FACTORS AFFECTING THE ENTREPRENEURIAL INTENTIONS OF STUDENTS AT LILONGWE TECHNICAL COLLEGE

BY

CHARLES MPHEZU

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DECLARATION

I, Charles Mphezu, declare that this dissertation:

(a) Represents my own work;
(b) Has not been submitted for a degree at this or any other University.

Signed_____ Date _____

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APPROVAL

This dissertation by Charles Mphezu is approved as fulfilling the requirement for the award of the Degree of Master of Science in Entrepreneurship and Innovation Management by the University of Zambia.

EXAMINER'S NAME	SIGNATURE	DATE
1. Dr. Jackson Phiri	……..	……..
2. Dr. Chileshe Mwape	……..	……..
3. Dr. Jason Mwanza	……..	……..

DEDICATION

This work is dedicated to my wife and children for their support throughout my period of study.

ABSTRACT

Entrepreneurship is one of the most important factors for stimulating economic growth and development in any economy and several countries have put entrepreneurship awareness programs as part of their education system. Malawi also incorporated entrepreneurship education in the curriculum for technical colleges with a view to enhance entrepreneurial intentions among students.

However, since the introduction of entrepreneurship education into the curriculum, there has never been a study to find out the entrepreneurial intentions of students to provide empirical evidence for decision making. Graduates still opt to seek employment than pursue careers in entrepreneurship. This study was based on the planned behaviours theory of behavior. It investigated the relationship between entrepreneurial intention, attitude, perceived subjective norms, and perceived behavioral control amongst students at Lilongwe Technical College in Malawi.

The study was based on a sample of 130 students and findings revealed that students' attitude, subjective norms and perceived behavioral control greatly relate to their entrepreneurial intention. Based on these findings, this study provided a theoretical explanation of the role of attitude, subjective norms and perceived behavioral control as antecedents of entrepreneurial intention. It has therefore provided empirical data which may facilitate rational policies on creating an enabling environment within the training system in the technical colleges to improve entrepreneurial intentions of students.

Key Words:

Entrepreneurial intention, attitude, subjective norms, perceived behavioural control

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OPERATIONAL DEFINITIONS

Key terms used in this study had the following meanings:

Attitude: Any belief or opinion that has an evaluative component, a judgement or feeling that something is good or bad, likable or unlikable, moral or immoral, attractive or repulsive (Gray, 2007)

Entrepreneur: a person who creates and grows a new enterprise and demonstrates characteristics of risk taking and innovation (Olakitan, 2014).

Entrepreneurship: This is a dynamic process of vision, change and creation; the willingness to take risks; to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skill of building a solid business plan, and finally to recognize the opportunity (Kuratko & Hodgets, 2009,5).

Entrepreneurial intention: The curiosity of an individual to carry out entrepreneurial undertakings (Ridho et al, 2015).

Perceived Behavioral Control: The perceived controllability of the individual, and not the actual or realistic control has a certain threshold to be reached in the process of human action (Krithika & Venkatachalam, 2014)

Subjective Norms: These are important persons who provide social pressure to perform or not to perform a particular activity. It includes the influence of family, friends and other possible role models (Krithika & Venkatachalam, 2014)

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ABBREVIATIONS

CBET	Competency Based Education and Training
DTVT	Department of Technical and Vocational Training
MOLYMD	Ministry of Labour Youth and Manpower Development
MPRSP	Malawi Poverty Reduction Strategy Paper
MARDEF	Malawi Rural Development Fund
MSME	Micro Small and Medium Enterprises
MEDI	Malawi Entrepreneurs Development Institute
SEDOM	Small Enterprises Development Organisation of Malawi
TEVETA	Technical, Education, Vocational and Entrepreneurial and Training Authority
TEVET	Technical, Education, Vocational and Entrepreneurial and Training
TPB	Theory of Planned Behaviour
OVOP	One Village One Product
UNESCO	United Nations Education Scientific and Cultural Organization
YEDEF	Youth Development Fund

CHAPTER 1: INTRODUCTION

1.1 Background

Entrepreneurship is regarded as an important tool for stimulating a nation's economic growth and development (Dinc & Budic, 2016). As a developing country, Malawi recognizes the impact that entrepreneurship activities can have towards creating employment opportunities. As such, there have been many policies and initiatives which have been implemented with the aim of promoting entrepreneurship in the country. The One Village One Product (OVOP), Malawi Rural Development Fund (MARDEF) and Youth Development Fund (YEDEF) are some of the projects the government has ever initiated to show its commitment towards encouraging entrepreneurial activities among the youth and the community at large (Kabue, Mombo, Galgala, & Peter(eds), 2011; Banik & Chinsinga(eds), 2016). Despite these efforts, entrepreneurial activities in the country have been on the lower side. In 2016, Malawi was ranked at 130 out of 137 countries on the global entrepreneurship index (Global Entrepreneurship and Development Institute, 2017), signifying that there is a lot that the country has to do to promote its entrepreneurship ecosystem development in the country.

In the year 2000, entrepreneurship was formally introduced in the curriculum for technical colleges. This opened a way to thousands of students that are enrolled in various technical colleges to be exposed to entrepreneurship awareness education. The government was hopeful that this training could have the potential for reducing youth unemployment as it is expected that the graduates would have high level of entrepreneurial intention to become entrepreneurs. This has not been the case because many graduates still consider getting a formal job as their first option instead of starting their own entrepreneurial activities. This suggests that they may have a negative attitude towards entrepreneurship despite taking a course in entrepreneurship. As a result, most of these graduates take so many years looking for a job instead of starting their own business (UNESCO, 2010). Could it be that these students have low entrepreneurial intentions even after their exposure to entrepreneurship education? This question has never been answered by researchers in Malawi. If it cannot be answered by researchers, then how effective policies for promoting entrepreneurship education in technical colleges could be designed.

The study attempted to find out the level of entrepreneurial intentions of students to understand the factors that affect the entrepreneurial intentions of the students in technical colleges. The goal is to recommend proper interventions which could focus on promoting entrepreneurial training.

1.2 Problem Statement

Entrepreneurship is regarded as a means to social and economic development in many countries (Audretsch et al, 2006). Malawi like other countries has embarked on efforts to promote entrepreneurship by mandating technical colleges and universities to be offering entrepreneurship education. Specifically, from the year 2000, technical colleges started offering entrepreneurship as a fundamental module for all courses. However, despite undergoing a training in entrepreneurship, many graduating students still desire to look for formal employment instead of becoming entrepreneurs. According to a labour market study for vocational training graduates in 2009 conducted by TEVETA, 85% of graduates were in wage employment, 8.9% were unemployed and only 5.7% preferred becoming entrepreneurs (TEVETA, 2009). Could it be that graduates from technical colleges have low entrepreneurial intentions? Or could it be that there are other factors which inhibit their entrepreneurial intentions. This study attempted to address these questions.

If the study was not done, an opportunity to identify factors which affect the students' entrepreneurial intentions would have been lost. Therefore, strategies that would improve the entrepreneurial intentions in students would not be suggested.

1.3 Aim of the Study

The study intended to suggest ways of improving the entrepreneurial intentions of students in technical colleges.

1.4 Objectives of the Study

The main objective of this study was to describe the factors affecting the entrepreneurial intentions of students. This was done using the specific objectives below:

i. Describe the relationship between students' attitude towards becoming an entrepreneur and their level of entrepreneurial intention.

ii. Explain the relationship between the influence of students' important persons (friends, family members and teachers) on their entrepreneurial intention.

iii. Explain how students' perceived ability to own and run a company influence their level of entrepreneurial intention.

1.5 Research Hypotheses

The research hypotheses developed from the study are presented below:

H1 - There is a positive relationship between students' attitude and entrepreneurial intention.

H2- Subjective norms positively influence entrepreneurial intention

H3- Perceived behavioural control has a positive association with entrepreneurial intention.

1.6 Significance of the Study

The study provides empirical evidence to policy makers and trainers on understanding the entrepreneurial intentions of the students and how an improvement of entrepreneurship education in technical colleges could be done. The policy makers include Technical, Education, Vocational and Entrepreneurial and Training Authority (TEVETA) and Department of Technical and Vocational Training (DTVT). The findings highlight the factors affecting entrepreneurial intention of students which would enlighten the policy makers on how they could bring initiatives to stimulate the entrepreneurial behaviours in students. Hence, policy makers would be able to make rational decisions on how they could support the technical colleges. Also, TEVETA, would benefit from the framework of recommendations drawn from different stakeholders as presented in this study on how entrepreneurship training in technical colleges could be improved. Finally, teachers would have an opportunity to know the level of the entrepreneurial intention of their students which could also give a clue on how they could make their teaching to be more effective.

1.7 Scope of the Study and Conceptual Framework

The study focused on Lilongwe technical college in Malawi only. This had been done to match with human and financial resources available for the study. It targeted students who were pursuing the Competency Based Education and Training (CBET) curriculum because these are the students who study entrepreneurship and therefore were to provide useful information for the study.

The conceptual framework of this study explains that the entrepreneurial intention in students is influenced by three antecedents namely; (i) attitude towards entrepreneurship, (ii) subjective norms on entrepreneurship and (iii) perceived behavioral control. The framework was adapted from Ajzen's theory of planned behavior (TPB) (Muhammad, et al., 2015). According to the theory, Ajzen posited that the intention to any behavior of humans is guided by three antecedents which are attitude, subjective norms and perceived behavioral control just as discussed in this study. However, behind these salient elements, there are behavioral beliefs, normative beliefs and control beliefs (Muhammad et al, 2015).

According to Ajzen, attitudes are developed from behavioral beliefs about an object by associating the beliefs with either favorable or unfavorable consequences. Hence, by studying the behavioral beliefs, it is possible to know the attitude of a person (Muhammad et al, 2015). In this study, students' behavioral beliefs relating to their attitude towards entrepreneurship were analysed in order to understand the attitude of the students towards entrepreneurship. Thereafter, the study looked at the relationship between attitude towards entrepreneurship and entrepreneurial intention.

Subjective norm is another antecedent that predicts the intention of human beings and it also significantly affects the entrepreneurial intention of students (Peng et al, 2012). As subjective norms are guided by normative beliefs, this study measured how the students believe on how their family members, friends and colleagues would approve their decision to become an entrepreneur. It was done by hypothesizing the relationship between perceived subjective norms and students' entrepreneurial intention. The independent variable was perceived subjective norm and the dependent variable was entrepreneurial intention.

In addition, the study focused on how perceived behavioral control influences students' entrepreneurial intention considering that individuals who possess greater perceived behavioral control believe that they have more resources and opportunities as compared to obstacles which they encounter (Tsordia & Papadimitriou, 2018). Therefore, the relationship between perceived behavioral control and entrepreneurial intention was established to provide an important milestone for predicting the future entrepreneurial behavior of the students. To establish this association, the independent construct was perceived behavioral control and the dependent construct was entrepreneurial intention.

From the foregoing discussion it can be seen that the adaptation of the theory of planned behavior as a basis for the conceptual framework to measure the entrepreneurial intention in the students was considered adequate for measuring the entrepreneurial attitudes of students. This is evidenced by the fact that the theory of planned behavior is extensively used to explain and predict human actions (Krithika & Venkatachalam, 2014).

The conceptual frameworks for many studies that focus on measuring entrepreneurial intention have five main variables focusing on perceived attitude, social norms, perceived behavioral control, entrepreneurial intention and entrepreneurial behavior (Izedonmi & Okafor, 2010; Krithika & Venkatachalam, 2014; Ambad & Damit, 2016; Al-Harrasi et al, 2014). However, for the purpose of this study, a modified conceptual framework which ends on entrepreneurial intention was used as supported by other studies Ebewo, Shambare, & Rigimbana (2017) and Naia et al, (2017). Therefore, there are only four variables in the modified conceptual framework as indicated in Figure 1 below:

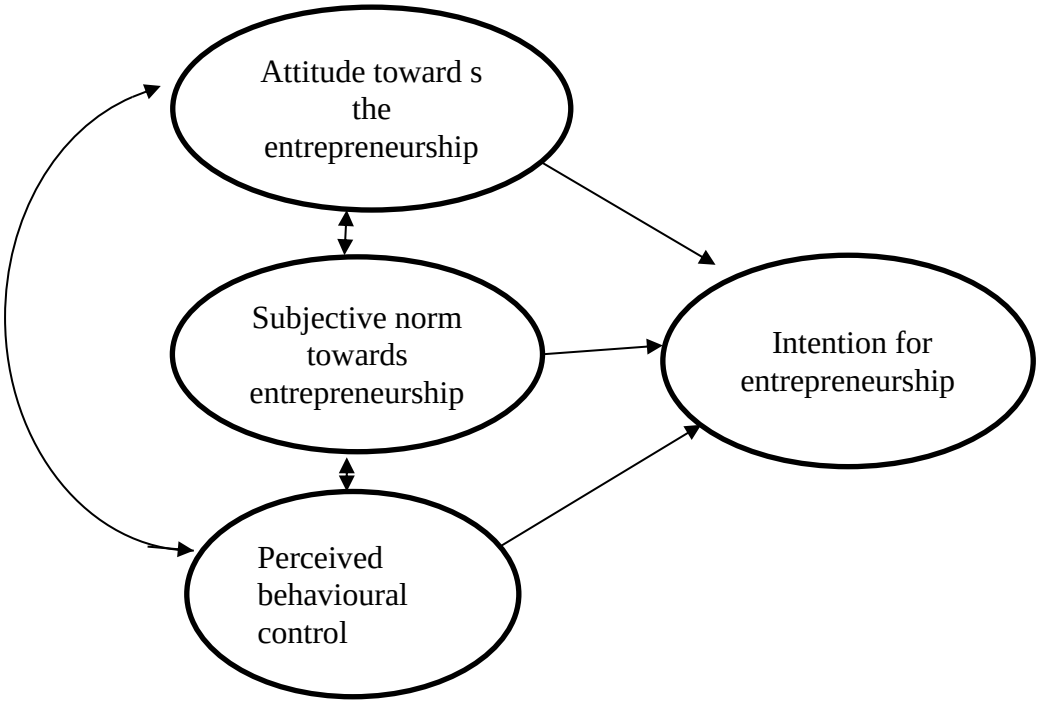

Figure 1: Conceptual framework adapted from Theory of Planned Behavior (Ebewo et al, 2017)

1.8 Dissertation Outline

Chapter One provided the rationale of the study, statement of the problem and significance of the study. It has been shown that while Malawi is poor and lags behind economically,

entrepreneurship education would make the students to get empowered economically through entrepreneurial activities by generating wealth for them and the country at large. The study has led the research on entrepreneurship in technical colleges in Malawi by focusing on factors affecting the entrepreneurial intention of students at Lilongwe Technical College to provide to suggest ways for promoting entrepreneurial activities among graduates in technical colleges.

