

Implementation of Civic Entrepreneurship in the Governance of The University of Zambia

By

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A dissertation submitted to the University of Zambia in partial fulfilment of the requirement for
the award of the degree of Master of Education in Civic Education

The University of Zambia

Lusaka

2019

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DECLARATION

I **Sydney Mupeta** do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other university.

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APPROVAL

This dissertation of **Sydney Mupeta** is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Civic Education by the University of Zambia.

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ABSTRACT

The focus of this study was to investigate the implementation of civic entrepreneurship in the governance of the University of Zambia. The researcher concentrated on exploring the implementation of civic innovations, collaborative leadership and political leadership, distinctive elements that make up civic entrepreneurship, as well as the identification of challenges encountered in the implementation process of civic entrepreneurship and to generate alternative strategies to counter the challenges. To do this, researcher adopted a case study design seeing that the research sought to collect qualitative data. As such, semi-structured interviews were used to collect data from 56 respondents who were sampled using snowball and convenient sampling. Document analysis was equally employed in the collection of data. Data analysis was done on the basis of themes that emerged from the study. The findings of this study indicate that various stakeholders are involved in the implementation of civic innovations which are embedded in the university strategic plan. It was also noted that the university conduct sensitizations before civic innovations are implemented. Further, the study established that the University of Zambia collaborates with various strategic partners and the decisions are made and implemented after collective agreements are reached. However, the study showed that there is too much involvement of the political leadership in the governance of the university which results in government interference. The study also revealed that lack of financial resources affects the implementation of civic entrepreneurship in the university governance systems.

The study concludes that the university is not independent of the political leadership's influence in decision making. Further still, the research shows factors such as lack of funding, government interference, information barrier and bureaucracy as challenges faced by UNZA in the implementation of civic entrepreneurship. Based on the findings the inference is that the university is on the right path with regards to the implementation of civic innovations. However, there is need for the university to be more inclusive and appreciate the innovative ideas from staff. Finally, it is highly recommended that government must devise a financial framework for funding public universities in order to enhance effective delivery of education services and good governance of public universities in Zambia.

Keywords: *Civic entrepreneurship, Governance, Civic innovations, Political leadership, Collaborative leadership, Implementation*

DEDICATION

I wholeheartedly dedicate this work to my father, John Kapembwa and my mother Rehab Bunda for not objecting to my decision to start school barely two years after completing my first degree, a time our family needed my financial support most. But this work robbed the family the support they deserved. Dad and Mum, your patience, relentless support and understanding of my studious abilities always gave me the impetus to work hard and record the achievement of this magnitude.

ACKNOWLEDGEMENTS

I wish to acknowledge the mentorship, commitment and prolific academic guidance rendered to me by my supervisor Dr. G. Muleya. Sir, your positive work culture and intellectual abilities always inspired me to work hard and complete this work together with you. Your tremendous contributions to this work transcended your mandated supervisory role and played a parental role in some situations. I am so indebted to you as my supervisor.

I am also grateful to Dr. G. Masaiti for his relentless encouragement. Sir, each time I interacted with you was a moment of inspiration, motivation and revival of my commitment to the pursuit of this degree. My gratitude also goes to Dr. O. Chakulimba, Dr. F. Chipindi, Dr. D. Banda, Dr. Hambulo, Dr. Chiputa, and Prof. BJ. Phiri for their encouragement and academic advice.

I also wish to extend my sincere gratitude to the following; Mr C.S Kandondo, Mr C. Kaumba, Mr. S. Mulubale, Delina Munkoyo, Maureen Sompa, Janet Mundando, Hadunka Mutinta, Cecilia Kulyambanino and all the members of the Department of Languages and Social Sciences Education for the encouragements and firm support throughout my studies.

I further acknowledge the contributions of my friend and brother Gabriel Nonde Simungala for his unwavering support and for ably editing this document. Ever since we met during our undergraduate studies, you have always stood by my side. We have pursued our academic dreams together. You are simply an epitome of ‘a friend in need, a friend indeed’. I am also grateful to my friend Mwenya Kaunda for every form of help he rendered to me during my studies.

I am so thankful to my wife Thelma Kaoma for her emotional support. Each time I felt low and like giving up on writing this dissertation, you revitalized me through your encouragement, smiles and jokes. You showered me with genuine love and support throughout this undertaking.

I am also greatly indebted to Mr. D.K. Chola for his mentorship and encouragement. Your contributions to my academic achievements are traced back from my secondary school time and will remain indelible in my life. Above all, I thank God for the immense grace He has granted me throughout my academic endeavors and I believe He has not yet finished with me.

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ACRONMYS AND ABBREVIATIONS

CE	Civic Entrepreneurship
HE	Higher Education
HoDs	Head of Departments
MoHE	Ministry of Higher Education
UNZA	The University of Zambia
UNZASU	The University of Zambia Student Union
UNZASEDA	The University of Zambia School of Education Association
UNZAQAD	The University of Zambia Quality Assurance Director
SDF	Staff Development Fellow

CHAPTER ONE: INTRODUCTION

1.1 Overview

In this chapter, the researcher presents the background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, operational definition of terms, conceptual framework and theoretical framework. Thereafter, the summary of the chapter is given.

1.2 Background to the Study

The advent of globalization and neo-liberalism in the 21st Century has profoundly transformed the nature, purpose and values of higher education as well as the global knowledge economy. These transformations have imposed increasingly dynamic demands and changes, not only on the governance and funding of higher educational institutions, but also in the logic guiding academic and non-academic activities (Carlos and Daniel, 2002). The neo-liberalization ideology which favours free market economics and advocates for privatization, marketization and performance as well as the shift of the cost of higher education from the state to the individual has a major effect on the traditional roles of universities and their management practices (Sifuna 2014, Byaruhanga 2002). Neoliberal principles, according to Carlo and Daniel (2002) have become hegemonic in many parts of the world and as a result, many countries have undergone changes in financial arrangements in which accountability mechanisms have compelled universities to reconsider their social missions, academic priorities and organizational structures.

In countering the dynamic transformations occasioned by globalization and neo-liberalism, the notion of civic entrepreneurship has risen to prominence much to the benefit of

institutions across and beyond the higher education landscape. In fact, civic entrepreneurship, through public institution governance models applicable to the governance of public universities. As epitomized by Edwards et al (2002) whose views are equally supported by Rowe and Christie (2008) the public sector is increasingly utilizing the concepts of civic entrepreneurship given the unpredictability and complexity surrounding the sector. As a result of the effects of neoliberalism on the education system, universities around the world have adopted different governance strategies. Carlos and Daniel (2002) contend that universities have undergone restructuring involving serious changes in the governance. This is why, Leadbeater and Goss (1998: 18) advance, “civic entrepreneurs are at work throughout the public sector, at all levels of many kinds of organizations, large and small, local and national.”

The productivity of civic entrepreneurship on whichever landscape it is deployed, operationalized and enacted lies in its composition as well as its orientation to improving an organization’s performance in service delivery to the public. Thus, according to Leadbeater and Goss (1998), it constitutes three distinctive elements which distinguish it from any related forms of entrepreneurship. These elements are civic innovations, collaborative leadership and political leadership. Arising from this view, Lead beater and Goss (1998) look upon civic entrepreneurship as the renegotiation of the mandate and sense of purpose of a public organization, which allows it to find new ways of combining resources and people, both public and private, to deliver better social outcomes, higher social value and more social capital”. The indispensability of civic entrepreneurship then, given its intricacies and in light of the present study is to be conceived of as a governance strategy involving the application of a set of civic innovations, collaborative leadership and

political leadership in public institution management to improve performance in service delivery.

For higher education institutions in Sub-Saharan Africa and Zambia in particular, the said transformations and indeed the demands imposed on the education landscape are predominantly critical. Seeing as civic entrepreneurship is of great benefits to public institutions, the management of the University of Zambia (Henceforth UNZA) in consultation with various stakeholders, took a bold step which would see the governance of the university resonating with contemporary systems of governance. Through this, the elements of civic entrepreneurship were embedded in the governance of the University of Zambia in the hope that the new governance strategy would improve performance in the delivery of various services the university is obligated to provide. However, given the prevailing circumstances, it appears a huge disparity exists between the benefits expected from the deployment of civic entrepreneurship and the general performance of the university. The university continues to face turbulences in the execution of its mandate hence the need to investigate the implementation of civic entrepreneurship in its governance.

1.3 Statement of the Problem

While elements of civic entrepreneurship are evident in the governance of Zambia's flagship university, UNZA, the University continues to face challenges in the delivery of its mandate as evidenced in the University of Zambia Mid-Term Review Plan of the 2013-2017 Strategic Plan. The situation, if left unchecked, might result into staff brain drain, loss of international disposition, and a drop in the numbers of the student populace. It is as a

result of the foregoing, that the performance and general governance of the university is constantly being questioned. Furthermore, beyond performance and general governance, the University of Zambia Strategic Plan 2013-2017 and UNZA Strategic Plan 2018-2022 acknowledge the threat by emerging private universities whose new products and projects have advanced the commodification of higher education. Therefore, the mismatch existing between the implementation of the civic entrepreneurship agenda as manifested in the university strategic plans and the achievements as well as the performance of the university in service delivery has prompted the need to investigate the implementation of civic entrepreneurship in the governance of the University of Zambia.

1.4 Purpose of the Study

The purpose of the study was to investigate the implementation of Civic Entrepreneurship in the governance of the University of Zambia

1.4.1 Objectives

The study was premised on the following objectives:

- a) To explore the implementation of civic innovations, collaborative leadership and political leadership in the governance of the University of Zambia
- b) To identify challenges encountered in the implementation of civic entrepreneurship in the governance of the University of Zambia.
- c) To suggest alternative strategies in the implementation of civic entrepreneurship in the governance of the University of Zambia.

1.5 Research Questions

The study was premised on the following research questions:

- a) How were civic innovations, collaborative leadership and political leadership implemented in the governance of the University of Zambia?
- b) What challenges were encountered in the implementation of civic entrepreneurship in the governance of the University of Zambia?
- c) What alternative strategies would be suggested in the implementation of civic entrepreneurship in the governance of the UNZA?

1.6 Significance of the Study

This research focused on investigating the implementation of civic entrepreneurship in the governance of UNZA. It is hoped that the insights this study provides on the implementation of civic innovations, collaborative leadership and political leadership in the governance of UNZA would necessitate the installation of better governance practices in the university. Furthermore, the research has suggested measures to educationists and other interested groups on the effective implementation of civic entrepreneurship in the governance of UNZA. These measures might foster good governance of the university and improve its performance in the delivery of services to the public. Finally, the study might serve as a frontier of knowledge in the field of civic education about civic entrepreneurship in the governance of UNZA.

1.7 Theoretical Framework

The theoretical grounding for this study was built on Ludwing Von Bertalanffy (1973) Systems Theory whose core attribute is a call for organizations to interact with the external

environment. Externality here entails various resources not found within the confines of an organization be it human resource, technology, skills, opportunities, companies and other resources for the purposes of value addition. Writing on the survival of an organization, Ludwing Von notes that survival and subsequent thriving is dependent on an organization's ability to operate in an open system as opposed to a closed system. By open systems Ludwing implies that organizations should be liberal and embrace new ways of conducting business. He believes that operating in an open system increases efficiency and effectiveness in the dynamic and changing environments. He argues that, real system are open and do interact with external environment, where he emphasized on holism while solving organization problems. Similarly, Fremont and James (1972) remarks that systems theory discards the old-fashioned closed-system view of an organization and proposed an open, interactive and participatory system. They bring to the fore that systems theory is premised on the principle that organizations are organized and composed of interdependent components which develop mutual relationships.

The emergence of the systems theory at the turn of the 21st century brought into the spotlight transformed conditions which subsequently affected, on one hand the mandate of organizations and secondly, changed the way of thinking about organizational management as it occasioned unique approaches to organizational management through a presentation of management as an open-ended process (Kenneth, 1956). Owing to this, organizational management is construed as an open ended process of coordinating purposeful individuals whose actions emanates from applying their unique interpretations to the particular situations confronting them. For Chikere and Nwako (2015) the survival of an organization

in the contemporary society where the needs of the people are exponentially changing hinges on the sensitivity of the organization to its environment which is home to raw materials and labor. These are in turn processed and emitted as outputs into the environment for selling or capital investment. Ludwing Von (1973) seems to stretch the point further when they advance that systems theory focuses on the relations between the parts of an entity, their arrangement and how they work together as opposed to reducing an entity into its parts or elements. The way the parts are organized and how they interact with each other, determines the properties of that system for instance its productivity, efficiency and effectiveness. In the context of management, Organizational management systems consist of many internal subsystems that need to be continually aligned with each other. Organizations grow, they develop more and more complex subsystems that should coordinate with each other in the process of transforming inputs to outputs as illustrated in Figure 1.1

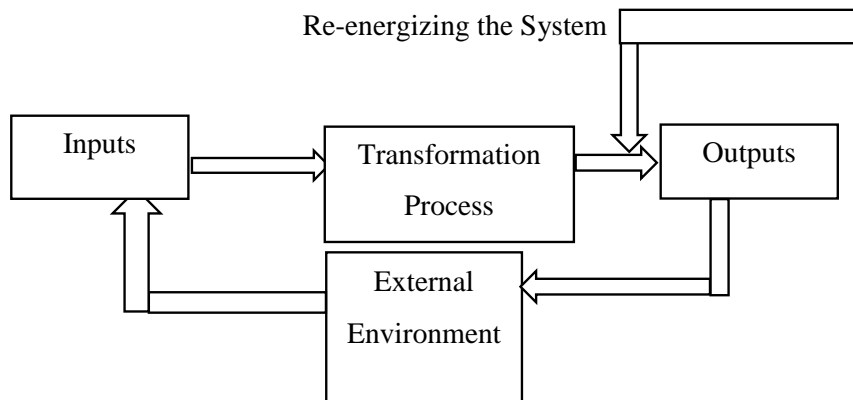


Figure 1.1 Systems theory (Adapted from Chikere and Nwako, 2015)

The *inputs* shown in the model above represent the composition of various stakeholders drawn from the external environment. It may consist of people, capital, managerial skills as well as technical knowledge of skills. Various claimants or groups of people who make

demands on the organization; such as employees, consumers, suppliers, stockholders, federal, state and local governments also make up the inputs. The *transformation process* indicates inputs which are transformed in an effective and efficient manner into outputs. This can be understood from different standpoint. However, focus can be on such management functions as finance, production, personnel and marketing. External environment plays a key role in the transformation of inputs into outputs. While it is true that organizations have little or no power to change the external environment, they have no alternative but to respond to it. *Outputs*-are secured and utilized by transformation through the managerial functions with due consideration for external variables into outputs. Outputs of different kinds vary with the organization. They usually include many of the following; products, services, profits, satisfaction and integration of the goals of various claimants to the organization. *Reenergizing the system*-it is worth noting that in the systems model of management process, some of the outputs become inputs again. Apparently, the satisfaction and new knowledge or skills of employees become important human inputs. Similarly, profits are reinvested in cash and capital goods, such as machinery, equipment, buildings and inventory. This study finds the systems theory informative and helpful in the investigation of the implementation of civic entrepreneurship in the governance of Zambia's flagship university, the University of Zambia. The contextualization of the systems theory in this study is shown in the diagram on page nine (9).

