HLIs in Tanzania was defined in terms of how the creation, growth, success, and sustainability of knowledge-based products and enterprises by students, graduates, and researchers of the SUA obtained desirability, appropriateness, and rightfulness at the SUA, as well as to other people, organizations, the government, and the society that guaranteed social acceptance, access to the market, and social sustainability.

Moreover, entrepreneurship development refers to the creation as well as the growth, success, and sustainability of products and micro, small, medium, and big firms (Ebrahim & Kassegn, 2022; Gherghina et al., 2020; Hisrich & Shepherd, 2005; Lindsay et al., 2007; Nkwabi & Mboya, 2019; OECD, 2012; Somaya, 2007). In the context of this study, entrepreneurship development in HLIs in Tanzania was defined as the creation, growth, success, and sustainability of knowledge-based products and enterprises (micro, small, medium, and large enterprises) by SUA's students, graduates, and researchers.

Universities and colleges that offer undergraduate and graduate programs are referred to as higher learning institutions (HLIs) (OECD, 2014). Within the framework of the study, Higher learning institutions (HLIs) were defined as the universities and colleges that provide undergraduate and graduate degrees/programs, as well as consultancy and research services, in Tanzania.

### **Theoretical Literature Review**

This study used the institutional theory as its lens. According to the fundamental tenets of the institutional theory, people and organizations are a part of a constrictive external environment that provides opportunities and legitimization (Zhang et al., 2022; Guth, 2016). This external environment, which may be political, social, or economic, affects how people and organizations behave in particular ways (Agrawal & Hockerts, 2013; Veciana & Urbano, 2008; Zoltan, 2019).

Such external political, economic, and social environment is made up of laws, customs, and cultural-cognitive values. The regulatory pillar consists of laws, ordinances, policies, and the sanctions that go along with them in a specific national context. The cultural-cognitive pillar echoes the 'taken for granted' ways of doing things and constitutes the nature of reality as well as the definition through which meaning is made. The normative pillar includes the social norms and values that permeate through the organization and give it its ethics and personality.

The three pillars of the institutional theory mentioned above evoke three connected but distinct foundations of organizational legitimacy as demonstrated by Guth (2016), Veciana and Urbano (2008), and Zhang et al. (2022). The normative component emphasizes the acceptability and/or rightfulness of

individuals or organizations as a result of a deeper-moral basis of assessment while the cultural-cognitive view emphasizes the acceptability and/or rightfulness that come from a person's cultural background. The regulative component emphasizes on the acceptability and/or rightfulness of individuals or organizations occurring by way of their conformity to the requirements by the existing organizational and/or societal regulations or rules.

Guth (2016) highlights that individuals and organizations retain continuity, performance, viability, and profitability as a result of adhering to such valued standards, norms, and cultural-cognitive attributes. According to the institutional theory, such conformance to the social standards causes organizations to evolve and resemble one another (isomorphism) as a result of similar market or institutional conditions. Additionally, according to Agrawal and Hockerts (2013), the cultural-cognitive merits, rules, and norms facilitate the gathering, storing, and use of accumulated organizational knowledge and information to improve organizational learning for both immediate and long-term organizational needs.

Theoretical and empirical researches divide the aforementioned three fundamental pillars of institutional theory i.e. the normative pillar, the cultural-cognitive pillar, and the regulatory pillar into two major types based on formality and its antithesis, informality (Aidis & Estrin, 2006; Bogusz et al., 2018; Chowdhury et al., 2018; Dimaggio & Powell, 1983; Dobler, 2011; Erastus, Stephen & Abdullai, 2014; House et al., 2004; Lindsay et al., 2007; North, 2005; Roxas & Chadee, 2012; Veciana & Urbano, 2008; Zoltan, 2019). The normative and cultural-cognitive pillars both pertain to informal institutions, while the regulatory pillar speaks about formal institutions.

North (2005) referred both formal and informal institutions and the organizational legitimacy to as institutional forces. Institutional forces are put in place to make organizational operations predictable, simple to conduct, and less prone to economic uncertainty (Erastus, Stephen, & Abdullai, 2014; North, 2005).

Guth (2016) highlights that individuals and organizations retain continuity, performance, viability, and profitability as a result of adhering to such valued standards, norms, and cultural-cognitive attributes. According to Bogusz et al. (2018), Chowdhury et al. (2018), Dimaggio & Powell (1983), and North (2005), the rules, norms, and culturally cognizant merits may have been developed by the organization itself or imported into the organization from the outside (isomorphic forces).

According to the institutional theory, due to isomorphism/harmonization, the acts of conformity to the imported institutional influences or forces (external pressures) cause organizations to change and resemble one another over time without necessarily making them effective and efficient in order to meet societal expectations (Guth, 2016; Johnston, 2013). These external institutional influences/pressures are divided into coercive, normative, and mimetic isomorphic forces according to the institutional theory (Dimaggio & Powell, 1983; Johnston, 2013; Kabuye, 2021).

