



The Role of Higher Educational Institutions towards Entrepreneurship: A South African Context

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Abstract

This article encapsulated to review the modern university in intensifying and revisiting their role towards entrepreneurship. A systematic literature review method was followed. Where 27 journal articles were included, from the period of 2010 to 2022. The review of the articles highlights three topics in question for this study: emerging societal challenges (in need of urgent solutions), historical responses of HEIs towards entrepreneurship, and re-imagining entrepreneurship for HEIs. The analysis of the topics makes available areas for HEIs and governments to consider in redesigning their strategies and policies for entrepreneurship advancement in the current lifetime.

Keywords: *Entrepreneurship; Higher Education Institutions; Governments*

1. Introduction

With the higher educational industry being around for decades, existing as an epitome of knowledge creation and shaper of human capital of a nation's citizens. It is the Ernst and Young (2012) report cited in Besley and Peters (2013), who in their study identify the evolvement of higher educational institutions. Since there is a growing need for higher education institutions to attend to the growing world's need for entrepreneurs. Whereby, Premier's Council for Economic Strategy (2011, p. 64) as cited in Pike (2015), echoes the importance of higher education institutions in nurturing the entrepreneurial mindset in their respective populace. In achieving this, the World Economic Forum Annual Meeting

(2019) cited by Ilori and Ajagunna (2020), who in their study emphasised the need for re-imagining higher education institutions. Particularly with major focus on science, technology, engineering, and mathematics (STEM) subjects. But also stressed the need for re-imagining and equipment of university students with entrepreneurial skills, as innovation is essential within this technological driven era (Gleason, 2018; Ilori & Ajagunna, 2020).

In recent years, higher educational institutions have heeded the call of having or improving entrepreneurial environments to suit and enable students to prosper in their entrepreneurial aspirations. A German study including 8009 students from public universities by Bergmann et al. (2018), found that student might have an imprecise idea of entrepreneurship, however, Bergmann et al. (2018) proposed for the inclusion of entrepreneurship environment to be part of higher education institutions strategic priorities. In the U.S., Gianiodis and Meek (2020), stressed the need for the inclusion of various stakeholders in order to create meaningful entrepreneurial universities. Willingness has to prevail from various stakeholders, to ensure success. A comparative study between Germany and the U.S. by Wadhvani and Viebig (2021), acknowledge the steady rise of entrepreneurship education, with emphasis on its potential in solving societal and economic challenges. However, also stressing its threat of producing self-serving individuals, ignoring societal challenges.

In Sweden, a study by Hägg and Schölin (2018), interestingly reported how policy positively influences entrepreneurship in higher educational settings. However, critiquing the implementation of Swedish policy in promoting entrepreneurship, as Hägg and Schölin (2018) in their study, raise concerns that the policy seems to undermine the significance of entrepreneurship education in promoting entrepreneurship in higher educational institutions. Furthermore, Hägg and Kurczewska (2021), postulate the need for allowing reflections when creating and unpacking entrepreneurial pedagogical teaching, learning and practices. Training students the ability to be critical and continuously work and rework their entrepreneurial ideas. Interestingly, in China, entrepreneurship and innovation success has been credited to being prioritised in the national policy (Gleason, 2018).

Recently, higher educational institutions have further taken the role in collaborating with external stakeholders towards creating entrepreneurial awareness and competitions. In most contexts proving to be successful (Huber et al., 2012) cited in (Brentnall, 2021). In South Africa, various studies point out how government and private sector should support higher educational institutions and students with their entrepreneurial aspirations. In the process calling for further involvement by higher educational institutions in the development, not only theoretically shaping students, but also modernising themselves to be entrepreneurial epicentres. Thus, Nicolaidis (2011) encourages further research on entrepreneurship, as a tool to solving South African challenges of this era. Moreover, Dalmarco et al. (2018) reiterate the need for re-imagining higher educational institutions towards entrepreneurship. Therefore, the objectives of this research were to (1) investigate the strides made by South African higher educational institutions towards entrepreneurship till date, (2) critically analyse emerging societal challenges that can be solved through entrepreneurship in South Africa, and (3) To inform policy on re-imagining the role of higher educational institutions towards entrepreneurship in the modern era.

This paper is organised as follow. The methodology used is delineated, secondly, the conceptualisation of the literature survey with regards to entrepreneurship in higher educational institutions, we then discuss the trends and new direction for higher educational institutions, and lastly, we conclude by highlighting policy implications, limitations and underline future research directions.