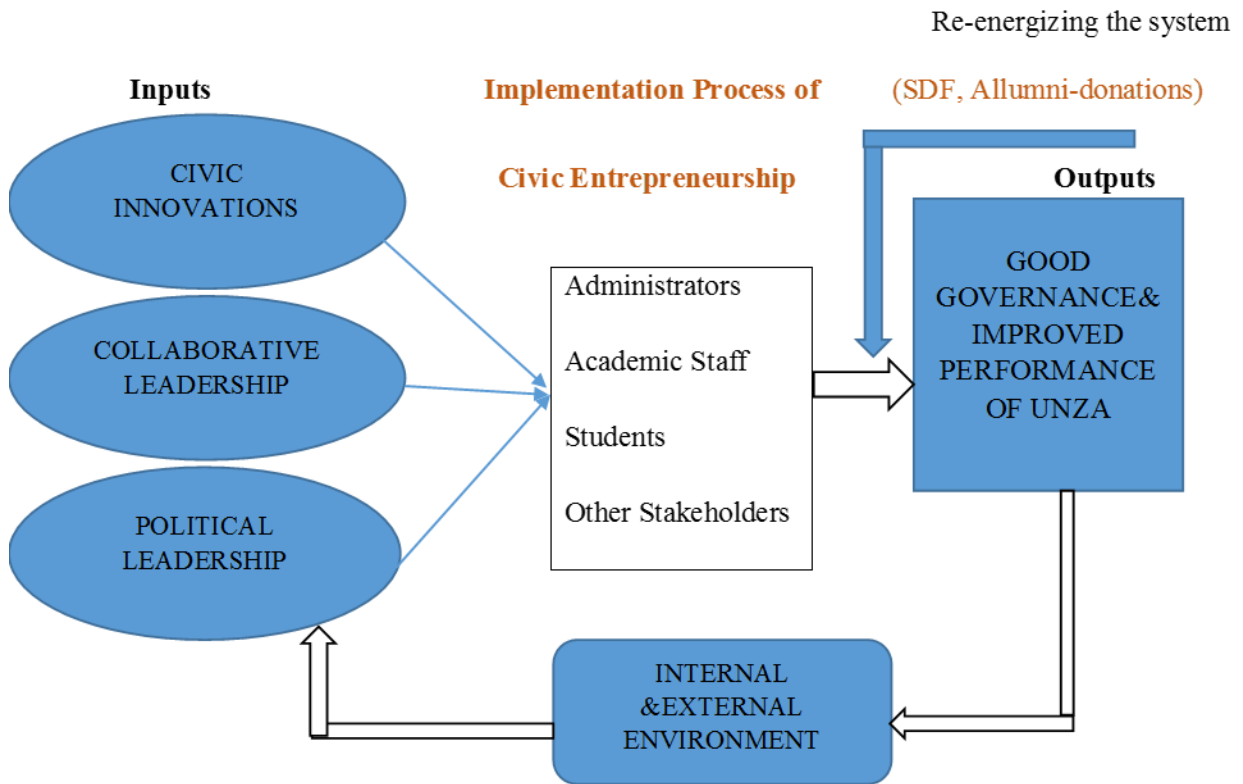


Figure 1.2 Contextualizing Systems Theory

As a result of its structural complexity and the volition of the university management to enhance institution efficiency and effectiveness, UNZA is partitioned into various distinctive but interdependent units. The University is divided into smaller units such as schools, departments, sections and various committees which continuously coordinate and work together to operationalize the vision of the university. This is consistent with the systems theory which sees mutual interaction of the organizations parts as more vital than the mere shrinking of the organization into parts (Ludwig Von, 1973).

Therefore, to contextualize the systems theory in this research as shown in the diagram above, one of the key *inputs* are civic innovations which might be drawn from within and outside the jurisdiction of the university. It also consists of collaborative leadership and political leadership which the university employs in its governance. The administrators, lecturers, students and other interested stakeholders the university might draw from both internal and external environment carry out the *transformation process* (Implementation of civic entrepreneurship) of inputs into outputs. The *outputs* are construed as comprising good governance and improved performance of the University of Zambia. This performance is seen in the University's effective and efficient delivery of education services to the student and the general public. It might also bring about more civic innovations, collaborations and government involvement through the provision of various resources such as funding. The *external environment* is constantly issuing demands to which the university has an obligation to respond. In this sense, the external environment could constitute resources, demands, opportunities and many other things meant to improve the performance of the institution. The output would also constitute and translate into high-performing graduates who can be retained on Staff Development Fellow and help *reenergizing* the institution system. Besides this, the Alumni could make donations to the university which might be in form of cash or teaching and learning materials.

1.8 Conceptual Framework

The researcher conceptualized the aspects of Civic entrepreneurship in the framework illustrated in figure 1.3.

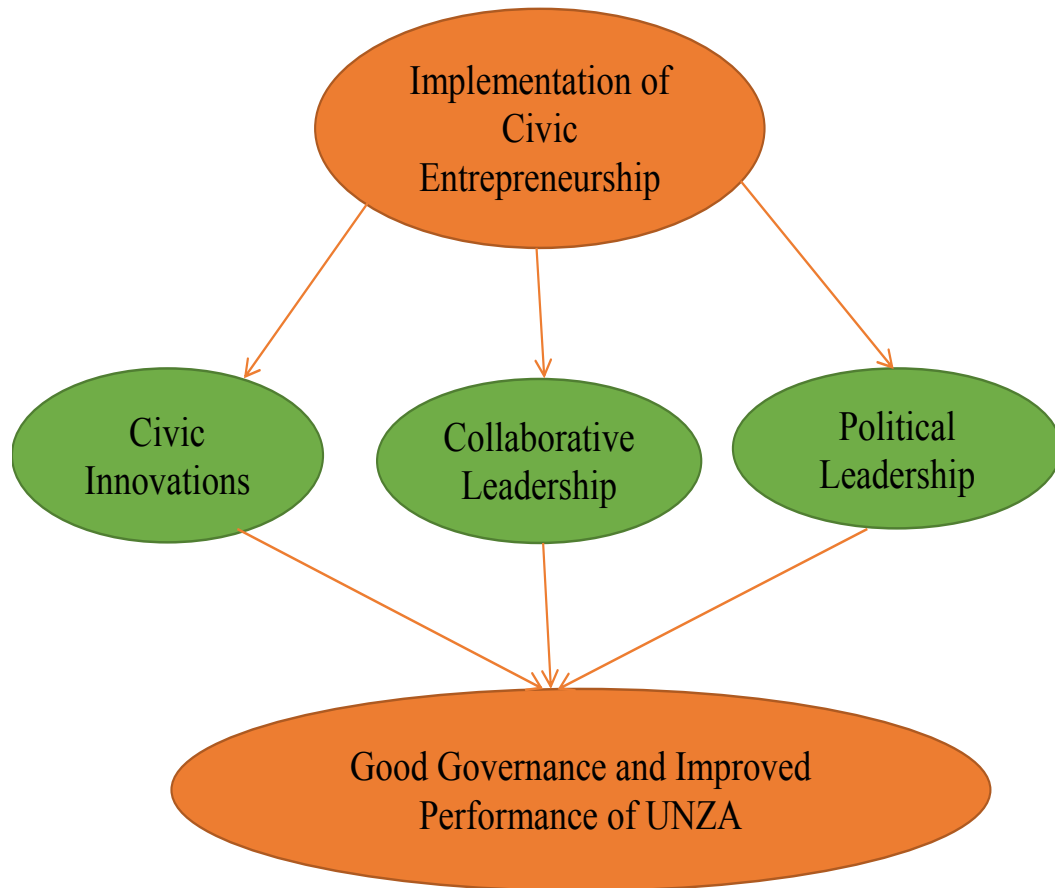


Figure 1.3 Conceptual framework

Civic entrepreneurship is about innovations and as such civic entrepreneurs are undoubtedly considered to be innovators who are constantly inventing and searching for new ways of doing things in their institutions. Kathryn (2004) looks at innovations to be an activity resulting in new products. In the interest of this investigation, the conception of innovations is more specific than generic. They are actually termed as *civic innovations* to

mean new initiatives that are non-profit focused, but oriented towards improving the delivery of services in public institutions. The yardstick of well-implemented civic innovations as postulated by Leadbeater and Goss (1998) are sensitization of users (students) to legitimize the civic innovations, developing a comprehensive implementation strategic plan which takes an inclusive approach, creation of meaningful collaborations coupled with institutional and top leadership support.

Civic entrepreneurship involves collaborative leadership which implies the operationalization of participatory, partnership and inclusive approaches in the governance of the public institutions. Unlike in the private sector, entrepreneurship in the public sector as asserted by Douglas (1999) is essentially about collaborative leadership involving people within and beyond the organization. He argues that civic entrepreneurs apply collaborative styles of leadership and know how to work with people to get institution's desired results. They provide collaborative leadership to bring diverse parties to the table, identify common ground, and take joint actions. Therefore, UNZA ought to collaborate with various stakeholders such as staff, students and members of the community in its governance. As applied by Ronald and Philip (2010) in their research collaborative leadership is seen to be an emphasis on governance structures and processes that foster shared commitment to achieving school improvement goals, broad participation and collaboration in decision making, and shared accountability for student learning outcomes. While acknowledging and seeing Ronald and Philips' definition of collaborative leadership useful and relevant in this investigation, the concept of collaborative leadership is used to mean the involvement of various stakeholders in the governance of the institution.

Civic entrepreneurship also constitutes political leadership. *Ogbeidi* (2012) referred political leadership not only to the government or to the leadership of an organized state, but embraced the totality of the political class that has the capacity to exert influence on the machineries of government even from behind the scene. But in the context of this research political leadership is construed as the political elites in the executive branch of government. As such, it is applied interchangeably with government. As a common practice in the education fraternity worldwide, public universities should be autonomous. Government should ensure mutual partnership with the university management, support and create space in public universities for civic entrepreneurship to flourish. Therefore, effective implementation of civic innovations, collaborative leadership and political leadership in the governance of UNZA could improve the performance of the university in the delivery of services it is mandated to provide and eventually ensure good governance.

1.9 Operational Definition of Terms

These definitions would help to clarify the use of some specific terms in this study:

Governance-is the management of the affairs of public universities

Civic entrepreneurship-is the governance strategy which involves the application of a collection or set of civic innovations, collaborative leadership and political leadership in public institution management to improve their performance in the delivery of public services.

Implementation-an act of making a laid down plan or idea get done as planned and achieve intended positive results

Political Leadership- Refers to political elites in the executive branch of government.

Civic Innovations- these are initiatives the management in public universities put in place to improve the university delivery of services and ensure general good governance of the institution.

Collaborative leadership-The involvement of various stakeholders both public and private, networking within and outside the university and the use of inclusive approach in governance of the university

1.10 Summary

The researcher has presented the background of the study, statement of the problem, the general and specific research objectives, and general and specific research questions. It has also outlined the significance of the study, conceptual framework, theoretical framework and operational definitions. The next chapter presents the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

The focus of the researcher in this chapter is to review literature surrounding civic entrepreneurship. The discussion is structured under six subtopics. Firstly, the notion of civic entrepreneurship is conceptualized and given a detailed outlook exploring its intricacies. Among them, elements of civic entrepreneurship, goals and nature of civic entrepreneurship are attended to. Secondly, civic innovations, collaborative leadership, and political leadership as elemental defining attributes of civic entrepreneurship as well as the general governance of the University of Zambia are reviewed albeit summarily. Finally, the chapter gives the research gap and the summary.

2.2 Conceptualizing Civic Entrepreneurship

As a distinct form of entrepreneurship, civic entrepreneurship through the application of its elements is manifested and practiced in public institutions. Etzkowitz (2013) conceptualizes civic entrepreneurship as, “the free contribution of time and effort to a project for the greater good of society without expectation of financial benefit.” Leadbeater and Goss (1998) also have a slight distinctive conception of the term. They intellectualize civic entrepreneurship as, “the renegotiation of the mandate and sense of purpose of a public organization, which allows it to find new ways of combining resources and people, both public and private, to deliver better social outcomes, higher social value and more social capital.” Leadbeater and Goss further remark that civic entrepreneurship is a concept that constitutes diverse activities as such corraling them into all-encompassing definition risks over simplifying it. However, a working conceptualization of civic entrepreneurship as it relates and extends to this investigation revolves around the key elements that

characterizes it. These elements are civic innovations, collaborative leadership and political leadership which have been comprehensively and extensively clarified in the conceptual framework. Therefore, civic entrepreneurship in this study is best described as *the application of a collection or set of civic innovations, collaborative leadership and political leadership in public institution management to improve their performance in the delivery of public services.*

2.3 Goals and Nature of Civic Entrepreneurship

Basically, the ultimate goal of civic entrepreneurship is to improve the delivery of services in public institutions. It aims at fulfilling public interest rather than to pursue profit with regard to provision of public services. It is about provision of services to the public in an efficient and effective manner. Leadbeater and Goss, (1998) argue that civic entrepreneurship is about creating public consensus about how to re-organize resources, often public and private, to deliver better social outcomes, higher social value and more social capital. As advanced by Etzkowitz (2013) civic entrepreneurship is both for oneself and other social groups, and both for social impact/ value and also for individual and community improvement. It focuses on finding a better way of delivering public services through harnessing the skills of various individuals within and outside the organization. For this reason, civic entrepreneurship encourages invention of new ideas that would place an institution in a position that would enable it to serve the people better. Civic entrepreneurship is collaborative and service-oriented in nature; it is not a heroic and individualistic activity. Civic entrepreneurship is not an application of private sector management techniques to public sector organizations. It is simultaneously a political and a managerial activity. It is a political activity in the sense that it takes place in public

institutions where political leadership (government) is the major stakeholder. Leadbeater and Goss, (1998) assert that for civic entrepreneurs to be successful, they need to renegotiate with politicians, regulators, users and staff an institution's mandate and sense of purpose. It means winning support from politicians, staff and users for the risks that have to be taken in pursuit of a more effective approach, building a consensus around a new strategy.

2.4 Innovations in the Governance of Public Universities

Brennan et al (2014) look at innovations in higher education with the intent to generate information that would give a better understanding of new developments affecting higher education. The study explores how innovations can support higher education in times of change. Among other overarching questions the research addresses is; what are the core challenges higher education is facing and driving innovation. The findings of the research show some major challenges higher education is facing. Pressures from globalization, the changing supply and demand for higher education and changes in higher education funding are the challenges the research highlights. Brennan et al (2014) strongly argue that these challenges determine the development and implementation of various innovative practices in higher education. Though this research shows that innovations are employed in higher education, it does not shed light on how innovative practices are implemented and help higher education to meet the changing needs of the society. Another significant revelation of this study is the argument that more autonomous higher education institutions which have control over financial resources and distribution of these resources develop bottom-up practices while less autonomous higher education institutions tend to have a more top-down, state driven approach innovation which might timescale for implementation longer.