Coercive forces or pressures are institutionalized pressures placed on an organization by other organizations or entities on which it depends to function in a particular way (Dimaggio & Powell, 1983; Johnston, 2013; Kabuye, 2021). On the other hand, normative forces or pressures are the institutionalized demands that professional bodies (professional practices) apply to an organization to behave in a specific way (Dimaggio & Powell, 1983; Johnston, 2013; Kabuye, 2021). The norms (standards) and behaviors (conduct) that individuals and organizations in a particular profession use to distinguish themselves as members of that profession are known as professional practices (Johnston, 2013). Mimetic forces or pressures are institutionalized pressures that an organization adopts or models

after other organizations in its environment that it believes to be effective or legitimate in order to safeguard itself from unpredictability (Dimaggio & Powell, 1983; Johnston, 2013; Kabuye, 2021).

According to Agrawal and Hockerts (2013), organizational rules, norms, and cultural-cognitive aspects, both internally generated through creative endeavors and externally imposed through various pressures; facilitate the accumulation and utilization of organizational knowledge for enhancing learning and development. This study applies the institutional theory to examine the institutional forces in promoting entrepreneurship development within HLIs in Tanzania. By focusing on formal and informal institutions, as well as organizational legitimacy, the study aimed to gain a comprehensive understanding of the internal institutional dynamics of these organizations of the higher education in Tanzania, rather than solely considering isomorphic forces.

Furthermore, the study used the concepts of formality, informality, and organizational legitimacy to uncover how one organization, in this case the SUA, differentiated itself within the Tanzanian HLIs in terms of entrepreneurship development. Emphasizing on the concepts of formal institutions, informal institutions, and organizational legitimacy while beginning the study, the study had the opportunity to discover the holistic picture of the internal institutional environment of an organization.

Although the institutional theory as a theoretical lens offers the best place at which institutional forces can be assessed because it has actual and clear constructs (Bogusz et al., 2018; Carlsson et al., 2013; Guth, 2016; Peters, 2000), it is criticized for failing to validate and provide a cogent explanation of the informal institutional forces. Although such informal institutional dimensions are acknowledged by the institutional theory, those that enhance entrepreneurship development in HLIs are not precisely identified and fully covered (Chowdhury et al., 2018; Guth, 2016; Dimaggio & Powell, 1983; Roxas & Chadee, 2012).

Furthermore, the institutional theory's static nature makes it unfit to deal with the contexts, dynamism, and complexity of the informal institutional dimensions based on country cultures, levels of economic development, time horizons, and entrepreneurship types (Kaufmann, Hooghiemstra, & Feeney, 2018; Peters, 2000; Roxas & Chadee, 2012). According to Bogusz et al. (2018), Roxas & Chadee (2012), Lindsay et al. (2007), informal institutions are organizationally dependent (context dependent).

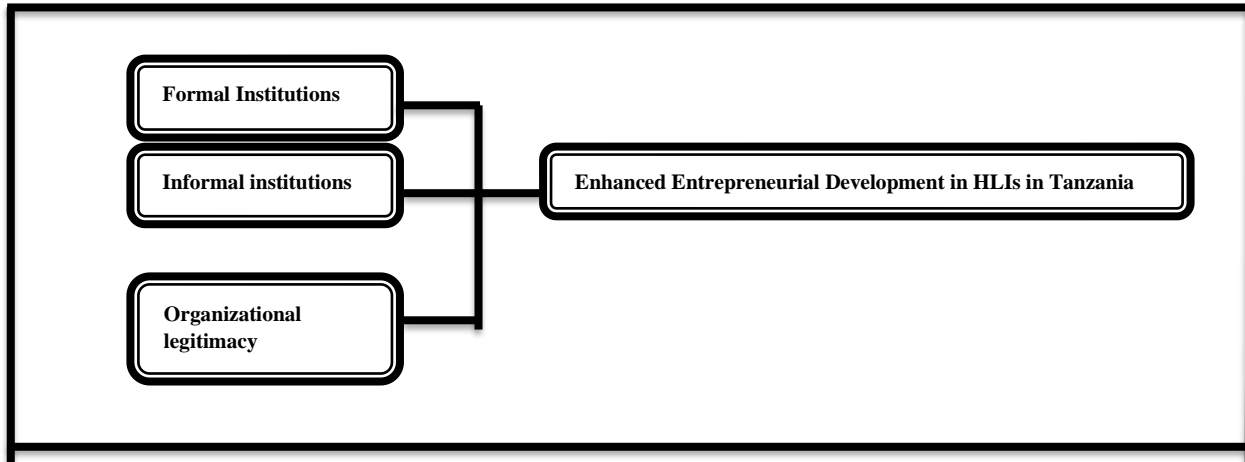
Agrawal and Hockerts (2013), indicate that, these criticisms have resulted in a loose coupling between formal institutional forces, which represent societal expectations, and informal institutional forces, which are the actual practices of the organizations. Decoupling is also the cause of various institutional perspectives and potential institutional agendas within businesses (Boxenbaum & Jonson, 2013). Organizations must strive to strike a balance between competing institutional logics of social impacts and organizational needs in order to gain market and social legitimacy as a result of these institutional agendas, organizational complexity and tensions (Agrawal & Hockerts, 2013; Erastus, Stephen & Abdullai, 2014; Kaufmann et al., 2018).

The current study sought to determine the extent to which the institutional theory was applicable: first; in validating the informal institutional dimensions in fostering the growth of entrepreneurship in HLIs in Tanzania, second; in evaluating all other institutional forces (formal institutions and organizational legitimacy) which were not custom made to HLIs, third; in developing a harmonized and integrated institutional framework for promoting the entrepreneurship development in HLIs in Tanzania. The framework incorporates formal institutions, informal institutions, and organizational legitimacy.