2. Methodology

This section provides for the methodology undertaken in this study, how articles were searched for, included, and excluded. Furthermore, highlighting the included articles, and major findings.

This paper opted for the use of a systematic literature review research strategy. Where, Davis et al. (2014) cited in Snyder (2019), postulate that systematic literature review as a research method, is a transparent, and reproducible way of conducting reviews. Most importantly, allowing the identification of articles to include and exclude for this study (Snyder, 2019). In following this research strategy, unlike the other review strategies, enabled the critical review of empirical evidence from the included articles. In the process, enabling the arrival to dependable conclusions (Moher et al. 2009) cited in (Snyder, 2019). In addition, in undertaking this research methodology strategy, the David Gough (2007b) nine phases of systematic review cited in Bearman et al. (2012): establishing a review question, defining the inclusion and exclusion criteria, articulating the search strategy, screening the articles, reporting the results of the search strategy, extracting the relevant data from the included studies, assessing the methodological quality of the studies included, synthesis of the included studies, and drawing conclusions from critically reviewing the included studies.

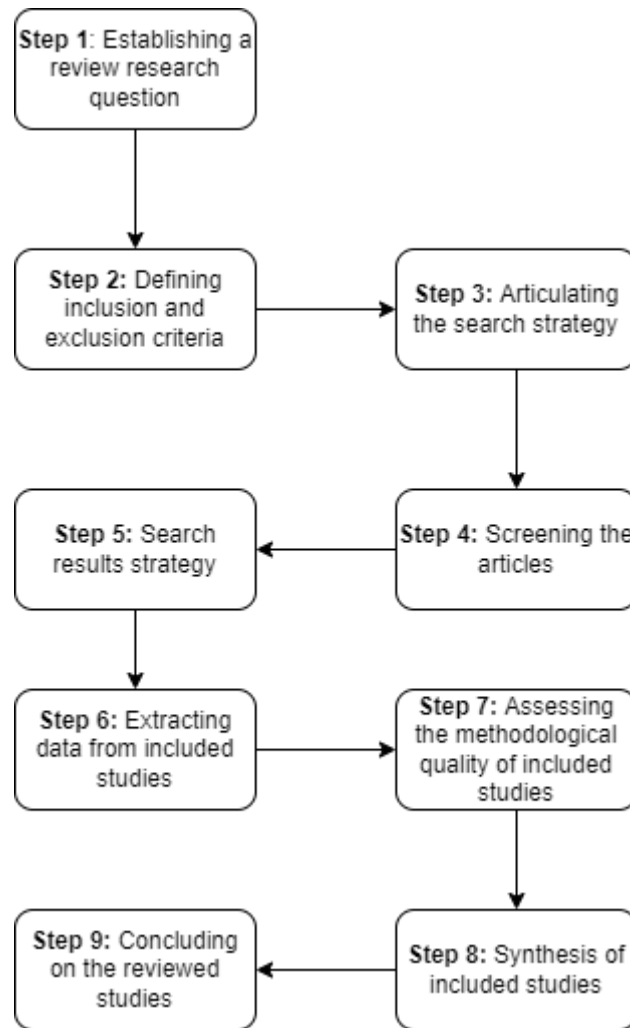


Figure 1: Systematic review steps

Source: David Gough (2007b) cited in (Bearman et al., 2012), figure authors computation

As the systematic literature review process requires an informed and stringent inclusion and exclusion criteria of studies in its undertaking, this study followed the following criteria:

1. We searched and selected articles from the following databases: Scopus, JSTOR, Science Direct, Ebscohost, Elsevier, and Web of Science.
2. We selected articles published in peer-reviewed journals from the period of 2010 till June 2022 (recent publication date). Excluding published before 2010.
3. We included research articles that were written and published In English, excluding those written in other languages.
4. In searching for articles to include (phase 3), we used the following search strings in the abovementioned databases (*Entrepreneurship, *Entrepreneurship in higher education, *Entrepreneurship University, *societal challenges, *role of universities towards entrepreneurship), these search terms were also searched for in article titles and abstracts. Moreover, the articles had to be addressing entrepreneurship from a higher education perspective.
5. We included articles after carefully reading the title and abstract, ensured that they addressed entrepreneurship in higher education.
6. We excluded, conference articles, working papers, and book chapters.

Having underlined the inclusion and exclusion criteria, we then ensured that the included studies were from different contexts. However, in hopes of re-imagining the South African higher education context towards entrepreneurship in the modern era. Thus enabling the provision of succinct pathway for policymakers (Bearman et al., 2012).

