

**ANALYSIS OF THE FACTORS INFLUENCING
ENTREPRENEURIAL INTENTIONS OF UNIVERSITY
BUSINESS STUDENTS IN LILONGWE, MALAWI**

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APPROVAL SHEET

This thesis entitled **ANALYSIS OF THE FACTORS INFLUENCING ENTREPRENEURIAL INTENTIONS OF UNIVERSITY BUSINESS STUDENTS IN LILONGWE, MALAWI** written and submitted by Martha Mkwinda in partial fulfilment of the requirements for the degree of Master of Business Administration (Finance and Management) is hereby accepted and approved.

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ABSTRACT

The purpose of this study was to analyse the factors influencing entrepreneurial intentions of university business students in Lilongwe, Malawi. The study also assessed the relationship between entrepreneurial intention and family background, government support and policies and education system. The data of this study was gathered using a close ended questionnaire which was administered to a sample of 228 students from a population of 532 university business students in Lilongwe, Malawi. The sample was selected using stratified sampling technique. One hundred and seventy eight questionnaires were returned making a 78% return rate. Data was analysed using descriptive and inferential statistics. The study found that the level of entrepreneurial intention of university business students was moderate as the researcher found a total average mean of 4.65. The study also found that family background and education system influenced entrepreneurial intention to a moderate extent as evidenced by the means of 4.03 and 4.71 respectively while government support and policies influenced entrepreneurial intentions to a lesser extent as evidenced by a mean of 3.65. The study found that there was a significant relationship between entrepreneurial intentions and family background, government support and policies and education system ($\text{sig} = 0.000$). In view of the findings, the researcher recommended that the programs conducted in the universities on the subject of entrepreneurship should be made as a compulsory subject to all university students in the country. The researcher also recommended that the government should play a more active role in the development of entrepreneurship by providing more assistance to the SMEs through funds and parents should encourage their children to be involved in entrepreneurial activities.

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CHAPTER ONE

INTRODUCTION

Background of the Study

While organizations are striving for organizational entrepreneurship in every sector, countries are also concentrating on developing entrepreneurs in order to foster economic growth and development. Entrepreneurs play an important role in the growth and development of an economy such as creation of employment, enhancement of quality of life, social up gradation, and reduction of poverty (Uddin & Bose, 2012). Employment serves as a channel between economic growth and poverty alleviation while economic growth provides employment opportunities to enhance income of the poor in such a way that poverty is reduced via increasing employment which in turn is raising real wages (Sudrajat, 2008). In hard times when educated university students cannot find jobs, self-employment and entrepreneurship has been identified as the best solution to the problem of unemployment, underemployment, and poverty reduction amongst the youths.

Entrepreneurial intention is the starting point of the decision to engage in any business or venture, making it a more important predictor of future entrepreneurial engagement as compared to traits or attitudes and external factors which are usually situational. It is an action soliciting process that aims at achieving something in line with the goal. It is an intentional transformation in order to create or add value through the organized use of resources (Jumamil, Depositario, & Zapata, 2017). Jumamil, Despositario and Zapata (2017), defined entrepreneurial intention as a state of mind that promotes the development or establishment of a new business. In other words, it is a state of mind influencing the choice of entrepreneurship and offering

important insights into underlying processes including opportunity recognition.

Several studies have been done analysing different factors that influence entrepreneurial intentions such as youth empowerment, individual entrepreneurial characteristics and role models (Shiri, Alibaygi, & Faghiri, 2013), (Taha, Ramlan, & Noor, 2017a). However, this study focused on how family background, government support and policies and the education system influenced entrepreneurial intentions of university business students in Lilongwe, Malawi.

Robinson (2016) found that, demographical factors such as family exposure to business, and that level of exposure had a positive impact on students becoming entrepreneurs. Role models are important because individuals learn through observation and are more likely to adopt a behaviour based on observation of family members or close friends. Individuals with a background in entrepreneurship are more likely to become entrepreneurs. According to Shiri et al. (2013), parents act as initial role models and the parents active in a family business influence the future entrepreneurial intentions through changing attitudes and beliefs as for example self-efficacy.

Good business regulations enable the private sector to thrive and businesses to expand their transactions network. But regulations put in place to safeguard economic activity and facilitate business operations, if poorly designed, can become obstacles to doing business. Therefore, inefficient government regulation may be perceived negatively, especially by those interested in starting new businesses (Sesen, 2013). Governments of a country make various decisions which influence individual businesses, industries and the economy as a whole. These government policies may include monetary and fiscal policies such as taxes, spending, regulation, currency valuation, trade tariffs, labour laws such as the minimum wage, and environmental

regulations (Amanamah, Owusu, & Acheampong, 2018). Research has shown that good governance promotes more entrepreneurship. Government policies should ease regulatory burdens so as to enhance entrepreneurship (Amanamah et al., 2018). It is important to understand the effects of regulations on individuals who intend to start their own business.

According to Turker and Selcuk (2009), entrepreneurship education is defined as “the whole set of education and training activities, within the educational system or not, that try to develop the intention to perform entrepreneurial behaviours in the participants, or some of the elements that affect that intention, such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility”.

Entrepreneurship education has tended to focus on building knowledge and skills for entrepreneurship amongst secondary and higher education students. Whereas entrepreneurship training tends to focus on building knowledge and skills, explicitly in preparation for starting or operating an enterprise, targeting the potential and practicing entrepreneurs. Both aim to stimulate entrepreneurship, but the differences are in terms of program objectives, target audiences, and outcomes (Taha, Ramlan, & Noor, 2017b). According to Turker and Selcuk (2009), since the education offered by a university mostly influences the career selection of students, universities can be seen as potential sources of future entrepreneurs.

Entrepreneurship Intention in Malawi

Malawi suffers from high rates of unemployment and low rates of economic growth. The world average unemployment rate is at 4.9% according to the World Bank while the total average unemployment rate in Malawi is at 5.4% which is higher than the world average. The 2013 Malawi Labour Force Survey (MLFS), indicates that unemployment rate among all economically active population Malawi, based on

the International Labour Office (ILO) broad definition, is at 21 percent. In urban areas, the unemployment rate is 28 percent. Among the youth age 15-34, unemployment rate is at 23 percent using the broad ILO definition (Government, 2014). The youth occupies 60% of Malawi's population but a large number of them are financially incapacitated. Many out-of-school boys and girls lack access to necessary skills, knowledge and attitudes that could support them to realise their dreams as agents of change. These statistics are in contrast to the expectation that university business students are given the education to give them entrepreneurial intentions and prepare them to start a business.

Statement of the Problem

Entrepreneurs are frequently thought of as national assets to be educated, inspired and rewarded to the greatest possible extent. In an ideal economy, the majority of school leavers become entrepreneurs in order to create jobs and drive economic development, but entrepreneurs are not just born it begins with intent (Robinson, 2016). In an ideal setting, the education provided in a university should help business students to develop a strong intent to become entrepreneurs. This will enable job creation and reduce the unemployment rate of university graduates.

However, studies have found that the entrepreneurial intention level of the management undergraduate students is at the weakest level (Achchuthan & Balasundaram, 2012). This means that students are not developing intentions to ultimately become entrepreneurs. The graduates from these universities will not be able to start businesses leading to no job creation and high rates of unemployment. The unemployment rate in Malawi is at 5.4% while the world average unemployment rate is at 4.9% according to the World Bank. This indicated that the unemployment rate in Malawi is higher than the world average unemployment rate (World-Bank,

2019). Therefore this research intends to assess the level of entrepreneurial intention and uncover the factors that influence entrepreneurial intention of university business students in Lilongwe, Malawi.

Research Questions

The following research questions guided this study:

1. What is the level of entrepreneurial intention of university business students in Lilongwe, Malawi?
2. To what extent do the following variables influence entrepreneurial intention as rated by university business students of Lilongwe, Malawi?
 - a. Family Background
 - b. Government Support and Policies
 - c. Education System
3. Is there a significant relationship between entrepreneurial intentions and
 - a. Family Background
 - b. Government Support and Policies
 - c. Educational System

Hypotheses

The following null hypotheses were developed from the above research questions:

H₀: There is no significant relationship between:

- a) Entrepreneurial intentions and family background of university business students in Lilongwe, Malawi.
- b) Entrepreneurial intentions and government support and policies of university business students in Lilongwe, Malawi.

- c) Entrepreneurial intentions and education system of university business students in Lilongwe, Malawi.

Significance of the Study

This study is deemed significant for a number of reasons. The findings of this study would be valuable to several stakeholders for the following reasons:

Firstly, institutions of higher learning may be inspired to offer the entrepreneurial education in such a way that it motivates students to want to open their own businesses after they complete their school.

Secondly, the findings of this study would assist researchers, academicians and academic libraries for future reference and learning materials.

Thirdly, policy makers and trainers may use the findings of this study to identify the technical, financial, and other training needs required to foster entrepreneurship amongst the youths in Malawi.

Lastly, the findings of this study would add knowledge in an area that is relatively young and still emerging in research in Malawi.

Justification of the Study

There is a gap in literature in Malawi as not many studies have been conducted on entrepreneurial intent and the factors that influence entrepreneurial intention of university business students as evidenced by literature. Malawi is a developing country with a high rate of graduate unemployment. This research provided useful and valuable information on how entrepreneurial intention is related to family background, government support and policies and education system. This study also provided literature to an area that has not been researched much in Malawi.

Many studies have been conducted on entrepreneurial intention all around the world using various different theories such as the theory of planned behaviour and the

environmental or contextual approach theory but not many studies have been conducted in Malawi using the individual opportunity nexus framework by Shane. There is little empirical literature available in Malawi on the entrepreneurial intention of students using the theory by Shane and therefore it was necessary to test this theory and also find out the factors that affected the entrepreneurial intention of students. Therefore the study purposed to analyse the factors influencing entrepreneurial intention of university business students in Lilongwe, Malawi.