The study assumed that, using the institutional theory as a theoretical lens to reflect on the institutional drivers for boosting entrepreneurship development in the Tanzanian HLIs, the suggestions and fixes that

are made will enhance the entrepreneurial atmosphere in HLIs in Tanzania. Thus, the study adhered to the subsequent conceptual framework.

**Figure 1: Conceptual Framework**



**METHODOLOGICAL CONSIDERATIONS**

Because this study is qualitative in nature, interpretivism philosophy had to be applied in order to discover, explore, and develop new, deeper understanding and interpretations about the phenomena being studied (Creswell, 2013; Saunders et al., 2019). Further, an inductive research approach was used in order to help the study gather comprehensive and contextual information about the phenomenon under investigation (Kenaphoom, 2021; Yin, 2014).

The study used a case study approach at the Sokoine University of Agriculture-Morogoro, analyzing students, graduate entrepreneurs, faculty members, and the management. Supportive cases included governmental and non-governmental organizations like the Tanzania Commission for Universities (TCU), the Tanzania Commission for Science and Technology (COSTECH), and the Tanzania Registration and Licencing Agency (BRELA). The non-governmental organizations (stakeholders) comprised of the Private Agricultural Sector Support (PASS), and the Sokoine University Graduate Entrepreneurs Cooperative (SUGECO). Junior and senior staff from these supportive cases who were actively participating in the entrepreneurial and institutionalization processes of the SUA, served as analysis units.

This study utilized a saturation-based sample size of 73 responses, with 36 respondents participating in focus group discussions (FGDs) and 37 in individual interviews, using a reliable list of employees in the payrolls at the SUA. The study included SUA graduates excelling in entrepreneurship. It used FGDs for student data and individual interviews for the successful graduate entrepreneurs, academic staff, and the management of the SUA. Also, individual interviews were used for the employees of the supportive cases.

This study used non-probability sampling techniques, specifically purposive and snowball sampling as indicated by Naderifar et al. (2017), Vasja et al. (2016), Showkat and Parveen (2017), and Stratton (2023). Purposive sampling was used to identify the primary case (SUA) and the supportive cases based on the unique characteristics identified by the study. Purposive sampling was also used to obtain both the top-level and middle-level managements involved in the institutionalization and entrepreneurial activities of the main case and the supportive cases. The study utilized snowball sampling to contact

SUA students, graduate entrepreneurs, academic staff, and the junior employees of the supportive cases engaged on the entrepreneurial and institutionalization activities of the SUA.

The researcher utilized individual interviews and focus group discussions to gather field data, supplemented by a documentary review to support empirical research results from the primary case. Whereas documentary review was utilized to support the findings about the institutional issues in fostering entrepreneurship development in HLIs, in addition, it was the main method for gathering information about the context of the main case.

Thematic analysis was employed to analyze the qualitative data, while NVivo software was used to convert field data into textual form for accurate participant transcripts. The study used Braun and Clarke (2006)'s thematic process for data analysis. Documentary data was analyzed using the framework by Braun and Clarke (2006), without NVivo. Validity was assessed based on credibility, transferability, and conformability/subjectivity (Moon et al., 2016). The study provided a comprehensive overview of the research design and implementation, including methodology, methods, and reflective appraisal of the project to ensure reliability.

**FINDINGS AND DISCUSSIONS**

The study intended to assess the institutional forces in enhancing entrepreneurship development in HLIs in Tanzania using SUA as a case study. The institutional forces encompassed the formal institutions, informal institutions and organizational legitimacy. Table 1 summarizes the research findings about the institutional forces in enhancing entrepreneurship development in HLIs in Tanzania.

**Table 1: Institutional Forces in Enhancing Entrepreneurship Development in HLIs in Tanzania**

Institutional forces in enhancing entrepreneurship development in HLIs in Tanzania	Main findings	
Formal institutions in enhancing entrepreneurship development in HLIs in Tanzania	Charter (Formal External Instrument)	<ul style="list-style-type: none"> <li>• Underscores on the elements of the Fourth Generation University (4G-HLIs)               <ul style="list-style-type: none"> <li>✓ Education</li> <li>✓ Research</li> <li>✓ Entrepreneurship</li> <li>✓ Sustainable Development Co-creation and Environmental Protection</li> </ul> </li> <li>• Includes the element of Intellectual Property Rights</li> <li>• Engages the Generalized Stakeholders, Specialized Stakeholders, and Systematic Stakeholders</li> </ul>