3. Literature Review

3.1 Entrepreneurship Revisited

Entrepreneurship is the practice of starting, improving and growing a business. It is also the procedure of building an entrepreneurial team, which includes gathering other resources with the purpose of advantageously exploiting an opportunity in the marketplace (Afriye and Broheme, 2014). Asamani and Mensah (2013) defined entrepreneurship as a procedure of making something new and of value by merging necessary resources, time and effort while taking possible risks, with the aim of acquiring better rewards. This definition is supported by Uddin and Bose (2012) who defined entrepreneurship as the process of identifying opportunities in the marketplace, combining necessary resources and capabilities to utilize the opportunities for long-term benefit.

Venter et al (2015) defined entrepreneurship as the practice of seeing opportunities where others see risk and be able to generate what others have not generated before to make profit and develop the economy. The authors further stated that entrepreneurship is about taking calculated risks and being able to push an idea into reality. The operational definition of entrepreneurship used in this study is the definition by Venter et al (2015). This definition associates entrepreneurship with opportunity, risk, profitability, and economic development. Entrepreneurship consists of creativity, innovation, risk taking initiatives, opportunity recognition, social empowerments, and employment creation (Afriye and Broheme, 2014).

3.2 Entrepreneurship as a Response to Emergent Societal Challenges

Kumari et al. (2019) in their study, stressed and affirmed the need for higher educational institutions to re-imagine their role from being teaching, learning and research hubs. To actively being involved in providing sustainable solutions to socio-economic challenges. In addition, Aver et al. (2021) in their study, raise the concern for higher educational institutions to transform, if they are to effectively

respond to modern day societal and economic challenges manifesting. Thus, ensuring the development of the South African society. A study conducted in Lund University in Sweden by Göransson et al. (2022), ascertain the need for higher educational institutions to transform, this is said to be accompanied by external pressures, for HEIs other than solely being traditional and research oriented (Göransson et al., 2022; Terziev, 2020). However, there are contradicting concerns that HEIs, fear the shift from their traditional track of being knowledge and research hubs (Lepik & Urmanavičienė, 2022).

Consequently, South Africa, a country riddled by various societal and economical confronts. Challenges such as: health disparities, poverty, crime, unemployment, inequality, water and sanitation, electricity outages (Benatar, 2013; Cant & Wiid, 2013; Davidson et al., 2018). More worryingly, Meyer (2014) bemoans the lack of policy implementation in order to address the abovementioned challenges. As a result, entrepreneurship shall be undertaken and encouraged formulating long lasting liberating solutions to these challenges (Bruton et al., 2013). As entrepreneurship is deemed an everlasting solutions to these pertinent challenges, especially in Africa (Youssef et al., 2018). Where, Bruton et al. (2013) in their study, concluded on the prospects that entrepreneurship present a solution to poverty. In addition, Zahra and Wright (2016) ascertain that entrepreneurship has potential of creating a social multiplier, where society's well-being is improved, employment opportunities rise, and the needs of society are addressed.

3.3 Higher Education Institution's Historical Response to Entrepreneurship

Hahn et al. (2020) in their study, declared that over the past decades, entrepreneurial activity has started to be considered as a mission of higher education institutions and universities responded to the mission by offering entrepreneurship education (EE) courses. However, the growing number of studies on EE impact offers mixed and contradictory results regarding the type of EE (elective vs. compulsory) and the characteristics of students' exposure to an enterprising family as two complementary boundary conditions that contribute to explain the outcomes of EE. The study finds that both types of EE contribute to students' entrepreneurial skills; however, the impact of EE in compulsory courses is contingent on students' perceptions of parents' performance as entrepreneurs. In addition, Martin (2012) highlighted that from the nineteenth century, academic teachers and researchers have sought out opportunities related to the practical application of academic knowledge for the development of technologies, businesses, and novel social and governmental practices.

The study by Monte and Pennacchio (2019) shows that the past knowledge base, determined as the presence of public universities, is strongly related to the recent level of innovative start-ups. Adding that Provinces with both a stronger knowledge base and higher levels of creativity have more current innovative start-ups. Their findings suggest that a regional entrepreneurship culture and a conducive social environment to new firm formation can explain the path-dependency of regional entrepreneurship. Wadhvani, Galvez-Behar, Mercelis and Guagnini (2017) in their study, argued that academic entrepreneurship has long been a significant driver of institutional change, not only within the academic world but also in shaping the organization of markets and states. However, the study argued the need in rethinking academic entrepreneurship in our own time, and by outlining directions for further research. Chepurenko, Kristalova and Wyrwich (2019) in their study, revealed that institutions play a key role in building entrepreneurial ecosystems (EEs). However, the academic literature does not well represent the historical roots of these institutions and most works are devoted to developed countries.