The article by Moore and Hartley (2008) explores innovations in governance which they refer to as a special class of innovations in the public sector. In their argument Moore and Hartley contend that these innovations in the public sector are distinctive from the innovations in products, services, and production processes. They involve networks of organizations as well as the transformation of social production system. Furthermore, these innovations also focus on the ways in which productive activity is financed, processes used and standards employed to weigh performance and social production system. Generally, Moore and Hartley (2008) attempted to classify and differentiate the innovations that are undertaken in the public sector from any form of innovations in other sectors. The article acknowledges the ability of innovations to bring about transformation in the public sector. But Moore and Hartley looked at innovations in a broad public sector and not necessarily innovations in specific public institutions. Thus, this research is distinctive from Moore and Hartleys' study because it seeks to investigate innovations in public universities which forms an integral part of the wide public sector.

Another article by Charles (2006) examined various forms of knowledge and knowledge transfer in the form of commodified knowledge, human capital and social capital. He explored different governance and policy contexts such as national systems of higher education, national programmes for regional innovation and regionally specific interactions. Charles in his article reveals that national higher education regulatory systems act on many aspects of innovative potential of universities and their effects are seen through the patterns of recruitment and training students. This suggests that innovative practices in higher education are somewhat affected by the higher education regulatory measures the government put in place. Charles acknowledges the role of the government in innovations

by stating that government may seek to encourage greater participation in innovation through various grants and incentives, but he strongly denies government to have direct managerial control (Charles, 2006). The scholar further discussed the institutional autonomy linking it to the role of the university in national economic development. The scholar seems to have focused on discussing the role of universities innovations and the role of government in innovations. He also discusses the university autonomy in relation to its role in national economic development. While Charles looked at the role of universities in innovations in their regions, this study takes a distinctive approach focusing on the implementation of innovations in public universities.

The United Nations publication of 2006 looked at the process, capacities and environment required for the successful transfer, adaptation and implementation of innovations in governance and public administration. The publication clearly revealed that innovations in governance were able to maximize the usage of resources and capacity to create public value as well as encourage a more participatory culture in government which improves good governance in general. It also stressed that innovations could improve the image and services of the public sector, it could help government regain people's trust and restore legitimacy. Additionally, innovation in governance could boost the pride of civil servants working in the public sector as well as encourage culture of continuous improvement. The UN publication is very helpful to this study because it justifies why there is a need for public institutions to innovate and its role in governance and public administration in general. However, it does not particularly focus on governance of public universities to which this study is narrowed so as to investigate the implementation of innovations.

Organization for Economic Co-operation and Development (2009) discussion paper which was presented in Paris on 11th June, 2009 focused on measuring innovation in education and training. It highlighted the conceptual and methodological challenge in measuring innovations in education. Among other arguments the OECD put forward was that innovations could improve the learning outcomes and quality of the provision of education. The paper further postulated that innovation gives the impetus for a more efficient provision of education services and help enhance equity in the access and use of education. The paper showed the significance of innovation in education and training, but it did not explain clearly what it meant by education and training. The paper does not reflect on how the innovation it sought to measure is implemented in institutions that provide education and training. However, the strength of the paper to this study lies on its emphasis on some of the advantages of innovation it brings out.

2.5 Collaborative Leadership in the Governance of Public Universities

The article by Vigoda (2002) sought to establish a theoretically and empirically grounded criticism of the present state of new managerialism which overshadows the significance of citizen action and participation by promoting the idea of responsiveness. The article presented and highlighted some developments towards enhancing collaboration and partnership among governance and public administration agencies, citizens, and other social players such as the media, academia, and the private and third sectors. According to Vigoda collaboration constitutes negotiation, participation, cooperation, free and unlimited flow of information. It also involves innovation, agreements based on compromises and mutual understanding, as well as a more equitable distribution and redistribution of power and resources. Vigoda in his article laments that while greater collaboration is not a new

idea in public administration such as public university administration, it has never fulfilled its auspicious potential, partly due to informal competition with businesslike strategies. He further argues that collaborative approach calls for widespread responsibilities and involvement of the members of the public which could probably take a form of individual initiatives that look for greater participation in administrative decisions and actions. Vigoda clearly shows the need for collaborations in public administration even though he concentrates much on the general public administration. He has highlighted what constitutes collaborations, but whether these ingredients are implemented or not is not addressed in the study.

Clark (2001) in his article notes that in order for enterprising universities to enhance their achievements, they have to take a different dimension from highly personal leadership to highly collective or group-based leadership. Thus, a university transformed in this way takes an inclusive approach to management of the university affairs. Clark further states that personalized forms of leadership does not endure in universities and cannot be a long-lasting feature in entrepreneurial universities. The article reveals that collegiality or collaborations looks to the future and becomes biased towards change to the extent that would ensure that faculties are involved in institutional transformation. Therefore, collegiality or shared responsibility promotes a collective sense. Clark focuses on university transformation and has emphasized the need for collective efforts in the university which he refers to as collegiality. Nevertheless, the researcher has not discussed collegiality in practical sense, perhaps giving an insight on how collegiality is handled within and outside the university.

The research done by Coaldrake (2001) sought to provide institutions with a range of information on the management implications of changing student expectations. In his study Coaldrake understands the significance of students in the governance of universities by acknowledging that students in many countries demand greater representation in decision making and governance. This indicates that their contribution cannot be overlooked in governance of universities. The university administrators have an obligation to involve students in the running of some affairs of the university. Coaldrake notes that partnership between students and staff to reach an agreed goal has been embodied and promoted by many institutions in the form of a “learning contract”, making explicit the responsibilities of each party. This contract asks students to take responsibility for their own learning. In addition, institutions have the responsibility to empower students to be able to fulfil this responsibility. However, Coaldrake has not discussed the extent to which the students are engaged in these partnerships. Hence the need to conduct this research to investigate the applicability of collaborations of this sort.

Another related study done by Salmi (2001) looked at the challenges characterizing the environment in which higher education institutions operate and compete at the beginning of the 21st century. The study also examines some existing implications of these challenges in terms of changing institutional forms and new ways of delivering higher education programs, looking at promising trends and experiences in countries and institutions which have taken the lead in introducing reforms and innovations. This study has only looked at the environment in which the higher education institutions operates and the challenges they face. The study has not explored the governance of higher institutions.

Thomas (2011) in his study indicated that collaboration between universities and communities is potentially significant to successfully achieve both the educational objectives of the university and the public service objectives of community partners. Thoma's article shows how important it is for public institutions like universities to apply collaborative leadership in the management of their affairs. However, the researcher has not addressed the aspect of the implementation of collaborations.

Silvia (2011) labored to explain different ways through which collaborative leadership could be applied. The study endeavored to show the differences between hierarchical leadership and network leadership, important aspects of collaborative leadership and the leadership behaviors that are considered effective within collaborative governance structures. The study also gives a comprehensive inference by discussing some best practices for collaborative leadership, including the formation of joint commitment, the identification of resources, the creation of a shared understanding and the achievement stakeholder support. This study has revealed the change in governance style of the public sector in the contemporary society. It is quite useful to this study as it informs the researcher about collaborative leadership as a trending form of governance in the public sector. Silvia argues that the shift to collaborative arrangements to deliver services has changed the job of public administrators who now find that they are working in and leading networks. Her assertion indicates that there has been more of creating relations with different stakeholders by public administrators in their quest to deliver services effectively. However, Silvia has not addressed how these collaborative efforts are successfully implemented, especially in public universities.

The study by Muriisa (2014) addressed the role of universities and university leadership. One of key issues raised in the study is that leadership transcends one person. It is the inclusion of all other people in the organization, including heads of departments, deans and lecturers. Moreover, these are the prime implementers of university programmes. In their words, the research acknowledges the significant role leaders play in the governance of universities though it only looks at leadership in the university. The study suggests the need to involve various individuals in running of the university. This, indeed address collaborative leadership applied in the university governance, but its implementation remains an untransacted.

Mohamed and Dorothy (2005) examined the application of shared governance structure and leadership styles in African Universities, specifically at Mzuzu University in Malawi and Amud University in Somaliland. The study brought out a number of issues. It discussed the need for changes in governance and leadership styles to suit the current needs which have gone beyond transactional and centralized/hierarchical modes of managing university education. The paper revealed that collaboration is minimal and the communication channel is one way (from administrators to faculty) at Mzuzu University. However, the study shows the opposite scenario at Amoud University. It indicated that there was shared governance at Amoud University. There is a clear channel of communication. Faculty and staff are highly involved in the decision-making. Further, the paper recommends that there is a need for democratization of decision making within the university so that there is more participatory process in policy decision making. This would make the implementation of policies more efficient and effective. Democratization could be achieved through wider representation of faculty staff and students in the key university governing bodies such as

the senate, the council, and the various committees. This study has discussed pertinent issues associated with the governance of universities in Africa. Some of these issues might be rife in most universities around the African continent. However, Mohamed and Dorothy have not tackled the aspect of political leadership and innovations in the governance of the university, hence the need to conduct this study. After all, their study is confined to two universities, but this study directs its efforts on the University of Zambia where the issues raised seems not to be documented.

The study by Morse and Stephen (2012) outlined a four-phase model of collaborative governance and corresponding competencies to help ground education and training for collaborative governance. It also provided a demonstration of how the four-phase model and competencies can be used in one of the most common teaching tools in public affairs. One of the key arguments advanced is that while organizational management still matters and bureaucracy persists, public managers and public administration scholars realize that the public's work is increasingly accomplished through a variety of initiatives and relationships that cross organizational boundaries. This study gave a conceptual clarification of collaborative governance and what it constitutes, but it does not shade light on how this style of governance is implemented in the governance of the university.

2.6 Political Leadership in the Governance of Public Universities

Sifuna (1998) conducted a study on the governance of Kenyan public universities with much focus on investigating issues in public university governance that contributed to the rapid expansion of university education and its impact on the quality of education as well as the effect of government involvement in the management of universities. One of the critical issues the study focusses on is the university autonomy and academic freedom.

Sifuna posits that universities' autonomy and academic freedom hinges on the conditions prevailing in the political system and acknowledges that universities not entirely independent from government control. He further contends that the government is involved in the management of the university affairs. For example, he states that government appoints and nominates key university administrators and members of university councils, government involvement is highlighted by directives on the number of students to be admitted to universities, ordering closures, the determination of terms and conditions of service for university staff and in some cases the censoring of academic staff members research, teaching and travel agendas by requiring them to obtain official research and travel authority. This study is significant as it shows that political leadership which manifests itself broadly as government in the article influences the governance of public universities and gives an insight on the effects of politicizing universities. However, it does not spell out the specific roles of the government in governance of public universities and the extent such roles are implemented have not been explored.

A study by Knott and Payne (2004), focused on establishing whether the state governance structure of boards of higher education affect the way university managers allocate resources, develop sources of revenues, promote research and undergraduate education. The research classified higher education structures and shows the differences in these structures and how they affect the university management and performance. In this research Knott and Payne argue that elected political leaders have different preferences about agency's governance structures and management. But their research does not explicitly state the specific preferences of political leaders. It would be insightful if the researchers had revealed some of such preferences. Besides, the study does not show the extent to

which political leaders' preferences influence the governance and performance of universities. Furthermore, the researchers state that political actors shape the governance of higher education through the political process. As much as this suggests that political leaders play a role in the governance of higher education, the research does not clearly state what their roles are and how they are implemented.

Bleiklie and Kogan (2007) examined how the ideals about the organizational pattern of university governance had changed over the past few decades from being what they term to be a *republic of scholars* towards a *stakeholder organization*. They stated that the organizational and decision-making structures within universities were in two broad set of ideas about university governance. Bleiklie and Kogan conceptualized the university as a republic of scholars in which the institutional autonomy and academic freedom were seen as two sides of the same coin. This entailed that leadership and decision making were based on mutual decisions made by independent scholars. On the other hand, the researchers understood the university as a stakeholder organization in which institutional autonomy is considered as a basis for strategic decision making by leaders who are assumed to see it as their primary task to satisfy the interests of major stakeholders and where the voice of academics within the institutions is but one among several stakeholders. The article also presents some ideas about change processes in universities and academic organizations. It also analyses how these change processes may possibly assist people in understanding how change could be promoted or restricted.

The study simply explores the changes universities have undergone in terms of its governance and organization. It discloses that the power of academically controlled senates has been replaced by councils, boards or trustees who includes representation from the

business fraternity, public services and politics. But the researchers have not shade light on the roles of these stakeholders and how they interact to carry out the university mandate. Another significant finding showed that universities had adopted democratic governance approach which gives staff and students rights to participate in institutional decision-making processes, bureaucratic steering by which the state take control of publicly funded educational institutions and corporate management. In light of this, the article suggests that governance of public university should involve various stakeholders. There should be some form of collaborations within and outside the university. However, the article would have also addressed the application of participation or rather collaborations of various stakeholders in governance of public universities.

Mora and Villareal (2001) examine various obstacles that Spanish universities would be confronted with in the process of transforming traditional universities into entrepreneurial universities. The researchers also propose ways in which organizational and managerial difficulties could be confronted to compete well in the new social and economic requisites. The researchers admit that there was interference of the political leadership in the governance of universities. The study clearly discusses how the traditional universities have transformed about distribution of responsibilities and general management of the university affairs. They state that central government is predominantly seen to oversee general and legal issues affecting the planning of the general academic organization, competence for the accreditation system, the authorization of new programs and centres, and the common system of access and retribution of the academic staff, most of whom are tenured civil servants. In addition, regional governments are also responsible for financing

public universities, the creation of new institutions and general planning of the higher education system in their territory.

Furthermore, Mora and Villareal (2001) opine that universities have the responsibility to make decisions about internal organization and management, program curricula and syllabi, internal budgeting, select academic and nonacademic staff, organize teaching and research and the election of their governing bodies. They also argue that faculties and departments keep factual competencies about teaching and the management of some resources whereas academic staff use their academic freedom and the security of their tenured position, keep a great deal of power over not only their teaching and research work, but also the management of the institution. Though the study is limited to the Spanish universities and presses emphasis on the transformation of traditional universities, it shows clearly the roles of various groups in the governance of universities. However, the extent to which these roles are executed has not been examined. Mora and Villareal laments that institutions have become more open and have tried to acclimatize to the new and rapidly changing environment by broadening their programs and improving their managerial structure. Yet, there are still too many regulations that hinder universities from becoming entrepreneurial. This indicates that government or political leadership is part of the university governance team, hence the need to investigate the extent to which they are involved which Mora and Villareal have not addressed.

Michael et al (2007)'s article is based on the study they conducted in the United States of America. The study focusses on analyzing the contemporary landscape of public higher education governance and of governance change. The also examine several conventional explanations for governance reform, along with a counter-conventional account which they

have termed as " political instability hypothesis" which they think affords conceptual leverage in understanding policy change. In their quest to investigate their issue of interest, they have extracted nine hypotheses from the literature in the fields of comparative state politics and higher education. Hence, their investigation is guided by nine hypotheses. Michael et al begin their article by giving an overview of the changes in governance of higher education in the United States of America prior to 1950s while focusing on the change of policy and general governance systems various states.

