



**COLLECTIVE ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT IN
MALAWI: A CASE STUDY OF BLANTYRE CITY**

by

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Submitted in fulfilment of the requirements

for the degree of

MASTER OF COMMERCE (ECONOMICS) RESEARCH

in the Faculty of Business and Economic Sciences

at the

Nelson Mandela University

April, 2023

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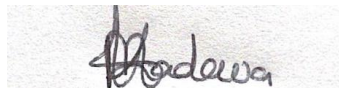
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DEDICATION

I dedicate this thesis to my 17 year old self who would never have thought that 9 years later she would make it this far academically. I would also like to dedicate this thesis to my dearest parents and sister for always believing in my abilities.

ACKNOWLEDGMENTS

First and foremost, I would like to thank God for the wisdom, knowledge and strength he granted me with during my study. I would like to extend my appreciation to my beloved family for their love, patience and never ending support. I would also like to thank my supervisor, Professor L. Jeke, for his patience, guidance and constructive feedback throughout my research journey. Lastly, I thank my friends for their support and encouragement.

ABSTRACT

Entrepreneurship is one of the corner stones of poverty alleviation as it is a tool for economic growth. As Malawi's SME sector comprising entrepreneurs is facing challenges such as lack of access to finance, and high business operating costs, collective entrepreneurship has been found to be a possible solution. Collective entrepreneurship occurs when individual's resources and skills are incorporated into a group so that the innovation process and accessing marketing resources is made easier compared to individual effort. The collective ability of individuals and organisations is important in developing countries as it enables the use of the community as a means of targeting business opportunities and hence promoting growth of the economy. This study's purpose was to assess the potential of collective entrepreneurship in enhancing economic development in Malawi. Specifically, the study aimed to investigate the youths' attitudes towards collective entrepreneurship, examine the potential of collective entrepreneurship to empower the youth economically, explore ways of engaging the youth in collective entrepreneurship programmes and identify strategies that could be used to promote economic development by the youth through collective entrepreneurship. The study focused on the youth to increase their empowerment economically, as this element was previously not critically examined. Furthermore, this study was based on the fact that not much research has been conducted in Malawi to guide an entrepreneurship development strategy.

The study's participants were from Blantyre City townships. A survey method was adopted, targeting a population of 90 respondents. Data was collected using 40 questionnaires, 17 in-depth interviews and two focus group discussions. Data was analysed using software packages such as Rev, Microsoft Excel and SPSS. The results of the study revealed that the majority of the youth are ready to participate in collective entrepreneurship ventures as they can potentially empower them economically. The study found ways of engaging the youth in collective entrepreneurship programmes, which included financial institutions such as banks providing timely tailored financing options and engaging responsively with youth. The study identified strategies that could be used to promote economic development by means of collective entrepreneurship including universities supporting young entrepreneurs through courses on collective

entrepreneurship, and the hosting of incubator and accelerator programmes. The study made several recommendations which among them was targeting the youth in the formation of collective entrepreneurship programmes, developing policies that embrace key success factors for collective entrepreneurship and promoting entities that can foster collective entrepreneurship.

Key words: Collective entrepreneurship, Youth and Economy.

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LIST OF ACRONYMS

CEC	China Entrepreneur Club
CEO	Chief Executive Officer
COMATU	Congress of Malawi Trade Unions
DD	Demographic Dividend
DPP	Democratic Progressive Party
ECAM	Employers' Consultative Association of Malawi
EDA	Exploratory Data Analysis
FINCA	Foundation for International Community Assistance
GDP	Gross Domestic Product
HEI	Higher Education Institutions
IGA	Income Generating Activities
MACRA	Malawi Communications and Regulatory Authority
MCTU	Malawi Congress of Trade Unions
MITC	Malawi Trade and Investment Centre
MoEPD	Ministry of Economic Planning and Development
MoFEA-PSR	Ministry of Finance and Economic Affairs and Public Sector Reforms
MSME	Micro, Small and Medium Enterprises
NEEF	National Economic Empowerment Fund
NGO	Non-Government Organisation
NSO	National Statistics Office