Chapter Two provides a review of the literature related to entrepreneurship and entrepreneurship education. It specifically discussed previous research on students' attitude, subjective norms and perceived behavioral control. These variables were discussed in line with the relationship which they have on entrepreneurial intention. This section also discussed the transition from ordinary education to entrepreneurship education which would bring economic benefits. Other literature related to entrepreneurship is also discussed in this section. The theory of planned behavior which was adapted to form the basis of the study was also discussed in this section.

Chapter Three outlines the research methodology which was adopted in the study in order to establish the relationship between the variables in the hypothesis. The same chapter presented the approach which was used to present the statistical analysis of the hypotheses.

Chapters Four presents the results of the study. It starts with the biographical characteristics of the sample. Then discuss the reliability and validity dimensions of the study. Finally, the results of the correlational analysis are presented.

Chapter Five provides a discussion of the results, conclusion and recommendations. The same chapter outlined the recommendations for improving entrepreneurship and entrepreneurship education. Limitations of the study and suggestions for future research were also presented in this section.

1.10 Summary

This chapter presented the background to the research problem. It highlighted that the desire for seeking wage employment amongst technical college graduates is increasing. However, the unavailability of empirical evidence on the entrepreneurial intention of students provides

a hindrance for policy makers to develop strategies for enhancing the entrepreneurial intentions of students. This study aims at suggesting ways of improving the entrepreneurial intentions of students in technical colleges. The chapter further presented the statement of objectives, hypotheses, significance, scope and conceptual framework of the study.

The next chapter provides a review of literature on entrepreneurial intentions for the purpose of putting the study in the context of existing knowledge but also finding gaps in current knowledge.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter discusses literature on entrepreneurship and the background to entrepreneurship education in technical colleges. It also provides a brief discussion of theories on entrepreneurial intentions which formed the basis for the theoretical framework of the study.

2.2 Vocational, Technical Education and Training in Malawi

Vocational training in Malawi is primarily under the responsibility of the Ministry of Labour, Youth and Manpower Development (MOLYMD) through the Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA). According to TEVETA Act of 1999, technical education and training have the following objectives:

a) to promote an integrated, demand driven, competency based modular technical education and training system
b) to monitor gaps between supply and demand for skills
c) to support the adoption and application of appropriate technologies
d) to promote managerial and business skills, and a spirit of entrepreneurial culture with regard to both wage and self-employ
e) to facilitate sound and sustainable financing and funding mechanisms for technical education and training and;
f) to facilitate and bring together the expertise and moderate the different interests of stakeholders of technical education and training.

2.3 Entrepreneurship and the Entrepreneur

The word “entrepreneurship” has been derived from the French word “entrepreneur”, which means undertaking according to its literal translation (Carlen, 2016). Stokes, et al., (2010) claims that entrepreneurship and entrepreneur are terms which are used interchangeably although they are different. They describe an entrepreneur as the person who takes charge to ensure that the process of entrepreneurship is taken on board. In this study, an entrepreneur is regarded as a person who creates and grows a new enterprise and demonstrates characteristics of risk taking and innovation (Olakitan, 2014). In this study, entrepreneurship is defined as “a dynamic process of vision, change and creation; the willingness to take risks;

to formulate an effective venture team; the creative skill to marshal needed resources; the fundamental skill of building a solid business plan, and finally to recognize the opportunity" (Kuratko & Hodgets, 2009,5). In other words, entrepreneurship is the process while an entrepreneur is a person who initiates the process. Thus, without an entrepreneur there would be no entrepreneurship.

There is no universal definition for entrepreneur due to different definitions which are aligned towards different schools of thought. The great person school of thought looks at an entrepreneur as a person born with person traits that can cannot be learnt (Olakitan, 2014). The psychological school discusses on a list of personal characteristics which individuals must have for them to pursue entrepreneurship. Traits such as opportunity seeking, personal locus of control, networking and others (Stokes et al, 2010). The classical school dwells on innovation as the key to entrepreneurship. The management school argues that entrepreneurs are not born and therefore can be made trained to be organizers of an economic venture. The leadership school alludes that entrepreneurs are leaders of people and therefore, leadership qualities are key to success in entrepreneurship. Finally, the entrepreneurship school suggests that complex organizations, individual units should act entrepreneurial for the organization to stay competitive (Tanveer et al, 2013).

Despite different definitions, entrepreneurship is regarded as a catalyst for economic growth because entrepreneurs are responsible for creating profitable ventures which create value for the society (Krithika & Venkatachalam, 2014). O'Connor (2013,559) regard entrepreneurship as a "social process involving the efforts of individuals in activities that ultimately have economic implications at a regional and or national level". Through the new businesses, entrepreneurs provide solutions to the problems that exist in the society. Moreover, it is also a source of "business innovation and economic growth" (Ogbor, 2009, 21) as it opens up the mind of the entrepreneur to think of new ways of satisfying the customers so that there are more economic gains from the activities. It has been regarded by governments that entrepreneurship creates employment and improves the economy (Al-Harrasi et al, 2014); Bellotti et al, 2012; Ridho et al, 2015). Hence, countries that have strong economies rely on promoting activities that have a potential to enahance entrepreneurial activities.

2.4 Government Policies Supporting Entrepreneurship in Malawi

2.4.1 Malawi Economic Growth Strategy II

This policy reflects a joint realization by Government and the private sector that the economy has been registering low or negative growth and that something has to be done in order to reverse the trend. The rationale for growth and diversification for Malawi is compelling because rapid broad-based growth is necessary to reduce poverty (Ministry of Economic Planning and Development, 2004).

This strategy was developed as an extension from the Malawi Poverty Reduction Strategy Paper (MPRSP) that aims at meaningfully reducing poverty by empowering the poor. Although this strategy was supposed to address seriously issues of entrepreneurship with clear strategies on how entrepreneurship policy in the country could be carried out, this strategy does not emphasize on promotion of entrepreneurship as a means for the country to achieve socio economic progress. Nevertheless, the strategy mentioned on the need to strengthen business and entrepreneurial skills and management through training at Government training schools. The strategy also called for the need to providing more funding for increasing training in vocational and technical skills by TEVETA and to rehabilitate and increasing the number of technical colleges in the country. The strength of the policy is that it focuses on strategies and actions that do not require substantial additional spending by Government, but can be achieved through refocusing existing resources and by developing a more conducive set of policies that will stimulate the private sector investment and trade in the immediate (Ministry of Economic Planning and Development, 2004).

However, having analysed this policy, it is evident that it was designed without referring to empirical data on studies conducted in technical colleges because the policy does not mention clear-cut guidelines on how entrepreneurship training could be effectively implemented. Therefore, this study attempted to provide data which could be used in policy making.

2.4.2 Overview of Micro, Small and Medium Enterprises (MSME) Policy Strategy for the Republic of Malawi

The Small and Medium Enterprises (MSME) Policy for the Republic of Malawi aims to create a modern and effective framework to guide the development of profitable, competitive and sustainable MSMEs in Malawi (Ministry of Trade and Industry, 2012).

According to the Ministry of Trade and Industry (2012), the MSME sector in Malawi before the year of 2010 contributed income to about 25% of Malawian households, employed about 38% of the country's labour force, and contributed about 15.6% to GDP. The vast majority of these enterprises were located in the rural parts of the country. The 2012 Malawi MSME Survey found that there were 758 118 small business owners in the country, operating 987 480 enterprises. They were generating revenue of about US$2bn (Ministry of Trade and Industry, 2012). Most of these enterprises were organized informally, linked in some way to agriculture, and operated on small pieces of land. Some 30% of these businesses sold agricultural products, and another 23% conducted general trade and vending. They are necessity driven enterprises. They are established mostly from a decline in formal employment and other incomes, rather than a response to opportunities in times of economic growth. Many such businesses have a short lifespan, and thus do not benefit from economies of scale and experience accumulated over time (Ministry of Trade and Industry, 2012).

While the policy deals with the MSME sector as a whole, it takes into account the special characteristics, circumstances and growth needs of different-sized enterprises.

Specifically, this draft MSME Policy aims to:

a) Increase the contribution of MSMEs to economic growth, employment creation and poverty alleviation in Malawi (including for women, youth and rural areas);
b) Improve coherence in policies that impact on MSMEs with measurable outcomes and robust monitoring and evaluation;
c) Ensure the better functioning of value chains;
d) Create incentives for the private sector to change behaviour and become more inclusive;
e) Strengthen the MSME business support infrastructure;
f) Develop a coherent, integrated and practical framework to guide stakeholders engaged in MSME development in Malawi and

g) Offer differentiated approaches for strategies for micro, small and medium enterprises, as these types of firms have different needs, aspirations and expectations.

2.5 Perspectives of Entrepreneurship

There are different ways in which the terms 'entrepreneurship' and 'entrepreneur' are used and different standpoints give differently meanings. The four main perspectives of entrepreneurship; psychology, sociology, economic and cultural.

Firstly, the psychological perspective also known as behavioural perspective, focuses on distinctive traits and special inner characteristics of an entrepreneur (Casson & Casson, 2013). It tries to explain the characteristics which enable other people to behave entrepreneurially. These characteristics are deemed to have an impact on entrepreneurial success or failure. In other words, it gives the picture on why other people behave entrepreneurially. The impression that entrepreneurs have unique values and attitudes which are displayed in their life and these values are needed for an individual to behave in certain ways. Some of the traits included are propensity to risk-taking, high achievement, innovativeness, internal locus of control, and who possessed the qualities like leaders of innovation and catalysts, which initiated economic growth and development (Simpeh, 2011). In addition, the need for achievement is one of the most important psychological traits required for entrepreneurship to the extent that the level of need for achievement determines the energetic levels of entrepreneurs where the higher the need for achievement, the higher the energetic level (Amouri et al, 2016).

Secondly, the sociological perspective looks into a variety of factors which are found in the social context but which influences the decisions of an entrepreneur (Simpeh, 2011). The social context in which the entrepreneur was brought up and or is currently in, relatively affects the decisions which are made. According to Simpeh, the social context includes the social networks, life course stage context or ethnic identification. Regarding social networks, "the focus of social networks is on building social relationships and bonds that promote trust and not opportunism" (Simpeh, 2011,4). In other words, an entrepreneur who takes an effort to build strong social networks is likely to be successful. According to Simpeh, the life course stage involves analyzing the life situations and characteristics of individuals who

have decided to become entrepreneurs. Drawing from the experiences of these people help a person to think and take action to do something related to those experiences. The ethnic identification presents a sociological background that might determine how far a person can go with entrepreneurship. These individuals, due to this highly thoughtless upbringing are motivated to take control of a hostile work and create businesses when they grow up. The children of entrepreneurs were likely seen to have entrepreneurial careers than working for others just like the effect of subjective norms influence on behavior (Krithika & Venkatachalam,2014). In other words, the sociological perspective addresses entrepreneurship with an alignment to the sociological point of view.

Thirdly, the economic perspective of entrepreneurship is regarded as a necessary activity which fosters economic. This perspective has roots in theories of economics. According to the article 1939 by Schumpeter on business cycles, it was posited that economic development is derived from "new combinations," of innovation. These new combinations necessary for economic development could be the development of a new good, a new method of production, new markets, new sources of raw material, or a new organizational form (Croitoru, 2017). Entrepreneurial effort is ultimately the key element in the process of economic growth. Similarly, entrepreneurship is regarded as a source of social economic advantage in Malawi and entrepreneurship education in technical colleges can direct the employability intentions of students towards taking a career of an entrepreneur rather than that of an employee (TEVET, 2015).

Lastly, the cultural perspective posit that entrepreneurs can emerge from any socio economic class regardless of whether they come from marginal cultural group or well developed society (Sajjad et al, 2012). It expands that the degree of entrepreneurship undertakings depends on how strong the culture supports entrepreneurial undertakings. This is obvious as some countries are yet to experience a cultural shift to a paradigm which support entrepreneurial behavior and therefore few entrepreneurial undertakings happen from the people who come from such cultural background. Culture has a strong impact on entrepreneurial intentions because cultural norms and values affect entrepreneurial decisions (Sajjad et al, 2012). In their study, they discovered that cultural values and beliefs specify the level to which society critic behaviours, such as innovation, perceived feasibility, risk taking, independent thinking and perceived desirable.

In agreement, the study by Carswell & Roland (2004) found that value systems which are brought by religion do not reduce the business start-up rate but rather enhance the business start-up rate. Therefore, none of the major religions namely; Christianity, Islam, Buddhism, Jainism and Hinduism oppose entrepreneurship. For example, many Malaysians and Chinese who are mainly Buddhists and the Indian Muslim community are mainly entrepreneurs. Similarly, in developing countries like Malawi, Hindus, Buddhists, Christians and Muslims have the choice to decide on whether they want to get involved in entrepreneurship. Similarly, entrepreneurship education may have a transformative power on individuals if it designed in such a way that it instils entrepreneurial cultural values.