The findings of this study pointed to the fact that the turbulence and instability in the political institutions and leadership of some state governments is a principal driver of change in the governance of higher education in contemporary society. In view of these researchers, it is an undisputed fact that the political leadership situation in the country could affect the governance of higher education. They further stated that turbulence on the macro political landscape might weaken consensus in a given state regarding how best to govern public higher education, thereby prompting the state to rethink its overall approach to governance. This study, therefore, is relevant to this study as it gives insights on the influence of political leadership in governance change of higher education. Nevertheless, the researchers have not given any explanation about the role of political leadership and its implementation the governance of higher education. Besides that, their arguments have been directed to higher education which comprises of colleges and universities whether public or private.

Sifuna (2012) conducted a study to investigate leadership in Kenyan Public Universities and the Challenges of Autonomy and Academic Freedom. The study is an overview of the trends since Kenya got independence. To be more specific, Sifuna's article discusses some

key leadership challenges for African universities, issues of autonomy and academic freedom and focuses on the operationalization of these concepts with reference to the Kenyan public universities. He begins his article by lamenting that in many African universities, leaders are not recruited for their leadership potential, but rather are selected and rewarded for their research, course development and/or teaching. African universities' vice chancellors, deans, heads of departments, school directors and others are often appointed based on academic qualifications, and rarely receive critical training in strategic planning, budgeting, human resource development and faculty management. While some governments are establishing regulatory national councils of higher education, their management capacity and communication with the institutions they oversee often fall short.

The author argues that, largely the challenges faced by the higher education sector in many African nations are a continuation of underfunding, poor infrastructure and insulated systems. However, as suggested in the article the innovative ideas in the area of Information and communication technologies (ICTs) are an essential tool to enable higher education institutions to move towards participation in the knowledge society, facilitating better mechanisms for administration, alternative strategies for improving teaching and learning, tools for research, as well as mechanisms for improving research dissemination, communication and network building. He concludes his article by stressing that the governance in higher education is quite diffuse and entails shared responsibilities among a variety of stakeholders. Accordingly, the biggest challenge in governance within the university sector relates to issues of power and responsibilities as dealt with by councils, the university leadership, senior administrators, academics, staff, students, policy makers

and other external stakeholders. Though Sifuna's study gives attention to universities in Kenya, it is insightful as it brings out salient generic issues associated with the governance of public universities. However, the article has not investigated the governance strategies applied in the university and how they are implemented instead it focusses much on highlighting the constraints and leadership selection.

Masaiti and Shen (2013) tackled the issues of cost sharing in Zambia's Public Universities. In the article, Masaiti and Shen endeavored to address the prospects and challenges of Zambia's universities. One of the key issues highlighted in their research borders on the autonomy of the universities which, in my view, is a political issue. Masaiti and Shen (2013:9) opined that, "public universities are not given the real autonomy needed for them to operate cost sharing arrangements. The universities are still dependent on government in financing of different aspects of their budgets, including capital projects and staff emoluments." Even though Masaiti and Shens' argument is in the context of cost sharing and financing of public universities, it shows that the governance of public universities is not solely the responsibility of the university management. Universities are somewhat controlled by government in many aspects of their mandate. Public universities do not operate independently of government interference. This is a worrisome situation which hampers negatively on the effectiveness of the institution in service delivery. The article is quite informative to this research though it does not address the extent to which the influence of political leadership in university governance is exercised.

2.7 General Governance of the University of Zambia

Zambia did not have a public university when she got independence in 1964. However, three years later, the government and its citizens contributed enormously to the creation of the University of Zambia as the first Zambia's flagship public university. This decision was facilitated by the urgent need to develop the human capital for Zambia's accelerated development. From inception of the first public university in 1966 to 1996, the governance of the University was more centralized. But later on Zambian higher education system which was highly centralized was now liberalized and decentralized in accordance with democratic principles of local government (Masaiti & Shen, 2013; MOE, 1996). As such, various models are being employed in the governance of UNZA to confront the challenges it is facing and improve the performance. In order to adapt to the changing needs of our society and contribute substantially to the development of society, the University of Zambia has realized the need to change the way of doing things. University of Zambia Strategic Plan, 2013-2017 reveals that since the University of Zambia was established by the University of Zambia Act of 1965 and later on opened in 1966, the University has undergone a number of transformations regarding its governance and operations.

As stated in the current strategic plan, the university of Zambia now embrace a participatory democratic governance style which is believed to motivate employees, provide a work environment that is conducive to high productivity, encourage teamwork in which leadership is by example, provide effective communication and guidance, which will be accessible to all, and promote individual growth. In the preamble of the plan it is stated that the university governing board (university Council) would not work alone in delivering the plan and drive the mandate of the institution. Partnerships have to be created

with organizations which share with the institution the dedication to providing sustainable quality higher education, intellectual capital development, community service, and consider it essential to collaborate with them. It is therefore, justified to argue that the University of Zambia has integrated civic entrepreneurship as a governance strategy anchored on collaborations, innovations and political leadership, but its implementation has not been explored.

The Higher Education Act (2013) of Zambia stipulates clearly how public higher education institutions ought to be governed. It gives the university Councils the responsibility for the governance, control and administration of a higher education institution. This university governance board is also mandated by the Act to determine all fees for the higher education institution. However, government does not wholly guarantee the university council the autonomy to execute these responsibilities as they would wish. This is evident at university of Zambia which states in its 2013-2017 Strategic Plan that government does not allow the University to charge economic fees on account that there has been a public outcry every time the University has tried to increase fees. In addition, it has been observed that some members of the University Council representing certain stakeholder interest groups are compromised in terms of their objectivity in decision making (University of Zambia Strategic Plan, 2013-2017). Unfortunately, this could negatively affect the performance of the public higher learning institution. Therefore, it is significant to conduct this research to determine the extent to which government is taking part in governance of public university.

As revealed by Mulenga (2003) in his dissertation which looked at the role of organizational communication in enhancing rapport between service providers and interest groups in higher learning institutions, the University of Zambia is experiencing a lot of

various problems. The study revealed that UNZA experiences inadequate funding from the government, shortage of teaching staff and accommodation for both members of staff and students. The study also touched on the weaknesses of the university management. It alleged that there was a lacuna in the institution's internal and external communication which has consequently led to the mistrust of the university management by the workers. Through Mulenga's study students recommended that the management should involve all stakeholders or interest groups in the planning of various projects of the University. This study has given a clear picture of the state of affairs at UNZA and the governance failure at the institution. Mulenga's study is closely related to this study as it touches partially on issues of governance. However, it does not address the issues this study is focusing on and it is not enough to recommend that management should involve all stakeholders in the university project without understanding how such projects are implemented. This study seeks to bring out the intricacies regarding the implementation of civic entrepreneurship.

Musonda (2015) conducted a study in which she investigated the quality of student welfare services at the University of Zambia through generating student perceptions on the matter. To successfully achieve the objectives of the study, she employed closed-ended questionnaires which she distributed to the systematic randomly sampled respondents. The researcher also used semi-structured interview schedules as a data collection tool for key informants. The researcher has not explained explicitly how she ensured that students from all the schools were represented in the study. Systematic random sampling could not ensure balanced views of all students. In terms of the methodology, Musonda's study has a distinctive approach from my study. Among other findings, the study revealed that the majority of students felt that accommodation offered was of substandard and students were

not satisfied with the general cleanliness of the surroundings. The safety and cleanliness water used by the students was also another service students deemed being of poor quality. Basically, her study boards on the management of the university with specific focus on the quality of the welfare service the institution provides to students. Nevertheless, this study focusses on the application of civic entrepreneurship in the general governance of the University of Zambia.

Chipindi (2018) did a study which examined the development of professional identity among faculty members at Zambia's flagship university, the University of Zambia (UNZA), at several epochs in the institution's history. Chipindi explored how faculty identities emerged, shifted and how they were reconfigured in response to the shifts in the political economic landscape of the country. One of notable statements in his study is that efficiency at UNZA is pursued through the importation of managerial principles derived from the corporate world, which encourage competitiveness within the academy. He also argues that because of the neoliberal discourses of accountability, competitiveness, and efficiency, early-career faculty members at UNZA face challenges in becoming academically 'alive' through their publications and through their mention by colleagues, leaders in the university, policy-makers as well as funders. Chipindi's study is of great importance to this study. It touches on key issues of the institution management and some challenges faced by faculty members. However, it differs in focus with this study which seeks to address the issues of civic entrepreneurship and its implementation in the governance of UNZA.

2.8 Research Gap

The literature reviewed in this study is insightful and significant for the understanding of the need to innovate, collaborate and the influence of political leadership in the governance of higher learning institutions. Likewise, the reviewed literature have all justified and acknowledged the existence of the three elements of civic entrepreneurship in the public sector, particularly in public universities. They have clearly indicated their roles in governance and some literature have looked at the welfare at UNZA. However, most of the literature has concentrated on investigating only a component of civic entrepreneurship in higher education governance and public administration in general. But they have not investigated all the elements of civic entrepreneurship at once with the focus on how the elements are implemented in the governance of public universities, specifically at the University of Zambia. It is also vital to mention that there is no or little literature on this study in the Zambian context. Hence, it is worthwhile conducting this study.

2.9 Summary

The researcher has reviewed various literature related to this study. The review relies mostly on articles and some few dissertations and high-profile reports. The chapter has reviewed literature based on the key objectives of the study. It has reviewed literature on innovations, collaborative leadership and political leadership in the governance of public universities. It has also shown the research gap which has prompted the researcher to conduct this study. The next chapter presents the research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Overview

In the previous chapter, the researcher reviewed various literature related to this study. Now, the researcher discusses the methodology which was employed in conducting this study. The researcher deliberates the research paradigms, research design, target population, study sample, sampling procedures, research instruments, data collection procedure, data analysis and ethical considerations. Delimitation of the study is also addressed under this chapter.

3.2 Research Paradigm

A research paradigm or worldview according to Creswell (2007) is construed as a basic set of beliefs that guide action. It is basically the conceived principles that influence the action to be undertaken in understanding a social reality. In view of the foresaid, this research is anchored or underpinned by Social Constructivists Paradigm. Creswell (2009) posited that Social constructivists have the assumptions that individuals pursue to understand the world in which they live and work. Individuals develop subjective meanings of their experiences-meanings directed toward certain objects or things. These meanings are varied and multiple, leading the researcher to look for the complexity of views rather than narrowing meanings into a few categories or ideas. Creswell further pointed out that under this paradigm, the ultimate goal of the research is to rely as much as possible on the participants' views of the situation being studied. The researcher's intent is to make sense of (or interpret) the meanings others have about the world. This research being a qualitative study fits well in this paradigm since the research sought to solicit views from the people who are directly or indirectly involved in the governance of UNZA. The researcher depended

on such participants to provide information regarding the implementation of civic entrepreneurship in the governance of UNZA. The broad and general questions were asked which would permit participants to construct the meaning of a situation and had an in-depth discussions or interactions with the researcher.

3.3 Research Design

Creswell (2012) stated that a research design is the specific procedure employed in carrying out a research process. It involves the collection of data, data analysis, and report writing. Chola (2016:31) also contended that “a research design is a framework in the whole process of research aimed at pointing the researcher in the direction of that research.” Therefore, a research design is a systematic plan or procedure which would lead a researcher to successful study of a phenomenon. It is a blueprint that highlight the methods the researcher will use in conducting the research and arrive at the intended results. This research sought to investigate the implementation of civic entrepreneurship in the governance of the University of Zambia taking a biased focus on civic innovations, collaborative leadership and political leadership. Since this study endeavored to generate opinions regarding the implementation of civic entrepreneurship in the governance of a single institution, a case study design was adopted. A case study design, according to Marczyk et al (2005) involves an in-depth examination of a single person or a few people. It provides an accurate and complete description of the case. Case studies also involve the intensive study of an individual, family, group, institution, or other level that can be conceived of as a single unit. The information is highly detailed, comprehensive, and typically reported in narrative form as opposed to the quantified scores on a dependent measure. Thus, this design was useful in this study as it made possible to successfully generate opinions and conduct an

in-depth examination of the implementation of civic entrepreneurship at the University of Zambia. This research design was also ideal for this study as it allowed this investigation to focus on the specific case and understand it in detail. As such the center of the research was only the governance of UNZA with specific interest in the implementation of civic entrepreneurship.

3.4 Target Population

Best and Kahn, (2006:13) defined a population as, “a group of individuals with at least one common characteristic which distinguishes that group from other individuals.” However, a target population is the list or record of individuals in a population that a researcher actually obtains for the study (Creswell (2012). It is simply a specific group to whom a researcher plans to generalize the findings. Study population could simply be understood as a special group of participants carefully selected to take part in the research. Since the study was conducted in the public university, particularly the University of Zambia and the issue under investigations borders on how the University of Zambia is governed with regard to the implementation of civic entrepreneurship, it was imperative to have the target population which consisted of the University of Zambia Vice-chancellor, Registrar, Bursar, Librarian, Deans of Schools, H.O.Ds of largest departments in Schools, Lecturers, UNZA Quality Assurance Director and University of Zambia Student Union (UNZASU) leaders. The views of UNZASU leaders represented the views of the UNZA student populace. The study population also consisted the key informants from the Ministry of Higher Education. This target population was believed to possess the information that would inform the study adequately and accurately.

3.5 Study Sample and Sampling Procedure

3.5.1 Sample Size

In this study, 56 respondents were sampled and consisted of the University of Zambia Vice-Chancellor, Registrar, Bursar, Librarian, Deans of Schools, H.O.D of largest department in Schools, Lecturers and UNZASU leaders. Key informants from the Ministry of Higher Education were also sampled. The sample size was distributed as follows: 1 Vice-Chancellor, 1 Registrar, 1 Bursar, 1 Librarian, 13 Deans of schools, 13 H.O.D of largest departments in Schools, 20 Lecturers, 1 UNZA Quality Assurance Director, 3 UNZASU leaders and 2 Key Informants from the Ministry of Higher Education. The sample break down is shown and categorized on the graph in Figure 3.1.