Entrepreneurship education and training has been a rapidly expanding, if diverse, field for many decades, and has become a prominent feature in the curricula of not only business schools but also other parts of HEIs (Zaring, Gifford and McKelvey, 2021). The trend for universities and colleges to offer education and training in entrepreneurship is in line with traditional research assumptions about entrepreneurship as an important driver of economic growth and increased employment rates (Audretsch,

Keilbach and Lehmann, 2006). Thus, the expansion of education in innovation and entrepreneurship more broadly chimes with assumptions about the need for society to stimulate entrepreneurship, as an important driver of economic growth and increased employment (Brown, Mawson and Mason, 2017).

3.4 Higher Education Institutions in Driving the Re-Imagined Agenda of Entrepreneurship

Sharma (2015) advanced that education does not add value to individual, the nation or society unless graduates receiving education realise and strive to accomplish the national goals of education. The scholar further alluded that, it is therefore significant to question whether the predominant education system has any goodness to offer to the nation and society. Recent societal challenges require a swift and sufficient changes in the education system in order to sharpen students with skills and knowledge to address existing challenges. Nieuwenhuizen and Kroon (2002) cited by Nicolaides (2011) also emphasized that the Apartheid economic dispensation in South Africa provided higher education system with syllabus intended to respond to the needs of the then industry. They additionally forwarded that the system was developed to create a workforce that would be confined in a comfort zone, working for someone referred to a “boss”. With the present employment repute of 35.3% (StatsSA 2022), and the lack of employment opportunities in South Africa, the existing education system is no longer appropriate.

South Africa is underlined as country with the greatest unemployment in the continent (Raifu and Adeboje (2022) and the calamity of unemployment among youths especially graduates of higher institutions due mostly to reliance on the system of graduate to be employed. According to Jubane (2020) entrepreneurship culture needs to be promoted amongst the youth, to assist them becoming more economically involved. Considering the potential of entrepreneurship in constructing a social multiplier, improving societal well-being and generating employment opportunities (Zahra and Wright, 2016). Higher education institutions are progressively obligated to redefine and reconsider their role in the economy of South Africa.

Libombo, Dinis and Franco (2015) posited that the role of HEIs, in addition to the teaching and learning function, assumes research as a basic element of knowledge generation, innovation and development. These scholars further mentioned that HEIs face new challenges due to the advent of the idea that entrepreneurship is the main pillar for economic development, poverty relief and employment creation. Nicolaides (2015) stressed that the primary role of HIEs should focus on instilling a greater entrepreneurial atmosphere among students and strive to consider local development and support the promotion of entrepreneurial education initiatives. Furthermore, the socio-economic challenges, resulting from fewer available employment opportunities even for graduates. Suffice to state, the need for self-employment, entrepreneurship education and entrepreneurial culture have resonated to be the central issue in HEIs (Libombo, Dinis and Franco, 2015).

The role of HEIs in a global economy is swiftly increasing (O’Connor, 2012). Entrepreneurial education offered in universities has improved the speed of globalisation. Consequently, entrepreneurship university should have special structures that facilitate entrepreneurial development in all activities. This means that universities create departments and units that manage entrepreneurial activities within the institution (Salem, 2014). Engaging and collaborating with external stakeholders is a significant constituent of teaching and learning in an entrepreneurial university (Salem, 2014). In addition, entrepreneurial universities should encourage students and staff to develop skills, knowledge and mind-set that is entrepreneurial at an individual level. Nonetheless, (Byrnes, Paez, Blacker, Jackson, and Dwyer, 2010) believed that the role of universities is to provide platforms upon which students and staff can access private financial services, which are useful in creating a link with relevant industries.

4. Discussion and Conclusion

First, we have carried out the review on how higher education institutions can re-imagine their role towards entrepreneurship. In doing so, the authors focused on the following, how entrepreneurship stands to solve societal challenges, higher education institutions historical response to entrepreneurship, and higher education's institutions re-imagined role in driving entrepreneurship. To critically review the aforementioned areas in question for this study, the authors included articles from various countries (see figure. 2), which represent step 6, 7, 8, and 9 of the review steps (see figure 1).