PAYE	Plan of Action for Youth Empowerment
PESTEL	Political, Economic, Social, Technological, Environmental and Legal
PPP	Public Private Partnership
PPPC	Public Private Partnership Commission
RBM	Reserve Bank of Malawi
RBT	Resource Based Theory
SACCO	Savings and Credit Cooperative Organisation
SDG	Sustainable Development Goal
SME	Small Medium Enterprise
SMEDI	Small Medium Enterprise Development Institute
SWGYS	Sector Working Group on Gender, Youth and Development and Sports
TEVETA	Technical Education, Vocational and Entrepreneurial Training Activity
TPB	Theory of Planned Behaviour
TVE	Township and Village Enterprise
YDI	Youth Development Index
YEDEF	Youth Enterprise Development Fund

1 CHAPTER ONE: INTRODUCTION

1.1 Introduction

Entrepreneurship is considered as one of the pillars to a thriving economy worldwide (Omoruyi, Olamide, Gomolemo and Donath, 2017). It is described as the ability of an individual or a group of individuals to create, or discover, an opportunity and take advantage of it to the benefit of the society, which, in turn brings success to the innovators and their organisation (Omoruyi et al., 2017). The collective entrepreneurship phenomenon is a process by which entrepreneurs engage in activities, as a collective, for a locality's social and economic improvement, through the transformation of values, networks and social norms for the production of goods or services (Connell, 1999). Entrepreneurship is considered as one of the corner stones for poverty alleviation in Sub-Saharan Africa as it is a tool for economic growth, social mobility and job creation (Omoruyi et al., 2017). Consequently, governments have been motivated to consider the stimulation of entrepreneurship and treat it as high on their agendas (Ndala and Pelsler, 2019).

Malawi remains one of the poorest countries in the world despite making significant economic and structural reforms to sustain its economic growth as the economy is heavily dependent on agriculture, employing nearly 80% of the population in the agricultural sector (World Bank, 2021). Furthermore, Malawi's economy has been heavily impacted by the COVID-19 pandemic (World Bank (2021), where Malawi's SME sector comprising entrepreneurs is facing challenges such as lack of access to finance, access to land, high business operating costs and low production capacities which undermine any SME's growth potential (MITC, 2021). The concept of collective entrepreneurship may be one of solutions to challenges facing these entrepreneurs (Van Der Walt, 2008).

Collective entrepreneurship occurs when an individual's resources and skills are incorporated into a group so that the innovation process is made easier (Dana and Dana, 2007). The collective ability of individuals and organisations is important in developing countries as it enables the community to focus on business opportunities as a group and

hence promote growth of the economy (Dana and Dana, 2007). By harnessing community spirit in developing countries the group's collective ability becomes more useful in accessing market resources than individual efforts (Ratten, 2014). This ability to be cooperative allows people to join forces to highlight a common need (Ratten, 2014). The purpose of this study was to assess the potential of collective entrepreneurship in enhancing economic development in Malawi. The study was intended to be conducted in Blantyre City where participants were drawn from different sectors of the economy including business people, Government officials, and the youth.

1.2 Background

In most countries, leaders and scholars have recommended entrepreneurship as a solution for job creation, empowerment, poverty reduction and economic transformation predominantly in Africa (Omoruyi et al., 2017). The Government of Malawi and the United Nations identified key issues from national and district consultations that emerged including the Private Sector Development because the importance of the private sector in Malawi was recognised by all typologies of respondents (Development Consulting Associates, 2012). It was indicated that the sector was being hampered by a number of constraints in various areas such as: macro-economic stability; sectoral policies; infrastructural development and entrepreneurship development in particular, which in part has led to a lack of employment creation and issues to do with non-inclusive growth and broad based development (Development Consulting Associates, 2012). Furthermore a study by Mwatsika (2015) highlighted that in Malawi, only a few studies have been undertaken to guide to the strategies for entrepreneurship development in the country.