Theoretical Framework

The General Theory of Entrepreneurship: Individual Opportunity Nexus

The “individual opportunity nexus” is a framework developed by Scott Andrew Shane who authored the book, the general entrepreneurship theory in 2003 within which the empirical research on small business can be synthesised. The theory suggests that it is the constant spinning of the entrepreneur that lands him or her on an opportunity that exists out there, objectively (Shane, 2003). Although it resembles a process of search it appears from the outside to be a creative activity, which may explain the incorrect association that entrepreneurs create opportunities. Using this framework, the author is able to show that entrepreneurial activity depends upon the interaction between the characteristics of opportunities and the characteristics of the people who exploit them, that is the external and internal environment (Casson, 2005).

Using the individual opportunity nexus, Shane structured his discussion around five key features of entrepreneurship (Casson, 2005):

- The processes generating opportunities, which operate throughout the economy and are not confined to high-profile "growth sectors";

- The personality factors which explain why one person will respond to an opportunity when others will not;
- The assessment of risk, and the sharing of risk between those involved in the exploitation of an opportunity;
- The organization of exploitation, whether through a firm, or through a licensing or franchising agreement, or some other means; and
- The nature of the innovation effected by the entrepreneur, however small or apparently trivial it may be.

Theory of Planned Behaviour (TPB)

The study employed the Theory of Planned Behaviour (TPB) which was proposed by Icek Ajzen in 1991 to improve on the predictive power of the theory of reasoned action by including perceived behavioural control. The theory predicts an individual's intention to engage in behaviour at a specific time and place. It suggests that individual behaviour is driven by behavioural intentions, where behavioural intentions are a function of three determinants: an individual's attitude toward behaviour, subjective norms, and perceived behavioural control (iSALT Team, 2014). TPB is derived from Theory of Reasoned Action (TRA) by Fishbein and Ajzen which is used to forecast and illuminate human behaviour in a specific context; it would allow prediction of behaviours that were not under complete voluntary control. TRA could predict behaviours but the mere information of intention was inadequate to predict behaviour. Hence, perceived behavioural control is included and it is formed by control beliefs that give rise to the perceived ease or difficulty in performing the behaviour. It indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behaviour.

Thus, intention is assumed to be the direct antecedent of behaviour, guiding the behaviour in a controlled manner (Taha et al., 2017a).

In Ajzen's TPB model, planned behaviours are the outcomes of conscious intentions, while those intentions are combinations of attitudes toward the behaviour, subjective norms shaped by the environment, and perceived behavioural control. Attitude toward the behaviour refers to a person's evaluation of the behaviour, after which an individual's personal attraction to the notion of starting a business venture emerges (Sesen, 2013). Behavioural intention is an alternative measure for behaviour. It represents a person's motivation in the sense of his or her conscious plan or decision to perform certain behaviour. Generally, the stronger the intention is, the more likely the behaviour will be performed (iSALT Team, 2014). Attitude toward behaviour refers to the degree to which a person has positive or negative feelings of the behaviour of interest. It entails a consideration of the outcomes of performing the behaviour (iSALT Team, 2014).

Entrepreneurial intention

The individual opportunity nexus states that that entrepreneurial activity depends upon the interaction between the characteristics of opportunities and the characteristics of the people who exploit them (Casson, 2005). The characteristics of the people include their intention towards entrepreneurship. Shane categorises this in the internal environment. This is in agreement with Ajzen's theory that discusses that planned behaviours such as starting a business are intentional and thus are best predicted by intentions toward the behaviour, not by attitudes, beliefs, personality or demographics (Krueger & Carsrud, 1993). Entrepreneurial activity clearly represents planned (thus intentional) behaviour. Therefore, as applied to my study, this theory holds that the researcher expects the independent variables, family background,

government support and policies, and education system to influence the dependent variable (entrepreneurial intention) as further observed below.

Family background

Shane in his theory mentions that parental influences are important. According to Casson (2005), having a parent who is self-employed, or who has founded a firm, increases the likelihood of becoming an entrepreneur. He continued to say that children of entrepreneurs tend to start their businesses with less prior business experience, and at a younger age, than most entrepreneurs, but obtain higher-than-average income from their ventures. Therefore, this study suggested that family background influences the entrepreneurial intention of university business students.

Government support and policies

In his theory Shane is adamant that opportunities are created independently of the individual who recognises them, and so they must be a product of the environment. Shane stated that the industry and country influence the likelihood of becoming an entrepreneur (Shane, 2003). Government support and policies is considered to be an external environment for entrepreneurship and therefore, this study postulates that government support and policies will influence entrepreneurial intentions of university business students.

Education system

In linking the external environment to entrepreneurship, Shane (2003) mentions that the external environment makes it possible for people to reallocate resources to new uses in ways that are either more profitable or ways that distribute profit from one member of society to another. Therefore it is important that individuals learn to identify opportunities which can mean different things for different people. Casson (2005), mentions that the theory states that the individual's

role highlights the need for a certain mix of personality, skills, and abilities, as well as access to resources within a network. Therefore, this study proposed that the education system influences the entrepreneurial intention of university business students.

Conceptual Framework

The conceptual framework for this study is built based on the theories mentioned above. This conceptual framework explains that entrepreneurial intention among students is influenced by three main factors and they are: family background, government support and policies and education system.

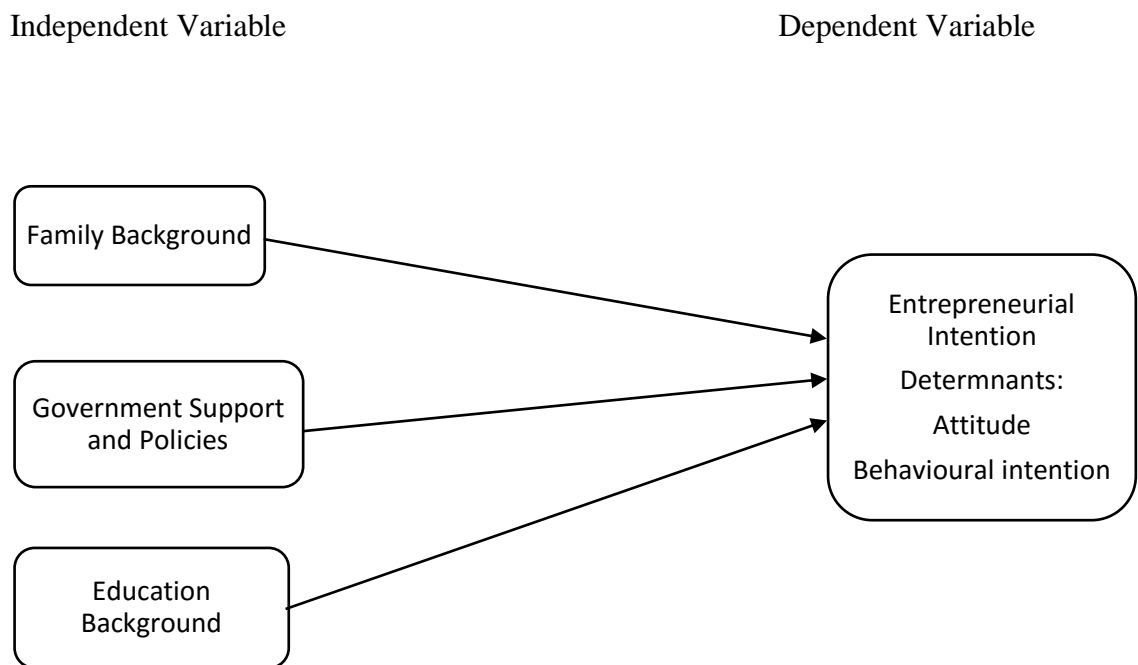


Figure 1. Conceptual framework.

As observed in the figure above, the researcher expected that family background, government support and policies and the education system will influence

the entrepreneurial intention of university business students in Lilongwe. The entrepreneurial intention will be indicated or determined by the student's attitude and behaviour.

Scope

The geographical scope of this study was Lilongwe, the capital city of Malawi. The data was collected from the 3 universities in Lilongwe that offer business administration as an undergraduate course. The data was collected between February 2019 and April 2019 from students.

Assumptions of the Study

The researcher assumed that the respondents were truthful, honest and accurate about the information they gave about themselves and the topic under study. The study assumed that the results, conclusions and recommendations made in this study may be used by policy makers, university educators and families to understand the factors that influence entrepreneurial intentions of students. The researcher also assumed that family background and education system are the best factors that influence entrepreneurial intentions.

Definition of Terms

Education system- This is the whole set of education and training activities, within the educational system that try to develop the intention to perform entrepreneurial behaviours in the participants, or some of the elements that affect that intention, such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility. In this study this variable was measured by respondent's assessment of whether the education provided by their university has prepared them to be

entrepreneurs and whether the knowledge obtained at school increases their confidence and motivates them to actively want to pursue their own ideas.

Entrepreneur- An ‘entrepreneur’ is a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk.

Entrepreneurship-Entrepreneurship’ is the process of doing something new and different for the purpose of creating wealth for the individual and adding value to society.

Entrepreneurial intention-This is a mental state that represents a commitment to own a business or become self-employed. In this study this variable was measured using attitude and behavioural intention.

Family background-These are demographical characteristics such as family exposure to business, and how that level of exposure had a positive impact on students becoming entrepreneurs. This study measured family background by analysing whether respondent’s families owned a business and whether respondents are involved in running their families businesses.