2.6 Entrepreneurship Education

2.6.1 The Role of Entrepreneurship Education

O'Connor (2013) mentioned that entrepreneurship has become a key element in many government economic policies. Entrepreneurship education has the capacity to encourage students to set up businesses because the students get information about entrepreneurship information and motivate students to take it as a career (Mustapha & Selvaraj, 2015). Relatedly, the government of Malawi increasingly mention in its developmental policies on the need to promote entrepreneurship for its economic gains. Accordingly, the government should seek to recognize the effort that entrepreneurship education has on promoting enterprising culture. This could be done by establishing support structures for training institutions which offer entrepreneurship education and training. Nevertheless, the economic benefit of entrepreneurship education has proven difficult to substantiate due to multi-definitional perspectives of entrepreneurship (Fillion, 2011).

It has been suggested that there is a merging on the need of teaching entrepreneurship to students, and to do it actively, using active met that help training and practicing all the needed competencies and skills (Holloway et al, 2008). In other words, entrepreneurship teaching can be effective only if the teaching is done in the right way that it stimulates the students' desire to become entrepreneurs.

Hence, instead of sitting and listening to their teacher's lectures, students must participate in exercises such as simulations, collaborations with real entrepreneurs or engage in mini-enterprises or student competition (Dam et al, 2010). Passive teaching methods should be

replaced with active methods. Therefore, according to them the use of these teaching methods possible, teachers should behave entrepreneurially by ensuring that the teachers acquire knowledge of the behaviors that relates to entrepreneurship. In other words, education in technical colleges expose learners to trainings that are usually practical in nature, the learners are stimulated to think actively and creatively therefore active teaching methods should also be employed in teaching entrepreneurship. It is difficult for teachers who do not behave entrepreneurially to use active teaching methods, therefore teachers must strive to engage themselves in entrepreneurial activities to be a model the students.

Many studies have found that entrepreneurship education help to increase the entrepreneurial intentions of students (Izedonmi & Okafor, 2010; Küttima et al, 2014). This is because entrepreneurship education helps to inculcate entrepreneurial culture in the students.

Similarly, entrepreneurship education in technical colleges aim at increasing the entrepreneurial intention of the students to enable them to display entrepreneurial behaviours through entrepreneurial activities. Also, as the trainees in technical colleges come from different parts of the country, the entrepreneurial activities that would be undertaken in their respective locations by some of them, will reduce unemployment levels in their localities.

The results from a study by Stamboulis & Barlas (2014) on the impact of entrepreneurship education on student attitudes in which a survey was conducted among 169 students at a Greek university showed that entrepreneurship education significantly contribute towards increasing student attitude. In other words, entrepreneurship education is a necessary attempt for growing student attitudes.

Izedonmi & Okafor (2010) conducted a study in Nigeria on the effect of entrepreneurial education on students' entrepreneurial intentions. It involved 250 students from universities as respondents who were randomly selected. When regression analysis was used to analyse the data, it was found that entrepreneurship education plays a role of influencing the entrepreneurial intention.

However, entrepreneurship training can only meet its goal if educators can become "far explicit about what they teach, why they teach it and how it can be taught"

(O'Connor,2013,561). This will lead to the improvement of the quality of entrepreneurship education that has the potential to raise the entrepreneurship attitude of learners (Izedonmi & Okafor, 2010). Hence, successful improvement of entrepreneurship education is possible only if the right curriculum is developed and taught using the right teaching methods that will achieve the purpose of teaching entrepreneurship.

2.6.2 Entrepreneurship Education in Public Technical Colleges in Malawi

Entrepreneurship training in technical colleges was officially introduced in the curriculum by TEVETA after the mandate from TEVET Act of Parliament of 1999. Among other things, the Act led to the establishment of TEVETA with a responsibility of looking after technical and vocational training in the country especially technical colleges including designing the entrepreneurship curriculum. The implementation of entrepreneurship training is done through formal training in public technical colleges, community technical colleges, private technical colleges and by other training partners for the informal sector training programs. The Ministry of Labour Youth and Manpower Development (MoLYMD) is the parent Ministry for TEVETA. The Directorate of Technical Vocational Education and Training (DTVT) is the department in the Ministry that coordinates with TEVETA on vocational and technical training.

The recruitment of students in technical colleges is done by TEVETA in collaboration with MoLYMD. The figures for students to pursue training in various technical colleges has been on the increase almost each year from 312 recruits in 2005 to 1486 recruits in 2016 (TEVET, 2015). The selection in the year 2016 was out of 11762 applications. These numbers are only for public technical colleges. The increase in number of applicants signifies the increasing demand for technical and vocational courses. All successful recruits in all training programs are under the compulsion to study and achieve the required competencies in entrepreneurship. This is considered as a good approach to expose all trainees to entrepreneurship raise their entrepreneurial intentions. However, many trainees lack interesting entrepreneurship training as they do not see how the training relates to their occupation courses. The challenge for the trainers is to increase the curiosity of the trainees to show how the entrepreneurship fit in their careers (Teerijoki & Murdock, 2014). Hence, it is important to suggest teaching and learning methods that stimulate curiosity for entrepreneurship.

2.6.3 Entrepreneurship Education Compared to Entrepreneurship Training Programs

Even though the terms 'entrepreneurship education' and 'entrepreneurship training' are used interchangeably by many people, these terms do not have the same meaning. Education and training for entrepreneurship encompasses a heterogeneous array of interventions, including formal academic education programs and standalone training programs (Valerio et al, 2014). According to them, entrepreneurship education training (EET) programs can be classified under two related but distinct categories: education and training programs as in Figure 2:

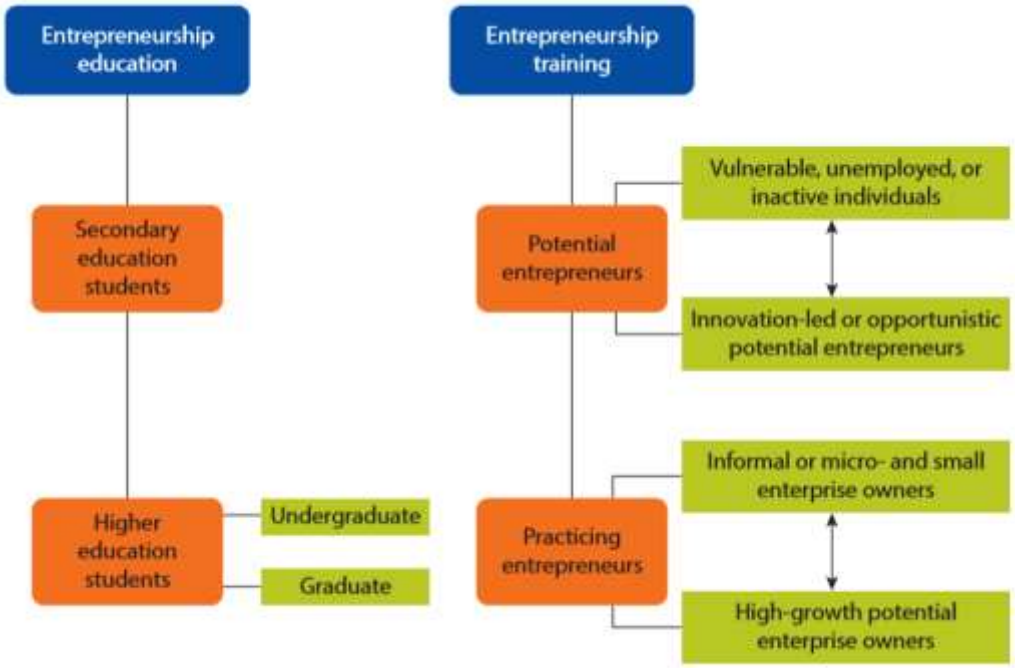

Figure 2: Entrepreneurship education compared to Entrepreneurship training (Valerio et al, 2014)

According to Valerio et al (2014), while the aim of both categories is to promote entrepreneurship, they are distinguished from one another by their variation in terms of program objectives or outcomes. "Entrepreneurship education programs aims at building knowledge and skills about or for the purpose of entrepreneurship. Entrepreneurship training (ET) programs, by contrast, tend to focus on building knowledge and skills, explicitly in preparation for starting or operating an enterprise." (Valerio et al, 2014). Entrepreneurship education is offered in the academic arena either at secondary level or higher education level student. In other words, the audience of entrepreneurship education are secondary school and university or college students in the academic system who get formal education qualifications at the end of their education programs.

On the other hand, entrepreneurship training programs are not offered in order for the audience to get formal education qualifications at the end of their training programs but this training targets a range of potential and practicing entrepreneurs who are not part of formal qualification yielding programs. "Potential entrepreneurs targeted by ET programs can include, at one end of the range, vulnerable, unemployed, inactive individuals or necessity-driven potential entrepreneurs, and at the other end, highly skilled, innovation-led, or opportunistic potential entrepreneurs" (Valerio et al, 2014, 4). In other words, its main target is providing training to enable individuals to become practicing entrepreneurs from individuals owning informal, micro- and small enterprises (MSEs), all the way to high-growth potential enterprise owners. Hence, technical colleges in Malawi offer entrepreneurship education to college students as guided by the official curriculum but it is necessary to begin offering entrepreneurship training in technical colleges through various programs to equip the graduates with skill sets which would enable them practice entrepreneurship.

2.7 Entrepreneurial Intention

Entrepreneurial intention is the curiosity of an individual to carry out entrepreneurial undertakings (Ridho et al, 2015). It is the most important factor that indicates that a person is willing to become an entrepreneur (Utami, 2017). It is the more precise predictors of entrepreneurial behavior (Wmpgc & Hhaj, 2014). In other words, the entrepreneurial intention is the level of interest that a person shows towards entrepreneurship. If the intention is high, there is a possibility of that individual to become an entrepreneur because the behavior of that individual will be in line with the intention (Shirokova et al, 2015). By studying the intention, it is possible to anticipate the behavior that a person may reveal (Dinc & Budic, 2016). In other words, due to the impact that entrepreneurial intention has on predicting the entrepreneurial behaviors in individuals, it is a necessary variable to be studied in entrepreneurial intentions based research. Entrepreneurship education it taken as a tool for cultivating the entrepreneurial intention in students (Saravanakumar & Saravanan, 2012). Therefore, entrepreneurship education in technical colleges should focus on uplifting the entrepreneurial intention of students so that the students should behave entrepreneurially also. Hence, in this study, an analysis of factors which affect the entrepreneurial intention in students was done in order to establish ways of using entrepreneurship education in technical colleges for promoting the entrepreneurial intention in students.

2.7.1 Factors Affecting Entrepreneurial Intention

Literature has revealed that there is a relationship between entrepreneurial attitude, subjective norms and perceived behavioral control on entrepreneurial intention (Ambad & Damit, 2016; Krithika & Venkatachalam, 2014; Sutanto & Eliyana, 2014).

2.7.1.1 Entrepreneurial Attitude

According to Gray (2007,490), "attitude is any belief or opinion that has an evaluative component, a judgment or feeling that something is good or bad, likable or unlikable, moral or immoral, attractive or repulsive". Favorable beliefs about an object results in a positive attitude towards the object and on the other hand, unfavorable beliefs about an object yields negative attitude towards the object. In other words, entrepreneurial attitude relates to the perception that an individual has towards entrepreneurship that would be showed by his inclination to be associated or disassociated to it.

The extent to which students at Lilongwe Technical College may favor or disfavor entrepreneurship may be influenced by their attitude. Scholars have examined the facilitating role of personal attitude on developing entrepreneurial intentions. Sutanto & Eliyana (2014) in their study in Indonesia in which 69 teams of students in a business competition were studied using a questionnaire, in terms of their achievement motivation levels, attitude levels and entrepreneurial characteristics and the results found that students with a positive attitude towards entrepreneurship were motivated to undertake entrepreneurial activities. Contrary to this study, the current study utilized a large sample size.

Likewise, a study was done by Ambad & Damit (2016) on determinants of entrepreneurial intention among 351 undergraduate students from a Public University in Malaysia. The data was collected using online and face to face structured questionnaires and analysed using Partial Least Squares (PLS) approach. The results found that personal attitude together with, perceived behavioural control, and perceived relational support are the predictors to entrepreneurial intention. Contrary to this study, the data was collected through face-face questionnaires only and data analysis was done using descriptive analysis and hypotheses testing in Statistical Package for Social Scientists.

An analysis of the extent to which attitude influence entrepreneurial intention of the students at Lilongwe Technical college was necessary to determine how to change the attitude of

students through persuasion. It was revealed by the results of the study by Choe & Loo (2013) that education has a strong influence on the attitude towards entrepreneurship. Therefore, there is a strong association between attitude and intention to perform a particular behaviour (Ambad & Damit, 2016). Therefore, this study attempted to find out if attitude is one of the factors which influences entrepreneurial intention in students.

2.7.1.2 Subjective Norms

Subjective norms refer to the pressure from peers or friends to comply with specific norms (Krithika & Venkatachalam,2014). They are views from individuals which are considered important in a way that they can provide a social pressure to perform or not to perform a particular activity (Utami, 2017). The support that individuals get from people who are considered important to them can influence their intention to engage in entrepreneurial activities (Phuong & Hieu, 2015). By valuing what others think, it may shape the intention to become an entrepreneur may be Studies have confirmed the impact of subjective norms on entrepreneurial intention. The results from a study by Krithika & Venkatachalam, (2014) on the impact of subjective norms on entrepreneurial intention among the business students in Bangalore established a positive association between the subjective norms and entrepreneurial intention. In the study, 100 students from business subjects were included in the study using stratified random sampling. Unlike the study by Krithika & Venkatachalam, in terms of data collection, the current study used cluster sampling because the students were grouped in their homogenous groups. There was also a positive relationship between subjective norms and entrepreneurial intention in the study by Peng et al, (2012).