The importance of SMEs' contribution towards Malawi's Gross Domestic Product (GDP) is significant (Mbepula, 2018). Findings by Ndala and Pelsler (2019) suggest that 92% of Malawian people are involved one way or the other in SMEs which become a source of livelihoods. The Malawian government has therefore been involved in developing the entrepreneurial mindset by revamping and restructuring public organisations such as Technical Education, Vocational and Entrepreneurial Training Authority (TEVETA), and Small and Medium Enterprise Development Institute (SMEDI) (Delaney et al., 2019). The

Malawi Government efforts include a proliferation of both public and private Higher Education Institutions (HEIs) offering entrepreneurship education and training in attempt to spurring entrepreneurship development in the country (Delaney, Harrington & Insua, 2019). According to the World Bank Group, within less than 15 years, 600 million jobs will be needed in Asia and sub-Saharan Africa. This projection includes Malawi, as currently Malawi's unemployment stands at 18.5% (NSO, 2020) as per the National Statistics Office in Malawi

Lindawati (2014), argues that to acquire an innovative and more qualified entrepreneurial concept would entail a determination to shift towards collective entrepreneurship, which can be achieved by refining and strengthening current prevailing individual entrepreneurship. Chouinard and Forgues (2002), state that the study of collective enterprises will help to understand the issues that are part and parcel of socio-economic development in society. In countries that are developing, most entrepreneurial business models are making use of the collective entrepreneurship concept involving partners incorporated by means of a joint venture, since the implementation of the concepts of collective entrepreneurship has been found to have more positive returns compared to that of individual entrepreneurship (Lindawati, 2014). In collective entrepreneurship, since earnings produced are returned to the member/owner, the end result is that this wealth is kept within the community (Van Der Walt, 2008). The use of the cooperative concept might be the answer to successful community development.

Researchers have established that one of the major causes of SMEs collapsing in Malawi is the lack of resources, mainly finances, for survival and growth (Wanjohi, 2010). The problem of access to finance is due to the fact that: (a) the majority of commercial bank loans offered to entrepreneurs or SMEs are often limited to a period far too short to pay off any sizeable investment; (b) banks in Malawi prefer to lend to the Government rather than the private sector borrowers because the risk involved is less and higher returns are offered; (c) there is a persistently high cost to borrowing; and (d) over three quarters of respondents do not borrow funds, primarily because they doubt their ability to repay loans,

but for those who borrow, informal credit systems tend to be the primary source of credit (Zidana, 2015).

Capital is often a huge challenge for those who take a step toward entrepreneurship and the Malawi government has stated that 52% of Malawi's youth aged 15-35, are unable to obtain capital for entrepreneurship purposes (Mbepula, 2018). Malawi is experiencing a great youth bulge in which more than half of the population is below 18 years of age and is a class that is fast growing. This can be an opportunity for development, since a dynamic working-age population with more young people, drives the economy of the country into the future (Mwamukonda, 2020). The Ministry of Economic Planning and Development (MoEPD) points out that young people constitute a major opportunity for economic and political advancement, but the high number of youths in Malawi's population is far from sufficient to realise the benefits of a demographic dividend (Ministry of Economic Planning and Development, 2014).

A Demographic Dividend (DD) is a temporary opportunity for accelerated economic growth that is made possible by a sustained decline in birth and death rates, which leads to an increase in the ratio of working age population relative to young dependents (MoEPD, 2016). The size of the demographic dividend can be augmented if the resultant large working age population is well educated, skilled, healthy and economically engaged (MoEPD, 2016). Malawi can therefore exploit the benefits of a demographic dividend by investing in collective entrepreneurship. In collective entrepreneurship, the entrepreneurs share the capital investment and financial risks associated with the exploitation of new business ventures (Labithianakis, 2013). Generally, socio-economic difficulties that characterise several regions such as in Malawi, can favour collective initiatives as such initiatives may act as solutions to the developmental issues and can foster economic development. (Chouinard and Forgues, 2002).