Government support and policies-This is when the government provides opportunities for the growth of opportunities through the removal of regulatory burdens that can restrict entrepreneurial intent. This study measured government support by analysing respondent’s opinions of whether the government has favourable policies, practices and business regulations to encourage venture creation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

Introduction

Reviews of other literature related to the topic under study have been presented in this chapter. It gives an overview of the relationship between the two sets of variables, the dependent and independent. The review is done with the aim of establishing what exists in relation to the area of study and to identify research gaps.

Related Literature

Entrepreneurship Intention

Entrepreneurial intentions are important for people who want to start a business. Although Kadir, Salim, Kamarudin, and Melaka, (2010), noted that entrepreneurship ideas begin with inspiration. It is true that intentions are needed in order for them to become manifest. Individuals do not start a business as a reflex, but they do it intentionally. Kadir et al., (2010), defined intentionality as a state of mind directing a person's attention, experience and action towards a specific goal or a path to achieve something. Therefore, entrepreneurial action can be also classified as an intentional behaviour. An intention is an anticipated outcome guided by planned actions. Thus, the entrepreneurial intention is important for everyone who has a desire to establish new venture.

According to Taha et al., (2017), entrepreneurial intentions are the state of mind guiding and directing the actions of a person towards the development and execution of behaviour. This shows that every human action is a result of intention which implies a planned behaviour. It is believed that the stronger the intention, the

stronger more likely that person will perform that behaviour. Intention in psychology has been proven as the best predictor of a planned behaviour, particularly when the behaviour is difficult to observe or when it involves an unintentional interval of time (Taha et al., 2017b). Action or behaviour is unlikely to occur without intention. Small, medium and multinational enterprises cannot just miraculously emerge; they must be created by human beings who have such intention.

A study conducted by Taha et al., (2017b), noted that business enterprise among exceedingly qualified individuals are critical in supporting the economy and; entrepreneurial intentions of such people would further assist in organizing and commercializing the result of the studies made into a new venture. This shows that entrepreneurial intentions also influence the actions of existing organizations. Taha et al., (2017b), added that in established firms, individuals pursue and exploit opportunities as a result of intentional processes and entrepreneurs intentions directly affect the organizations that they lead.

This study has used the theory of planned behaviour which was introduced by Ajzen and Fishbein (1980, 1991), and classified as one of the most popular models that analysed the entrepreneurial intentions of students. It is a modified version of the theory of reasoned action. The theory stated that entrepreneurial intentions came from the perception of practicability and attractiveness of a person and this path was affected by the cultural and social context (Rengiah, 2016). This indicated attitude towards behaviour and perceived behavioural control, were affected by subjective norms and resulted in social pressure to perform the behaviour (Rengiah, 2016).

Ajzen in his theory defined intention as the indication of how hard people are willing to try, of how much an effort they are planning to exert, in order to perform the behaviour (Taha et al., 2017b). Ajzen presented the model of the theory of

planned behaviour (TPB) which depended on human behaviour that's planned and continued by intention. Thus, intention is a right predictor of planned behaviour. TPB offers a useful framework for predicting and understanding the social behaviour in general and intention behaviour. This theory shows that intention is the most significant determinant of human behaviour. The TPB model enables researchers to get a better understanding and prediction on entrepreneurial intention by considering not only personal but also social factors (Taha et al., 2017b). Intentions predict deliberate behaviours because behaviour can be planned. This concurs with results of a study conducted by (Kadir et al., 2010) which showed that intention is assumed to take hold of emotional factors that influence behaviour and indicate one's effort to try to perform intentional behaviour. The TPB has been used widely to predict and explain behaviour intention and actual behaviour in many areas, such as social psychology, marketing and information system adoption (Taha et al., 2017b).

The theory of planned behaviour explained that the individual's behaviour was useful for assessing entrepreneurial intentions, when being adopted by entrepreneurship scholars. The theory addressed three attitudinal antecedents of intentions. First, the intentions were triggered by a person's attitude towards the behaviour and this was observed from the different outcomes of the behaviour which included intrinsic rewards. Secondly, the factor of social norms was the beliefs of relevant groups, such as family, close relatives, friends, colleagues and customers, which were found to have an effect on entrepreneurial intentions. Thirdly, a man's self-viability extraordinarily impacted enterprising conduct by enhancing the apparent achievability of specific courses of activities, which were imperative to energize expanded pioneering expectations (Rengiah, 2016). Additionally entrepreneurial behaviour is intentional and a planned behaviour. Since entrepreneurial behaviour is

intentional, several researchers agreed that it can be predicted by entrepreneurial intention (Koe, Sa'ari, Majid, & Ismail, 2012).

In applying the Planned Behaviour Theory, the theory states that the origin of entrepreneurial behaviour is the intention to become an entrepreneur (Mwasalwiba, 2009). Therefore if one manages to establish the reason why they want to be an entrepreneur it becomes easy to tell the level of entrepreneurship intention which also include starting a business and growing a business (Mwasalwiba, 2009).

Many studies have measured entrepreneurial intention differently using several tools. Some studies used questions which required a yes or no response while others used an index of three and four statements respectively to measure entrepreneurial intention while other studies used a 7-point Likert scale of four items (Shittu & Dosunmu, 2014). It is practical to study intention because actual behaviour is difficult to be measured in a research (Koe et al., 2012). This study will measure entrepreneurial intentions using attitudes and behaviours. Entrepreneurial intention has been extensively researched in the West but it still remains understudied in Southern Africa, in particular Malawi. As findings on determinants that predict entrepreneurial intention varies across countries and cultures some studies are indeed needed at the local setting to increase the relevancy and accuracy of the results.

Family Background

Individuals with a family background in entrepreneurship are more likely to become entrepreneurs. According to Robinson (2016), demographical characteristics such as family exposure to business, and that level of exposure had a positive impact on students becoming entrepreneurs. This is because people are influenced by role models in their circle of family and friends. Role models are important because people learn through observation and are more likely to behave according to their close

family and friend's observation. Role models act as mentors to inspire confidence and help individuals develop their entrepreneurial identity (Robinson, 2016).

A study conducted by Pant (2015), observed that in Nepalese societies parental profession plays a vital function in selecting a profession. (Pant, 2015) also found that fathers influence the choice of profession for the children. It becomes natural for an individual to choose the profession of his/her father. Hence, if one's father is in business it becomes easy to either inherit the same business or to start a new business of their own. This is so because the entrepreneur has an already established network of people and institutions created by the father to receive necessary support for the enterprise. According to a study conducted by Turker and Selcuk (2009), family was one of the factors that influenced the career choice of respondents.

Therefore, the support of family and friends is likely to affect one's career selection. If someone knows that there will be sentimental and monetary type of support from family and friends when s/he starts a business, s/he might be encouraged to choose an entrepreneurial career. When there are more entrepreneurs in a family setting it creates a setting where family members develop with the mind-set that entrepreneurship is a desirable and rooted way of life. (Mounde, 2013) noted that parents act as initial role models and the parents active in a family business influence the future entrepreneurial intentions through changing attitudes and beliefs as for instance belief in oneself. This shows that support offered by family members to the entrepreneur affects positively the start-up decision.

Business people are indivisibly connected to their families and depend on their help in pursuing after their entrepreneurial activities. There are at least three explanations behind the family's significance in entrepreneurial outcomes (Pant,

2015). In the first place, while taking part in innovative exercises, the family establishes a quite certain sort of enterprising group. Solid ties as far as connections between relatives tie the family closer together than any other kind of entrepreneurial team. Second, the family furnishes the business person with a differing set of assets, which can possibly affect the individual entrepreneur as well as the family business. Third, privately-run company researchers have argued that the family and the business are interlaced denoted as family influence. As the privately-owned company is made out of different relatives, the structural family binds will overflow to the business.

The individual opportunity nexus found that parental influences are an important influence of whether one becomes an entrepreneur or not (Shane, 2003). Having a parent who is self-employed, or who has founded a firm, increases the likelihood of becoming an entrepreneur. It also increases the likelihood of success. Children of entrepreneurs tend to start their businesses with less prior business experience, and at a younger age, than most entrepreneurs, but obtain higher than average income from their ventures (Casson, 2005). This concurs with Ajzen's theory of planned behaviour which recognized that social norms such as the supposed approval and social pressures from friends and family for an individual to perform behaviours, such as starting a business, which also influences their entrepreneurial intent. These social pressures can be a barrier to entrepreneurial intention, because they establish which occupations are accepted and respected and which ones are not in the family (Robinson, 2016).

A research done by Denanyoh, Adjei, & Nyemekye (2015), came to the conclusion that there exists a positive correlation between entrepreneurial intention and family support. The result of the study conveyed that in order to develop an entrepreneurial climate in Ghana, it is required that the support systems must be put in

place to enable starting a business more attractive to students who want to become entrepreneurs (Denanyoh et al., 2015). It is evident from the above results that support systems at a family level could influence students to become entrepreneurs.

Another study by Shittu and Dosunmu (2014), noted that an indirect relationship exists between family background and entrepreneurial intentions. Their study pointed out that the intention to start a new business is indirectly influenced by prior exposure to entrepreneurship (Shittu & Dosunmu, 2014). These views indicate that family background has effects on the perceptions of venture feasibility and desirability. Furthermore, Ranwala (2016), added that family background with entrepreneurial or small business experience is a more reliable and agreeable basis of support than families without entrepreneurial background. Therefore, based on the above discussion, it could be hypothesized that family background has a positive relationship with entrepreneurial intention of university business students in Lilongwe, Malawi.

Government Support and Policies

Research has shown that good governance promotes more entrepreneurship. The environment in which an individual wishes to establish their business will significantly influence entrepreneurial intent. The current environment of entrepreneurship is mainly shaped by economic and political mechanisms, which are governed by the actors in the public, private, and non-governmental sectors (Turker & Selcuk, 2009). In such a system, there can be some opportunities or threats for entrepreneurs. For instance, if there are some barriers to entry into the market, people might show a lower tendency for entrepreneurship. However, if they find the given conditions adequate and favourable, it might be expected that they are more likely to start a business (Turker & Selcuk, 2009).