	<p>Policies (Formal Internal Instruments)</p>	<p>Include:</p> <ul style="list-style-type: none"> <li>• The Research and Development Policy</li> <li>• The Innovation Policy</li> <li>• The Entrepreneurship Development Investment Policy</li> </ul>
	<p>Entrepreneurship development course (Formal Internal Instrument)</p>	<p>Encompasses:</p> <ul style="list-style-type: none"> <li>• The Active Learning Approaches</li> <li>• The Passive Learning Approaches</li> </ul>
<p>Informal institutions in enhancing entrepreneurship development in HLIs in Tanzania</p>	<p>Social norms (Informal Internal Instruments)</p>	<p>Incorporate:</p> <ul style="list-style-type: none"> <li>• Innovation and entrepreneurship</li> <li>• Service excellence</li> <li>• Adaptiveness and responsiveness</li> <li>• Collaborations and partnerships</li> <li>• Integrity, accountability and transparency</li> <li>• Diligence and achievement orientation</li> <li>• Continuous learning, competitiveness, and academic freedom</li> </ul>
	<p>Social traditions (Informal Internal Instruments)</p>	<p>Underlines:</p> <ul style="list-style-type: none"> <li>• High performance orientation</li> <li>• High future orientation</li> <li>• Low humane orientation</li> <li>• Strong social networks</li> <li>• High social acceptance</li> <li>• High risk propensity</li> </ul>
<p>Organizational Legitimacy in enhancing entrepreneurship development in HLIs in Tanzania</p>	<p>Social acceptance</p>	<p>Highlights:</p> <ul style="list-style-type: none"> <li>• The functional, active, and interplaying formal and informal institutions</li> <li>• The conformity to the functional, active and interplaying formal and informal institutions</li> </ul>

Source: Field Study

Table 1 above and the discussion that follows present the main findings of the study regarding the institutional forces in enhancing entrepreneurial development in the Tanzanian HLIs. The institutional forces were used to create the institutional framework for enhancing entrepreneurship development in the Tanzanian HLIs.

The study found that, formal institutions enhance entrepreneurial development in the Tanzanian HLIs. More specifically, the study revealed that, the extent to which the charter (formal external instrument) of HLIs in Tanzania equally identifies education, research, and entrepreneurship for a third generation university (3GU), and besides, environmental protection and sustainable development co-creation for a fourth generation university (4GU), as founding elements have the most substantial and productive impact on entrepreneurship development by the students, graduates and researchers.

Further, the extent to which the charter of HLIs in Tanzania specifically underlines engagement of the general stakeholders, specialized stakeholders and systematic stakeholders as the main actors of entrepreneurship development in HLIs in Tanzania likewise have the most substantial and beneficial effects on entrepreneurship development by the students, graduates, and researchers.

Similarly, the extent to which the charter of HLIs in Tanzania underscores on the protection of intellectual properties (IPs) by the members of HLIs correspondingly have a considerable and positive impact on entrepreneurship development by the students, graduates, and researchers. When asked how the university charter enhances entrepreneurship development among SUA's students, graduates, and researchers, MP3, A2, and A3 as respondents acknowledged that;

*“In actual fact, the charter clearly requires that the SUA must achieve excellence in entrepreneurship by commercializing knowledge and research findings to create innovative and entrepreneurial demand-driven solutions and knowledge based enterprises”.*

(Interviewee A2)

*“The university holds the concept advocated by the triple helix model of innovation to enhance entrepreneurship by its members. And, according to the SUA's charter, members of the university cover students, graduates, and researchers, amongst others. The triple helix model strategy has been very effective because it created a window of support and interaction between the university and its members, industry and the government, and of course local and international entrepreneurship development partners”.*

(Interviewees MP3 & A3)

The study further found that, there were three (3) kinds of policies (formal internal instruments) for enhancing entrepreneurial development by students, graduates, and researchers of HLIs in Tanzania, namely; the research and development policy, innovation policy, and the entrepreneurship development investment policy.

The research and development policy can be used as a valuable resource and instrument for regulating and promoting quality and demand driven researches, research discoveries and funding for the researches. The documentation of the research policy (2018) acknowledged as much in response to the interview guide question regarding how the SUA's policies foster entrepreneurial development among its students, graduates, and researchers;

*“This document is meant to ensure that SUA is committed to allocating resources to fulfil its objectives, functions and obligations to advance knowledge*

*through quality research that addresses national challenges as per SUA charter of 2007”.*

(SUA, 2018)

Equally, a functional innovation policy provides to HLIs in Tanzania a conducive environment in which the research discoveries and innovations can be developed into products and enterprises. Respondent MP3 acknowledged that;

*“The university is being transformed into both the third and fourth generation university. The policy intends to influence students, graduates, and researchers of the SUA to grow from merely doing standard studies and researches to entrepreneurship while taking into account the components of sustainable co-creation and environmental conservation. The goal is to provide entrepreneurial solutions to the economy of the country and the globe by means of producing knowledge based products and enterprises.”*

(Interviewee MP3)

Correspondingly, the entrepreneurship development investment policy attracts entrepreneurial development investments on the HLIs’ lands for enhancing the entrepreneurship development by their members. Through the entrepreneurship development investment policy, HLIs can be able to engage altogether the general, specialized and systematic stakeholders who jointly establish investments on the HLIs’ lands to facilitate the quality-demand driven researches, discoveries, innovation, and commercialization. The investments provide the opportunity to the HLIs to acquire physical resources, financial resources, human resources and commercial resources to enhance such academic and entrepreneurial endeavours. Interviewees MP5, A1 and JO5 emphasized that;

*“The SUA embraces on public-private-partnership. Through the SUA Investment Policy of 2005, the university has authorized its land for investments by the private sector in respect of entrepreneurship development by students, graduates, and researchers of the SUA. It has given a land to SUGECO and PASS in order to establish incubators, which we will be taking our students to them for entrepreneurship coaching and mentorship. The centres provide hands on training to our university members”.*