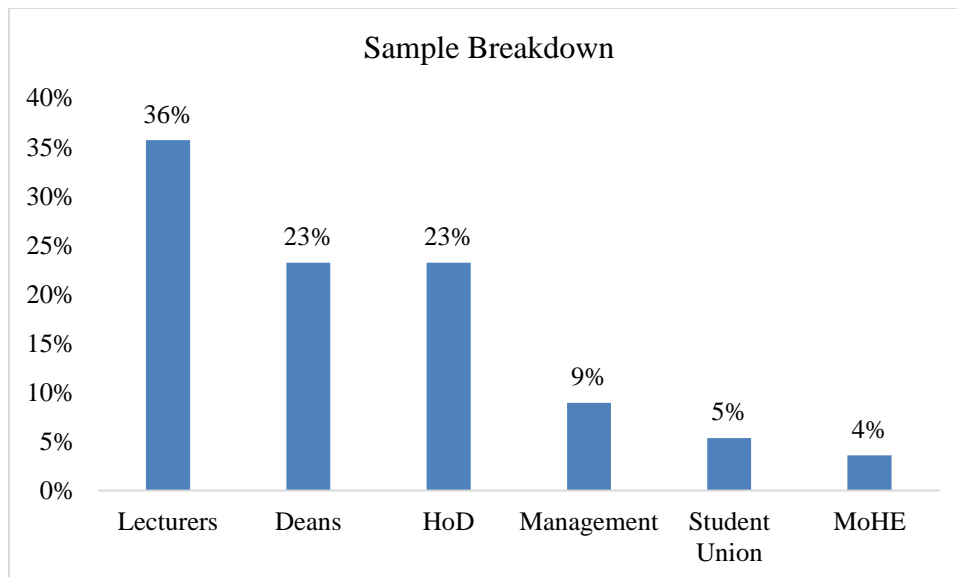


Figure 3.1 Sample breakdown

Figure 3.1 indicates that the majority of respondents were lecturers represented by 36 percent, the deans were presented by 23 percent, and the Heads of Departments (HoD)

were represented by another 23 percent. Management which consisted of Vice chancellor, Registrar, Bursar, Librarian, and Quality Assurance Director were all represented by nine (09) percent. Student union leaders were represented by five percent (05).

3.5.2 Sampling Techniques

Since this research employed a qualitative approach, convenience and snowball sampling, the types of purposive sampling, were used to sample the research participants. According to Creswell (2007) purposive sampling is a means that the inquirer employs in selecting individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study. It allows the researcher to select the participants who will provide the required information. Therefore, the sample of this study was purposively selected because they possessed the information the researcher sought to successfully achieve the objectives of this study. They were the managers and key stakeholders in the governance of UNZA. As a matter of specificity, convenience and snowball sampling were used in this study. Bryman (2012) states that a convenience sample is one that is simply available to the researcher by virtue of its accessibility. It is a qualitative sample technique researchers apply to choose participants that are conveniently available and within reach. It allows researchers to generate information to people they think have the required data. Creswell (2012) defines snowball sampling as, “a form of purposeful sampling that typically proceeds after a study begins and occurs when the researcher asks participants to recommend other individuals to be sampled”. This sampling technique allows the sampled respondents to point the researcher to another respondent of the same characteristics as the one from which the required data has already been

generated. This process continues until the researcher meets the desired number of participants.

Therefore, the Vice Chancellor, the Registrar, the Bursar, the Librarian, the Deans of Schools, UNZAQAD, H.O.D of the largest departments in Schools (Departments with the largest number of students and study programs) and Student Union Leaders including the key informants from the Ministry of Higher Education were conveniently sampled because they were few in number and easily accessible. They were also in the university management and the researcher believed that they could inform the study about the implementation of civic entrepreneurship in the governance of the University of Zambia. The University of Zambia was purposively selected because it was the major national and leading public university in Zambia. Snowball sampling was used to select the Lecturers. This was because the Lecturers were many in number and the researcher was interested in lecturers who had been in administrative positions before and those who were serving in management committees in various schools. Therefore, the researcher believed that snowball sampling would be helpful to select such Lecturers. The H.O.D and Lecturers were included in this study because they were the key stakeholders in the implementation of university decisions and programs.

3.6 Data Collection Methods and Instruments

Creswell (2012) defined data collection as a way in which a researcher identifies and selects individuals for a study. The researcher asks for permission from the individuals under study and gathers information by asking people questions or observing their behaviors. It is an exercise undertaken by the researcher to collect required information from research

participants through different methods. This study, therefore, employed interviews as a means of collecting data from respondents. Since the research was qualitative, the semi-structured interviews were conducted to collect data from the Vice-chancellor, Registrar, Bursar, Librarian, Deans of Schools, UNZAQAD, H.O.D of largest departments in Schools, Lecturers and UNZASU leaders. Key Informants from the Ministry of Higher Education were also interviewed since they were the major stakeholders in the governance of public universities and their views were the reflection of the political leadership (Government). A semi-structured interview as Bryman (2012) postulates refers to a context in which the interviewer has a listed number of questions that are in the general form of an interview schedule but can vary the sequence of questions. This type of interviews grants an interviewer some scope of freedom to ask further questions in response to what are significant replies. Semi-structured interview consists both closed and open-ended questions and could be used to collect both qualitative and quantitative data.

3.6.1 Interview Schedule

According to Burns (1997: 329; Kumar, 2011), ‘an interview is a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person’. It is an interaction of two or more individuals with specific and explicitly defined purpose either face to face or otherwise. As already mentioned, the study used interviews as a means through which data was collected. To be specific semi-structured interviews were employed. Kumar (2011) defines an interview schedule or guide as a written list of questions, which could be open or closed ended, an interviewer use during the interview. In this study, the researcher used the interview guide to gather data from the University of Zambia Vice-chancellor, Registrar,

Bursar, Librarian, Deans of Schools, UNZAQAD, H.O.D of the largest departments in Schools, Lecturers, UNZASU leaders and the key Informants from the Ministry of Higher Education.

3.6.2 Document Analysis

Besides using the interview guide to collect data, the study also relied on relevant documents for information. The researcher went through the necessary documents and collected data which could help in achieving the objectives of this study. According to Muleya, (2015); Kombo and Tromp (2006) document analysis involves bringing together data that has already been collected by someone else. It is also understood as the gathering and analysis of published material and information from internal sources. They further contended that document analysis may also be conducted by collecting information from a diverse source of documents or electronically stored information which sometimes is referred to as desk research. Document analysis was used in this study as a method of collecting data in order to compare the findings with the already existing information about standards of governing HE institutions.

3.7 Data Analysis

Creswell (2012) posited that data analysis is the process of taking the data collected apart to determine responses from each participant and then organize it in a summarized form. He further postulated that data analysis involves drawing conclusions about the data, representing it in tables, figures, pictures, and explaining the conclusions in words to provide answers to research questions. Interviews were employed as a means of collecting qualitative data and data was analyzed on the basis of themes that emerged in the study.

According to Bryman (2012) thematic analyses is a data analyses approach which involves the process of examining the data to extract core themes that could be distinguished both between and within transcripts. This process is achieved through coding of transcripts. With the analysis of qualitative data, coding is a process whereby the data are broken down into their component parts and those parts are then given labels. In light of the foregoing conception of thematic analysis, the data which was collected through semi-structured interviews was initially transcribed and later the transcripts were compared. The comparison of the transcripts assisted in bringing out the emerging themes across the groups which were similar. Themes which were not connected to the research objectives were identified and the findings that best represented each theme were selected to confirm the objectives.

3.8 Trustworthiness of the Data

Issues of ensuring data trustworthiness in research have become very significant and a source of concern of many researchers. The trustworthiness of the research findings depends on the strategies a researcher employs as ways of ensuring accuracy and credibility. Validation, as opined by Creswell (2012) is the process by which the researcher determines the accuracy or credibility of the findings generated in the study. To validate and ensure reliability of the findings on the implementation of civic entrepreneurship in governance of the University of Zambia, there was reliance on the member-checking method. Creswell (2009) lucidly stated that member-checking is a way through which a researcher determines the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. In other words, member-checking is the

presentation of a summary of research findings by the interviewer to the interviewees asking them if their personal views were accurately represented in the reported results. Therefore, the report was taken to selected respondents for confirmation or disconfirmation of the findings which were presented and discussed in the final report.

3.9 Delimitation of the Study

The study was confined to the University of Zambia because it was the major national, and leading public university in Zambia. Besides that, the University of Zambia had been in existence for a long time and had evolved and expanded rapidly in the aspect of how it was governed (University of Zambia Strategic Plan, 2013-2017). Considering this statement, University of Zambia should set a trend and serve as a learning institution of reference with respect to implementation of civic entrepreneurship in its governance.

3.10 Limitations to the Study

This study was done only at UNZA, hence the findings of this study cannot be generalized to represent all the public universities in Zambia. Further still, the findings of this study cannot be used as a benchmark to measure the governance of other universities.

3.11 Ethical Consideration

Ethical questions are obvious today in research as they are seen in issues such as personal disclosure, authenticity and credibility of the research report, the role of researchers in cross cultural contexts, and issues of personal privacy through forms of Internet data collection (Isreal& Hay, 2006; Creswell, 2009). Considering this statement, the researcher put into account ethical issues throughout the study. The participants were informed that the

information collected from them would be kept confidential and used purely for academic purposes. The study guaranteed participants anonymity. Permission to access participants was sought from the University of Zambia Registrar's office. Also, the study obtained ethical clearance before the researcher embarked on data collection.

3.12 Summary

This chapter explored the methodological procedures employed in conducting this research. The chapter has discussed in detail the steps taken from the research paradigm underpinnings through research design, data collection, analysis, sampling and sample size, to delimitation and ethical consideration.

CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

The researcher presents research results of the study which aimed at investigating the implementation of civic entrepreneurship in the governance of the University of Zambia. The results were generated from the University of Zambia Vice-chancellor, Registrar, Bursar, Librarian, Deans of Schools, H.O.D of largest departments in Schools, Lecturers, UNZA Quality Assurance Director and University of Zambia Student Union (UNZASU) leaders. The views of UNZASU leaders represented the views of the UNZA student populace. The study also solicited views from the key informants at the Ministry of Higher Education. The results are presented using a thematic approach based on the research objectives outlined in chapter one of this dissertation and mentioned here for reference sake as follows;

- i. To explore the implementation of civic innovations, collaborative leadership and political leadership in the governance of the University of Zambia.
- ii. To identify challenges encountered in the implementation of civic entrepreneurship in the governance of the University of Zambia.
- iii. To suggest alternative strategies in the implementation of civic entrepreneurship in the governance of the University of Zambia.

The presentation of results contains as much as possible the actual words said by respondents (verbatim), while paraphrasing others.

4.2 Lack of Understanding of Civic Entrepreneurship

The research first established the respondents' understanding of the concept of civic entrepreneurship. The findings showed that 100% of the respondents did not understand the term. For example some administrators stated;

I am not an entrepreneur I do not know what you are talking about.

I have not come across the term civic entrepreneurship, so I am afraid I may not answer your questions well.

I don't know, I have no idea what civic entrepreneurship is all about.

The government officials (Political leadership) also showed ignorance about the term civic entrepreneurship. One of the officials stated;

I am not aware of the term civic entrepreneurship maybe if you can explain to me so that I understand it.

The head of departments and lecturers also shared the same views. They indicated that the term civic entrepreneurship was new to them. The following was indicated in their responses;

This is the first time I am hearing that term. Maybe you may enlighten me.

This concept is new to me. How may I even take part in this interview?

Generally the findings showed that the majority of the respondents had not come across the term 'civic entrepreneurship'. Therefore, it was the matter of explaining the term to the respondents throughout the data collection process.

Document Analysis

Document analysis showed that the term civic entrepreneurship has not been used in the Zambian context. However, its components; civic innovations, political leadership, and collaborative leadership have been relatively applied in the governance of public institutions as evidenced in the University of Zambia strategic frameworks, and other documents. Generally, it would seem safe to conclude that perhaps, to the Zambian context, the notion of civic entrepreneurship is relatively new.

4.3 Civic innovations, collaborative leadership and political leadership in the governance of the University of Zambia

The first objective of this research was to explore the implementation of civic innovations, collaborative leadership and political leadership in the governance of the University of Zambia. The results showed various themes that emerged from the interviews. The findings are presented in themes and verbatim which emerged under each element of civic entrepreneurship. The first three themes were pertaining to how civic innovations are implemented in the governance of UNZA. The next three subsequent themes are presented in relation to the implementation of collaborative leadership. The last theme is connected to the implementation of the political leadership in the governance of UNZA.

4.3.1 Support from stakeholders in the implementation of civic innovations

The first theme that emerged was that UNZA receives support from stakeholders in the implementation of civic innovations. This was indicated by 71% of the participants who took part in this study. Support from stakeholders which included the government, the students, the lecturers, and the general public was rendered to the university. One respondents indicated that;

Yes they do. Eg, we [Unza] are trying to reduce dependency on public funding through many innovative ideas among them the Public private partnerships (PPP). We have a lot of support from the government through the engagement and collaboration with Ministries.

A similar response was obtained from the Ministry of Higher Education official who clearly stated that;

The ministry has always supported innovative ideas. It has supported bilateral cooperation. The government has supported lecturers for example STEPS project by engineers.

Another administrator interviewed indicated that:

We work closely with student union leaders who support us in implementing Some initiatives we undertake in the university.

4.3. Strategic planning for implementation of civic innovations

One of the key requirements in the implementation of civic innovations is the strategic plan. As such, research participants were asked to state if the implementation of civic innovations was premised on the strategic plan. The strategic planning for implementation of civic innovations emerged as a theme. The findings showed that the implementation of civic innovations is embedded in the strategies of the university as stipulated in its strategic plan. One respondent indicated,

We have a clear pillar that talks to innovations and research in the university strategic plan.

Similar views were brought out by a certain lecturer interviewed:

In fact, the university has strategic plan which runs for five years, once that is done the implementation plan is put in place but sometimes

because of the complexity nature of the institution, there is some inertia from people in catching up with the new development that is taking place.

4.3.3 Sensitization in the implementation of civic innovations

Sensitization was another theme that emerged from the findings. 66% of the research participants revealed that the implementation of civic innovations comes with a lot of sensitizations. One official stated;

We use posters, we use Facebook, and we also have a website.

Uptake in terms of access to computers. Skills in order to navigate the internet.

We have set up a department that helps student to set up.

A lecturer stated:

Yes, management from time to time sensitize the people and remind

them to work according to the strategic plan.

Document analysis

Having taken a review of the documents available from the institution, the following observations have been made;

There is a tendency by those in the university community to rate the university so highly and yet what is obtaining on the ground regarding the implementation of civic innovations leaves much to be desired. This is affirmed in the University of Zambia Mid-Term Review of the 2013-2017 Strategic Plan by stating that there is slow uptake of e-learning platform to enhance teaching and learning.

4.3.4 Collaborations with various stakeholders and strategic partners

It was revealed in the findings that there was involvement of stakeholders and strategic partners as collaborators in the governance of the university. Collaborations were

highlighted as a major way that the institution has thrived on in the past years. Generally, stakeholder's involvement included participation in decision making, provision of resources, and advisory. A respondent interviewed indicated;

Yes we are inclusive. We are trying to be inclusive.

Another respondent said in a similar way that;

Yes, we have the committees for students (UNZASEDA) which engages all associations. We also discuss projects at a school level. We have representatives from student bodies, and members of staff.

We do support. We have a committee called the innovation committee which makes ideas and shares them with the school. We encourage members of staff to come up with innovative ideas.

Yes we are involved. Apart from the teaching we are involved.

Another respondent echoed a relatively similar response:

Yes we do, we have stakeholder meetings before we do anything. Ours is done in a professional way. We work very closely with the student union.