Institutions can both restrict and enable entrepreneurship, therefore public policy makers need to be conscious of the less favourable conditions for entrepreneurship. Labour regulations have a major impact on individual considering starting a business. According to Robinson (2016), a country that has strict labour regulations can make it difficult for potential employees to access them and to be accessed. Strict labour regulations decrease an individual's entrepreneurial intent (Taha et al., 2017b).

In Shane's general theory of entrepreneurship, he stated that entrepreneurship opportunities generally arise from changes in the environment in which the entrepreneur operates (Shane, 2003). These changes create an imbalance which the entrepreneur can exploit. He described one of the opportunities as Political and regulatory. Shane believes that opportunities are created independently of the individual who recognises them, and so they must be a product of the environment instead. Shane is adamant that the industry and a country influences entrepreneurial activities (Casson, 2005).

Good business regulations enable the private sector to thrive and businesses to expand their transactions network. Therefore, there is a need for more studies in the developing countries because only few studies relating to this context are available even among the developing countries. Governments may intervene with funding schemes, tax policies and other support mechanisms that are aimed at mitigating market inefficiencies and promoting entrepreneurship. In other words, when external support is in place, individuals feel more confident about their potential to succeed when implementing entrepreneurial behaviours (Fini, Grimaldi, Marzocchi, & Sobrero, 2009).

Good business regulations enable the private sector to thrive and businesses to expand their transactions network. The regulations must be “SMART” – Streamlined, Meaningful, Adaptable, Relevant and Transparent. There ought to be a combination of efficient regulatory processes with strong legal institutions that protect property and the investor rights. According to Fini et al. (2009), there is evidence that correctly applied tax policies may provide incentives for innovation and growth of firms. Making tax payment an easy process through allowing self-assessment, online filing encouraging electronic business registration, offering of cadastre information, use of electronic database of encumbrances and setting of fixed transfer fees are some of SMART regulations that encourage entrepreneurship (Fini et al., 2009). Regulations put in place to safeguard economic activity and facilitate business operations, if poorly designed, can become obstacles to doing business. Regulatory processes touch to a large extent areas like business start-up, property registration, construction permitting, tax payment and trading across the borders which needs strong legal institutions to assist (Fini et al., 2009). Therefore, inefficient government regulation may be perceived negatively, especially by those interested in starting a new business.

The Global Entrepreneurship Monitor report (GEM) done in 2016, revealed that developing countries have stricter regulation and low entrepreneurial intention (Amanamah et al., 2018). Empirical studies suggest two ways in which regulations impact on the entrepreneurial process. Firstly, strict regulations and delays in obtaining the necessary permits and licenses may increase the duration of the start-up process and lead to loss of opportunities (Amanamah et al., 2018). Secondly, regulations also enable officials to micro-manage industries by hindering or delaying entry, either for personal or policy reasons (Amanamah et al., 2018). This is similar to

what Mounde (2013) found where a negative relationship between the number of licenses and permits required for entry and new firm formation rate.

A supporting study also found that regulatory policies on licensing influenced entrepreneurs' decisions to start business ventures (Mounde, 2013). Furthermore, (Mounde, 2013) found that unpredictable and strenuous application of regulations pushes up compliance costs, thereby increasing the cost of start-up and negatively impacting profitability which also affect decisions to engage in entrepreneurship. It is therefore imperative for governments to review their set policies concerning fair trade and more particularly in small-medium enterprises which can help to deal with the issue of youth unemployment. Therefore, based on the above discussion, it is hypothesized that H2: Government support and policies has a positive relationship with entrepreneurial intention of university business students in Lilongwe, Malawi. This implies that governments and universities must work together to support students in developing entrepreneurial career intentions through financial or entrepreneurial education (Taha et al., 2017b).

Therefore, there is a need for more studies in the developing countries because only few studies relating to this context are available even among the developing countries. Governments may intervene with funding schemes, tax policies and other support mechanisms that are aimed at mitigating market inefficiencies and promoting entrepreneurship. In other words, when external support is in place, individuals feel more confident about their potential to succeed when implementing entrepreneurial behaviours (Fini et al., 2009).

Education System

Individuals with entrepreneurial education are more likely to become entrepreneurs. Education refers to learning a theory and reinforcing knowledge in

which people already have a background (Taha et al., 2017b). Since the education offered by a university influences the career selection of students, universities can be seen as potential sources of future entrepreneurs. Today, most universities have spent large sums of money to design a viable entrepreneurship education for their students.

According to Turker and Selcuk (2009), entrepreneurship education is defined as “the whole set of education and training activities – within the educational system or not – that try to develop in the participants the intention to perform entrepreneurial behaviours, or some of the elements that affect that intention, such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility. The definition also points out the fact that the entrepreneurial dreams of many students are hindered by inadequate preparation which affect their business knowledge such that they are not prepared to take risks to realize their dreams (Turker & Selcuk, 2009).

In linking the external environment to entrepreneurship, Shane (2003), mentions that the external environment makes it possible for people to reallocate resources to new uses in ways that are either more profitable or ways that distribute profit from one member of society to another. Therefore it is important that individuals learn to identify opportunities which can mean different things for different people. Casson (2005), mentions that the theory states that the individual's role highlights the need for a certain mix of personality, skills, and abilities, as well as access to resources within a network. Shane discussed that “non-psychological individual-level differences influence the tendency of people to exploit entrepreneurial opportunities”. He further discussed that a person’s education influences the decision to exploit entrepreneurial opportunities (Shane, 2003).

Entrepreneurship education tries to develop in the participants the intention to perform entrepreneurial behaviours, entrepreneurial knowledge and desirability of the

entrepreneurial activity (Kadir et al., 2010). It is believed that with adequate knowledge, education and inspiration for entrepreneurship, the likelihood of choosing an entrepreneurial career may increase among young people (Turker & Selcuk, 2009).

Entrepreneurship is confronted with uncertainties as entrepreneurs always try new things and set challenging goals for themselves. According to Ni, Ping, Ying, Sern, and Wong (2012), inadequate business knowledge will lead to risk-averse behaviour and reduce entrepreneurial tendency. Through adequate business knowledge acquired from entrepreneurship education, the interest of students towards entrepreneurial career would increase since it would help them to start enterprise better as they know the entrepreneurial process (Ni et al., 2012).

Nyambura (2016), argued that to enhance educational content for youth entrepreneurs the following priorities should be incorporated in training programs: First education content should be developed by experts in different entrepreneurship fields;. Secondly, youth entrepreneurs should be taught concerning concepts, theories, history, and technological changes with ample models to guarantee success of youth entrepreneurs. It is evident that business management skills are essential to run a successful youth enterprise (Nyambura, 2016). Business management skills include marketing, and financial skills (Ni et al., 2012). Ni et al. (2012), added that entrepreneurial self-confidence reconciles the relationship between entrepreneurship education and entrepreneurial intention because entrepreneurship courses may enhance student self-confidence level about their ability to become entrepreneurs, highly believe themselves are capable of managing their own firms properly and to be succeed, thereby increase they entrepreneurial intention.

Education related factors that influence entrepreneurship include education level, skills and competencies, trainings attended, entrepreneurship orientation, and

knowledge (Obierro, 2015). After entering into the entrepreneurial world those with higher levels of education are more successful because university education provides them with knowledge and modern managerial skills, making them more conscious of the reality of the business world and thus in a position to use their learning capability to manage their businesses (Obierro, 2015).

In some cases, universities are accused of being too academic and encouraging entrepreneurship insufficiently. In order to overcome this insufficiency, most universities have offered entrepreneurship courses or programs at the undergraduate and graduate levels (Turker & Selcuk, 2009). Formal entrepreneurial education provides students experience of mastery, role models, social persuasion and support by involving them in hands-on learning activities, business plan development and running simulated or real small business (Turker & Selcuk, 2009). Student's participation in entrepreneurial training programmes has been associated with changes in attitudes and intentions towards entrepreneurship and these trainings need proper teaching strategies compatible with the student-centred approach (Turker & Selcuk, 2009).

Another study done by Shiri et al. (2013) illustrated that proper entrepreneurship education exposure will enable students to have positive attitudes towards choosing entrepreneurship as a career. While many studies done agree, a research done by Robinson (2016), argued that formal education could negatively impact on a person's entrepreneurial intent by causing reduced long term vision, reduced curiosity and an increase in risk aversion. Researchers argue that traditional education decreases tolerance for uncertainty, and leads to conformity that hinders student's entrepreneurial intention and creative thinking abilities (Robinson, 2016). It is advised that universities and business schools revise their learning and teaching

methods and curricula in order to encourage critical and innovative thinking (Robinson, 2016). College students are trained as preparation to enter the business world according to their areas of study. However, whether they would be officers or entrepreneurs after graduation would be determined by their intent. Intention is assumed to take hold of emotional factors that influence behaviour and indicate one's effort to try to perform intentional behaviour.

A study done by Kadir et al. (2010) found that there was a significant relationship between educational support and entrepreneurial intention. This study showed that purposeful education enhances students' entrepreneurial intention by providing them with attitudes, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks such as opportunity seeking, resource assembling and leading the business to success (Kadir et al., 2010). By including entrepreneurship in the basic business curriculum recently, business educators were ready to prepare students better for a changing environment. Entrepreneurship education resulted in a newly emerging knowledge-based economy in many countries, which was a fundamental transformation (Kadir et al., 2010). Through its program characteristics, such as interactive learning, experience-based learning, role models, business and community links, entrepreneurship education focused on issues related to social experiences that influenced an individual's desire similar to their learning experiences and skills that contributed to successful entrepreneurial activity (Rengiah, 2016).