In addition, a study by Samuel, Ernest, & Awuah, (2013) on the entrepreneurial intention, motivators and obstacles among the marketing students of Sunyani Polytechnic, Ghana affirms that subjective norms influence entrepreneurial intention of students. The study used convenient sampling method to identify 136 respondents of which 94 were males and 42 females and were selected by convenient sample method. A questionnaire was used for data collection and the responses were analysed by One-way ANOVA. It was also revealed that teachers or lecturers influence the students to become entrepreneurs. In other words, the views of teachers regarding entrepreneurship may have a strong influence on students' decisions. Contrary to this study, the current study used cluster sampling.

Krithika & Venkatachalam (2014) investigated the relationship between the subjective norms and its impact on entrepreneurial Intention among 100 business management students in Bangalore, India. stratified random sampling was used in their study. The result showed that there is a significant relationship between the attitude and entrepreneurial intention among the business students in Bangalore. Unlike in that study, the current study collected data from a sample from construction and engineering students.

A study by Utami (2017) determined the influence of attitude, subjective norm and perceived behavioral control on the entrepreneurial intentions of University students in Indonesia. Using purposive sampling, 1,237 respondents were selected, the research results showed that attitude, subjective norm, and perceived behavioral control affected entrepreneurial intentions. However, being a quantitative study, the use of purposive sampling was not necessary because purposive sampling method goes well with qualitative studies (Saunders et al, 2007). Therefore, the current study is different because it is a quantitative study which used cluster sampling method.

Tong, Tong, & Loy (2011) conducted a study to find out the factors that influence entrepreneurial intentions of undergraduate university students. Survey questionnaires were distributed to 196 respondents in four universities by convenient sampling. The results showed that among other factors entrepreneurial intention was predicted by the subjective norms. However, because convenient sampling method was used in a quantitative study, there is a very low likelihood that the sample represented the population (Saunders et al, 2007).

Therefore, this study attempted to establish if subjective norms is a factor which affects the entrepreneurial intention of students who are pursuing technical courses in Malawi using different research methodologies.

2.7.1.3 Perceived Behavioural Control

According to Krithika & Venkatachalam (2014), Perceived behavioral control is the perception of the individual that he or she can perform a certain behavior and it is not the actual or realistic control he or she can show. This is in agreement with a study by Dinc & Budic (2016) which showed a positive relationship between perceived behavioral control

and entrepreneurial intention. In other words, high perceived behavioral control increases the self-confidence to become an entrepreneur.

A study by Muhammad et al, (2015) found that behavioral control is a significant predictor of entrepreneurial intention. In that study a sample size of 205 was drawn from Abubakar Tafawa Balewa University. Data was analysed using structural equation modelling. The findings showed that entrepreneurial attitude, subjective norm and behavioral control strongly predict entrepreneurial intention.

In their study, Amos & Alex (2014) examined some of the key factors that influence students' entrepreneurial intentions among university students in Kenya. Questionnaires were distributed to 326 students University students. The results indicated that among other factors, perceived behavior control significantly determined entrepreneurial intention of students.

Ambad & Damit (2016) studied the determinants of entrepreneurial intention among undergraduate students. Using the data collected from 351 University undergraduate students in Malaysia, the results found that in addition to personal attitude and perceived behavioral control, perceived relational support is also the predictor to entrepreneurial intention.

Therefore, this study identified students' perceived behavioral control as an independent variable that predicts the entrepreneurial intention in the students. This study was different from the previous studies because it focused on technical college students while previous studies focused on university students pursuing undergraduate and graduate studies.

2.8 Behavioural Theories

Research has verified that intention models are able to connect individuals and their behaviors (Khuong & Huu, 2016). The most widely used theory is Ajzen's Theory of Planned Behavior (TPB); Entrepreneurial Event Model (EEM) and Bandura's theory of self-efficacy.

2.8.1 Bandura's Theory of Self-efficacy

Self-efficacy is a motivational construct that has been proven to have an influence on the decision to undertake activities, level of goals and performance in general (Zao & Seibert, 2005). One's self -efficacy was identified by Albert Bandura as a requirement for a person to excel or fail in a task (Utami, 2017). The performance will differ for individuals who have different levels of self-efficacy (Drnovsek et al, 2009). According to Bandura, "Self-efficacy is about a person's beliefs in their ability to mobilize the motivation, cognitive resources and courses of actions needed to control events in their life" (Landstrom et al, 2016,56). It is the persons belief on his or her capabilities to successfullycomplete tasks (Campo, 2011). Self efficacy is mistakenely with locus of control however, these two terms are similar but slightly different because "Self- efficacy looks at the person's sense of his or her own ability, while locus of control refers to the person's sense of whether or not that ability will produce rewards" (Gray, 2007, 569). in other words, self-efficacy is the confidence that a person has on his or her ability, on the other hand, locus of control focuses on the capacity of a person to utilize the abilities to bring results. According to Karisson & Moberg (2013), entrepreneurial self-efficacy is the confidence that an individual has on his or her perceived competence to start a business. In other words, it is the self-assurance that a person has a capacity to start entrepreneurial undertakings. In their study, Karisson & Moberg focused on students who enrolled for an innovation management course to find out if training can improve one's self-efficacy. Their results showed that entrepreneurship education has the ability to influence the confidence levels of students. In other words, a person who has little self-efficacy can develop enhanced confidence levels after undergoing a training in entrepreneurship. Therefore, using this study, it can be presumed that training can be used as a tool in technical colleges to develop student's self-efficacy levels.

The theory of self-efficacy is important because entrepreneurship studies has the capacity to improve the self-efficacy of students to undertake entrepreneurial activities (Karisson & Moberg, 2013). Therefore, entrepreneurship training should encompass teaching and learning activities to aim towards enhancing the self -efficacy of the students so that students should desire to pursue entrepreneurship as their career choice.

However, the theory of self-efficacy is a weak theory in predicting behaviour because self-efficacy level does not guarantee the predicted behaviour because behaviour is complex and therefore may be affected by other variables such as resources, eternal constraints which are

not related to self-efficacy (Bandura, 2005). Therefore, this theory may be insufficient in measuring the entrepreneurial intentions in students.

2.8.2 Shapero Entrepreneurial Event Model

Another theory which helps to predict the entrepreneurial intention is the entrepreneurial event theory which was developed by Shapero and Sokol in 1982 (Ranga et al, 2019). The model is popularly known as Shapero Entrepreneurial Event (SEE).

The theory suggests that the intention to become an entrepreneur derive from the perceived desirability, propensity to act and perceived feasibility to act upon entrepreneurial opportunities as presented in Figure 3.

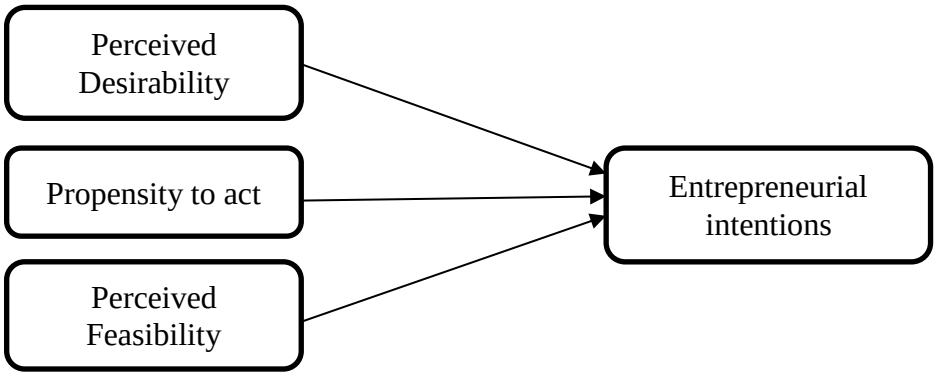

Figure 3: Shapero's Entrepreneurial Event Model **(Ranga et al, 2019)**

Firstly, the model identified perceived desirability (PD) as a variable which leads to entrepreneurial intentions. This is the personal attractiveness of starting a business, including both intrapersonal and extra personal impacts (Dana(Ed), 2011). The SEE model identified culture, family, peers, colleagues, mentors and previous work experience as factors that strongly influence personal values and the perception of desirability (Summers, 2013). In other words, if a person does not feel that entrepreneurship is a desirable career as shaped by factors which have influenced this individual, then, it may be less probable that this individual would have positive entrepreneurial intentions. On the contrary, a person who has a positive perceived desirability on entrepreneurship would have positive entrepreneurial intentions.

Secondly, propensity to act (PTA) is the personal disposition to act on one's decisions, thus reflecting volitional aspects of intentions (Ranga et al, 2019). In other words, this is the individual character to act on one's decisions thereby reflecting the entrepreneurial

intentions of the person. It was suggested by Shapero that the best way to measure propensity to act is by measuring the internal locus of control.

Thirdly, perceived feasibility (PF) is the degree to which one feels personally capable of starting a business (Summers, 2013). Therefore, in summary, the SEE model provides an explanation of the process that leads to an entrepreneurial event. It suggests that the individual perceptions to become an entrepreneur, the perception that it is possible to successfully undertake entrepreneurial activities, and the propensity to act entrepreneurially will lead to entrepreneurial intentions.

2.8.3 The Planned Behaviour Theory

The planned behavior theory was developed by Icek Ajzen as a tool for predicting behavior in people. The fundamental factor in this theory is the intention of an individual to perform a particular behavior (Ajzen, 2005). Intentions mirror a person's motivation to execute a behavior (Naisa et al, 2017). According to the theory, the stronger the intention to engage in a behavior, the more likely should be its performance.

Many studies (Krithika & Venkatachalam, 2014; Izedonmi & Okafor, 2010) that focus on entrepreneurial intentions have based their study on the planned behaviour theory. The Theory of Planed Behaviour (TPB) explains that the intentions of people are a source of motivation to behave in a particular way (Shirokova et al, 2015). This theory proposes that studying the intention of individuals assist in predicting the behaviours of individuals. The theory explains that the behaviour of individuals is influenced by their intention. This theory assumes that three independent determinants of intention are attitude, subjective norm and perceived behaviour control (Amouri et al, 2016). It has been suggested that high favourable attitudes and high subjective norms lead to the greater perceived behavioural control, therefore, each of these antecedents play a big role on influencing the future behaviour (Ajzen, 2005).

In the theory, the attitude towards the behaviour is the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question (Ajzen, 2005). Thus, attitude and behaviour go together because a person's attitude towards something, influences his or her behaviour towards that particular thing (Sutanto & Eliyana,

2014). In other words, a person who does not desire to venture into entrepreneurship will likely not put any effort to become an entrepreneur because his or her mind would have been less inclined towards entrepreneurship even if the person can be surrounded with potential entrepreneurial opportunities. This is contrary to other individuals who have a positive attitude towards entrepreneurship and exert all their effort to pursue entrepreneurship against all odds. Therefore, the effective entrepreneurship education should be able to develop favourable students' attitude towards entrepreneurship so that their intention towards entrepreneurship should be high.

According to Ajzen, subjective norms are the perceived social pressure to perform or not to perform the behaviour. They refer to the degree to which family, friends, peers and society at large expect or pressure the individual to perform the behaviour in question (Samuel et al, (2013. The approval of the decision to become an entrepreneur is influenced by the opinion of other people such as teachers, close friends, family members which are considered to be important (Tsordia & Papadimitriou, 2018). In other words, the opinions of significant people can shape an individual's attitude towards his or her entrepreneurial intention. If the subjective norms are supportive to a person who desire to pursue entrepreneurship then the entrepreneurial intention in that person will likely be high (Krithika & Venkatachalam, 2014). Therefore, subjective norm is a reliable construct for measuring the entrepreneurial intention in students.

According to Ajzen, perceived behavioural control is the people's perception of the ease or difficulty of performing the behaviour of interest. It is the manner in which individuals control beliefs about activities (Tsordia & Papadimitriou, 2018). In other words, this is belief that an individual has in his or her ability to do something. It is the confidence level that the person has in his abilities to perform an activity. The perceived behavioural control is connected to self-efficacy. An individual will be able to understand the perceived behavioural control of him or herself by answering the question, "Can I be able to do it?" The answer can lead a person to have confidence in his or her abilities to behave entrepreneurially.

The theory of planned behaviour is a reliable theory for predicting the entrepreneurial intentions because of its ability to capture behaviours which people have no volitional control (Ajzen, 2005). However, Ajzen recognize that main weakness of the theory is that it

does not present the exact form of relations between attitude, subjective norms and perceived behavioural control with entrepreneurial intentions (Choe & Loo, 2013).

Nevertheless, the TPB has been successfully applied to predict a broad range of types of behaviours such as voting decisions, problem drinking and losing weight (Ajzen, 2005). A study using a sample of 143 Norwegians investigated the decisions that lead determine their choice between becoming an entrepreneur and becoming an employee. He found that attitude towards entrepreneurship, subjective norm and perceived behavioural control appeared as more significant influences on self-employment intentions compared to self-employment experience, gender, or family background. Therefore, it is still the widely used theory for measuring the entrepreneurial intentions (Krithika & Venkatachalam, 2014).

Ajzen's theory of planned behavior, has proven to be an excellent model for studying the relationship between behavioral intention and attitudes. In broad terms, the theory is found to be well-supported by empirical evidence (Amouri et al, 2016).