There was also a strong statement from another respondent stressing that;

Collaborations are the cornerstone of any institution. Yes we do have collaboration. All our schools have collaborations. For example, Hokkaido University from Japan. The university constructed the Veterinary School which is the best in the region. Another was with the grant mission, Brothers that have opened the special needs centre. There are many collaborations.

This respondent went further and stated that the collaborations the university undertakes are the centre of the progress. Thus, involvement of various stakeholders was a significant form of collaborative leadership which the respondents stressed.

4.3.5 Decision-making

Under this theme, 80% of respondents indicated that the university had a participatory approach to decision making, hence collective agreements were key in the university decision-making process. One respondent said;

Yes the university has a collegial way of doing things. Things are debated upon and refined.

A senior Lecturer, a member of senate, interviewed disclosed that:

In order to ensure inclusiveness in decision-making, Senate Committee has been divided into sub-committees which discuss issues with schools and, then bring them to full senate for final resolution.

A student union leader interviewed also echoed;

Yes we seat on senate. And senate makes the decisions of the university. However, the management are the majority. Therefore, when it comes to voting on a decision, they have an upper hand.

It depends on the motion at hand. However, the current Vice-Chancellor embraces good ideas that lead to development of the institution.

4.3.6 Involvement in decision-making

Another interesting observation that emanated from the findings that seemingly contradicted the above finding was that of little or limited involvement of stakeholders in the decision making process. This observation was echoed by some respondents interviewed. A lecturer the researcher interacted with said:

Because of the structures of the university, various union representatives are left out in decision-making which consequently cause conflict of implementation of programs.

A student union leader stated;

In some instances it does involve students. Allocation for committee business premise, rooms, landscaping...The students are represented however, the students are outnumbered in decision making. Some things the students are not consulted while on some other things they consulted. For example, the library basement was renovated without the student's consultation. There are certain innovations that students are involved. Some innovations do not necessarily involve students.

Another student union leader indicated;

We are involved to a certain level in the governance, it is not 100%, and in some of the things we are not involved. For example we were not consulted on the term system.

Generally, there was a view that some stakeholders had little involvement in the decision making.

4.3.7 Too much involvement of political leadership

The findings showed that there was too much involvement of the political leadership in the governance of the university. 96% of the respondents were of the view that political leadership/government was involved in the governance of UNZA beyond its boundaries.

One respondent stated;

We have interference from the funders. The government being the main funder of the university sometimes interferes with the institution operations.

However, the findings indicated that the university recognizes the legal involvement of political leadership in the governance of the university as provided for in the Higher Education Act of 2013. One respondent interviewed explicitly stated:

Yes. We are a public institution. The biggest shareholder of the institution is the government, therefore we cannot govern Unza without engaging the political leadership. The University Council which employs members of staff is appointed by the Minister. Therefore, we are always interacting with all ministries.

Another respondent from the MoHE echoed similar sentiments and stated that:

The government is involved in all public institutions. The permanent secretary is represented on the University council. Government provides scholarship and grants that go towards infrastructure, systems, education.

However, when asked if the ministry happen to influence the core elements of the academic operations at the University of Zambia. The respondent strongly stated:

We don't get involved at that level. As a ministry we encourage innovative and creative thinking. However, they are not the most entrepreneurial in thinking because they are theoretical in approach.

4.3.9 Summary of Findings on Objective One

The implementation of civic innovations in the institution is accompanied with a lot of support, sensitization, which are reflected in the strategic plan of the institution. The university is also anchored on collective agreements in decision making, collaborations with strategic partners. However, the findings indicate that there is limited involvement of stakeholders in decision making. The study also showed that there was too much involvement of political leadership in the governance of UNZA. Table 4.1 below shows

the summary of the themes that emerged from the findings in relation to the first research objective.

Table 4.1 Findings on Objective One

Theme	Content
Support from Stakeholders	The institution receives support from the stakeholders in the implementation process of innovations.
Strategic Planning	Implementation of civic innovations is embedded in the strategic plan.
Sensitization of civic innovation	The institution sensitizes all stakeholders about the innovations prior to their implementation.
Collaborations with stakeholders and strategic partners	The institution partners with various stakeholders. Hence, the university is anchored on collaborative leadership.
Decision-making	The institution makes decision based on collective agreements.
Limited involvement	Partners are involved but with limitation
Too much involvement	Though government has legal involvement, they interfere with the operations of the university.

4.4 Challenges Encountered in the Implementation of Civic Entrepreneurship

The second objective of this study was to identify challenges encountered in the implementation of civic entrepreneurship in the governance of the University of Zambia.

The findings showed various themes that emerged under this objective.

4.4.1 Interference from political leadership

The findings showed interference in the governance of the university as one of the themes emerged. One respondent indicated that:

There is a strong feeling among the university community that we are not allowing the governance systems put in place to run the institution. e.g., The university council carried out a study to reevaluate the accommodation rates in public institutions. The council resolved for an upward adjustment of accommodation rates, however, the ministry opposed.

The respondent further lamented that:

There are challenges, the university is not autonomous.

4.4.2 Inefficient departments

Inefficient departments emerged as a theme. One Lecturer interviewed indicated:

They do that but the problem is that information flow to the stake holders is delayed. Some departments are inefficient.

A Lecturer interviewed said:

Since the university is underpinned by collegial administration management, departments are integral part of the governance system and are expected to be innovative. However, some departments are not productive.

4.4.3 Lack of Innovations

One respondent interviewed pointed out that:

The biggest challenge is “everybody knows something”. Leadership does not allow for new innovations from people who are deemed lower than them academically. Generally the way of thinking of staffs is the main challenge the university faces.

4.4.4 Bureaucracy

Bureaucracy was pointed out by the respondents interviewed. One research participant indicated that:

.....However, we face a challenge with bureaucracy, things do not happen as quickly as possible and this frustrates the operations of the University.

Another interviewee said:

The university bureaucratic nature affect the effectiveness and efficiency of the university. Things are just done at a slow pace.

4.4.5 Lack of Financial Resources

Lack of finance to implement civic entrepreneurship was brought by almost all the respondents who participated in the study. One of the participants clearly indicated that:

No, the university has been facing financial challenges.

Funding is not adequate to ensure that the university runs in the best way.

Unza needs funding.

A similar view was echoed by a certain Lecturer:

The financial resources allocated to higher learning institutions by government is not enough and this affect UNZA which depends on government funding.

4.4.6 Information Barrier

Information barrier emerged as a theme in this study. One of the research participants noted that:

And we also use emails unfortunately most students are not on our email list.

Another respondent stated that:

The university channels of communication are not accessible by all students, there is need to create a platform where all students can be connected for quick reaching out to them.

4.4.7 Summary of Findings on Objective Two

Table 4.2 below shows the summary of the themes that emerged from the findings on objective two.

Table 4.2 Findings on Objective Two

Theme	Content
Interference	Interference from funders (government)
Inefficient departments	Slow flow of information
Lack of innovations	Leadership don't appreciate innovative ideas from perceived lower officers
Bureaucracy	Bureaucracy is also a challenge. Things are delayed to be done.
Lack of Finances	The university faces financial challenges
Information barriers	Most of the students have no access to information

4.5 Alternative Strategies

The third objective of the study was to suggest alternative strategies in the implementation of civic entrepreneurship in the governance of the University of Zambia. The findings showed various themes that emerged under this objective.

4.5.1 Financial Framework for funding public Universities

The study findings also showed that the institution faces challenges with finances. One of the key respondents stated;

Civic entrepreneurship is not effectively implemented due to finances. We have strategic plans for every five years, however, only 60 percent is achieved. The other is not successfully implemented due to this challenge. Nevertheless, we continue planning with a hope that things will be better.

Another respondent went on and stated that;

Yes, we need to have a financing framework. There has been a problem with implementation of the recommendations.

Present these reports to officials that can implement change.

4.5.2 Participatory and inclusive approaches in the governance of the university

A Lecturer interviewed indicated:

Lecturers need to participate by suggesting ideas, inclusiveness

A student leader also echoed that;

If Unza can embrace student leaders, then it can achieve civic entrepreneurship. There is need to conduct collaborative consultations with the people that have the experience with regard to the governance of the university.

4.5.3 Paradigm shift of the university governance systems

One administrator interviewed said;

We need to re-engineer the governance processes to adapt to the demands of the modern society. We need to be profit oriented.

Set targets to all schools in terms of revenue.

Let the university decide

One Lecturer indicated;

*All the administrators should be exposed to management workshops
were they can upgrade their management skills. Educational management.*

4.5.4 Summary of Findings on Objective Three

The table below shows the summary of the themes that emerged from the findings

Table 4.3 Findings on Objective three

Theme	Content
Financial framework	Government to come up with a framework for funding public universities. Decentralization through university colleges and grant colleges financial autonomy, but with accountability.
Participatory and inclusive approaches	Unza should become more inclusive in decision-making
Paradigm shift	Re-engineer governance processes and set targets to schools in terms of revenues. Administrators to undergo management skills trainings

4.6 Summary

This chapter has presented the findings of the research and the presentation has been done according to the objectives of the study. The findings have established that civic innovations in the governance of the University of Zambia are implemented using an inclusive approach. Various stakeholders who render support are involved in the implementation of innovations as imbedded in the university strategic plan. The study has also revealed that sensitization is conducted before civic innovations are implemented. The

study has shown that collaborative leadership is applied through collective agreements. While the university collaborates with strategic partners, there is limited innovations in the university.

The findings show that there is too much involvement of the political leadership in the governance of the university. The research findings revealed control, interference, inefficient departments, bureaucracy, lack of finances and information barriers as some of the challenges the University of Zambia faces in the implementation of civic entrepreneurship in its governance. The findings have also suggested that a financial framework be devised on how to fund public universities. There is also need to conduct financial decentralization to schools and grant schools financial autonomy, but with accountability. There should be a paradigm shift to re-engineer the governance processes in the university. Besides that, the findings also indicated that the university needs to be more inclusive and allow the participation of various stakeholders in decision making. In this respect, the next chapter will discuss and expound the implications of the findings of the research.

CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

In this chapter, the researcher elucidates the findings presented in the previous chapter. With a quest to give a detailed outlook on the implications of the findings, the researcher structures the discussion using the objectives presented in chapter one as a baseline. The analysis of the findings by objectives are then compared with the literature review and document analysis and lastly, a summary is laid out.

5.2 Lack of Understanding of Civic Entrepreneurship

In order to establish the respondents' understanding of the concept of civic entrepreneurship, they were asked to state what they understood by the term. The findings showed that 100% of the respondents did not understand the term as they have not come across this type of entrepreneurship. However, they were familiar with the elements that constitute civic entrepreneurship. Hence, in all the interviews conducted it was incumbent upon the researcher to explain the term to the respondents in order to make them understand the study. The document analysis showed that the term civic entrepreneurship has not been used in the Zambian context. However its components: civic innovations, political leadership, and collaborative leadership have been relatively applied in the governance of public institutions as evidenced in the University of Zambia strategic frameworks, and other documents such as the 7th National Development Plan.

Leadbeater and Goss, (1998) defines civic entrepreneurship as “ the renegotiation of the mandate and sense of purpose of a public organization, which allows it to find new ways of combining resources and people, both public and private, to deliver better social outcomes, higher social value and more social capital.” In their explanation of the concept

with an attempt to distinguish this type of entrepreneurship from any other, they went further and explained the distinctive elements that make up civic entrepreneurship (*for a detailed discussion on this, refer to the conceptual framework and literature review of this study in chapter one and two*). However, the workable definition of civic entrepreneurship in this study which the researcher gave the respondents is: *civic entrepreneurship* is the governance strategy which involves the application of a collection or set of civic innovations, collaborative leadership and political leadership in public institution management to improve their performance in the delivery of public services.

5.3 Civic innovations, collaborative leadership and political leadership in the Governance of UNZA

The first research question of this study focused on understanding how civic innovations, collaborative leadership and political leadership are implemented in the governance of the University of Zambia. This was with regard to whether the university conducts sensitization before any innovative ideas are implemented. The question also sought to find out if there was any deliberate strategic plan put in place in the implementation process of civic innovations and also ascertain how inclusive the implementation process is. The question also aimed at comprehending the autonomy of the university in relation to government involvement in the governance of the university.

5.3.1 Support from stakeholders in the implementation of civic innovations

The research findings indicates that the university receives a lot of support from various interested stakeholders in the implementation of civic innovations. As earlier indicated in chapter four, 71% of research participants acknowledged that UNZA is highly supported

in the implementation of civic innovations. The university is supported by stakeholders that include the government, the students, the lecturers, and the general public. This entails that the implementation of civic innovations in the governance of the University of Zambia takes an inclusive approach and based on the views of the respondents, it is the responsibility of many stakeholders. This finding is in line with the proposition of the systems theory with respect to how important it is to involve various stakeholders in the management of an organization/institution in order to achieve its goals. The systems theory stipulates that the governance of an organization should involve various stakeholders drawn from the external environment. It may include people, capital, managerial skills as well as technical knowledge of skills. Further, the theory indicates that these stakeholders could include the various groups of people making demands on the organization; such as employees, consumers, suppliers, stockholders, federal, state and local governments. This is also well accentuated by Leadbeater and Goss, (1998) who argue that Civic entrepreneurs (innovative managers of institutions) are aware that they cannot succeed alone. They fully understand that they would only succeed by bringing together people with complementary skills. Therefore, this finding confirms the systems theory and the arguments of other scholars.

It is imperative to state that the involvement of various stakeholders in the implementation of civic innovations creates a sense of commitment among the actors. Whether they are directly or indirectly offering support to the institution, it is an ingredient of good governance that would develop a sense of ownership among the participating stakeholders. This would propel the institution to high performance levels in the delivery of services. Furthermore, support from various stakeholders would make civic innovations gain public

legitimacy and understanding which might result into effective implementation, enhance good governance and increase levels of productivity for the university. Therefore, university management should strengthen ties with various partners and, if possible, attract more support in the implementation of civic innovations and the general governance of the university.

5.3.2 Strategic planning for implementation of civic innovations

As the saying goes ‘failing to plan is planning to fail’, it is cardinal to have in place a strategic roadmap that gives guidelines on how to achieve something. In this respect, the study sought to investigate whether or not civic innovations undertaken by the university were implemented based on the strategic plan directions. The findings showed that the implementation of civic innovations are embedded in the strategies of the university as stipulated in the university strategic plan. One respondent indicated that:

We have a clear pillar that talks to innovations and research in the university strategic plan.

This suggests that civic innovations are not haphazardly implemented, but rather there are well-thought-out strategies that facilitate and drive the implementation process. This finding contradicts what is reported in the University of Zambia Mid-Term Review of the 2013-2017 Strategic Plan. It is strongly stated in the review report that few people in the university regularly refer to the strategic plan in their work. This statement should be seriously scrutinized by all interested parties as it indicates that members of the university work inconsistency with the provision of the strategic plan, the propensity which would render the strategic plan irrelevance and impractical. This is the clear demonstration of poor work culture amongst the members of staff which make the university inefficient.