According to Koe et al. (2012), a proper support system, education and the development of managerial competencies may go a long way in making them successful. Scholars have empirically evidenced that entrepreneurship education is an effective means in inspiring students' intention towards entrepreneurial career, turning into entrepreneurial actions and increasing venturing rate of students. Based

on the discussion above, it is hypothesized that H3: The education system has a positive relationship with entrepreneurial intention of university business students in Lilongwe, Malawi.

Research Gap

Studies discussed above have revealed that several factors influence entrepreneurial intentions worldwide (Kadir et al., 2010; Turker & Selcuk, 2009). The factors discussed are family background, government support and policies and education system. Assessing factors that influence entrepreneurial intentions among students would help in developing strategies which are tailored to meet needs of the students and population at large. Therefore, this study has assessed factors influencing entrepreneurial intentions among university students in Lilongwe, Malawi which were not known.

Many theories have been used in similar studies such as Ajzen's theory of planned behaviour, environmental or contextual approach theory and the psychological trait theory but few studies have been conducted to test out the individual opportunity nexus framework by Scott Shane. Therefore, this study intended to test Shane's theory empirically in Malawi. In a country that is plagued by high unemployment, a better understanding is needed around the factors that influence business students to start their own businesses. The future of the economy's growth will depend on small companies starting and growing their businesses.

CHAPTER THREE

REASERCH METHODOLOGY

Introduction

This chapter discussed the research design, target population, sample size and sampling procedures, validity and reliability of instruments, ethical consideration and statistical treatment of data.

Research Design

This study used a quantitative research design which employed statistical descriptions, relationships and explanations about numerical data. The study used a descriptive research design as the study involved observing and describing the behaviour of respondents without influencing them. The study also made conclusions about the population. The study also employed a correlational research design as the study determined whether entrepreneurial intention was related to family background, government support and policies and education system. The research was cross sectional as data was collected at one point in time and not over a long period of time.

Population and Sampling Techniques

The population targeted for this study was 3 universities in Lilongwe that offer business administration at degree level. The population targeted consisted of 532 students from the 3 universities in Lilongwe. The population and sample was distributed as follows:

Table 1
Population and Sample Distribution

Universities	Distribution		
	Population	Percentage	Sample
Malawi Assemblies of God University	242	45.5	104
Skyway University	180	33.8	77
Exploits University	110	20.7	47
Total	532	100	228

Yamane's equation of 2001 was utilized to obtain the total sample of 228 respondents from the population (Atiti, 2016). Proportional sampling was then used to distribute the total sample of 228 respondents among the 3 schools. The formula was as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample size to be determined

N= Population size

e= Marginal error =5%

$$n = \frac{532}{1 + 532(0.05)^2}$$

$$n = \frac{532}{2.33}$$

$$n = 228 \text{ Respondents}$$

The sampling method ensured that there was adequate representation of the

population as the stratified sampling technique was used to ensure that data was collected from all 3 universities. Random sampling was also used to distribute the questionnaires in each of the 3 universities.

Research Instrument

The research instrument was constructed by the researcher. The questionnaire consisted of close ended questions only where the respondents were asked to rate their level of agreement or disagreement on a Likert six-point scale of “strongly agree”, “somewhat agree”, “agree”, “disagree”, “somewhat disagree”, and “strongly disagree”. This scale has been used because it can allow an equal number of favourable and unfavourable categories of an even number. This enabled the researcher to obtain objective data.

The questionnaire contains questions related to both the dependent and independent variables of the study. It also addressed all the research questions of the study. Entrepreneurial intention was measured using attitude and behavioural intention of the respondents; therefore, respondents were asked to describe how they feel about entrepreneurship as opposed to being employees, whether it was attractive to them and whether it implied advantages or disadvantages to them. In coming up with questions the literature by Gitonga (2017) and Atiti (2016) was reviewed.

This study measured family background by analysing whether respondent’s families owned a business and whether respondents are involved in running their families businesses. Respondents in the study were asked if they had examples of successful business role models in their families and their family’s attitude towards them becoming entrepreneurs. In coming up with questions, literature by Atiti (2016) and Robinson (2016) was used.

This study measured government support by analysing respondent’s opinions

of whether the government has favourable policies, practices and business regulations to encourage venture creation. Respondents were asked to rate the behaviour and attitude of the government towards students becoming entrepreneurs. Literature by Atiti (2016) and Obierro (2015) assisted the researcher to come up with questions under this section.

In this study the education system was measured by respondent's assessment of whether the education provided by their university has prepared them to be entrepreneurs and whether the knowledge obtained at school increases their confidence and motivates them to actively want to pursue their own ideas. Literature by Ni et al. (2012) and Nyambura (2016) assisted the researcher to come up with questions.

Validity of the Research Instrument

The questionnaire was subjected to logical analysis, careful and critical examination to determine whether it represents the research questions and if the questions are clear for the respondents. To establish the validity of the questionnaire, the researcher sought the opinions of experts in the field of study especially the supervisors and lecturers in the school of Business. This facilitated the necessary revision and modification of the research instrument thereby enhancing validity. The process also helped the researcher to reframe irrelevant questions.

Reliability of the Research Instrument

Mounde (2013), in his study defined reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

To ensure that the items in the research questionnaire are consistent to measure the variables being studied, a pilot study was carried out in University of Eastern Africa, Baraton using 30. The reliability test was carried out to determine the reliability of the study before the actual administration of questionnaires to business students in Lilongwe, Malawi. Once this was validated, the final questionnaire was presented to respondents. Cronbach's alpha was calculated using the following Cronbach's standardized formula

$$\alpha = \left[\frac{N}{N-1} \right] \left[\frac{S^2 - \epsilon S_l^2}{S^2} \right]$$

Where: α is the coefficient alpha,
 N is equal to the number of items,
 S^2 is variance of summated scale scores,
 ϵS_l^2 is the sum of variances of the individual items in the scale.

SPSS conducted gave the following Cronbach's alpha coefficient for the variables: 0.884. This shows that the research instrument was very reliable as the expected result is between 0.70 and 0.90.

Data Gathering Procedures

After validation of research instrument, the researcher sought ethical clearance from the Ethics Committee of the University of Eastern Africa, Baraton. The researcher was requested to submit an application letter and a copy of the proposal which was analysed before approval was granted to the researcher.

The researcher also got permission from the National Committee on Research in the Social Sciences and Humanities (NCRSSH) in Malawi to collect data. The researcher was requested to submit an application letter and a copy of the proposal

which was analysed and corrected before approval was granted to the researcher.

Research assistants were used to distribute questionnaires to students within the campuses of the selected universities. The questionnaire was accompanied with a brief consent form introducing the researcher and the questionnaire. The questionnaire consisted of close-ended questions from which the respondent chose the most appropriate answers from a list of predetermined answers.

The first part of the questionnaire contained questions on demographic variables while the second part contained questions related to entrepreneurial intention while the second part contained questions related to family background and the third part had questions related to government support and policies and the last part dealt with questions related to education system. The whole process of data collection took two and a half months due to the students being on holiday and writing exams within the period of data collection.

Statistical Treatment of Data

The study used Statistical Package for Social Sciences (SPSS) version 20 to capture and analyse the collected data. The researcher applied descriptive statistical techniques which included frequency distributions and percentage for data presentation. Inferential statistics was used to draw meaningful relationships from the empirical data. Pearson's product moment correlation was used to establish the relationship between dependent and independent variables. The means were interpreted using the following scale: Weak ≤ 3 , 4 \geq Moderate ≤ 6 and Strong ≥ 7 . The Pearson's product correlation was interpreted using the following scale: Weak ≤ 0.3 , 0.4 \geq Moderate ≤ 0.6 and Strong ≥ 0.7 . The following table summarizes the statistical treatment of data that the researcher used for each research question:

Table 2

Statistical Treatment of Data

Research Question	Statistical Treatment
What is the level of entrepreneurial intention of university business students in Lilongwe, Malawi?	Means
To what extent do the following variables influence entrepreneurial intention as rated by university business students of Lilongwe, Malawi? (family background, government support and policies, education system)	Means
Is there a significant relationship between entrepreneurial intentions and: Family Background, Government Support and Policies, Educational System	Correlation

Questionnaire Response Rate

Questionnaires were dispatched to all 228 sampled respondents and of this number 178 were returned. This was a 78% return rate which is above 70% and is rated to be good (Atiti, 2016). This also concurs with (Obierro, 2015), who quoted that any response of 50% and above is adequate for analysis. The study therefore returned an excellent questionnaire response rate. Out of the 178 questionnaires that were returned 161 were valid. According to Hair, Black, Babin, and Anderson (2010) missing data under 10% can be ignored.

Ethical Consideration

The researcher sought sufficient consultation with the supervisor for guidance. Participation in the study was entirely voluntary. Respondents consented first before participating in the study by filling consent forms and their responses were confidential. Respondents were not required to indicate their names to enhance anonymity.

This paper was submitted to ethics committee for approval. A research permit approval was obtained from the UEAB ethics committee and NCRSH before data collection. The researcher ensured that the research was carried out on the basis of mutual trust and cooperation and satisfied well accepted convention and expectation. The researcher also ensured that selection of respondents was done through informed consent by preparing and making available to them a brief outline of the research. Data gathered was treated with strict confidentiality as well as secured anonymity of respondents where necessary.

The cover letter on the questionnaire informed and assured the respondents of the strict confidentiality of their responses and that the analysis of data will be reported in terms of the overall situation of all the respondents and therefore no single response can be traced to any particular participant. This study was also guarded against any misrepresentation or inadvertent distortion of collected data. Consent was sought from all the universities where data was collected.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

Introduction

This chapter discussed in details the analysis, findings and interpretation of data gathered to assess the factors influencing entrepreneurial intentions of university business students in Lilongwe, Malawi. This chapter analyzed the data in relation to the research questions of the study. The findings were discussed and interpreted based on the research questions as well. Tables were used in the presentation of findings.