As shown in the review of each competing model, the Theory of Planned Behavior's key constructs are similar to those in other theories (i.e., subjective norms, efficacy, etc.). This indicates general acceptance of its key concepts by other theoretical scholars (Krithika & Venkatachalam, 2014). The theory is also valuable because it accounts for behaviors that do not fall under a person's volitional control. In addition, the theory accounts for perceived behavioral control, or one's perceptions of internal or external constraints on performing a behavior.

The other strength of the theory is that it is mean in its conceptual framework, allowing clear operationalization and visualization of variables like attitude, subjective norms and perceived behavioral control (Amouri et al, 2016). This is demonstrated in the linear process of the model, in which one key construct clearly leads to another in the theory's explanation of behavioral intent. When projected as Ajzen had proposed first, the theory of planned behavior provides a clear explanation how behavioral and normative beliefs affect an individual's behavioral intention, which leads to the prediction of actual behavior (Dam et al, 2010). Therefore, because of the strenghts of the theory of planned bahviour is comparison with other intention based thoeries, this study chose to use the TPB theory.

2.9 Literature Gaps

The existing literature has revealed that a study on finding out the entrepreneurial intentions in students has never been conducted in Technical Colleges in Malawi. However, there have been similar studies in other countries.

Ambad & Damit (2016) in their study on the determinants of entrepreneurial intention among 351 undergraduate students from a Public University in Malaysia attempted to find the relationship between attitude, subjective norms and perceived behavioral norms as predictors of entrepreneurial intention. In their study, data was collected through online and face-to-face survey using a structured questionnaire. However, online data collection methods exposes the research to external validity threat and obtaining of misleading information (Kilinc & Firat, 2017). Therefore, to avoid this problem, this study distributed hard copies of questionnaires to ensure that the right people provided the data for the study.

Krithika & Venkatachalam (2014) on their study on impact of subjective norms on entrepreneurial intention among the business students in Bangalore tried to establish the relationship between the subjective norms and entrepreneurial intention. In their study stratified sampling method was used. However, their focus was on business students only and not on students pursuing technical courses. This study will dwell on finding out the association between subjective norms and entrepreneurial intention for students pursuing technical courses.

Amos & Alex (2014) conducted a study to find how the components of Ajzen's Theory of Planned Behavior, effects of demography and contextual factors on the entrepreneurial intention (EI) of university students. It was found that perceived behavioral control influences entrepreneurial intention. In their study, the sample was drawn from students pursuing commercial program. In the current study, the focus is on students undertaking technical courses.

The key question that remains is how to present the relationship between attitude, subjective norms and perceived behavioral control and students' entrepreneurial intentions in technical colleges. Therefore, this study took a different approach from previous study in terms of the targeted sample and data collection method.

2.10 Summary

This chapter discussed literature on entrepreneurship and the background to entrepreneurship education in technical colleges. It also provided a brief discussion of theories on entrepreneurial intentions which formed the basis for the theoretical framework of the study. A review of the literature on entrepreneurial intentions has shown that personal attitude, perceived subjective norms and perceived behavioral control have a strong relationship with entrepreneurial intention. The study also embraced the theory of planned behavior by Icek Ajzen as the appropriate theory for use in this study. The literature review revealed that studies on entrepreneurial intentions in students in Malawi have not been done and this gap justifies why this study is necessary. The next chapter describes the research procedures and techniques that were employed in this study; detailing the research design and other methodological aspects.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This section looked at how the study was done and the rationale for selecting the procedures which were used in the study.

3.2 Research Setting

The objective of this study was to understand how the theory of planned behavior can be used to explain the entrepreneurial intentions of students in technical colleges so that there can be improvement in efforts towards enhancing entrepreneurship behavior among students. For this reason, the researcher adopted the deductive method in the research. In line with deductive theory, the research was based on a theory from which the research hypotheses were developed in relation to the research questions because the deductive approach uses an assumption which is driven by theory (Zalaghi & Khazaei, 2016) . This study based on the theory of planned behavior as explained in the literature review. In other words, deductive research always starts with the theory in the field. Therefore, this study being a quantitative research used objectivism paradim to analyse the hypotheses.

3.3 Study Population

The study targeted 150 students from Lilongwe technical college who were studying for a qualification in auto mechanics, electrical installation, general fittings, motor vehicle mechanics, refrigeration, wood machines, welding and fabrication and vehicle body repair.

3.4 Study Sample and Sampling Procedure

The sample for this study was supposed to be 110 students as determined by sample determination tables with the precision levels for ±5%, and 95% confidence level and P =0. 5 (Singh & Masuku, 2014). However, 140 students were involved in the study as a cautious approach to accommodate for unreturned questionnaires. The chosen sample size was adequate for providing valuable information for the study (Oppong, 2013). Lilongwe Technical College was chosen at a suitable college for the study because it has a bigger number of student population as compared to other colleges. The students taking technical courses were chosen to participate in the study because technical college take more students in technical courses than in commercial courses. Therefore, the sampled units gave a true representation of the courses that are offered in the country.

The selection of students was based on cluster sampling. Cluster sampling method was used because the students were naturally grouped in their homogeneous groups of 8 courses (Saunders et al, 2007). The courses are Automobile mechanics, electrical installation, plumbing, refrigeration & air conditioning, general fitting, vehicle body repair, welding & fabrication and wood work machining.

Thereafter, the units of analysis in the clusters were chosen using disproportionate sampling by including all the units which were available in the clusters. Hence, all the units in the clusters were taken because the individual clusters have smaller number of units. This was done to have a high level of precision. In other words, the approach used was that all the students who were available in their cluster qualified as study objects. The target population size was 150 and the minimum target for this sample size in order to make valid conclusion is 110 (Singh & Masuku, 2014). For this study, 140 questionnaires were distributed to accommodate for unreturned questionnaires. After the distribution, only 130 fully completed questionnaires were returned by respondents. This represented a response rate of 93%. The high response rate was mainly attributed to the data collection technique applied, accessibility and availability of the study population.

3.5 Data Collection Method and Data Analysis Method

This section discusses the process which was used to gather and measure information for the constructs related to the Ajzen's theory of planned behavior and give the rationale for their choice.

3.5.1 Data Collection

Questionnaires were used as a data collection tool to enable the researcher to answer the research questions and had been chosen because they require less time for data collection and processing (Saunders et al, 2007).

The items for the questionnaire in the study were based on the study by Dinc & Budic (2016) which looked at the impact of personal attitude, subjective norm, and perceived behavioral control on entrepreneurial intentions of women. The questionnaire by Dinc & Budic based on theoretical background and empirical studies of previous researchers which are based on direct works for the studies of Ajzen of 1991 and 2001. The instrument was considered to

be reliable because it measures the personal attitude, subjective norm, perceived behavioral control and entrepreneurial intention with questions items which are based on the works of Ajzen the developer of planned behavior theory. This questionnaire had only 20 question measuring the entrepreneurial attitude, perceived behavioral control and subjective norms thereby enabled the respondents to complete the questionnaire in a very short time and decreased the chances of unreturned questionnaires. The questions on entrepreneurial attitude, perceived behavioral control and subjective norms were correlated against the questions on the entrepreneurial intention. The correlation was done to test the study's hypotheses.

The questionnaire expressed the variables in statements which were measured against a 5 point Likert scale which allowed for statistical presentation of the responses from study units (Boone & Boone, 2012).

3.5.2 Data Analysis Technique

Data collected from the questionnaires was analyzed quantitatively using Statistical Package for Social Studies (SPSS) version 22 software. SPSS was used because it allows for multivariate analysis data analysis (Burns & Burns, 2008). Since the objective of this study was to find out the correlation between attitude, perceived subjective norms and perceived behavioral control to entrepreneurial intention, the dependent variable was the entrepreneurial intention denoted as EI. The independent variables were perceived attitude denoted as AT, subjective norm denoted as SN and perceived behavioral control denoted as PBC. These three independent variables were considered the best predictors of entrepreneurial intention (Krithika & Venkatachalam, 2014). Hence, the independent variables (AT, SN, PBC) were correlated against dependent variable (EI). Correlations were done using Pearson's correlation and Spearman's rho. Two correlation techniques were used because Pearson correlation measures the linear relationship between normally distributed variables. On the other hand, if the variables do not have a linear relationship, the appropriate correlation method is Spearman's rank correlation method (Hauke & Kossowski, 2011). In other words, using both correlation methods ensured that measurement of variables with linear and Nonlinear relationship had been done.

3.5.3 Validity of the Questionnaire

The questionnaire which was used in the study was adapted from the study by Dinc and Budic (2016) in their study on the impact of personal attitude, subjective norm, and perceived behavioral control on entrepreneurial intentions of women. However, in this study, validity and reliability tests were still performed to ensure that the instrument was appropriate for the study.

3.5.3.1 Validity

Face validity for the questionnaire was assessed by administering the questionnaire to 20 students at Namitete Technical College to test-run the instrument. This pre-testing stage was a necessary procedure for validating and improving the scales which were adapted from a questionnaire by Dinc & Budic (2016). A pilot test refines the questionnaire assures the validity of the questionnaire (Saunders et al, 2007). In this study, the researcher conducted a pilot test with the intention to improve the questionnaire and using the pilot test results, it was justified that the instrument had face validity. During this pre-testing, 20 students were asked to seek clarification for any question which they could not understand so that the researcher could know if the instructions and questions were clear before being distributed to the targeted population. Since, the participants did not raise any issue regarding any ambiguity of the questions and instructions to refine the final questionnaire, it was concluded by the researcher that all the questions on the questionnaire were relevant and clear for administering to the sample. As the questionnaire was adapted from the previous study which focused on measuring the entrepreneurial intention in students using the theory of planned behavior, it was assumed that content validity had been achieved and that no question was irrelevant (Parahoo, 2006).

3.5.4 Structure of the Questionnaire

There were four questions focusing on demographic issues and background of the respondents that were included. These questions were included in order to capture demographic and background data of the respondents so that some inferences relating to the findings could be drawn.

In section A, the respondents had to give their personal information by choosing the applicable block relating to their personal information.

Sections B, C, D and E focused on questionnaire items measuring attitude, subjective norms, perceived behavioural control and entrepreneurial intention. Items were measured against a five point Likert scale with responses from "strongly disagree" represented with a value of one, to "strongly agree" symbolized with a value of five. The Likert scale was particularly chosen because it is easier to measure attitudinal scales instead of using "yes" or "no" answers.

Therefore, the questionnaire was considered to be reliable and valid because it is an instrument whose questions were already within the acceptable ranges of Cronbach Alpha analysis.

3.6 Hypothesis Testing

In order to answer the research questions, three hypotheses were used in the study. These hypotheses allowed the generation and comparison of independent and dependent. The hypotheses were tested in order to establish their conceptual relationships. The hypotheses are explained below:

H1: There is a positive relationship between students' attitude and entrepreneurial intention.

The task of establishing whether there is a positive relationship between students' attitude and entrepreneurial intention in this study was measured by the theory of planned behaviour and the identified independent and dependent variables were attitudes and entrepreneurial intention respectively. Its main assertion was that the more favourable attitudes toward behaviour, the stronger it would have an impact on the intention to perform the behaviour would be (Ajzen, 2005). Therefore, in order to test the relationships between variable in this hypothesis, the following questions were used. *'Being an entrepreneur would entail great satisfactions for me', 'Being an entrepreneur implies to me more advantages than disadvantages',' A career of entrepreneur is very attractive for me', 'If I had the opportunity and resources, I'd like to start a company', 'Among various options, I would rather be an entrepreneur'*

Attitude is one of the most important predictor of behavior (Ajzen, 2005) and many studies have used it as one of the independent variables for measuring entrepreneurial intention (Ajzen,1991; Küttima et al, 2014; Krithika & Venkatachalam, 2014; Samuel et al, 2013; Ambad & Damit, 2016). In this study, in order to test whether there is a relationship between attitude (AT) and entrepreneurial intention (EI), Pearson and Spearman correlations at 0.01 significant level, where n= 130 were run using SPSS.

H2: Subjective norms positively influence entrepreneurial intention

The independent and dependent variables were subjective norms and entrepreneurial intention. It was expected that a linier relationship between these variables could be observed and thereby supporting the theory of planned behavior which asserts that the stronger the subjective norms, the stronger the intended behavior (Ajzen, 2005). The research questions used were as follows; *'If I decided to create a company my close family would approve of that decision', 'If I decided to create a company my friends would approve of that decision', 'If I decided to create a company my colleagues would approve of that decision'.*

Just like with attitude, subjective norm was used as a necessary variable as far as predicting intention (Krithika & Venkatachalam, 2014). In order to test whether a significant statistic relationship existed between subjective norms and entrepreneurial intention, Pearson and Spearman correlation tests were also done by comparing subjective norms and entrepreneurial intention. A two tailed significant test was performed.

H3: Perceived behavioral control has a positive association with entrepreneurial intention.

Similar to the other two hypotheses, this was tested using the reference from theory of planned behavior. Statistical relationships were established between independent variable (perceived behavioral control) and dependent variable (entrepreneurial intention). To establish the relationships between the variables within the study sample, the following questions used were as follows; *'I know the necessary practical details to start a firm', 'I can control the creation process of a new firm', 'To start a firm and keep it working would be easy for me', 'I am prepared to start a viable firm', 'I know how to develop an*

entrepreneurial project', 'If I tried to start a firm, 'I would have a high probability of succeeding'.

The questions which were used to obtain data on entrepreneurial intentions among the students were as follows; *'I will make every effort to start and run my own firm', 'I am determined to create a firm in the future', 'I have very seriously thought of starting a firm', 'I have the firm intention to start a company someday', 'My professional goal is to become an entrepreneur', 'I am ready to do anything to be an entrepreneur'.*

In summary of the hypothesis tested, all three constructs, attitude toward behavior, perceived behavioral control, subjective norms were expected to positively influence the entrepreneurial intention.