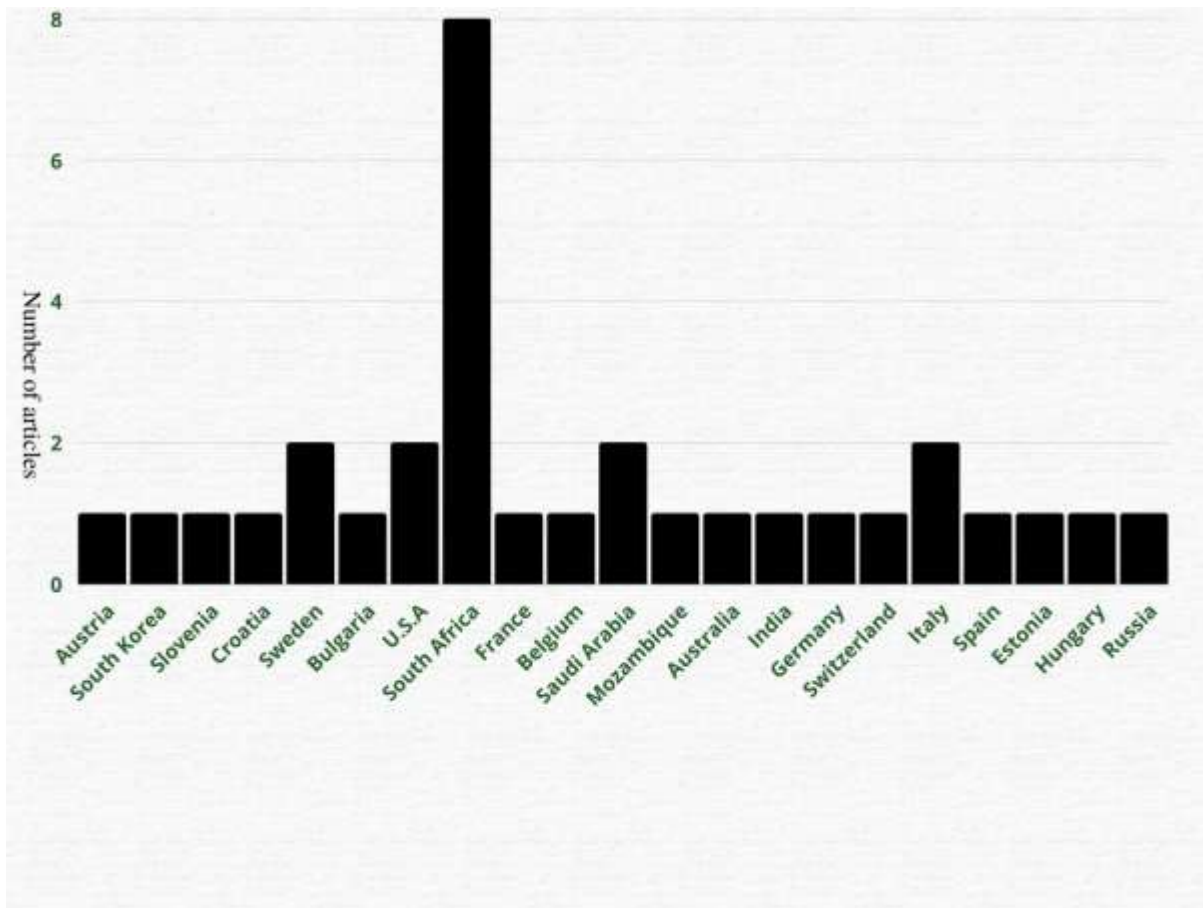


Figure 2: Distribution of articles by country (2010 - 2022)

Source: Authors computation

It is worth noting, figure.2 depicts the distribution of the articles by country. Where most of the articles included were from the South African context. This was primarily motivated by the authors sought to make conclusions and policy recommendations to the South African context. However, it was paramount to understand other contexts from different countries to do so. Secondly, in this discussion, the authors postulate the article distribution by a period, followed by the arguments of each topic in question through the lens of several scholarly articles that made the inclusion criteria (step 2, figure 1.).

Distribution of Articles by Sub-Topic

Table 1: Entrepreneurship response to emergent societal challenges

<i>Number of papers</i>	<i>Distribution of articles by period</i>
3	2010 – 2013
2	2014 – 2017
5	2018 – 2021
2	2022 (till publication)
N = 12	

Table 1. reflects on the articles included on the review of prevalent societal challenges that are emergent in societies. Moreover, these articles were distributed according to different periods. Starting from the year 2010 till date (2022). Below (**table 2**) delineates on the major findings of the included articles on emergent societal issues.