Demographic Characteristics of Respondents

The demographic information presented is on the gender, age, year of study, ownership of a business by respondent's family and what type of business the family owns. The table below shows a summary of the demographic characteristics of respondents with their frequency and percentage. The participants included 51% males and 49% females. The findings of this study show that out of the 178 respondents, 11% of respondents were aged below 18 years, followed by 55% who were aged between 18 to 24 years, followed by 20% who were aged between 25 to 30 years and 14% who were above 30 years old. Students from first, second, third and fourth year participated in the study. With reference to the table above, 24% of respondents were in their first year, followed by 16% who were in their second year, followed by 28% who were in their third year and 32% who were in their fourth year.

Table 3
Summary of Demographic Characteristics

Variable	Frequency (F)	Percentage (%)
Gender		
Male	91	51.1
Female	87	48.9
Age		
Below 18	19	10.7
18-24	99	55.6
25-30	35	19.7
Above 30	25	14.0
Year of study		
First year	43	24.4
Second year	28	15.9
Third year	49	27.8
Fourth year	56	31.8
Does you or your family own a business?		
Yes	109	66.1
No	56	33.9
If yes what type of business does your family own?		
Service business	61	51.7
Merchandising business	24	20.3
Manufacturing business	10	8.5
Hybrid business	23	19.5

The questionnaire further sought to find out whether the respondent's family owned a business. With reference to the table above, the findings of this study show that 66% of respondents agreed that their family owns a business and 34% of the respondent's families do not own a business. The study found that from the respondents that agreed to their family owning a business, 52% of the respondent's families owned a service business, 20% owned a merchandizing business, and 9% owned a manufacturing business and 19% owned a hybrid business.

Evaluation of Factors Influencing Entrepreneurial Intention of University Business Students in Lilongwe, Malawi

1. What is the level of entrepreneurial intention of university business students?

The study endeavored to find out the level of entrepreneurial intention of university business students in Lilongwe, Malawi. The findings indicated that university students in Lilongwe had a moderate intent to become entrepreneurs.

Table 4

Level of Entrepreneurial Intention

Descriptive Statistics			
	N	Mean	Std. Deviation
I would prefer to be an entrepreneur than to be an employee in a company	178	4.85	1.455
I believe that if I were to start my business, I will certainly be successful	177	5.12	1.141
A career as entrepreneur is attractive for me	174	4.81	1.444
Starting my own firm would probably be the best way for me to take advantage of my education	178	4.63	1.509
I will only look for a job if I cannot become an entrepreneur	176	3.84	1.578
Being an entrepreneur implies more advantages than disadvantages to me	178	4.65	1.606
Total Average	177	4.65	1.456

The descriptive outcomes for level of entrepreneurial intention were presented in terms of the mean and standard deviation. This study found that the mean level of entrepreneurial intention ranged from 3.84 to 5.12. The students had a moderate level of entrepreneurial intention as evidenced by the mean and standard deviation (4.65 and 1.456 respectively). The findings show that the majority of students are more likely to become entrepreneurs because they intend to but their opinions were varied as the high standard indicates.

A study by Achchuthan and Balasundaram (2012) on the Level of Entrepreneurial Intention of the Management Undergraduates in the University of Jaffna, Sri Lanka found contrary results to the researcher. The study found that the entrepreneurial intention level of the management undergraduate students is in the weakest level. There are so many reasons for this such as problems in the financial assistance, lack of infrastructure facilities, lack of technological facilities, lack of awareness in the entrepreneurial field, lack of support from governmental and nongovernmental organizations in the Jaffna district, cultural burdens, lack of research focus in the entrepreneurial field etc. In conclusion, the study found that students in Lilongwe, Malawi had a relatively moderate intent to become entrepreneurs.

To What Extent do the following Variables Significantly Influence Entrepreneurial Intention as Rated by University Business Students of Lilongwe, Malawi

a) Family Background

The study found that family background moderately influenced the entrepreneurial intention of university business students in Lilongwe, Malawi.

Table 5

Family Background

Descriptive Statistics			
	N	Mean	Std. Deviation
My family thinks I should pursue a career as an entrepreneur	177	3.80	1.597
I have examples of successful role models from my family that are entrepreneurs	177	4.51	1.635
My family would provide sentimental and monetary support if I were to become an entrepreneur	177	4.20	1.634
One or both of my parents are entrepreneurs	176	3.85	1.847
I sometimes help out in the family business	175	4.07	1.837
My family would prefer that I become an entrepreneur than find employment elsewhere	177	3.79	1.708
Total Average	177	4.03	1.710

The descriptive outcomes were also presented in terms of the mean and standard deviation. This study found that the mean extent that family background influenced the level of entrepreneurial intention ranged from 3.79 to 4.51. Therefore, the study found that family background influences entrepreneurial intentions to a moderate extent, evidenced by the total average mean and standard deviation ($M = 4.03$, $SD = 1.710$). The standard deviation was high indicating that respondents had varied opinions on the extent to which family background influenced entrepreneurial intentions. A similar study done by Denanyoh et al. (2015), found that, that the most important item that influence students' intent for entrepreneurship were 'If I decide to be an entrepreneur, my family members will support me' with a mean value of 3.49

and the low item was 'If I decide to be an entrepreneur, my friends will support me' with a mean value of 3.15.

Policy makers should encourage families to own businesses where students and family members can learn to become entrepreneurs. Students need examples of successful role models within their family. Families should encourage the students to help out in the family business as much as possible so that they have a good practical learning ground. Families should also provide sentimental and monetary support to students who may want to become entrepreneurs.

b) Government Support and Policies

The study found that government support and policies does not significantly influence the entrepreneurial intention of university business students in Lilongwe, Malawi. This study found that the mean extent with which government and policies influence the level of entrepreneurial intention ranged from 3.34 to 3.81. Government support and policies influenced entrepreneurial intention to a moderate extent as evidenced by the mean and standard deviation ($M = 3.65$, $SD = 1.541$). The findings show that government support and policies influenced entrepreneurial intention to a lower extent. The standard deviation was high indicating that respondents had varied opinions on the extent to which government support and policies influenced entrepreneurial intentions.

Table 6

Government Support and Policies

Descriptive Statistics			
	N	Mean	Std. Deviation
Favourable business regulations and labour laws encourage me to start my own business	175	3.81	1.628
The government has funding schemes for students interested in starting their own business	175	3.34	1.522
The government has policies and procedures to encourage new venture creation	176	3.72	1.499
The government is implementing its policies to encourage new venture creation	176	3.72	1.553
The government provides opportunities and support for entrepreneurs to grow their business	176	3.64	1.502
Total Average	175.6	3.65	1.541

A similar study done by Denanyoh et al. (2015), the structural support factors of entrepreneurial intention of students and the most important items that influenced respondents were ‘Ghana laws (rules and Regulation) are adverse to running a business’ with a mean value of 3.23 whereas the least item was ‘Ghana economy provides many opportunities for entrepreneurs’ with a mean value of 2.54.

Policy makers should place more favourable laws and regulations to encourage students to start businesses. Students need to have more information about how the government will help and support their businesses. Students should be open to the opportunities and support the government provides for entrepreneurs to grow

their businesses. Students should also look out for funding schemes the government provides for students interested in starting their own business. In conclusion, the study found that government support and policies influences entrepreneurial intentions to a lower extent, evidenced by the total average mean of 3.65.

c) Education System

The study found that the education system significantly influences the entrepreneurial intention of university business students in Lilongwe, Malawi.

Table 7

Education System

Descriptive Statistics			
	N	Mean	Std. Deviation
The education provided by my university encourages students to actively pursue their own ideas	176	4.73	1.303
My University course prepares students well for entrepreneurial careers	174	4.87	1.341
The business knowledge I obtained at school has led me to be risk averse	175	4.39	1.538
The business knowledge I have obtained from the university has motivated me to become an entrepreneur	176	4.61	1.531
The business education I have received has helped increase my self-confidence	176	4.79	1.449
I believe the business knowledge and skills offered at my school is adequate for someone who wants to pursue a career as an entrepreneur	175	4.86	1.341
Total Average	175	4.71	1.417

This study found that the mean extent with which the education system influences the level of entrepreneurial intention ranged from 4.39 to 4.87. Therefore, education system influenced entrepreneurial intention to a moderate extent as evidenced by the mean and standard deviation ($M = 4.71$, $SD = 1.417$). The findings show that education system influenced entrepreneurial intention to a moderate extent. The standard deviation was high indicating that respondents had varied opinions on the extent to which education system influenced entrepreneurial intentions.

Daniel (2015) Found in a similar study entitled the factors influencing entrepreneurship among university student in Kisumu County that education related factors have a great effect on entrepreneurship intentions with an average mean score of 4.24. Therefore, the study found that education system influences entrepreneurial intentions to a moderate extent, evidenced by the total average mean of 4.71.

Is There A Significant Relationship between Entrepreneurial Intentions and

- a) Family Background**
- b) Government Support and Policies**
- c) Education System**

This study has found a significant relationship between entrepreneurial intentions and family background, government support and policies and education system. A Pearson's product-moment correlation was run to assess the relationship between entrepreneurial intention and family background, government support and policies and education system. There was a strong positive correlation between entrepreneurial intention and family background ($r = 0.553$, $p < 0.01$). A previous study by Mounde (2013), found that there was a positive correlation between entrepreneurship and family background as shown by a correlation figure of 0.501.

The findings show that there is a significant relationship between family background and entrepreneurial intention.