These mixed views in the university presents a worrisome situation with regard to the implementation of programs including civic innovations which are meant to improve the performance of the university. Non-compliance of the provision of the strategic plan by staff might negatively affect the achievement of the university goals, thereby resulting in poor performance of the institution. Thus, there is a lot that the university has to do to ensure compliance of the university strategic plans by all stakeholders who contribute in one way or another to the governance of the university. The strategic thinking should be linked to operational delivery of civic innovations in order to ensure successful implementation. It is unthinkable in the modern society for a university like UNZA to operate without proper laid down plan. In this sense, the university management should always orient all members of staff to the provision of the university strategic plan. Also, inculcate in the members of staff the culture of working according to the strategic plan. After launching the university strategic plan, management should be lining up some sensitization and orientation programs within the university.

5.3.3 Sensitization in the implementation of civic innovations

Better governed institutions are those that invest in making known their services to the consumers and public universities are not an exception in that activity. In this sense, one of the key themes that emerged in this study was sensitization in the implementation of civic innovations. Sensitization was cited by 66% of the respondents as a major ingredient in the implementation process of civic innovations at the University of Zambia. Sensitization as postulated by Leadbeater and Goss, (1998) ensure public legitimacy of innovations and subsequent successful implementation. The findings of this study showed that the implementation of civic innovations in the governance of the University of Zambia

comes with a lot of sensitization. It was indicated that the university carries out sensitization through posters, facebook and the website. However, the document analysis shows a tendency by those in the university community to rate the university so highly and yet what is obtaining on the ground regarding the implementation of civic innovations leaves much to be desired. This is affirmed in the University of Zambia Mid-Term Review of the 2013-2017 Strategic Plan which indicates that there is slow uptake of e-learning platform to enhance teaching and learning. It should be noted here that civic innovations are successfully implemented if the clients and users are well-informed about them. This ensures people's acceptance of the innovations the institution is undertaking and avoid resistance of civic innovations by the people within and outside the institution. When people have accepted and shown positive attitudes towards any civic innovations, it becomes easier to implement and the probability of achieving the intended goals would be high. It is therefore commendable that the University of Zambia incorporates sensitization as a significant ingredient in the implementation process of civic innovations. Nevertheless, the university should come up with more effective platforms other than facebook and website through which they could reach out to people, especially in the rural parts of the country. Perhaps, the direct messaging system mechanism should be developed. It would probably improve communication system and serve as a quicker way of notifying sponsors of students and other interested stakeholders on the number of activities the university is undertaken.

5.3.4 Collaborations with various stakeholders and strategic partners

In the globalized world, collaboration is predominantly regarded as a significant element in the governance of higher learning institutions. Hence, the results of this study with

regard to the application of collaborative leadership showed that the University of Zambia is anchored on participatory style of governance, hence various stakeholders are involved in its governance. Generally, the respondents noted the involvement which includes participation in decision making, provision of resources, and advisory roles. Collaboration is achieved through the university management's efforts to consult various university units such as departments, school committees, staff unions, student unions and the government on issues of governance. It is imperative to note that this finding is consistent with the systems theory which regards institutions as a system made up of different parts whose contributions to the organization cannot be overlooked. The involvement of different stakeholders from within and outside UNZA is in line with the demands of a globalized society and institutions governed on basis of neo-liberalism principles. This finding is consistent with the findings of Vigoda (2002) who stated that collaborative approach calls for widespread responsibilities and involvement of the members of the public which could probably take a form of individual initiatives that look for greater participation in administrative decisions and actions.

It was also noted in the findings of this study that the University of Zambia engages in collaborations with strategic partners. These collaborations are drawn from both internal and external environment. Collaborations were highlighted as a major way through which the institution has thrived in the past years. The study revealed that collaborations with different partners were a cornerstone and centre of progress for the institution. It is applied in the governance of UNZA by undertaking consultative meetings which calls for the involvement of different interested partners. However, the document analysis of the *University of Zambia Strategic Plan of 2018-2022* indicated that the university had not

established strong collaborative linkages with the industry over the years. As a result, the university has not benefited much from the opportunities that come with the collaborations. Despite the university being cognizant of the need to network in this competitive global society, it seems not to be doing much in that aspect, therefore the institution is lagging behind in certain areas. The findings from document analysis contradicts the systems theory which advocates for extensive involvement of different partners in the management of an institution. Comparing this finding and the revelation of the document analysis, one would speculate that there is little or no application of collaborative leadership in the management of the university and if the university applies it, then the benefits are little. It is therefore, incumbent upon the university to put in place a deliberate system that could foster the university's ability to network as this is a key aspect of the neo-liberalized and globalized society. An institution like the University of Zambia cannot afford to operate in isolation, it needs to network and harness such collaborative ties to develop the university and enhance good governance in the university.

5.3.5 Decision-making

The study revealed that collaborative leadership is also demonstrated in the governance of UNZA through the efforts by management and other stakeholders to ensure collective agreements in decision-making processes. Under this theme, 80% of the respondents indicated that the university has a participatory approach to decision making. For this reason, decisions are made and implemented as a team of various stakeholders. The institution makes decisions after an agreement is reached. One of the respondents ably stated that:

Yes the university has a collegial way of doing things. Things are debated upon and refined.

Based on this finding one can conclude that there is mutual understanding of issues among stakeholders before decisions are made with regard to the governance of the university. It is also worth noting that these agreements are most of the time done between staff, lecturer and student representatives and the university management. However, most of the time these representatives do not consult their members prior to making agreements with management hence, certain decisions are devoid of support from the majority membership. It seems there was lack of formal meeting grounds by various university management units and the students. This makes it hard for students to participate in decision-making process and subsequently bring about controversies and conflicts in the implementation process of activities.

5.3.6 Involvement in decision-making

An interesting observation from the findings showed some respondents who echoed a different view regarding the application of collaborative leadership in the governance of UNZA. It was noted by some participants who were interviewed that there was little or limited involvement of people in the decision making process. One of the respondent noted that:

We are involved to a certain level in the governance, it is not 100%, and in some of the things we are not involved. For example we were not consulted on the term system.

Generally, there was a view that some stakeholders had little involvement in decision making. This finding proves to be inconsistent with the systems theory and the earlier discussed views. This disparity would require redress to ensure that the university becomes more inclusive. It is quite deleterious to the university not to be inclusive in its governance,

yet it claims to embrace participatory governance systems. This is a major factor that could stifle progress in the university as it conflicts the democratic principles on which the structures of the education system are anchored.

5.3.7 Too much Involvement of political leadership

It is a well-known fact that political leadership is always present in the governance of all public institutions. Nevertheless, it was prudent to understand the extent to which the political leadership is involved in the governance of public institutions, particularly UNZA. The research findings showed that there was too much involvement of the political leadership in the governance of the university. 96% of respondents felt that the involvement of government in the governance of UNZA was too much and beyond its boundaries as outlined in the Higher Education Act of 2013. It was noted that there was interference in the governance of the university from what one respondent called funders (government). The respondent said:

We have interference from the funders. The government being the main funder of the university sometimes interferes with the institution operations.

In this sense, the university is not granted the freedom to run the institution as stipulated in the *Higher Education Act of 2013*. This finding is in tandem with what Masaiti and Shen (2013:9) established in their study where they indicated that, “public universities are not given the real autonomy needed for them to operate cost sharing arrangements.” The similar finding is revealed by Sifuna (1998) that universities are not entirely independent from government control. However, the *Higher Education Act of 2013* gives the university council powers to preside over the governance of the institution. Based on this finding it can be clearly noted that the provisions of the Act are not respected by the government in

real sense. Generally, it can be argued that the implementation of political leadership in the governance of UNZA is done without following the laid down procedures. This propensity puts the university management in a position where they fail to make certain decisions for fear of governments' disapproval. As a result, this poses dares on the governance of the university.

The study also established that the University of Zambia appreciates and respects the mandate given to government to run public universities as enshrined in the Higher Education Act of 2013. In this vain, it stated by the research participants that UNZA constantly interacts with the political leadership. The involvement of the political leadership in the governance of UNZA is provided for in the Higher Education Act of 2013.

A respondent interviewed affirmed, as already presented in chapter four, that:

Yes. We are a public institution. The biggest shareholder of the institution is the government, therefore we cannot govern UNZA without engaging the political leadership. The University Council which employs members of staff is appointed by the Minister. Therefore, we are always interacting with all ministries.

It was noted in the findings that despite the government being involved in all public universities, it does not influence the core elements of the academic operations at the University of Zambia. The respondent strongly stated that government does not get involved at that level, instead it just encourages innovative and creative thinking which the ministry has not seen from the university management because they are too theoretical in approach. (*Interview, 2018*). These contradictory findings shows that there is no harmony between government and the university management with regard to the governance of the institution. There is too much blame game played at the expense of dialogue to find lasting solutions to the governance challenges the university is confronted with.

5.4 Theoretical Perspective of Findings

Findings under the first objective are consistent with the systems theory. One of the key propositions of the theory is that the survival of the organization depends upon its ability to operate in an open system. This implies that the organization has to be liberal and embrace new ways of doing things. This is confirmed in this study through the revelation that UNZA is anchored on collaborative leadership, hence its governance involves various stakeholders and partners from internal and external environment. Different units in the university are considered vital in the governance of the university and thus, they are included in decision-making processes. This is what systems theory advocates for and promotes to ensure efficiency and effectiveness of an organization.

5.5 Challenges encountered in the implementation of civic entrepreneurship

The second objective of this study was to identify challenges encountered in the implementation of civic entrepreneurship in the governance of the University of Zambia. This was premised on the assumption that the university faces challenges in the implementation of civic entrepreneurship considering the observable poor performance resulting in the degrading of the university's ranking at international level. The findings highlights various themes discussed below.

5.4.1 Interference from political leadership

The involvement of the political leadership in the governance of any public university is undoubtedly an obvious thing. However, the extent to which they are involved need to be scrutinized. Through the findings of this study it was discovered that the university faces strong interference in its governance. One respondent pointed out that:

There is a strong feeling among the university community that we are not allowing the governance systems put in place to run the institution. Eg. The university council carried out a study to reevaluate the accommodation rates in public institutions. The council resolved for an upward adjustment of accommodation rates, however, the ministry opposed.

It was noted in the findings that the University of Zambia is not autonomous in its governance. This finding is consistent with the finding of Sifuna (1998) who argued that universities' autonomy and academic freedom hinges on the conditions prevailing in the political system and acknowledges that universities are not entirely independent from government control. The same challenge is echoed in the University of Zambia Strategic Plan of 2018-2022. The university ought to operate without any form of interference from the government. Too much interference of the government with the governance of the university would frustrate the systems of the university and consequently stifle the implementation of the university programs.

5.4.2 Inefficient departments

Universities are made up of different units which coordinate in carrying out day-to-day activities of the institution. Units such as departments play a major role in the governance of the university. They ought to be efficient and effective in carrying out their mandate. However, the findings of this study suggest that some departments are inefficient and as a result of their inefficiency the information flow to the stakeholders within and outside the university is delayed which subsequently affect the implementation of civic entrepreneurship in the university governance systems. Departments are the key units that anchor the university and they play an important role in ensuring the smooth running of the institution. Therefore, their inefficiency would hinder the progress and productivity of the university. There is need for the university management to devise a monitoring

mechanism which would compel departments to work hard and drive the vision of the university efficiently and effectively.

5.4.3 Lack of Innovations

In the globalized society, innovations undoubtedly are cornerstone of any institution be it public or private institution. The survival of any organization depends on how much they innovate. This is because the needs of the people are changing day by day, hence the need to find new ways of doing things. However, in this research it was noted by some respondents that the biggest challenge the university was facing was the lack of innovations. The university lacks tangible innovations to increase its efficiency and effectiveness in the delivery of services. This was testified by one respondent who said:

The biggest challenge is “everybody knows something. Leadership does not allow for new innovations from people who are deemed lower than them academically. Generally the way of thinking of staffs is the main challenge the university faces.

Lack of innovations in the university was attributed to the top leadership not taking up the innovative ideas of members of staff. This propensity by leaders discourages junior staff from being innovative in their work. It kills the morale and commitment of workers to achieving the goals of the university. The junior officers might lose interest in taking part in the implementation of programs for which they were not part on the basis that their view or ideas are not given due attention. Lack of innovations would make the university less competitive and productive. It might result in poor delivery of services and reduction in the clients consuming the services provided by the university. In the contemporary world, it is either an organization ‘innovates or it perishes’ hence, it is a must for an organization that desire to be counted in society to innovate and always improve in performance.

5.4.4 Bureaucracy

The governance structures of the University of Zambia are underpinned by bureaucratic core values and principles, hence there is rampant red-tapism in the operation of the university. Therefore, in this study bureaucracy was pointed out by the respondents interviewed as one of the major challenges the university faces. It was clearly stated that things do not happen as quickly as possible and this frustrates the operations of the University. Implementation of civic entrepreneurship is affected by bureaucracy. The governance structures of the university are not flexible to do things quickly, especially in this competitive and busy world where people are demanding a lot from institutions. For this reason, the researcher argues that if the UNZA is to attract more students both local and international ones, they need to re-engineer the governance systems and adopt systems that would increase efficiency and effectiveness of the institution. There is need for the university to shift from the traditional way of running a university and adopt modern governance systems which are less bureaucratic.

5.4.5 Lack of Financial Resources

Lack of finance to implement civic entrepreneurship was cited by almost all the respondents who participated in the study as the major challenge. One of the respondent revealed and lamented that:

No, the university has been facing financial challenges.

Funding is not adequate to ensure that university runs in the best way.

The research findings showed that the university's major challenge is lack of adequate funding to ensure that the university runs in the best way. This is also pointed out in the

university Strategic Plan of 2018-2022 as a major hindrance to the institution effective delivery of education services to the public. The findings of Mulenga (2003) also revealed that UNZA experiences inadequate funding from the government, shortage of teaching staff and accommodation for both members of staff and students. This perennial challenge hampers on the performance of the university and can lead to staff brain drain and many other related issues. For the university to function properly and address its challenges, it requires enough funding. Therefore, there is need to address this matter as soon as possible in order to enhance good governance of the university and subsequently ensure its improved productivity. UNZA should overcome financial dependency syndrome on government and begin to explore various avenues from which an institution can generate income.

5.4.6 Information Barriers

Information barrier between the university and the beneficiaries of the services provided by the university was revealed as a challenge faced in the implementation of civic entrepreneurship. Students have limited access to information because some channels of communication the university uses students are not there, for instance the use of emails. This finding is similar to the finding of Mulenga (2003) who pointed out weaknesses of the university management. His study alleged that there was a lacuna in the institution's internal and external communication which has consequently led to the mistrust of the university management by the workers.

5.4.7 Theoretical Perspective of Findings

The interaction of an organization with the outside/external environment which the proponent of systems theory advocates for has proven to pose challenges to UNZA. According to the findings under objective number two, the university faces political interference in its governance. This comes as a result of the interaction and partnerships that take place between UNZA and the government. This is a contradictory scenario of the theory and the findings.

5.5 Alternative Strategies

The third objective of the study was to suggest alternative strategies in the implementation of civic entrepreneurship in the governance of the University of Zambia. In the quest to achieve this objective, respondents were asked to suggest alternative strategies that could be put in place to counteract the challenges stifling the implementation of civic entrepreneurship in the governance of the University of Zambia.