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3.7 Research Design Matrix

Table 1: Research Matrix

Hypothesis	**Research Objective**	**Population and sampling of unit of Analysis**	**Data Collection Method**	**Data Analysis**
H1: There is a positive relationship between students' attitude and entrepreneurial intention.	To describe the relationship between students' attitude towards becoming an entrepreneur and their level of entrepreneurial intention.	130 students Cluster sampling, Disproportionate sampling	Questionnaires	bivariate analysis
H2: Subjective norms positively influence entrepreneurial intention	To explain the relationship between the influence of students' important persons (friends, family members and teachers) on their entrepreneurial intention.	130 students Cluster sampling, Disproportionate sampling	Questionnaires	bivariate analysis
H3: Perceived behavioral control has a positive	To explain how students' perceived ability to own and run a company	130 students	Questionnaire	

association with entrepreneurial intention.	influence their level of entrepreneurial intention.	Cluster sampling, Disproportionate sampling		bivariate analysis

3.8 Ethical Considerations and Limitations of the Study

The data was collected upon receiving the consent from the respondents. The respondents were also assured that collected data was for academic purposes and the respondents' names were not required. However, the study was subjected to some limitations as presented below;

The method used to collect data was designed for quantitative research only. Questionnaires were used to collect data. For some research questions this method might not be adequate. Observations and visitations of classes combined with in-depth interviews might be necessary to increase our understanding of the influence of educational practices. As a result, the study did not accommodate for collecting qualitative data. Therefore, it could not capture feelings and other behaviours which could relate to entrepreneurial intention.

The study was a mere correlational study and therefore the findings could not establish causal relationships between the variables (Asamoah, 2014). This study only intended to measure the nature of the relationship between variables.

This study was conducted in one college only out of six other public colleges and private colleges that also offer entrepreneurship studies. Including other technical colleges could have strengthened the study however, financial resources could not permit the researcher to study more than one college. Still, the courses sampled in this study are common in all the colleges therefore the sample is a good representation of the college.

The study used a cross-sectional study, and not a longitudinal study to find the factors affecting the entrepreneurial intentions of students. The findings of the research are limited to a cross-sectional study. Therefore, factors which may influence the intentions of students over time could not be covered in this study.

3.9 Summary

This chapter focused on outlining the research methodology used in this study. The study adopted a quantitative approach utilising a sample of 130 students who were sampled using cluster sampling method and disproportionate sampling. Data was collected using questionnaires and a correlational data analysis method was proposed. The questionnaire

was used administered in a pilot study to ensure that it was valid for the study. The ethical considerations of the project were also addressed.

The next chapter presents the results of the research paper where the findings of the study based upon the information gathered as a result of the methodology that was applied.

CHAPTER 4: RESULTS

4.1 Introduction

This chapter presents the results of the data analysis relating to responses from third year students from Lilongwe Technical College, who have been studying entrepreneurship as one of the fundamental courses. The results of the testing of three hypotheses have also been presented.

4.2 Descriptive Characteristics of Sample

4.2.1 Gender Classification of Respondents

63.8 % of the respondents were male respondents and 36.2% of the respondents were females.

4.3.2 Age group of respondents

The age group of respondents are presented in the Figure 4 below:

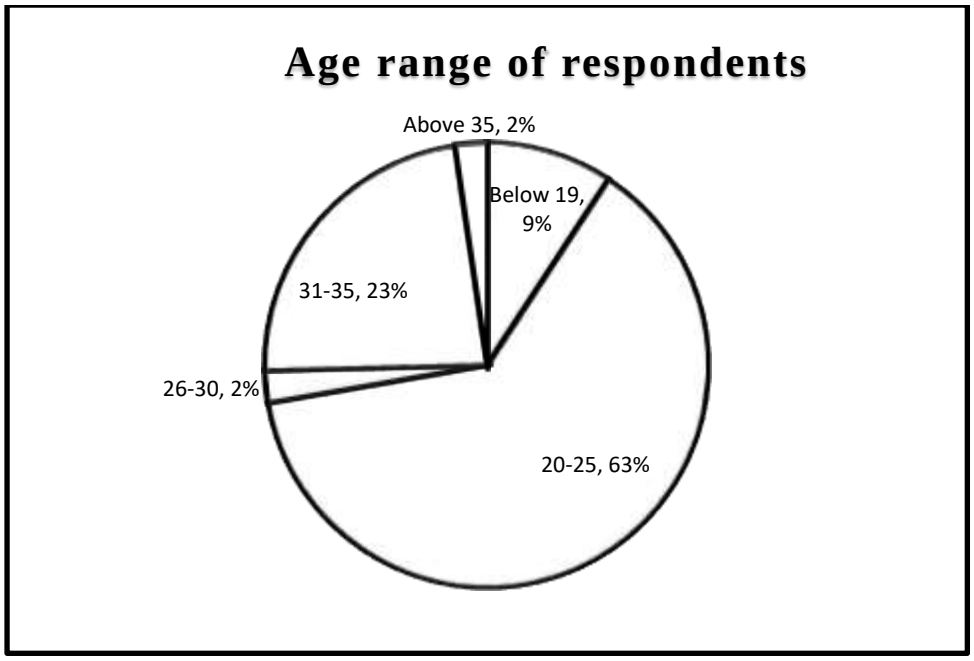

Figure 4: Age range of respondents

The results indicated that 82 students (63%) of the respondents in this study were represented by the 20 to 25 age group. The lowest representation of 26 students (2%) were within the age range of those respondents above 35 years.

4.2.2 Previous Training of Respondents on Entrepreneurship

The results indicated that the 99 students (76.9%) out of 130 students have never received entrepreneurship training elsewhere apart from such training provided by the college. Only 31 students (23.1%) of the respondents had attended entrepreneurship training elsewhere.

4.2.3 Field of Study of Respondents

16.9% of the respondents were studying towards a qualification in Auto mechanics. A total of 21 (16.2%) respondents were studying towards a qualification in Electrical installation and so were respondents for refrigeration. 18 (13.8%) respondents were studying towards a qualification in general fitting. 16 (12.3%) respondents were from welding and fabrication. 15(11.5%) respondents were from vehicle body repair. 11(8.5%) were from plumbing and finally 6 (4.6%) respondents were from wood machining qualification.

4.3 Reliability Analysis and Validity of Results

The reliability of the questionnaire was measured using the Cronbach alpha coefficient (α) during the pre-testing stage. All the 20 questionnaires which were administered for pre-testing were returned by the students. The number of questions was neither increased nor reduced because no issues were raised by students who took part in the pilot test. With the analysis of the reliability tests, it was found that the overall reliability for attitude, subjective norms and perceived behavioural control resulted in a Cronbach alpha coefficient of 0.878. According to Hinton et al (2004), the range of 0.70-0.90 represents a high level of reliability. Cronbach's Alpha was used to assess the reliability of the results of the study. Five individual items for measuring personal attitude had a Cronbach's Alpha of 0.757. Three items for subjective norms had a Cronbach's alpha of 0.631. Items for perceived behavioral control had a Cronbach's alpha value of 0.746. Finally, items measuring entrepreneurial intention had a Cronbach's alpha of 0.846. Four cut-off points for reliability includes excellent reliability which lies within the ranges of 0.90 and above, high reliability ranging from 0.70-0.90, moderate reliability with a range of 0.50-0.70 and low reliability for Cronbach's alpha of 0.50 and below (Hinton et al, 2004). Therefore, as displayed in Table 2 below, the high Cronbach's alpha values for attitude, subjective norm, perceived behavioral control and entrepreneurial intention meant that all items for the questionnaire

were considered within the acceptable range of reliability (Matsunaga, 2010). Hence, the results of the study are reliable.

Table 2:Reliability of Subscales

Composite variables	Cronbach's alpha	No. of items for the variable	Reliability level
Personal attitude	0.757	5	High
Subjective norms	0.631	3	Moderate
Perceived behavioral control	0.746	6	High
Entrepreneurial intention	0.846	6	High

Even if the study meets the requirements for reliability, it is necessary that the instruments used in the study be valid. Construct validity test was done to confirm the factor loadings.

Therefore, the construct validity of confirmatory factory analysis was performed to ensure that the questionnaire contained items that accurately reflected the use of the theory of planned behavior as its conceptual framework, it was adapted from a research which was built on theoretical background and empirical studies of previous researchers which based on direct works from the studies of Ajzen of 1991 and 2001. The construct validity of the instrument was established during the statistical analysis of the data. A high degree of internal consistency of statistical analyses for items on the questionnaire implies that the questions refer to the intended construct (Zikmund, 2003). In this study, the Cronbach alpha values for the constructs were within the acceptable ranges, therefore, it was presumed that there was construct validity. In addition, factor loadings for individual items were within the acceptable range because they were above 0.5 (Hair et al, 2010).

Table 3: Construct Validity of Confirmatory Factory Analysis

	Factor loadings	**Reliability**
Personal attitude		
Being an entrepreneur would entail great satisfaction for me	.701	
Being an entrepreneur implies to me more advantages than disadvantages	.800	
A career of entrepreneur is very attractive for me	.640	.757
If I had an opportunity and resources, I'd like to start a company	.508	
Among various options, I would rather be an entrepreneur	.715	
Subjective norms		
If I decided to create a company my close family would approve of that decision	.631	
If I decided to create a company my friends would approve of that decision	.595	.631
If I decided to create a company my colleagues would approve of that decision	.706	
Perceived Behavioral Control		
I know the necessary practical details to start a firm	.569	
I can control the creation process of a new firm	.645	
To start a firm and keep it working would be easy for me	.597	
I am prepared to start a viable firm	.779	.746
I know how to develop an entrepreneurial project	.651	
If I tried to start a firm, I would have a high probability of succeeding	.634	
Entrepreneurial Intention		
I will make every effort to start and run my own firm	.728	
I am determined to create a firm in the future	.718	
I have seriously thought of starting a firm	.617	
I have the intention to start a company some day	.501	.846
My professional goal is to become an entrepreneur	.618	
I am ready to be an entrepreneur	.522	

4.4 Summary of the Results for Hypotheses Tests

Table 4: Results Summary for Hypotheses tests

No	Hypothesis	Pearson correlation test results	Spearman's rho	Result
1	There is a positive relationship between students' attitude and entrepreneurial intention	0.683	0.658	Confirmed
2	Subjective norms positively influence entrepreneurial intention	0.562	0.556	Confirmed
3	Perceived behavioral control has a positive association with entrepreneurial intention.	0.525	0.609	Confirmed

The test results for the hypotheses showed a positive correlation between the independent and dependent variables in the hypotheses. Firstly, a correlation between students' attitude and entrepreneurial intention was calculated at 0.683 and 0.658 using Pearson and Spearman's rho correlation respectively. There was a strong positive relationship between the variables because the values were more than +0.5 (Gogtay & Thatte, 2017). Secondly, a positive correlation of 0.562 and 0.556 using Pearson and Spearman's rho correlation respectively was found between subjective norms and entrepreneurial intention. Although the values are slightly more than +0.5, the values represented a positive correlation (Samuel & Okey, 2015). Lastly, a positive relationship of 0.525 and 0.609 respectively was also found for perceived behavioral control and entrepreneurial intention. Therefore, through the study it was confirmed that students' attitude, subjective norms and perceived behavioral control positively influenced the entrepreneurial intention.

4.5 Hypothesis Results

4.5.1 Relationship between Entrepreneurial Attitude and Entrepreneurial Intention

Hypothesis 1 stated that there is a positive relationship between students' attitude and entrepreneurial intention.

The mean scores and standard deviations for all the 5 items on items measuring attitude towards entrepreneurship as measured on a Likert scale of 5 are indicated in the Table 5 below:

Table 5: Descriptive Statistics- Attitude

	N	Minimum	Maximum	Mean	Std. Deviation
Being an entrepreneur would entail great satisfaction for me	130	1	5	3.45	1.057
Being an entrepreneur implies to me more advantages than disadvantages	130	1	5	3.59	1.139
A career of entrepreneur is very attractive for me	130	1	5	3.62	1.290
If I had an opportunity and resources, I'd like to start a company	130	1	5	3.90	1.193
Among various options, I would rather be an entrepreneur	130	1	5	3.75	1.135
Valid N (listwise)	130				

The results from the table above indicate that the highest mean of 3.9 was calculated for the statement: *If I had an opportunity and resources, I'd like to start a company.* The other 4 statements also had higher mean scores: *Among various options, I would rather be an entrepreneur* ($\bar{x}$ = 3.75), *A career of entrepreneur is very attractive for me* ($\bar{x}$ = 3.62), *Being an entrepreneur implies to me more advantages than disadvantages* ($\bar{x}$ = 3.59) and lowest mean was on the statement; *Being an entrepreneur would entail great satisfaction for me* ($\bar{x}$ = 3.45). The five statements on entrepreneurial attitude had standard deviation of 1.057, 1.139, 1.290, 1.193 and 1.135 respectively.

The cross-tabulation analysis for the five research questions also indicated that majority of students were in agreement with the statements. The results for question number 1 on *being an entrepreneur would entail great satisfaction for me,* showed that 53% of the students

were in agreement with the statement as compared to 18% who were in disagreement with the statement. For this statement, 29% of the students did not indicate whether they were in agreement or disagreement to the statement. Question number 2 on *being an entrepreneur implies to me more advantages than disadvantages*, showed that 61% were in agreement to the statement, 15% disagreed and 24% neither agreed nor disagreed to the statement. The third question on *a career of entrepreneur is very attractive for me* showed that 62% were in agreement with the statement, 22% disagreed and 16% neither agreed nor disagreed with the statement. For the fourth question on *if I had an opportunity and resources, I'd like to start a company,* 70% were in agreement with the statement, 14% were in disagreement and 16% neither agreed nor disagreed with the statement. Finally, for the fifth question on *among various options, I would rather be an entrepreneur,* 65% agreed, 13% disagreed, 22% neither agreed or disagreed

The correlation analysis for attitude and entrepreneurial intention are presented in the Table 6.