The study found that there was a weak positive correlation between entrepreneurial intention and government support and policies ($r = 0.248$, $p = 0.001$). A previous research done by Mounde (2013), found that there was positive correlation between youth entrepreneurship and government policies with a correlation value of 0.521. The findings show that there is a significant relationship between government support and policies and entrepreneurial intention.

The study found that there was a strong positive correlation between entrepreneurial intention and education system ($r = 0.502$, $p < 0.01$). A research done by Ni et al. (2012) found that there is moderate positive relationship between entrepreneurship education and entrepreneurial intention. Evidenced by the correlation coefficient between entrepreneurship education and entrepreneurial intention being 0.410 with p-value of $0.000 < 0.01$. The findings show that there is a significant relationship between education system and entrepreneurial intention. In conclusion, this study found that there is a strong significant relationship between family background and education system and developing entrepreneurial intentions among students. These results are useful in providing implications for various parties such as government, policy makers and educators.

Table 8
Correlations

	Entrepreneurial Intention	Family Background	Government Support & Policies	Education System
Entrepreneurial Intention	1	.553**	.248**	.502**
Sig. (2-tailed)		.000	.001	.000
N	172	168	169	166
Family Background		1	.272**	.259**
Sig. (2-tailed)			.000	.000
N		168	171	171
Government Support & Policies			1	.259**
Sig. (2-tailed)				.001
N			169	175
Education System				1
Sig. (2-tailed)				.000
N				166

** . Correlation is significant at the 0.01 level (2-tailed).

The positive relationship of entrepreneurship education is insightful for policy makers at the Malawian Ministry of Education to establish the formal entrepreneurial courses in all tertiary learning institutions, providing a better entrepreneurial

environment and facilitating new venture creation in Malawi. Once they have the knowledge about entrepreneurship, this will encourage them to be self-employed. In order to facilitate new venture creation for younger generation, government shall provide the funds and supporting infrastructures, as well as removing the impediments in the entrepreneurial career path (Ni et al., 2012).

The findings are insightful for universities program instructor in designing and enhancing the entrepreneurship course structure, subjects offering as to be proactive enough and practical-oriented with the aim of sustaining student's interest in entrepreneurship. Universities should involve in an early stage to provide entrepreneurship education on to increase awareness of students about entrepreneurship, shaping their attitude toward the behavior and enhancing their perceived behavioral control and personality traits.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of the whole study, conclusions and recommendations based on the findings of this study.

Summary

The main purpose of this study was to analyze factors influencing entrepreneurial intentions of university business students in Lilongwe, Malawi. Out of a population of 532 students, 228 questionnaires were distributed to students and 178 were completed and collected. The study employed descriptive research design to analyze demographic information and Pearson product momentum correlation was used to analyze the relationship between independent and dependent variables. The researcher analyzed data using SPSS version 20.

This study was guided by the following research questions:

1. What is the level of entrepreneurial intention of university business students in Lilongwe, Malawi?
2. To what extent do the following variables influence entrepreneurial intention as rated by university business students in Lilongwe, Malawi?
 - a) Family background
 - b) Government support and policies
 - c) Education system
3. Is there a significant relationship between entrepreneurial intentions and

- a) Family background
- b) Government support and policies
- c) Education system

Summary of the Findings

After analysis and interpretation of data, the findings of this study were based on the research questions. They supported what the review of related literature had revealed on the factors influencing entrepreneurial intentions. Both the positive and the negative findings were used in the recommendations to improve the entrepreneurial intention of students.

In the introduction we raised the concern that entrepreneurship is not seen as a viable opportunity in itself and that this may be a primary reason for the low entrepreneurial activity in Lilongwe. Hence our first research question was to analyze to what degree entrepreneurship is seen as an opportunity by university students in Lilongwe, Malawi. The study found that the level of entrepreneurial intention of students in Lilongwe, Malawi was moderate as evidenced by the mean that was found in answering the researcher's first research question. The average mean level of entrepreneurial intention was 4.65 and the standard deviation was 1.456 indicating that students had varied attitudes and opinions on the level of entrepreneurial intention.

The second research question sought to find out the extent at which family background, government support and policies and education system influences entrepreneurial intention of university business students. The study found that family background influences entrepreneurial intentions to a high extent as evidenced by a mean of 4.03. The study also found that government support and policies influences entrepreneurial intention to a moderate extent as seen by a mean of 3.65. The study

further found that education system influenced entrepreneurial intention of university business students to a high extent as evidenced by a mean of 4.71.

The third research question sought to find out if there is a significant relationship between entrepreneurial intention and family background, government support and policies and education system. A Pearson's product-moment correlation was run to assess the relationship between entrepreneurial intention and family background, government support and policies and education system. The study found that there that there exists a positive correlation between entrepreneurial intention and family background, government support and policies and education system. There was a strong positive correlation between entrepreneurial intention and family background ($r = 0.553$, $n = 172$, $p = 0.000$). The study also found that there was a weak positive correlation between entrepreneurial intention and government support and policies ($r = 0.248$, $n = 169$, $p = 0.001$). There was a strong positive correlation between entrepreneurial intention and education system ($r = 0.502$, $n = 166$, $p = 0.000$).

The study sought to test the null hypothesis and government support and policies did not have a significant effect on entrepreneurial intention. Therefore we can reject the null hypothesis and conclude that family background, and education system has a significant effect on entrepreneurial intention of university business students in Lilongwe, Malawi.

Conclusion

Based on the findings of the study, the following conclusions were drawn with respect to the research questions:

1. The results of the study indicated that the level of entrepreneurial intention of university business students in Lilongwe, Malawi was high as evidenced by a total average mean of 4.65.
2. Family background influences entrepreneurial intentions of university business students in Lilongwe, Malawi to a high extent as the researcher found a total average mean of 4.03.
3. Government support and policies influences entrepreneurial intentions of university business students in Lilongwe, Malawi to a moderate extent as evidenced by the total average mean of 3.65.
4. Education system influences entrepreneurial intentions of university business students in Lilongwe, Malawi to a high extent as the researcher found a total average mean value of 4.71.
5. There was a significant relationship between family background and entrepreneurial intentions of university business students in Lilongwe, Malawi as evidenced by a significance of 0.000.
6. There was a significant relationship between government support and policies and entrepreneurial intentions of university business students in Lilongwe, Malawi as the researcher found a significance of 0.000.
7. There was a significant relationship between education system and entrepreneurial intentions of university business students in Lilongwe, Malawi as the researcher found significance was 0.000.

Recommendations

Considering the findings and conclusions, this study makes the following recommendations:

1. Students with close family members who own businesses are likely to become future entrepreneurs, compared to those who do not. Therefore these families should inspire, encourage and involve the students in the business in order to increase their entrepreneurial intention. The parents who are not entrepreneurs should also encourage their children to be involved in entrepreneurial activities. Parents should also be willing to provide sentimental and monetary support if the students want to start their own businesses.
2. The programs conducted in the universities on the subject of entrepreneurship should be made as a compulsory subject to all university students in the country, as it is timely in providing basic entrepreneurial knowledge and skills. Entrepreneurship curricula should consider the features to start up business ventures and include teaching of the fundamentals needed for those employment skills. This may increase the entrepreneurial intention of university business students.
3. The government should play a more active role in the development of entrepreneurship by providing more assistance to the SMEs through funds; small and medium business loans, implementation of acculturation programs, increase entrepreneurial training and set up more training centers for graduates to enhance their skills and technology. In addition to this, the government should create and encourage more business opportunities to ensure more students venture into entrepreneurship. There should be more support and assistance programs; including guidance, promotion of entrepreneurial activities, marketing, financing and provision of business premises.
4. The universities should have strong links with industries or multinational companies, where they could send the students for internship programs or gain

practical experiences in entrepreneurship. These collaborations will be beneficial to the students in acquiring the entrepreneurial knowledge and skills for preparing in the business ventures.

5. Many of the university students have the knowledge and skills, but lack experience in the procedures of setting up businesses and how to run them. The universities could set up business and advisory centers in their campuses and have experienced staff help the students who have the interest to start their own businesses (Rengiah, 2016). They could act as mentors and provide information on funding, start-up processes, product development, business plans, business premises and advice on legal procedures. This is important because students will have role models that are entrepreneurs and increase their entrepreneurial intent.

Areas for Further study

The following areas are suggested for further study:

1. The researcher's samples size was restrictive to students of universities offering business administration in Lilongwe, Malawi which is not a representative of the mindset of the population in regards to the student's intentions to become entrepreneurs. Therefore, future research can improve this limitation by considering a larger sample size and students from all universities should also be included.
2. The researcher recommends that further studies be undertaken on more factors influencing youths' participation in entrepreneurship including variables that the researcher may not have taken into consideration such as role models and individual entrepreneurial characteristics.

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APPENDICES

Appendix I: Consent Form

Dear Prospective participant,

My name is Martha Mkwinda, a master's student from the University of Eastern Africa- Baraton. I am conducting a study entitled “**Analysis of the factors influencing entrepreneurial intentions of university business students in Lilongwe, Malawi**”.

The purpose of this study is to identify the reasons why business students in Malawi would want to become entrepreneurs. To complete this research study, I would like to invite you to participate in this study. In order to do so I would like to request you to fill the attached questionnaire. The results of this study will be used for academic purposes only. Your identity will remain confidential and will not be revealed in any publication resulting from this study.

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

There are no known risks associated with this research and there are no known benefits that would result from your participation in this study. I hope that you will participate in this research because your views are very important to me.

Consent

I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.

Participant's signature _____ Date: _____

For any questions, queries or concerns please contact the following numbers;

Martha Mkwinda: +265 999 672 324 or the

National Commission for Science and Technology (NCST) on +265 1 771 550

Appendix II: Questionnaire

This questionnaire is intended to collect data on the entrepreneurial intention of university business students in Lilongwe, Malawi.