(Interviewees MP5, A1 & JO5)

The study further found that, a combination of the passive and active learning approaches of the entrepreneurship development course (formal internal instrument) of HLIs in Tanzania enhance entrepreneurial development by students, graduates, and researchers. The study revealed that, the main objectives of the entrepreneurship development course for productively influencing entrepreneurial development should emanate from the definitional effects of entrepreneurship. The objectives include: stimulation of entrepreneurial skills, spirit, culture, and attitudes; development, growth and performance of spin-offs and SMEs; job creation; and social-economic contribution. Findings showed that, the objectives should be developed and made known to the students, graduates, and researchers of HLIs. Besides, HLIs should demand of individual entrepreneurial objectives established from the advocated entrepreneurship development course’s objectives to help redirect their members’ minds to the entrepreneurial goals.

In respect of the teaching and delivery systems, the study observed that, HLIs must embrace the concept of student centered learning which encompasses a broad range of teaching and delivery methods. The teaching and delivery methods must be aligned to the main and advocated objectives of the entrepreneurship development course. The study suggested a mixture of the passive and active teaching methods covering lectures which are theory based, group work and discussions, presentations, seminars, business plan creations, internships, study visits, case studies, workshops, learning by doing-hands on trainings, company setup role play, special projects, practicals, role model and guest speakers, real venture set up, video and filming, games and competitions, and business simulation. Findings suggested that, the implementation of the concept of student centered learning can be facilitated by the main actors of entrepreneurship development. Interviewees MP4, G6 and FGDs5 when responding to the interview guide questions on how the entrepreneurship development courses of the SUA enhance entrepreneurship development by the students and graduates of the SUA, they substantiated the others' claims by confirming that;

*“The applied teaching methods for the entrepreneurship development course of the SUA consist of the lectures which are theory based, practicals, internships, group work and discussions, presentations, and seminars. Some instructors use business plan creations and company setup role play. Also, students are given assignments whereby they go out and find real entrepreneurs and study them as case studies and later use the experiences they have grown to develop special projects. I think the university needs to also advocate methods like real venture set up”.*

(Interviewee MP4, G6, FGDs5)

Furthermore, it was found that, HLIs in Tanzania need to adopt proper and effective evaluation systems that nurture entrepreneurship to the students, graduates and researchers. The study exposed evaluation systems such as tests, assignments, final examinations and GPAs, verbal questions, psychological construct like increased level of confidence-knowledge-skills and interest towards entrepreneurship, change in students' attitudes-perceptions-interests and self-efficacy, business plans creation, real venture creation, project evaluation, preparation of sound financial statements, and contribution to the community.

Moreover, the study found that, HLIs in Tanzania need to adopt entrepreneurship curricula that generally address the important functions, deeper thoughts and concepts of entrepreneurship. The study revealed elements such as opportunity recognition, risk taking, idea generation, creativity and innovation, business planning, business models development, IPR and commercialization, SMEs growth and management. Interviewee A1 and FGDs2 described that;

*“The entrepreneurship development courses of our university have integrated elements such as creativity, innovation, risk taking, business planning, and resources management. However, I think that because entrepreneurs are born and made as well, the number of students, graduates, and researchers-made entrepreneurs can be amplified if the SUA considers incorporating additional components such as business model development and IPR and commercialization. The IPR and commercialization module should be taught by our instructors in collaboration with the governmental organizations involved in the institutionalization and management of IPs and enterprises, in order to*

*straightforwardly integrate the government and emerging-contemporary issues related to IPR and commercialization”.*

(Interviewee A1, FGDs2)

Besides, the study found that, HLIs in Tanzania should facilitate effective acquisition of appropriate and adequate resources required to foster entrepreneurship development incorporating the active materials and tools, adequate human expertise and the active teaching and learning environment.

According to the study, these formal institutions are strong (effective and efficient) in terms of their enforcement and content, and because they are formally supported, they are not easily affected by management changes.

The results also showed that in order to significantly improve the creation, growth, success, and sustainability of knowledge-based products and enterprises (high levels of entrepreneurial development) by students, graduates, and researchers; the formal institutional forces must be supplemented by the informal institutional forces in enhancing entrepreneurship development in HLIs in Tanzania.

The study found innovation and entrepreneurship, service excellence, adaptiveness and responsiveness, collaboration and partnerships, integrity-transparency-accountability, diligence and achievement orientation, continuous learning, competitiveness and academic freedom as the most decisive social traditions (informal internal instruments) for enhancing entrepreneurial development by students, graduates, and researchers of HLIs in Tanzania. The study further observed that, social norms (informal internal instruments) covering high performance orientation, high future orientation, low humane orientation, strong social networks, high risk propensity, and high social acceptance equally enhance entrepreneurial activities in HLIs in Tanzania.

The analysis shows that these informal institutions are strong (effective and efficient) in terms of their contents but poor in terms of their ability to enforce their rules (because they lack official backing). The informal institutions are vulnerable because they are affected by management changes as a result.