5.5.1 Financial Framework for funding public Universities

The study findings showed that the institution faces challenges with finances. In order to counteract this challenge, the study established that there was need for the government to deliberately put in place a financial framework for funding public universities in Zambia. It is high time the government disengaged itself from funding universities haphazardly, avoiding waiting for worst times for funds to be released. A proper funding plan should be devised. In the same vein, it was noted that decentralization through university colleges should be implemented to allow colleges to generate money and grant them financial autonomy. This will compel schools that do not generate any revenue for the university to

become more innovative. Besides government devising financial framework, there is need for the university to have a well-outlined financial framework which would address issues of salaries for the workers, teaching and learning materials.

5.5.2 Participatory and inclusive approaches in the governance of the university

It was noted in the findings that the university should become more inclusive and allow various stakeholders within and outside the institution to participate in decision making and general governance processes. Some respondents felt that some stakeholders such as students and lecturers were not consulted on the number of issues bordering on the best ways of running the institution. For example, the change from semester system to term system and now back to semester system was not done based on consultations. (*One respondent said in an interview*). Mulenga (2003) also established similar finding through his study that students recommended that the management should involve all stakeholders or interest groups in the planning of various projects of the University. The UNZA Mid-Term Review of Strategic Plan of 2013-2017 revealed a similar finding to do with parents not being consulted on the university abrupt closures. This makes one to wonder if the university hold general meetings with parents to share its challenges and discuss how best the institution can be governed.

5.5.3 Paradigm shift of the university governance systems

The study also revealed that there is need to re-engineer the governance processes of the university to adapt to the demands of the late modern society. This entails the revision of the governance systems at the university to suit the demands of the competitive global

society. It was also suggested that all the administrators should be exposed to management workshops were they can upgrade their management skills.

5.6 Theoretical Perspective of Findings

It is suggested in the findings under objective number three that the university should employ participatory and inclusive approaches in the governance of the university. This finding resonates well with the propositions of the systems theory which stipulates that the organization should operate in an open system as opposed to closed system for it to survive. This entails that the organization needs to be inclusive. Therefore, this finding confirms the proposition of the theory.

5.7 Summary

This chapter has discussed the findings of the study and has explored their implications in the governance of the University of Zambia. Through this, the chapter has demonstrated that the objectives of the study have been attended to with a detailed outlook. The following chapter presents concluding remarks and highlights recommendations and suggestions for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

In the previous chapter, the researcher explicitly discussed various issues that emerged in the study in line with the objectives of this research. In the current chapter the researcher gives the conclusion of the study and presents recommendations drawn from the findings of the study. The researcher also gives suggestions for further research.

6.2 Conclusion

The purpose of the study was to investigate the implementation of civic entrepreneurship in the governance of the University of Zambia. The study focused on exploring the implementation of the key elements of civic entrepreneurship. More specifically, the study purposed to explore the implementation of civic innovations, collaborative leadership and political leadership in the governance of the University of Zambia. The study also identified the challenges the university faces in the implementation of civic entrepreneurship in its governance. Finally, the study explored the alternative strategies to put in place in the implementation of civic entrepreneurship in the governance of the University of Zambia.

It is clear from the findings that civic innovations are embedded in the University of Zambia Strategic Plans and their implementation follows the directions outlined in the strategic plan. Sensitization was found to be a key ingredient for civic innovations to gain public legitimacy and ensure their effective implementation. This study, therefore concludes that the university is in the right path with regard to the implementation of civic innovations in its governance. This positions the university in line with the contemporary ways of doing things which would improve its performance in service delivery to the

public. This could help restore the academic reputable disposition of the university which is apparently questionable both locally and globally. As much as the university is implementing well the civic innovations, there is need, however, for the management to be more inclusive and accommodate the innovative ideas from members of staff regardless of their status in the university. This would inculcate a sense of commitment and ownership among the workers and subsequently enhance effective implementation of civic innovations in the university.

The study established that the university is anchored on collaborations with various stakeholders and strategic partners. The governance of the university is premised on collaborative leadership, hence it ensured that various stakeholders were involved in the governance processes. This brings different expertise in the university which would make positive contributions to the governance of the university. Furthermore, the partners and stakeholders might bring forth development donations of financial and teaching and learning material resources, infrastructure and human resource development. Thus, it is commendable that the university has ties with various stakeholders within and outside the university environment. The survival of any institution in a globalized society hinges on how much it invests in social capital (networking) through collaborations. Thus, the university does not embrace collaborative leadership, it risks going into extinction.

The extent to which the political leadership is involved in the governance of the University of Zambia leaves much to be desired. This study revealed that despite the political leadership having the legal involvement in the running of the university as granted in the Higher Education Act of 2013, their involvement is too much and interfered with the normal governance systems of the institution. The inference of this study is that the

university is not independent of the political leadership's influence in decision making. This propensity make the university, to the larger extent, lag behind in areas of professionalism and it damages the image of the university at international level, especially in the contemporary society where education system is underpinned by the principles of neo-liberalism whose propositions disengage government/ political leadership from entirely providing public services. This implies that the university should be granted autonomy and allow the university governance system to take its course.

The study established that lack of funding, government interference, information barrier and bureaucracy are the major challenges the University of Zambia encountered in the implementation of civic entrepreneurship. It was also noted in the findings that some departments are inefficient. These constraints have the potential to negatively affect, not only the implementation of C.E, but also the general governance of the university. These challenges would stifle the development of the university because they are quite detrimental, especially in the globalized society where these challenges are less expected to be an integral part of public institutions and competition is predominant.

Lastly, the findings of this study reveals that there is need to devise a financial framework for funding public universities in the country in order for the institutions of learning to run to the expectations of the public. It was also pointed out that the University of Zambia should undergo a paradigm shift and re-engineer the governance systems to adapt to the modern society. It is worthy stating here that the roadmap for funding public institutions is cardinal to ensure sustainable and productive functioning of the institutions. This is because it might guarantee availability of financial resources in the university from the government. In the context of the suggested strategies above, it would be prudent to argue that the

funding of UNZA is poor and unsustainable. The university is funded occasionally and haphazardly which hinders its productivity and good governance.

6.3 Recommendations

The following are the major recommendations of the study:

- i. This study recommends that the government devises a deliberate financial framework for funding public universities in the country so that funds could be made available in good time and avoid the disbursement of funds on an ad hoc basis. This could propel effective delivery of services universities are mandated to provide and enhance good governance of universities.
- ii. It was noted in the findings that the university needs to be more inclusive in approach to decision making. Hence, this study recommends that the University of Zambia should begin to hold annual consultative meetings with the sponsors of students and members of staff to reflect on the successes and challenges encountered during the course of every academic year and discuss the future and agree priorities on how best the university can be managed to meet the rapidly changing demands of the society. This will create consensus and sense of commitment among the parents and the university.
- iii. The University of Zambia should conduct an overhaul of its governance systems and adopt less bureaucratic systems which could enhance effectiveness and efficiency in the delivery of services to the public.
- iv. The University of Zambia should devise a monitoring and evaluation mechanisms to control and evaluate the performance of all schools and departments in every

academic year. This will enhance the productivity of the university and its generic good governance.

6.4 Suggestions for Further Research

The governance of higher learning institutions in Zambia has become a source of concern to various interested stakeholders. As a result of globalization and neo-liberalism, the provision of education services has become competitive. However, public universities seem not to be up to the task as compared to private universities. In order to have a clear discernment of the problems public universities are facing and resolve them, more research should be carried out. Therefore, the researcher recommends that investigations be conducted in the following areas:

- i. The implementation of civic entrepreneurship in the governance of universities in Zambia: A comparative study of two selected public universities.
- ii. The Governance of Public Universities: The perceptions of the Lecturers in Three Selected Public Universities in Zambia
- iii. Academic Politics: An examination of its effects on the governance of the University of Zambia

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APPENDICES

APPENDIX 1

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... Time.....

Place.....

Questions for the Vice-Chancellor

1. Do you understand the concept of Civic entrepreneurship?
2. Does the University of Zambia Management combine efforts with the political leadership (government) in the governance of the University of Zambia?
3. Do political leadership (government) support innovative ideas in the governance of UNZA?
4. Would you describe UNZA as an autonomous institution?
 - a. To what extent is this autonomy present/absent? Are you able to volunteer some examples?
5. Is there creative collaboration with outside agencies in the implementation of civic innovations?
 - a. Name some of the entities?
 - b. Can you highlight some of the interventions they have brought on?
6. Does UNZA put in place an implementation strategic plan/roadmap for innovations?
 - a. How effectively is it implemented?
7. Is the governance of UNZA inclusive?
 - a. Are members of staff involved in decision making?
 - b. Does management support innovative ideas of members of staff regarding the governance of the University?
 - c. Are you able to volunteer some examples?
 - d. Do you involve students in the planning of civic innovations?
8. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 2

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... Time.....
Place.....

Questions for the Registrar

1. Do you understand the concept of Civic entrepreneurship?
2. How clear are the University Regulatory framework put in place by political leadership (government)?
 - a. Are they always implemented as stipulated in the governance of UNZA?
 - b. Does the University Regulatory framework enhance the governance of UNZA?
3. Do you sensitize the students and lecturers about the civic innovations you want to introduce in the governance of UNZA?
 - a. Does UNZA ensure public legitimacy and understanding of innovations before implementation?
4. Do you involve stakeholders from outside the university in the planning and implementation of civic innovations?
5. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
6. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
7. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 3

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....

Place.....

Questions for the Bursar

1. Do you understand the concept of Civic entrepreneurship?
2. How are you involved in the implementation of civic innovative ideas at the University of Zambia
3. Is there enough institutional financial support for civic innovative practices?
 - a. At what level is this support provided?
4. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
5. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
6. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 4

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....
Place.....

Questions for the Librarian

1. Do you understand the concept of Civic entrepreneurship?
2. Do you sensitize the students about the civic innovations you introduce in the governance of the Library?
 - b. Does UNZA ensure public legitimacy and understanding of civic innovations in the library before they are implemented?
3. Do you involve students in the planning and implementation of civic innovations in the library?
4. What challenges are faced in the implementation of civic innovations and collaborative leadership in the governance of the library at UNZA?
5. What alternative strategies could be put in place to effectively implement civic innovations and collaborative leadership in the governance of the library at UNZA?
6. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 5

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... Time.....
Place.....

Questions for the Deans of Schools

1. Do you understand the concept of Civic entrepreneurship?
2. Do you involve students and members of Staff in the planning and implementation of civic innovations in your school?
3. Do you support civic innovative ideas in the governance of your school from the Members of Staff?
4. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
5. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
6. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 6

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... Time.....
Place.....

Questions for UNZA Quality Assurance Director

1. Do you understand the concept of Civic entrepreneurship?
2. How would you describe the quality of UNZA governance in relation to education service provision?
3. Does the political leadership (government) influence UNZA either positively/negatively in quality assurance efforts?
4. Would you describe UNZA as an autonomous institution?
 - a. To what extent is this autonomy present/absent? Are you able to volunteer some examples?
- 4 Is there creative collaboration with outside agencies in the implementation of innovations for quality assurance?
 - a. Name some of the entities?
 - b. Can you highlight some of the interventions they have brought on?
- 5 Does UNZA put in place an implementation strategic plan/roadmap for innovations in quality assurance?
 - a. How effectively is it implemented?
- 6 Do you involve students in the planning of civic innovations for quality assurance?
- 7 Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 7

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....

Place.....

Questions for the H.O.Ds of Largest Departments in Schools

1. Do you understand the concept of Civic entrepreneurship?
2. Are you involved in the planning and implementation of innovations?
3. Do you participate in decision-making on the governance of the University of Zambia?
4. How adequate are you supported by top leadership in the implementations of civic innovative ideas at University of Zambia?
5. Explain the extent to which members of staff within the university are involved in decision- making.
6. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
7. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
8. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 8

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....
Place.....

Questions for the Lecturers

1. Do you understand the concept of Civic entrepreneurship?
2. Are you involved in the planning and implementation of civic innovations?
3. Does the management sensitize the academic Staff about the innovations they want to introduce in the governance of the University of Zambia?
4. In your opinion, do you think the management put in place an implementation strategic plan/ roadmap of civic innovations?
 - a. How effective is it implemented?
5. Does the University Management apply collaborative leadership in the implementation of civic innovations?
6. Does UNZA support governance innovative practices of the Academic Staff?
7. To what extent are members of staff within the university are involved in decision-making?
8. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
9. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
10. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 9

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....
Place.....

Questions for Key Informants

1. Do you understand the concept of Civic entrepreneurship?
2. Are you involved in the governance of the University of Zambia?
 - a. To what extent are you involved?
3. Do you support innovative ideas in the governance of the University of Zambia?
 - a. Give examples of the support?
4. Do you create space for application of civic entrepreneurship in the governance of the University of Zambia?
5. How would you describe the autonomy of the University of Zambia?
6. How does the government/Ministry implement the University Regulatory framework in the governance of the University of Zambia?
7. Do you happen to influence the core elements of the academic operations at university of Zambia?
 - a. To what extent do you intervene in the core elements of the University of Zambia such as administration, the authority to appoint and promote academic staff, the content and mode of instruction and research, and the setting of academic standard and assessment performance?
8. What alternative strategies could be put in place to effectively implement civic entrepreneurship in in the governance of UNZA?
9. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 10

THE UNIVERSITY OF ZAMBIA

INTERVIEW GUIDE FOR RESEARCH PARTICIPANTS

Date..... **Time**.....
Place.....

Questions for UNZASU Leaders

1. Do you understand the concept of Civic entrepreneurship?
2. Does the University Management involve students in the planning and implementation of innovations at the University of Zambia?
3. Does UNZA sensitize students about the innovations they want to introduce in its governance before they are implemented?
4. In your opinion, how effectively are civic innovations implemented in the governance of the University of Zambia?
5. How involved are you in the implementation of civic innovations for which you were not involved at planning level?
6. Do you participate in decision-making on the governance of the University of Zambia?
 - a. To what extent and level are you involved?
7. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
8. What alternative strategies could be put in place to effectively implement civic entrepreneurship in the governance of UNZA?
9. Do you have any other views or issues that you feel need to be reflected with regard to the implementation of civic entrepreneurship in the governance of UNZA?

APPENDIX 11

DOCUMENT ANALYSIS GUIDE

UNZA STRATEGIC PLANS AND REPORTS, HIGHER EDUCATION ACT-2013 AND ANY OTHER RELATED STUDIES ON GOVERNANCE OF PUBLIC UNIVERSITIES

THE ANALYSIS WILL BE CENTRED ON THE FOLLOWING:

1. What is the prescribed governance model of the University of Zambia?
2. How are the three elements of civic entrepreneurship implemented in the governance of UNZA?
3. What challenges are faced in the implementation of civic entrepreneurship in the governance of UNZA?
4. What are the alternative strategies employed to ensure effective implementation of civic entrepreneurship in the governance of UNZA?