Table 2: Response to emergent societal challenges

Author/s	Findings
Kumari et al. (2019)	Affirmed the need for HEIs in being bases of value creation and offering its constituencies with transformative capabilities. In support, Dzomonda and Fatoki (2019) posit this can assist in alleviating societal and economical challenges e.g. crime, prostitution, unemployment, and poverty.
Aver et al. (2021)	Raised concerns from the World Economic Forum’s utterance of the need for reskilling and upskilling economies in the coming years. Insisting on the higher education institutions re-imagined urgency of effectively offering business skills to equally respond to emergent societal development issues. As HEIs have a role in elevating societal development (Johnson & Hirt, 2011).
Göransson et al. (2022); Terziev (2020)	Illustrated the integration challenge faced by HEIs from undertaking and driving initiatives that liberate societies from challenges faced. As a result, that HEIs should actively play a key role in developing societies and economies, by including local economies in their strategic directions (Bezerra et al., 2017; Fuchs & Wehmeier, 2019).
Lepik and Urmanavičienė (2022)	The continued concern of HEIs in assuming an additional role being community driven other than their traditional role of knowledge creation. To assuming a central role in society, in support, Radinger-Peer and Pflitsch (2017) affirm that HEIs need to assume the role identifying and solving socio-economic challenges prevalent in society.
Benatar (2013); Cant and Wiid (2013); Davidson et al. (2018); Zahra and Wright (2016)	These authors put forward nascent societal issues stemming from our society, precisely the South African context, which have hindered the growth and development of South Africa over the years. Hence, entrepreneurship is a good tool for tackling societal challenges (Dhaliwal, 2016).
Bruton et al. (2013); Meyer (2014); Youssef et al. (2018)	Highlight the inefficiencies of government in effectively implementing policies. Thus, leading to failure in the address of societal challenges. In support, Mohamadi et al. (2017) affirm the necessity for governments efficiency in their policy making and implementation.

In reviewing literature relevant to the mentioned sections, after carefully applying the inclusion criteria, twelve articles were selected and reviewed pertaining entrepreneurship in solving societal challenges (**table 2**). In the twelve reviewed articles, it is worth noting the following topical clusters that emerged:

Over the years, there has been sustained pressures for HEIs to be responsive to prevalent societal challenges. Due to the potential of entrepreneurship in being one of the solutions to the emergent societal challenges faced (Dhaliwal, 2016). Since entrepreneurship has a positive effect on societal and economic development, in addition, institution are deemed to have a role towards promoting the impact of entrepreneurship (Chowdhury et al., 2019). As there is a positive parallel association between entrepreneurship and society’s wellbeing (Galindo-Martín et al., 2019). These results suggest that in recent times, HEIs need to revolve and actively be members providing long lasting solution to societies. Especially in a country where there is a special need to revisit the policy lenses around entrepreneurship (Herrington et al., 2010). Thus, HEIs can play a pivotal supporting role, to aide government inefficiencies in entrepreneurship policy implementation. As entrepreneurship can provide sustainable and impactful solutions, In turn, curbing challenges such as breaking poverty cycles, unemployment, women empowerment, inequality and economic development (Bakry et al., 2019; Bonito et al., 2017; Markman et al., 2019; Morris et al., 2020; Mukorera, 2020).

Table 3: Higher Education Institution’s historical response to entrepreneurship

<i>Number of papers</i>	<i>Distribution of articles by period</i>
1	2006 – 2009
1	2010 – 2013
2	2014 – 2017
4	2018 – 2021
0	2022 (till publication)
N = 8	

Table 2. reflects on the articles included on the review of historical response to entrepreneurship by higher education institutions. Moreover, these articles were distributed according to different periods. Starting from the year 2006 till date (2022).

Table 4: HEI’s historical response to entrepreneurship

Author/s	Findings
Hahn, Minola, Bosio and Cassia (2020)	Highlighted the importance and contribution of entrepreneurship education in the development of student’s entrepreneurial skills. However, the effect of Entrepreneurship Education is dependent on students’ perceptions of parents’ performance as entrepreneurs. In support Aldrich & Kim (2007) and Lu, Song & Pan (2021) affirm that parent’s perception, performance, and beliefs towards entrepreneurship affect the students’ mindsets on entrepreneurship activities and performance.