The study further established that, the organizational legitimacy of entrepreneurship development in HLIs in Tanzania productively interact with the creation, growth, success and sustainability of knowledge based products and enterprises by the students, graduates and researchers of the HLIs. The study revealed that, the organizational legitimacy is acquired: first, when the formal and informal institutional forces in enhancing entrepreneurship development in the HLIs in Tanzania are functional, active, and interplaying; second, when the entrepreneurial activities by the general, specific and systematic stakeholders are engaged and conform to the functional, active, and interplaying formal and informal institutional forces in enhancing entrepreneurship development in HLIs in Tanzania (academic legitimacy).

The study observed that the functional, active and interplaying formal and informal institutional forces assure to HLIs in Tanzania that the needs of the market, industry and the public are met (market, industry, and public legitimacies, respectively) as well as the requirements by stakeholders and the political systems (stakeholders' and political legitimacies, respectively).

### **The Tripartite Institutional Framework for Enhancing Entrepreneurship Development in HLIs in Tanzania (TIFEED-HLIs)**

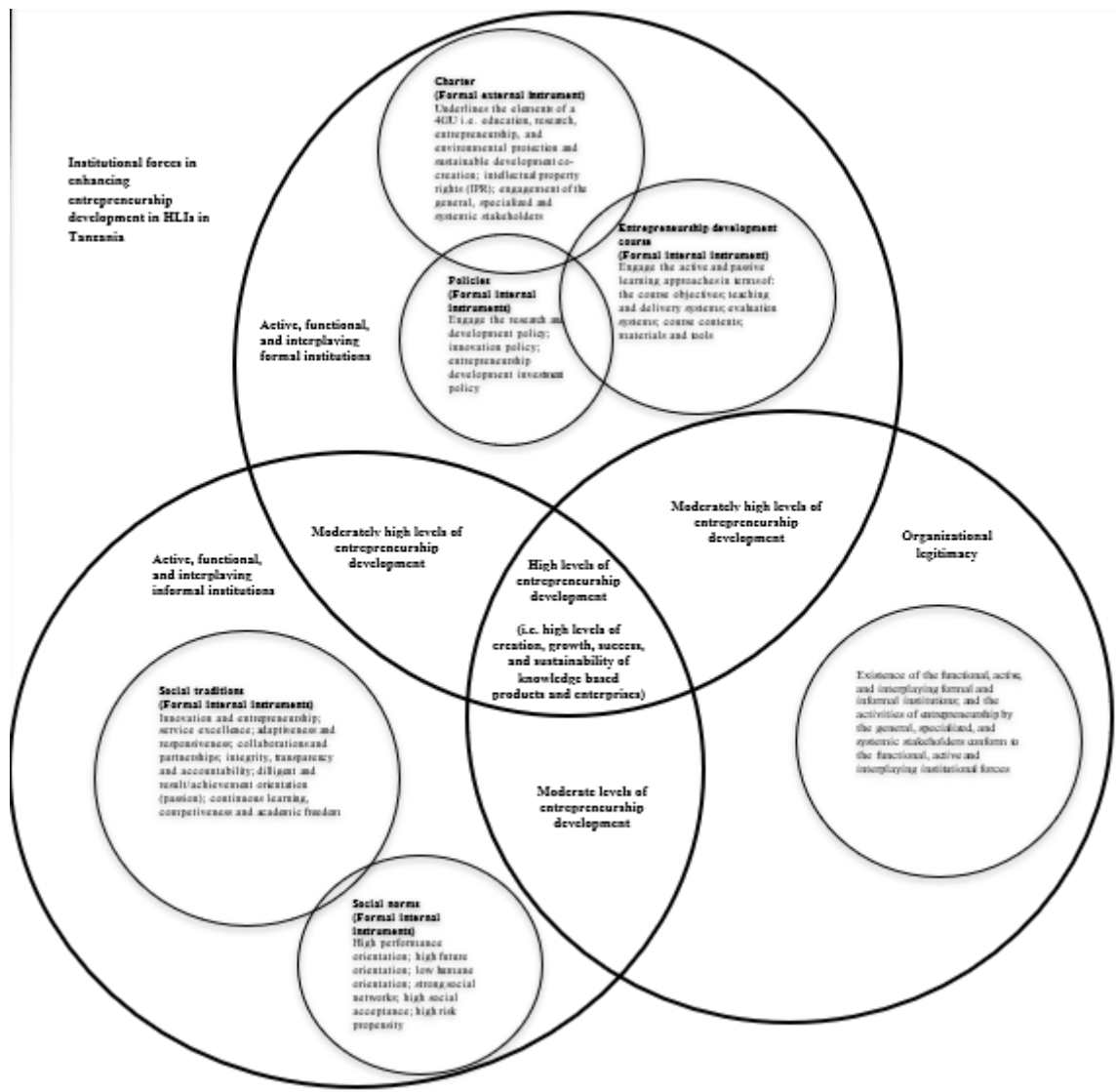
The developed Tripartite Institutional Framework for Enhancing Entrepreneurship Development in Higher Learning Institutions in Tanzania (TIFEED-HLIs) proposes a trustworthy and integrated institutional framework that combines the three aspects of the institutional environment identified by the study, namely the formal institutions (formal institutional forces), the informal institutions (informal

institutional forces), and the organizational legitimacy in enhancing the creation, growth, success, and sustainability of knowledge-based products and enterprises. The informal institutions featured therein that support entrepreneurship development in HLIs in Tanzania are those linked to the enterprising culture and entrepreneurship ideologies.