Table 6: Correlation AT and EI

			Attitude	EI
Attitude (AT)	Pearson Correlation		1	.683**
	Sig. (2-tailed)			.000
	N		130	130
EI	Pearson Correlation		.683**	1
	Sig. (2-tailed)		.000	
	N		130	130
Spearman's rho	Attitude (AT)	Correlation Coefficient	1.000	.658**
		Sig. (2-tailed)	.	.000
		N	130	130
	EI	Correlation Coefficient	.658**	1.000
		Sig. (2-tailed)	.000	.
		N	130	130

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

This relationship was tested using SPSS correlational analysis. Table 6 shows that there is a positive correlation between Attitude (AT) and Entrepreneurial intention (EI). The results indicate a significant statistical relationship between attitude and entrepreneurial intention using both Pearson correlation and Spearman's rho correlation. Pearson correlation and Spearman's rho showed correlation of 0.683 and 0.685 respectively for the sample size of 130. These results supported hypothesis 1.

The results on personal attitude indicated that students agreed with the statements. (n=130, $\bar{x}$ = 3.7077, s =.98395). See Table 7 below:

Table 7:Summary Descriptive Statistics for Hypothesis 1

	Mean	Std. Deviation	N
PA	3.7077	.98395	130
EI	3.7038	.95985	130

4.5.2 Relationship between Subjective Norms and Entrepreneurial Intention

The cross-tabulation analysis for the three research questions which measured the attitude towards entrepreneurship in the students showed that many students agreed with the statements. Cross tabulation for question number one on *If I decided to create a company my close family would approve of that decision*, showed that 54% of the students were in agreement with the statement as compared to 15% who were in disagreement with the statement. For this statement, 31% of the students did not indicate whether they were in agreement or disagreement to the statement. The second question on if *I decided to create a company my friends would approve of that decision* showed that 61% were in agreement to the statement, 16% disagreed and 23% neither agreed nor disagreed to the statement. The third question on *if I decided to create a company my colleagues would approve of that decision* showed that 62% were in agreement with the statement, 16% disagreed and 22% neither agreed nor disagreed with the statement.

The mean scores and standard deviations for all the 5 items on items measuring perceived subjective norms towards entrepreneurship as measured on a Likert scale of 5 are indicated in the Table 8 below:

Table 8: Descriptive Statistics on Subjective Norms

	N	Minimum	Maximum	Mean	Std. Deviation
If I decided to create a company my close family would approve of that decision	130	1	5	3.57	1.141
If I decided to create a company my friends would approve of that decision	130	1	5	3.62	1.130
If I decided to create a company my colleagues would approve of that decision	130	1	5	3.68	1.214
Valid N (listwise)	130				

Source: SPSS generated report

The results on descriptive statistics for subjective norms indicated that students agreed with the statements. (n=130, $\bar{x}$ = 3.6538, s =1.00164) (See Table 9 below):

Table 9: Descriptive Statistics for Hypothesis 2

	Mean	Std. Deviation	N
EI	3.7038	.95985	130
SN	3.6538	1.00164	130

The results for correlation between subjective norms and entrepreneurial intention indicated that there is a positive correlation (r = 0.562) between subjective norms (SN) and entrepreneurial intention (EI) using Pearson Correlation and a positive correlation coefficient value of 0.556 was obtained for the same variables using Spearman's rho correlation at significant level of 0.01 level. However, although there is a positive

relationship between subjective norms and entrepreneurial intention, it is slightly weaker than the relationship of variables in Hypothesis 1. Nevertheless, there is evidence that subjective norms influence entrepreneurial intention and therefore hypothesis 2 has been supported. The results from other studies also concluded that subjective norms have a positive relationship with entrepreneurial attitude (Krithika & Venkatachalam, 2014; Peng et al, 2012). Table 10 shows the statistical relationship between subjective norms and entrepreneurial intention.

Table 10: Pearson and Spearman Correlation SN and EI

				SN	EI
SN	Pearson Correlation			1	.562**
	Sig. (2-tailed)				.000
	N			130	130
EI	Pearson Correlation			.562**	1
	Sig. (2-tailed)			.000	
	N			130	130
Spearman's rho	SN	Correlation Coefficient		1.000	.556**
		Sig. (2-tailed)		.	.000
		N		130	130
	EI	Correlation Coefficient		.556**	1.000
		Sig. (2-tailed)		.000	.
		N		130	130

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

4.5.3 Relationship between Perceived Behavioural Control and Entrepreneurial Intention

The third research hypothesis sought to establish the influence of students' perceived behavioral control on their entrepreneurial intention.

The mean scores for the items perceived behavioral control are indicated in the Table 11 below:

Table 11: Descriptive Statistics- Perceived Behavioural Control

	N	Minimum	Maximum	Mean	Std. Deviation
I know the necessary practical details to start a firm	130	1	5	3.49	.982
I can control the creation process of a new firm	130	1	5	3.74	.977
To start a firm and keep it working would be easy for me	130	1	5	3.44	1.258
I am prepared to start a viable firm	130	1	5	3.58	1.084
I know how to develop an entrepreneurial project	130	1	5	3.69	1.063
If I tried to start a firm, I would have a high probability of succeeding	130	1	5	3.65	1.219
Valid N (listwise)	130				

From the table of results above, there is a high mean of 3.74 for the statement: *I can control the creation process of a new firm*. This result indicated that the participants are in agreement with the statement. The same accounts for the other five statements*: I know how to develop an entrepreneurial project* ($\bar{x}$ = 3.69), If I tried to start a firm, *I would have a high probability of succeeding* ($\bar{x}$ = 3.65), *I am prepared to start a viable firm* ($\bar{x}$ = 3.58) and lowest mean was on the statement; *I know the necessary practical details to start a firm* ($\bar{x}$ = 3.49) and *to start a firm and keep it working would be easy for me* ($\bar{x}$ = 3.58). The standard deviations of 0.977, 1.063, 1.219, 1.084, .982 and 1.258 respectively for the items were found.

The cross-tabulation analysis for the five research questions which measured the attitude towards entrepreneurship in the students showed that many students agreed with the statements Cross tabulation for question number 1 on *being an entrepreneur would entail great satisfaction for me,* showed that 53% of the students were in agreement with the statement as compared to 18% who were in disagreement with the statement. For this statement, 29% of the students did not indicate whether they were in agreement or disagreement to the statement. Question number 2 on *being an entrepreneur implies to me more advantages than disadvantages,* showed that 61% were in agreement to the statement,

15% disagreed and 24% neither agreed nor disagreed to the statement. The third question on *a career of entrepreneur is very attractive for me* showed that 62% were in agreement with the statement, 22% disagreed and 16% neither agreed nor disagreed with the statement. For the fourth question on *if I had an opportunity and resources, I'd like to start a company,* 70% were in agreement with the statement, 14% were in disagreement and 16% neither agreed nor disagreed with the statement. Finally, for the fifth question on *among various options, I would rather be an entrepreneur,* 65% agreed, 13% disagreed, 22% neither agreed nor disagreed.

The descriptive statistics for subjective norms where n=130, showed $\bar{x}$ = 3.6077 and s =.79481.:

Table 12: Descriptive Statistics - Hypothesis 3

	Mean	Std. Deviation	N
EI	3.7038	.95985	130
SN	3.6538	1.00164	130

Table 13: Pearson Correlation for PBC and EI (source: SPSS report)

			PBC	EI
PBC	Pearson Correlation		1	.525**
	Sig. (2-tailed)			.000
	N=130			
			PBC	EI
Spearman's rho	PBC	Correlation Coefficient	1.000	.609**
		Sig. (2-tailed)	.	.000
	N=130			

The results for Hypothesis 3 for the relationship between perceived behavioral control and entrepreneurial attitude were found through correlational analysis of the variables.

The results showed that there is enough statistical evidence to conclude that perceived behavioral control significantly affect the entrepreneurial intention. Pearson correlation and Spearman's rho of 0.525 and 0.609 respectively for the sample size of 130 were obtained. These results supported hypothesis 3.

4.6 Entrepreneurial Intention of the Students at Lilongwe Technical College

Section E of the questionnaire intended to find out the level of entrepreneurial intention among the students in the college. The mean scores for all the questions are presented in Table 14:

Table 14: Descriptive Statistics- Entrepreneurial Intention

	N	Minimum	Maximum	Mean	Std. Deviation
I will make every effort to start and run my own firm	130	1	5	3.53	1.234
I am determined to create a firm in the future	130	1	5	3.68	1.114
I have seriously thought of starting a firm	130	1	5	3.88	1.114
I have the intention to start a company some day	130	1	5	3.66	1.217
My professional goal is to become an entrepreneur	130	1	5	3.73	1.186
I am ready to be an entrepreneur	130	1	5	3.87	1.284
Valid N (listwise)	130				

From the table 14 above, a high mean of 3.88 was calculated for the statement: *I have seriously thought of starting a firm.* This result indicates that the participants are in agreement with the statement. The same accounts for the other five statements: *I have seriously thought of starting a firm* ($\bar{x}$ = 3.87), *My professional goal is to become an entrepreneur* ($\bar{x}$ = 3.73), *I am determined to create a firm in the future* ($\bar{x}$ = 3.68), *I have the intention to start a company someday* ($\bar{x}$ = 3.66) and *I will make every effort to start and run my own firm* ($\bar{x}$ = 3.53). These results show that the entrepreneurial intention of students is high.

The descriptive statistics for entrepreneurial intention are presented in the table15 below:

Table 15: Descriptive Statistics for Entrepreneurial Intention

	N	Minimum	Maximum	Mean	Std. Deviation
EI	130	1.00	5.00	3.7038	.95985
Valid N (listwise)	130				

4.7 Summary

At the opening of this chapter, matters with respect to methodology and data collection were discussed. Later, results on the biographical information for gender, age group, field of study were presented.

The results from the tested hypotheses provided a statistical explanation on determining the association between attitude of the students in the college, their perceived social norms and their perceived behavioural control on entrepreneurial intention. The next chapter presents the discussion of the hypotheses. This chapter also provides a brief discussion of the results to provide answers to the research questions. It also discusses the limitations of the study and recommendations for future research.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief discussion of the results to provide answers to the research questions based on the results of hypotheses which were tested. Furthermore, it discusses the limitations of the study and recommendations for future research.

5.2 Discussion

5.2.1 H1: There is a positive relationship between students' attitude and entrepreneurial intention

The results for testing hypothesis 1 provided strong correlation values of 0.683 and 0.658 for Pearson and Spearmans' rho. This is enough evidence that there is a strong and positive relationship between students' attitude towards becoming an entrepreneur and their entrepreneurial intentions. It means that attitude towards entrepreneurship is one of the factors which can influence entrepreneurial intentions among the students at Lilongwe Technical College. Therefore, providing entrepreneurial education which can change the students' attitude to be positive towards entrepreneurship can increase the entrepreneurial intention of the students. This is in agreement with previous studies in Indonesia and India (Utami,2017; Krithika & Venkatachalam, 2014) which found that students with a positive attitude towards entrepreneurship have a high entrepreneurial intention.

Also, the results for the mean values indicated that the majority of the students agreed with the statements on entrepreneurial attitude. All the questions measuring the attitude levels revealed high mean values ranging from 3.45 to 3.75 for a Likert scale with 5 options. Furthermore, it has been revealed that students from some courses had a higher attitude as compared to other courses.

The results revealed a 100% attitude towards entrepreneurship by students from plumbing and welding and fabrication. This showed that their attitude towards entrepreneurship is positive. On the other hand, the attitude for students from wood machining, auto mechanics and refrigeration were 83%, 77%, 76% respectively. Finally, lower attitude values were

recorded for electrical installation, vehicle body repair and general fitting students at 48%, 47% and 17% respectively. High attitudinal values for plumbing and welding and fabrication could be that teachers for these courses show entrepreneurial behaviour and therefore act as role models to students. However, for the courses whose students showed lower attitude towards entrepreneurship, it could be that their teachers do not emphasize to the students on the need to become entrepreneurs therefore, their students have a lower motivation consequently their attitude towards entrepreneurship is low.

These results demand that more investment should be made towards training technicians in welding and fabrication and plumbing because there is a high likelihood that the graduates from these courses could create entrepreneurial ventures if these students could be properly supported during and after their training period. On the other hand, thoughtful measures could be taken to ensure that students from courses which showed lower entrepreneurial attitude courses be given more exposure to entrepreneurial training interventions in order to raise their motivation levels. Such interventions could include opening a business incubator within the college, student entrepreneurial projects and inviting entrepreneurs as guest speakers. These interventions could make learning entrepreneurship both engaging and exciting.

The results also revealed that there are no significant disparities in terms of attitude towards entrepreneurship among male and female students. 64% of female students have a positive attitude towards entrepreneurship against 66% for male students. This shows that both male and female students could be a source of nascent entrepreneurs.

Still, the findings suggested that the majority of technical college students have a positive attitude towards entrepreneurship and consider entrepreneurship as a favourable undertaking that would give them more benefits and rewards. This means that students in technical colleges who have good overall views of the concept of entrepreneurship are more probable to have entrepreneurial intentions, or surely start business venture one day. Therefore, the government in its quest to encourage entrepreneurship should recommend a curriculum for entrepreneurship which would form better positive perceptions in minds of students in order to increase their entrepreneurial intentions.