- Martin (2012)** highlighted that from the decades, researchers and academic teachers have pursued opportunities connected to the practical application of academic knowledge for the development of technologies, businesses, and novel social and governmental practices. Research suggests that methods involving students' experiences outside the classroom and connecting them to the real world are important to entrepreneurship education (Bourgeois et al., 2016).
Jůvová, Čech & Duda (2017) revealed that clear guidelines are crucial for teachers to have a common understanding of what methods are appropriate for entrepreneurship education, and which methods will contribute most effectively to its successful teaching.
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- Monte and Pennacchio (2020)** Their findings suggest that a regional entrepreneurship culture and a conducive social environment to new firm formation can explain the path-dependency of regional entrepreneurship. In support Bishop and Shilcof (2017) stated that conducive environment to entrepreneurship that encourages regions with strong entrepreneurial culture can explain the path-dependency of regional entrepreneurship perspective.
The analyses of the factors that determine the level and the development of regional new business formation clearly indicate a strong influence of the entrepreneurial culture and the level of innovation activity in a region (Fritsch & Mueller, 2007)
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- Wadhwani, Galvez-Behar, Mercelis and Guagnini (2017)** Argued that academic entrepreneurship has long been a significant driver of institutional change, not only within the academic world but also in shaping the organization of markets and states. However, the study argued the need in rethinking academic entrepreneurship in our own time, and by outlining directions for further research. In support, Wright, M. (2014) and Siegel & Wright (2015) argued that it is important to outline new entrepreneurial direction that meet the new environment and goals
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- Chepureenko, Kristalova and Wyrwich (2019)** Their research revealed that institutions play a key role in building entrepreneurial ecosystems (EEs). However, the academic literature does not well represent the historical roots of these institutions and most works are devoted to developed countries. In support the by Roundy, Bradshaw & Brockman (2018) stated that the research may not fully capture the functioning of the entrepreneurship ecosystems.
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- Zaring, Gifford and McKelvey (2021), Audretsch, Keilbach and Lehmann (2006) & Brown, Mawson and Mason (2017)** Highlight the importance of entrepreneurship training to the economic growth and employment creation, which not only led to entrepreneurship education being a field of research but also to a creation of curricular by business schools and higher education institutions. In support, Grivokostopoulou, Kovas & Perikos (2019) stated that entrepreneurship education is an important driver for entrepreneurship development and there is a necessity for the effective adoption of entrepreneurship education and training.
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From the analysis of the included articles, under the historical responses by HEI’s concerning entrepreneurship. It is worth noting, the continued attempts by higher education institutions in promoting entrepreneurship. Noticeably, through theoretical lenses, and entrepreneurship education. In addition, HEIs have went on to create entrepreneurship ecosystems. These ecosystems have been established, to advance entrepreneurship education and training. With the intention of creating self-sufficient economies, creating sustainable employment opportunities, and driving innovation. However, it is noted that HEIs have experienced challenges. More especially, to equally respond to new emerging socio-economic and environmental challenges. Literature posits the importance of higher educational institutions playing an active role in solving the abovementioned challenges (Hannon, 2013). In support, to cope with the new dynamic world, higher education institutions are adopting the strategic direction of being entrepreneurial institutions (Baporikar, 2019). Demonstrating adaptation to the new realities in society.

Table 5: HEIs in driving the re-imagined agenda of entrepreneurship

Number of papers	Distribution of articles by period
3	2010 – 2014
1	2015 – 2016
1	2017 – 2021
2	2022 (till publication)
N = 7	

Table 5. are articles included on the review of predominant role of HIEs in driving the re-imagined agenda of entrepreneurship, these articles were distributed according to different periods. Starting from the year 2010 till date (2022). **Table 6** outlines the principal findings of the included articles on HIEs in driving the re-imagined agenda of entrepreneurship.

Table 6: Response to HEIs role on the agenda of entrepreneurship

Author/s	Findings
Byrnes et al (2010)	Suggested that HEIs should provide opportunities and resources to students from creation to the implementation of the idea. Furthermore, the institution of higher education should link students with the external ecosystem of entrepreneurship and provide both industrial and academic mentorship.
Kumari et al. (2019)	Asserted that HEIs should provide extra entrepreneurial capacity, and this should specially aim at high-potential student entrepreneurs, as it is these individuals who will ultimately succeed more and be able to employ others, thus alleviating the huge levels of unemployment in society.
O’Connor (2012)	The findings highlighted that HEIs should support entrepreneurial behaviours through awareness creation and stimulation of ideas from development and execution. Entrepreneurial behaviours are supported through extracurricular activities and teaching. Entrepreneurship education is also delivered by real entrepreneurs using various methods like real experience, games and stimulation, and case studies.
Salem (2014)	Recommended that HEIs should be committed to knowledge exchange and collaboration with public, sectors, society and industries (Guerrero and Urbano, 2012). This collaboration and partnership should be integrated into the institutional policies of

universities to manage relationships will all the sectors. Additionally, these policies should have support mechanisms to coordinate the partnerships.