The framework was developed in order to strike a balance between formal institutional concerns, which reflect society aspirations for entrepreneurship development in Tanzanian HLIs, and informal institutional concerns, which reflect the HLIs’ actual activities.

The study finds that commercialization of research discoveries and knowledge from the HLIs in Tanzania does not exist in a significant way (fully realized/high levels), aside from the three institutional dimensions suggested in the framework, which need to be functional, active, and interplaying. This indicates that any attempts made outside of the framework (TIFEED-HLIs) to enhance entrepreneurship development in HLIs in Tanzania will not be fully realized. The figure below presents the TIFEED-HLIs.

**Figure 3: The Tripartite Institutional Framework for Enhancing Entrepreneurship Development in HLIs**



Source: Field Study

According to the framework, an intersection of the three functional and active elements of the institutional environment is required for the students, graduates, and researchers at Tanzanian HLIs to significantly create, grow, succeed, and sustain knowledge-based products and enterprises. None of the three can operate successfully or efficiently by themselves.

For the third component, organizational legitimacy, to be rewarded, the activities of the generalized, specialized, and systematic stakeholders must be compliant with such functional, active, and intersecting formal and informal institutional forces. The formal institutional forces and informal institutional forces make up the first and second components of the framework, but they are not in descending order of significance.

The study's findings indicate that, functional, active and interplaying institutional forces are practical, useful and productive (functional), engaging (active), and interact each other (interplay). Audretsch and Belitski (2021) recognizes general stakeholders as students, graduates, researchers, administrators and managements of HLIs while specialized stakeholders include the technology transfer offices, the patent offices, incubators and accelerators, and science parks. Systematic stakeholders cover the government and the industry.

According to the framework, high levels (full realization) of entrepreneurship development in HLIs in Tanzania are the outcome of the interplay between the three aspects of the institutional environment, that is, the formal institutional forces, informal institutional forces, and the organizational legitimacy for improving entrepreneurship development in HLIs.

Without the organizational legitimacy, the combination between formal and informal institutional forces leads to moderately high levels of entrepreneurship development. Additionally, the framework contends that without taking into account informal institutional forces, the relationship between formal institutional forces and organizational legitimacy also results in moderately high levels of entrepreneurship development in HLIs in Tanzania. In contrast, in the absence of formal institutional forces, the interaction between informal institutional forces and organizational legitimacy leads to moderate levels of entrepreneurship development in HLIs in Tanzania.

HLIs can adopt and utilize the Tripartite Institutional Framework in Enhancing Entrepreneurship Development in HLIs. The framework has been developed as a result of the study conceptualizing the findings from specifics to larger constructs through inductive analysis and interpretation (analytic generalization).

The use of analytic generalization aimed at establishing the institutional framework and to improve transferability (Polit & Beck, 2010; Yin, 2014). Analytical generalization enables the findings of the original case study to be extended to circumstances outside of the original case study (Yin, 2014). By extension, through analytic generalization, the TIFEED-HLIs obtained through this study's findings gained from the SUA as a case study can be used by managements of other HLIs in Tanzania, future researchers, policy makers, as well as to theory based on the applicability of similarity in theoretical concepts and principles.

The institutional theory, which has been used in this study as a theoretical lens, encourages and permits such transferability through coercive, normative, and mimetic isomorphism. Based on the idea of coercive isomorphism and since the TIFEED-HLIs integrates the findings of the supporting cases involving governmental and non-governmental organizations like COSTECH, BRELA, TCU, PASS, and SUGECO that are also connected to the other HLIs in Tanzania, other universities and colleges in Tanzania have the ability to comply with the TIFEED-HLIs because the organizations and cultural

expectations on which the SUA and other universities and colleges in Tanzania rely impose pressure on the TIFEED-HLIs' institutional forces. Additionally, based on the idea of normative isomorphism, it gives the other HLIs in Tanzania the chance to adopt the professionalisms and in this case, the TIFEED-HLIs' professional practices that may have the ability to support their members' entrepreneurship development within academia. Mimetic isomorphism occurs when other HLIs in Tanzania imitate the TIFEED-HLIs because they believe the institutional forces included in the TIFEED-HLIs enhance entrepreneurial activities by their members, just as the institutional forces used by the SUA, which was the top patenting university in Tanzania and has a high proportion of entrepreneurially active graduates. In order to approve and implement the TIFEED-HLIs, managements of HLIs in Tanzania, policy makers, and other researchers can rely on the study's findings, conclusions, and suggestions. To successfully and creatively improve the transferability, the study has also documented the main case setting (context).

## CONCLUSION AND RECOMMENDATIONS

It is concluded that, the low levels of entrepreneurship in HLIs in Tanzania is attributed to the lack of functional, active and interpalying institutional forces in enhancing entrepreneurial development by the students, graduates, and researchers of HLIs. It is recommended that, general stakeholders, specialized stakeholders, and systematc stakeholders should adopt and embark on the Tripartite Institutional Framework for Enhancing Entrepreneurship Development in HLIs (TIFEED-HLIs) in order to enhance significant (high) levels of entrepreneurship by students, graduates, and reserchers of HLIs.