5.2.2 H2: Subjective norms positively influence entrepreneurial intention

The results showed that student's perceived subjective norms significantly and positively influence entrepreneurial intention of students as supported by the positive correlation between subjective norms (SN) and entrepreneurial intention (EI) of 0.562 and .0556 fusing Pearson and Spearman's rho correlation respectively. These results imitate to results from other studies which were conducted by Tong, Tong, & Loy (2011) and Muhammad, Aliyu, & Ahmed (2015).

Therefore, it has been confirmed in this study that students' important persons (friends, family members and teachers) positively influence their entrepreneurial intention. This implies that the family, friends, and colleagues impact the way an individual think about his/her own abilities to perform actions of entrepreneurship. However, some students may not have their closest family members, friends and colleagues who are practicing entrepreneurs to act as role models, in this case, teachers could be used as role models for students.

In summary, the test results for this hypothesis indicate that students believe that their decision to start entrepreneurship activities would get approved from their family, colleagues and friends. Furthermore, this implies that their immediate social setting would provide them support which could offer extra stimulus to undertake entrepreneurial activities. Therefore, a part of the social setting affecting the students, entrepreneurship education activities should aim at encouraging social settings that could positively support the students.

5.2.3 H3: Perceived behavioural control has a positive association with entrepreneurial intention

The results revealed that there is enough statistical evidence that perceived behavioral control relate with the entrepreneurial intention. Using both Pearson correlation and Spearman's rho correlation, correlation readings of 0.525 and 0.609 were obtained indicating a strong relationship between the variables (Gogtay & Thatte, 2017).

Based on the results for hypothesis testing, it has been confirmed that students' strong beliefs regarding their own ability to own and run a company positively influences the level of

entrepreneurial intention. The results indicated that there is a high level of students' perceived ability in most courses except General Fitting students whose results showed low level of perceived ability as compared to other courses. Therefore, these students need a lot of exposure to entrepreneurial motivation to overcome their low self-esteem levels.

There is a positive perception on the majority of students on entrepreneurship as a good career. Also, students at the college value highly the views of their important persons. Furthermore, majority of students perceive that they have the potential to undertake entrepreneurship. Therefore, the study has found that the entrepreneurial attitude, subjective norm and entrepreneurial self-efficacy of Lilongwe technical college students produce significantly positive impact on their entrepreneurial intentions intention. These findings resonate with prior studies in different cultural contexts such as Kenya and Malaysia (Amos & Alex, 2014; Ambad & Damit, 2016).

In summary, these findings meant that students in technical colleges believe that they have the capacity to undertake entrepreneurial activities and thereby overcome the obstacles which they could face. Henceforth, technical colleges should facilitate the provision of entrepreneurship support activities which could support the students to make a decision to start-up a business.

5.3 Conclusion

Entrepreneurship is a hub for economic prosperity. It contributes to greater standards of living, higher income generation, improved government revenue, higher individual savings and improved societal structures. In recognition of this potential, Malawi introduced entrepreneurship awareness programs in the curriculum for technical colleges and other higher learning institutions.

Unfortunately, since the introduction of entrepreneurship in the curriculum in technical colleges in Malawi, there has never been a study to find out the level of entrepreneurial intentions of students. This study intended to provide empirical evidence to policy makers and other stakeholders who pursue to promote entrepreneurship.

It has been established that student's attitude is a strong determinant of entrepreneurial intention. These findings are essential because they can be incorporated in teaching and learning strategies. Teaching and learning activities could be designed to focus on improving entrepreneurial attitude in students. Through the training, students could develop a sense of understanding and conviction that entrepreneurship could significantly provide good outcomes in their lives. A student-centered approach targeting attitude change could be used to create positive entrepreneurial attitude.

The findings of this study have also revealed the value of perceived subjective norms as a factor which influence entrepreneurial attitude in technical college students. Close family members, friends and colleagues for students exert a strong influence on students, entrepreneurial decisions. This information is important because it has shown the impact the teachers can have on exerting influence on entrepreneurial intention in students. As teachers are part of the social environment they can be used as role models for entrepreneurship to students (Amouri et al, 2016).

The outcomes of this study regarding the strong influence of perceived behavioral control on entrepreneurial intention provides a better explanation of the need to provide quality entrepreneurship education which could have the ability to enhance student confidence levels. Also, it had enlightened on the need to develop institutional systems like business accelerators which could support entrepreneurial undertakings by students and boost confidence level in students.

The study had achieved its objectives because it provided an explanation on the relationship between attitude, subjective norms and perceived behavioural control with entrepreneurial intention. In this study, attitude, subjective norms and perceived behavioural control have been identified as essential factors for influencing entrepreneurial intentions of students at Lilongwe Technical College. The study had confirmed three important relationships.

Firstly, it has been established that there is a positive relationship between students' attitude towards becoming an entrepreneur and their level of entrepreneurial intention. This implies that positive student attitude towards entrepreneurship will contribute towards enhancing their entrepreneurial intention. In this respect students who have a favorable attitude towards entrepreneurship will have an enhanced entrepreneurial intention.

Secondly, it has been revealed that students' subjective norms have a positive influence on entrepreneurial intention. This had been reflected by the positive statistical relationship between the entrepreneurial intention and perceived subjective norms.

Thirdly, it has been confirmed that students' perceived ability to own and run a company influence their level of entrepreneurial intention. Therefore, higher the perceived ability could imply higher entrepreneurial intention.

The results are similar to other studies which also revealed a positive relationship between attitude, subjective norms and perceived behavioral control with entrepreneurial intention (Krithika & Venkatachalam, 2014). The results from this study supported the theory of planned behavior hence it could be relevant to apply this theory when developing policies regarding entrepreneurship education in Malawi. Also, the suggestions on how training in technical colleges could be improved in order to promote entrepreneurial intentions need to be considered for possible implementation.

5.4 Recommendations for Improving Entrepreneurship Education in Technical Colleges

i. TEVETA should ensure that entrepreneurship curriculum in technical colleges be designed in a way that trainees acquire competencies which enhances their desire for self- employment and enterprise start-up. Competencies such as creation of a business or other entrepreneurial projects may make attitude in students to align their thinking towards entrepreneurship. This would also ensure that students acquire both theoretical and practical entrepreneurial competencies.
ii. The Ministry of Labour should encourage technical colleges to start offering enterprise development support services through business incubators to nurture new entrepreneurs.
iii. Management for technical colleges need to provide opportunities for the teachers to upgrade their teaching skills on entrepreneurship so that they acquire teaching methods which would engage students. Learning to facilitate using teaching methods which focus on learning by doing such as presentation of entrepreneurial projects.
iv. Management for technical colleges should ensure that entrepreneurship trainers should be role models and support learners on how they can become entrepreneurs, rather than

just focus on facilitating training sessions. This can be achieved by engaging trainers who are passionate about entrepreneurship and not those who just master the theory on entrepreneurship. Where possible, there must be deliberate efforts by training institutions to encourage trainers to pursue entrepreneurial activities so that they can be a reliable reference group to the learners because reference group positively influence the entrepreneurial intention in students.

v. The government should provide financial schemes for supporting aspiring entrepreneurs in technical colleges as a way of overcoming financial challenges which hinder aspiring entrepreneurs from developing a strong entrepreneurial attitude.

vi. The government should ensure that the business regulatory policy should consider reducing the fees for students wishing to register in order to promote formal business organisations and thereby discouraging informal business start-ups.

vii. The government should come up with a stimulus financial package fund specifically for encouraging new SMEs so that students graduating from technical colleges could be encouraged to become entrepreneurs.

5.5 Future Research Direction

Future research could look at the impact of entrepreneurship education in technical colleges on influencing the entrepreneurial intentions of students to assess the value of offering entrepreneurship education in the colleges. This could be a longitudinal study to measure cause and effect relationship for the entrepreneurial intentions of students. Also, the study could be extended to other technical colleges. The study could also focus on the perceptions on the quality of entrepreneurship education in technical colleges. This could arm policy makers with research-based and reliable pool of information for decision making improving the quality of entrepreneurship education in technical colleges.

5.6 Summary

This chapter focused on providing the discussion of the results, conclusion and recommendations. It began with a discussion of the hypotheses of the study which showed that all the three hypotheses were supported. It leads to a conclusion that personal attitude, subjective norms and perceived behavioural control are important factors contributing to

entrepreneurial intentions. The chapter further provided the recommendations to the key stakeholders, limitations of the study and proposed the direction for future research.

The key contribution of this research is the empirical evidence of the factors affecting students' intention to become an entrepreneur in Public Technical Colleges. The implication of this study to policy makers and educators is, apart from offering entrepreneurship courses; the technical colleges should consider different ways of motivating the students to become an entrepreneur. In this study, personal attitude has the highest influence of the students' intention to become an entrepreneur as given by the highest correlation value.

Despite the limitations which were available, the study achieved its objectives.
Firstly, in this research there was an attempt to describe the relationship between students' attitude towards becoming an entrepreneur and their level of entrepreneurial intention. This was presumed on the hypothesis that there would be a positive relationship between students' attitude and their entrepreneurial intention. Through the results of data analysis, a significant relationship was drawn between student's attitude and their entrepreneurial intention. The evidence from descriptive statistics also supports this hypothesis. Therefore, the objective of the study was achieved because although there could be many factors which could influence entrepreneurial intentions in students in technical colleges, it has been confirmed that attitude is one of these factors. This conquers with other previous studies. The implication of these results is that it is important to introduce and strengthen the teaching activities which would enhance students' attitude towards entrepreneurship.

Secondly, the other objective focused on explaining the relationship between the influence of students' important persons (friends, family members and teachers) on their entrepreneurial intention. The hypothesis assumed that subjective norms positively influence entrepreneurial intention. The analysis wanted to establish perceived subjective norms have an impact on their entrepreneurial intention using both descriptive and correlational analysis. The correlation result indicated substantial statistical relationship. The descriptive statistics also showed the same. Therefore, the objective of the study was achieved.

The third objective set out to explain how students' perceived ability to own and run a company influence their level of entrepreneurial intention. It was hypothesized that

perceived behavioral control would have a positive association with entrepreneurial intention. After testing the hypothesis, the correlational results and descriptive statistics showed that a strong relationship existed between perceived behavioral control and entrepreneurial intention. Therefore, it was established that objective of the study was achieved.

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APPENDICES

Appendix 1: Sample size determination tables

Sample size for ±5%, ±7% and ±10% Precision Levels Where Confidence Level is 9 and P =. 5.			
Population Size	Sample Size (n) for Precision (e) of:		
	±5%	±7%	±10%
100	81	67	51
125	96	78	56
150	110	86	61
175	122	94	64
200	134	101	67
225	144	107	70
250	154	112	72
275	163	117	74
300	172	121	76
325	180	125	77
350	187	129	78
375	194	132	80
400	201	135	81
425	207	138	82
450	212	140	82

Appendix 2: Sample questionnaire adapted from (Dinc & Budic, 2016)

[redacted]

My name is Charles Mphezu, a student at University of Zambia. I am carrying out a study to find out the entrepreneurial intentions of students at Lilongwe Technical College.

Are you willing to respond to the questionnaire? Tick in the box YES ☐ NO ☐

INSTRUCTIONS

1. Please answer the questions objectively and honestly.
2. Answer by putting a cross (X) on the number that represents your response to a question.

[redacted]

A1	What is your gender?	Male	Female
		1	2

A2	In which age group do you belong?	Below 19	20-25	26-30	31-35	Above 35
		1	2	3	4	5

A3	What is your area of study?	Auto mechanics	Electrical installation	General Fitting	Motor Vehicle Mechanics	Refrigeration	Wood Machining	Welding	Vehicle body repair
		1	2	3	4	5	6	7	8

A4	Have you ever been trained in entrepreneurship **elsewhere**?	Yes	No
		1	2

To which extent do you agree or disagree with the statements below. Put a cross(X) on a number that represents your level of agreement or disagreement. Cross (X) 1 number only

[redacted]

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree

B1	Being an entrepreneur would entail great satisfactions for me	1	2	3	4	5
B2	Being an entrepreneur implies to me more advantages than disadvantages	1	2	3	4	5
B3	A career of entrepreneur is very attractive for me	1	2	3	4	5
B4	If I had the opportunity and resources, I'd like to start a company	1	2	3	4	5
B5	Among various options, I would rather be an entrepreneur	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
C1	If I decided to create a company my close family would approve of that decision	1	2	3	4	5
C2	If I decided to create a company my friends would approve of that decision	1	2	3	4	5
C3	If I decided to create a company my colleagues would approve of that decision	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
D1	I know the necessary practical details to start a firm	1	2	3	4	5

D2	I can control the creation process of a new firm	1	2	3	4	5
D3	To start a firm and keep it working would be easy for me	1	2	3	4	5
D4	I am prepared to start a viable firm	1	2	3	4	5
D5	I know how to develop an entrepreneurial project	1	2	3	4	5
D6	If I tried to start a firm, I would have a high probability of succeeding	1	2	3	4	5
E1	I will make every effort to start and run my own firm	1	2	3	4	5
E2	I am determined to create a firm in the future	1	2	3	4	5
E3	I have very seriously thought of starting a firm	1	2	3	4	5
E4	I have the firm intention to start a company some day	1	2	3	4	5
E5	My professional goal is to become an entrepreneur	1	2	3	4	5
E6	I am ready to do anything to be an entrepreneur	1	2	3	4	5

Thank you

Appendix 3: Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PA	130	1.00	5.00	3.7077	.98395
SN	130	1.00	5.00	3.6538	1.00164
PBN	130	1.50	5.00	3.6077	.79481
EI	130	1.00	5.00	3.7038	.95985
Valid N (listwise)	130				