Aver et al. (2021)	Elevated concerns on entrepreneurship syllabus taught to the students, then advocated the review of teaching methodology and other educational factors which have not been able to bring about the desired level of entrepreneurship awareness and knowledge. This was reinforced by (Davey et al., 2011; Nabi and Linan, 2011; Lakovleva et al., 2011) who upheld that the present role of HEIs in building entrepreneurship culture is not adequate, it needs to be reviewed on several grounds to be more effective.
Göransson et al. (2022); Terziev (2020)	Acknowledged that entrepreneurial education and collaborative networks are effective instruments for promoting the entrepreneurial ethos of both HEI students and academics. The findings demonstrate that collaborative partnerships with other international universities, national and business organisations are fundamental to the generation and dissemination of entrepreneurial ethos.
Lepik and Urmanavičienė (2022)	These authors posit the significance of revisiting the educational prospectus and redesign it such that it students are empowered with all the necessary entrepreneurial skills. Additionally, HEIs need to support entrepreneurship initiatives as they are a mechanism that can be utilised in tackling unemployment (Dhaliwal, 2016).
Jubane (2020)	Postulate the HEIs role on entrepreneurship support should not be isolated from a broader entrepreneurship system, such as business development services offered by the national and local government structures and chamber of commerce, but prove connections among them.
Benatar (2013); Cant and Wiid (2013); Davidson et al. (2018); Zahra and Wright (2016)	Advanced concerns on the high unemployment among university graduates and these authors highlight that HEIs need to prepare graduates for options beyond formal employment. Institutions ought to focus on enhancing graduates' abilities through entrepreneurship in other to easily navigate their way in societies and to be responsive to business opportunities that can generate employment.

It is evident that, from the present societal challenges faced by the world, they require new model solutions. Historically, with higher education institutions evidently determined in providing solutions to challenges faced by immediate societies. In support, literature provides that higher education institutions need not to look at entrepreneurship from innovative tech transfer, but rather, also from the lenses of creating entrepreneurial familiarity, and knowledge spill overs (Audretsch, 2017). Thus, beckoning for HEIs to re-imagine their entrepreneurship role. From both curricular and practical essence. In hope that through these lenses, higher educational institutions can reconsider their approaches towards entrepreneurship. If they hope to be impactful in their approaches. Especially, to address societal challenges of health, poverty, unemployment, crime, inequality (Van der Westhuizen & Swart, 2015).

5. Implications for Policy Makers

Higher education institutions need to be central in assisting governments with proven empirical inputs, that can inform and address the rising issues of unemployment, inequality, poverty, and other

societal issues. Firstly, a policy draft that will bring about equal opportunity for all to access entrepreneurship ecosystems and opportunities is necessary. Secondly, higher education institutional leaders need to provide entrepreneurship ecosystems, that encourage information symmetry, enabling spill over effects that will benefit all stakeholders of society. Thirdly, all higher education institutions should adopt entrepreneurship in their strategic decisions, and practically implement it. Lastly, institutions can consider the “HEInnovate” model to aide them in driving the re-imagined agenda, across various institutional contexts. This model focuses on 7 pillars (Hannon, 2013):

- Leadership and governance.
- Organisational Capacity, People, and Incentives.
- Entrepreneurship Development in Teaching and Learning.
- University-Business/External Relationships for Knowledge Exchange.
- The Entrepreneurial HEI as an Internationalised Institution.
- Pathways for Entrepreneurs.
- Measuring the Impact.

This in a way can bring about the needed synergies between higher education institutions, governments, corporate, society and other relevant stakeholder.

6.Limitations and Future Research

In reviewing previously published works, it offers critical insights and offers new recommendations, and future research directions. Critiques might argue about the restriction of not using statistical tools to prove or disprove previously published studies, posing a limitation to this study generalisability. As a result, this study looks to provide a new consideration and possibly newer research direction on the evolving roles of higher education institutions towards entrepreneurship. Moreover, systematic reviews provide new dimensional interpretive context, otherwise not presented in other study settings (Mulrow, 1994).

One important aspect of this study that deserves further research, is the role of HEIs towards entrepreneurship. Since there is awareness of the already prevalent social and socio-economic challenges needing solutions. Secondly, the authors suggest future longitudinal studies are needed, in different HEIs contexts. To allow strong generalisability and ensure different perspectives are captured. In the process nurturing the field of entrepreneurship.

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