All information given will be used for academic research work purpose only and will be treated with confidentiality. Your co-operation is highly appreciated. Please do not write your name.

Kindly answer the questions by ticking in the appropriate spaces. This questionnaire has 5 sections.

Section A: Demographic Characteristics

1. Gender

- a. Male ()
- b. Female ()

2. Age

- a. Below 18 ()
- b. 18-24 ()
- c. 25-30 ()
- d. Above 30 ()

3. Which year are you in?

- a. First year ()
- b. Second year ()
- c. Third year ()
- d. Fourth year ()

4. Do you or your family own a business?

- a. Yes ()
- b. No ()

5. If yes, what type of business does you or your family own?

- a. Service business ()
- b. Merchandising business ()
- c. Manufacturing business ()
- d. Hybrid business ()

(A combination of 2 or more of the above)

Answer the following questions using a scale of 1-6 in regards to these four variables:

entrepreneurial intention, family background, government support and favourable

policies, and education system as below

(1) Strongly Disagree (2) Disagree (3) Slightly Disagree (4) Slightly Agree (5) Agree

(6) Strongly Agree

Section B: Entrepreneurial Intention

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
I would prefer to be an entrepreneur than to be an employee in a company						
I believe that if I were to start my business, I will certainly be successful.						
A career as entrepreneur is attractive for me.						
Starting my own firm would probably be the best way for me to take advantage of my education.						
I will only look for a job if I cannot become an entrepreneur.						
Being an Entrepreneur implies more advantages than disadvantages to me.						

Section C: Family Background

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
My family thinks I should pursue a career as an entrepreneur.						
I have examples of successful role models from my family that are entrepreneurs.						
My family would provide sentimental and monetary support if I were to become an entrepreneur.						
One or both of my parents are entrepreneurs.						
I sometimes help out in the family business.						
My family would prefer that I become an entrepreneur than find employment elsewhere						

Section D: Government Support and Favourable Policies

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
Favourable business regulations and labour laws encourage me to start my own business.						
The government has funding schemes for students interested in starting their own businesses.						
The government has policies and procedures to encourage new venture creation.						
The government is implementing its policies to encourage new venture creation.						
The government provides opportunities and support for entrepreneurs to grow their business.						

Section E: Education System

	Strongly Disagree (1)	Disagree (2)	Slightly Disagree (3)	Slightly Agree (4)	Agree (5)	Strongly Agree (6)
The education provided by my university encourages students to actively pursue their own ideas.						
My University course prepares students well for entrepreneurial careers.						
The business knowledge I obtained at school has led me to be risk averse.						
The business knowledge I have obtained from the university has motivated me to become an entrepreneur.						
The business education I have received has helped increase my self-confidence.						
I believe the business knowledge and skills offered at my school is adequate for someone who wants to pursue a career as an entrepreneur.						

Thank you very much for your participation.

Your time and opinions are greatly appreciated.

Appendix III: Work Plan

Activity	Oct & Nov	Dec	Jan-Mar	April	May	June
Proposal writing	X	X				
Defence of proposal			X			
Data collection			X			
Data entry & analysis				X		
Writing the report				X		
Correction of the report				X		
Thesis defence					X	
Incorporating feedback and final submission						X

Appendix IV: Data Analysis Output

Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.884	28

LEVEL OF ENTREPRENEURIAL INTENTION

Descriptive Statistics			
	N	Mean	Std. Deviation
I would prefer to be an entrepreneur than to be an employee in a company	178	4.85	1.455
I believe that if I were to start my business, I will certainly be successful	177	5.12	1.141
A career as entrepreneur is attractive for me	174	4.81	1.444
Starting my own firm would probably be the best way for me to take advantage of my education	178	4.63	1.509
I will only look for a job if I cannot become an entrepreneur	176	3.84	1.578
Being an entrepreneur implies more advantages than disadvantages to me	178	4.65	1.606

FAMILY BACKGROUND

Descriptive Statistics			
	N	Mean	Std. Deviation
My family thinks I should pursue a career as an entrepreneur	177	3.80	1.597
I have examples of successful role models from my family that are entrepreneurs	177	4.51	1.635
My family would provide sentimental and monetary support if I were to become an entrepreneur	177	4.20	1.634
One or both of my parents are entrepreneurs	176	3.85	1.847
I sometimes help out in the family business	175	4.07	1.837
My family would prefer that I become an entrepreneur than find employment elsewhere	177	3.79	1.708
Valid N (listwise)	174		

GOVERNMENT SUPPORT AND FAVOURABLE POLICIES

Descriptive Statistics			
	N	Mean	Std. Deviation
Strict business regulations and labour laws discourage me from starting my own business	175	3.81	1.628
The government has funding schemes for students interested in starting their own business	175	3.34	1.522
The government has policies and procedures to encourage new venture creation	176	3.72	1.499
The government is implementing its policies to encourage new venture creation	176	3.72	1.553
The government provides opportunities and support for entrepreneurs to grow their business	176	3.64	1.502

EDUCATION SYSTEM

Descriptive Statistics			
	N	Mean	Std. Deviation
The education provided by my university encourages students to actively pursue their own ideas	176	4.73	1.303
My University course prepares students well for entrepreneurial careers	174	4.87	1.341
The business knowledge I obtained at school has led me to be risk averse	175	4.39	1.538
The business knowledge I have obtained from the university has motivated me to become an entrepreneur	176	4.61	1.531
The business education I have received has helped increase my self-confidence	176	4.79	1.449
I believe the business knowledge and skills offered at my school is adequate for someone who wants to pursue a career as an entrepreneur	175	4.86	1.341

Correlation

Entrepreneurial intention and family background, government support and policies and education system

		Entrepreneurial Intention	Family Background	Government Support & Policies	Education System
Entrepreneurial Intention	Pearson Correlation	1	.553**	.248**	.502**
	Sig. (2-tailed)		.000	.001	.000
	N	172	168	169	166
Family Background	Pearson Correlation	.553**	1	.272**	.415**
	Sig. (2-tailed)	.000		.000	.000
	N	168	174	171	168
Government Support & Policies	Pearson Correlation	.248**	.272**	1	.259**
	Sig. (2-tailed)	.001	.000		.001
	N	169	171	175	171
Education System	Pearson Correlation	.502**	.415**	.259**	1
	Sig. (2-tailed)	.000	.000	.001	
	N	166	168	171	172

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix V: Curriculum Vitae

PERSONAL DETAILS

Names: Martha Mkwinda
Date of birth: 15 September 1995
Gender: Female
Marital Status: Single
Contact Address: Private Bag 31 Lilongwe
Religion: Christian
Mobile Number: +254 726087744
E-mail Address: mkwinda.martha@gmail.com

EDUCATION HISTORY

Professional Education Record

School Attended: Malawi Adventist University, Ntcheu, an affiliate of University of Eastern Africa Baraton.

Course of Study: Bachelors of Business Administration- Major in Accounting

Attendance: February 2013 to December 2015

Subjects covered: Business Law, Environment of Business, Information Systems, Taxation, Financial Management, Auditing, Cost and Managerial Accounting, Public Sector Accounting, Production and Operations Management, Statistics, Business Research Methods, Investment Analysis and Portfolio Management, Human Resource Management, Accounting Information Systems, Principles of Marketing, Business Maths, Intermediate Accounting, Advanced Accounting, Fundamentals of Accounting, Microeconomics, Macroeconomics.

Academic Education Record

School Attended: Chipasula Secondary School.
Course of Study: MSCE
Attendance: September 2009 to June 2012
Subjects: Biology, English, Geography, Mathematics, Physical Science, Life skills

WORK PROFILE

Professional Experience: Working for Graham Carr- Certified public accountants, as an Audit Assistant (4th July 2016 to 30th June 2017).

Appendix VI: Letters of Authorization



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

February 11, 2019

Martha Mkwinda
School of Business
University of Eastern Africa Baraton

Dear Martha,

Re: ETHICS CLEARANCE FOR THESIS PROPOSAL (REC: UEAB/05/02/2019)

Your master thesis proposal entitled “**Analysis of the factors influencing Entrepreneurial Intentions of University Business Students in Lilongwe, Malawi**” was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective February 11, 2019 until February 10, 2020. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date.

Note that you will need a research permit from the National Commission for Science, Technology, and Innovation (NACOSTI) and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

Prof Jackie K. Obey, PhD
Chairperson, Research Ethics Committee





NATIONAL COMMISSION FOR SCIENCE & TECHNOLOGY

Lingadzi House
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+265 1 774 869
Fax: +265 1772 431
Email: directorgeneral@ncst.mw
Website: <http://www.ncst.mw>

**NATIONAL COMMITTEE ON RESEARCH IN THE SOCIAL
SCIENCES AND HUMANITIES**

Ref No: NCST/RTT/2/6 29th April 2019

Ms Martha Mkwinda,

Private Bag 31,

Lilongwe.

Email: mkwinda.martha@gmail.com

Dear Ms Mkwinda,

**RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT
FOR PROTOCOL NO. P.04/19/366: ANALYSIS OF THE INFLUENCING
ENTREPRENEURIAL INTENTIONS OF UNIVERSITY BUSINESS
STUDENTS IN LILONGWE MALAWI**


Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the National Committee on Research in the Social

Sciences and Humanities (NCRSH) in a format that is available at the Secretariat. Once the study is finalized, you are required to furnish the Committee and the Commission with a final report of the study. The committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

Yours Sincerely,

A handwritten signature in black ink, appearing to read 'Yalonda .I. Mwanza', with a long horizontal flourish extending to the right.

Yalonda .I. Mwanza

NCRSH ADMINISTRATOR

HEALTH, SOCIAL SCIENCES AND HUMANITIES DIVISION

For: CHAIRMAN OF NCRSH