## REFERENCES

1. Agrawal, A., & Hockerts, K. (2013). Institutional theory as a framework for practitioners of social entrepreneurship. In T. Osburg & R. Schmidpeter (Eds.), *Social innovation: Solution for sustainable future* (pp. 119-129). Heidelberg: Springer Science.
2. Aidis, R., & Estrin, S. (2006). *Institutions, networks and entrepreneurship development in Russia* (Working Paper No. 833). Social Science Research Network. <http://dx.doi.org/10.2139/ssrn.924422>
3. Audretsch, D. B., & Belitski, M. (2021). Three-ring entrepreneurial university: in search of a new business model. *Studies in higher education*, 46 (5), 977-987.
4. Bogusz, C. I., Teigland, R., & Vaast. E. (2018). Designed entrepreneurial legitimacy: The case of a Swedish crowdfunding platform. *European Journal of Information Systems*, 28 (3), 318-335.
5. Boxenbaum, E., & Jonson, S. (2013). Isomorphism, diffusion and decoupling. In R. Greenwood, C. Oliver, K. Sahlin, & R. Suddaby (Eds.), *Organizational institutionalism* (pp.78-98). London: Sage.
6. Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3 (2), 77-101.
7. Carlsson, B., Braunerhjelm, P., McKelvey, M., Olofsson, C., Persson, L., & Ylinenpaa, H. (2013). The evolving domain of entrepreneurship research. *Small Business Economics*, 41 (4), 913-930.
8. Chadee, D., & Roxas, H. B. (2012). Effects of informal institutions on the performance of microenterprises in the Phillipines: The mediating role of entrepreneurial orientation. *Journal of Asia-Pacific Business*, 13(4), 320-348.
9. Creswell, J. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.



10. Diandra, D., & Azmy, A. (2020). Understanding definition of entrepreneurship. *Journal of management accounting and economics*, 7 (5), 235-241
11. DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48 (2), 147-160.
12. Dobler, C. (2011). *The impact of formal and informal institutions on economic growth: A case study on the MENA region*. Frankfurt, German: Peter Lang International Academic Publishers.
13. Erastus, Y. E., Stephen, A., & Abdullai, I. (2014). Institutional framework for promoting small and medium scale enterprises in Ghana: Perspective of entrepreneurs. *Australian Journal of Business and Management Research*, 3(10), 28–45.
14. Guth, K. L. (2016). Institutional theory of organizations. In C. E. Carroll (Ed.), *Encyclopedia of corporate reputation* (pp. 359-361). Thousand Oaks, CA: Sage.
15. Haji, M. (2015). *Youth employment in Tanzania: Taking stock of the evidence and knowledge gaps*. Political Science.
16. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2005). *Entrepreneurship* (6th ed.). New York: McGraw-Hill/Irwin.
17. Kaufmann, W., Hooghiemstra, R., & Feeney, M. K. (2018). Formal institutions, informal institutions, and red tape: A comparative study. *Public Administration*, 96(2), 386-403.
18. Kenaphoom, S. (2021). Introduction to research philosophy. *Lupine Publishers*, 5 (4), 657-663
19. Lindsay, V., Ashill, N. J., Roxas, H. B., & Vicorio, A. (2007). An institutional view of local entrepreneurial climate. *Journal of Asia Entrepreneurship and Sustainability*, 3(1), 1-28.
20. Looi, K.H., & Khoo-Lattimore, C. (2015). Undergraduate students' entrepreneurial intention: born or made?. *International Journal of Entrepreneurship and Small Business*, 26 (1), 1–20.
2. Moon, K., Brewer, T. D., Januchowski- Hartley, S. R., Adams, V. M., & Blackman, D. A. (2016). A guideline to improve qualitative social science. *Ecological and Society*, 21(3) , 1-20.
1. Mwasalwiba, E.S., Groenewegen, P., & Wakkee, I. (2014). University entrepreneurship education in Tanzania: Introducing entrepreneurship education in a context of transition. In A. Fayolle & D. T. Redford (Eds.), *Handbook on the entrepreneurial university* (pp. 136-162). Cheltenham: Edward Elgar Publishing.
2. North, D. (2005). *Understanding the Process of Economic Change*. New Jersey: Princeton University Press.
3. Organization for Economic Co-operation and Development. (2012). *SME policy index: Progress in the implementation of the small business act for Europe*. Western Balkans and Turkey: OECD Publishing.
4. Peters, B. G. (2000). *Institutional theory: problems and prospects* (Research Report No. 69). Wien, Austria: Institute for advanced studies.
5. Showkat, N. & Parveen, H. (2017). Non-probability and probability sampling. *ResearchGate*, 1-9.
6. Sutton, J., & Olomi, D. (2012). *An enterprise map of Tanzania*. London: International Growth Centre, London School of Economics.
7. United Republic of Tanzania. (2012b). *Micro, Small and Medium Enterprises in Tanzania: National Baseline Survey Report*. Ministry of Trade and Industry and Financial Sector Deepening Trust, Dar es Salaam.
8. United Republic of Tanzania. (2017). *Formal Sector Employment and Earnings Survey*. National Bureau of Statistics, Ministry of Finance and Planning, Dar es Salaam, Tanzania.

9. Veciana, J. M., & Urbano, D. (2008). The institutional approach to entrepreneurship research. Introduction. *International Entrepreneurship and Management Journal*, 4(4), 365-379.
10. Yin, R. (2014). *Case study research: Design and methods* (5th Ed.). Thousand Oaks, CA: Sage.