1.3 Problem Statement

Despite the increase in collective entrepreneurship activity over the years in Malawi in sectors such as the agricultural, information and technology and legal, financial and advisory services, there has been no economic growth acceleration in the country in comparison to other countries (Kapalamula, 2021). Furthermore, not much research has been conducted in Malawi to guide an entrepreneurship development strategy (Mwatsika, 2015). Malawi has nearly 1.6 million SMEs, which employ about 1.8 million workers in total (Chilima, 2022). It is estimated that the SMEs sector in the country makes a contribution of about 40% of Malawi's GDP, 24% of its employment and that a projected 21% of the nation's adult population sources their livelihood from the sector (Chilima, 2022). Nevertheless, the country still faces major problems such as poverty and high unemployment, which stands at 18.5% (National Statistics Office, 2020); and as such, these problems hinder the country's potential for increased economic growth (World Bank, 2021). This is so despite findings that collective entrepreneurship contributes to the growth of businesses in developing countries, thereby promoting growth of the economy (Burress and Cook, 2009; Lindawati, 2014). Small and medium entrepreneurs are the backbone of the economy of each and every country, especially in the developing countries (Omoruyi et al., 2017). Thus, in the view of the preceding comments, this study was considered to be essential as it investigated alternative solutions to the sustainability of entrepreneurs in Malawi by means of collective entrepreneurship, which was a key area of focus in this study. The aim of this study was to examine the extent to which collective entrepreneurship among the youth could be a meaningful strategy in enhancing economic development in Malawi.

1.4 Research Objectives

This study's general objective was to examine the extent to which collective entrepreneurship among the youth can be a meaningful strategy in enhancing economic development in Malawi. Specifically, and this study set out;

1. To examine Malawi's youths' attitudes towards collective entrepreneurship.

2. To examine the potential of collective entrepreneurship to empower youths socially and economically in Malawi.
3. To explore ways of engaging the youth in collective entrepreneurship programmes in Malawi.
4. To identify strategies that could be used to promote economic development by the youth in Malawi through collective entrepreneurship.

1.5 Research Questions

Questions arising from the problem statement are:

1. What is the attitude of the youth about collective entrepreneurship in Malawi?
2. What is the potential of collective entrepreneurship on the economic empowerment of the youth in Malawi?
3. What methods can be employed to engage the youth in collective entrepreneurship programmes in Malawi?
4. What strategies could be used to promote economic development through collective entrepreneurship in Malawi?

1.6 Significance of the Study

This study has helped in establishing the potential of collective entrepreneurship as one of the most effective approaches to economic development of the country based on the contribution of entrepreneurs engaged in collective entrepreneurship ventures. The study is very significant as it focuses on the utilisation of a productive resource, which is the youth, for social and economic development of the country. Omoruyi et al. (2017) found that several nations' leaders and intellectuals have proposed entrepreneurship as a solution to job creation, empowerment, poverty reduction and economic transformation, predominantly in Africa. Furthermore, Omoruyi et al. (2017) state that approximately 22 percent of Africans of working age are launching new businesses, and for African nations to be devoted to stimulating sustainable employment creation, entrepreneurship should be encouraged. Evidence from a study conducted in South Africa and Ghana, also highlighted a similar outcome indicating that SMEs contributed to South Africa's

employment by 61 percent and to its Gross Domestic Product by average of 55 percent while SMEs contributed 70 percent to Ghana's GDP and about 85 percent to Ghana's manufacturing sector employment (Omoruyi et al., 2017). Collective initiatives can be favoured because such initiatives may act as solutions to the developmental and socio-economic issues impacting the country (Chouinard and Forgues, 2002).

The following are the study's potential contributions:

- a) This study used both quantitative and qualitative data collecting methods, as previously only qualitative methods were used for data collection on collective entrepreneurship in Malawi. Therefore, it has also generated information on how both quantitative and qualitative data collection methods can be used to complement each other; that is, using a mixed methods approach.
- b) This study focused on collective action amongst the youth, whereas previous studies focused on collective entrepreneurship amongst specific groups which were gender based, such as women's groups (Mudege, Nyekanyeka, Kapalasa, Chevo and Demo, 2015)
- c) This study also contributes to the empirical literature highlighting the collaborative entrepreneurial approach used by individuals and the youth to foster economic development in Malawi as not much research has been undertaken in Malawi to guide in development strategy for entrepreneurship.

1.7 Organisation of the Study

The dissertation begins with the cover page showing the level of qualification for which this study is to be submitted, submission date, student name, student number; then the abstract follows and gives a brief summary of what was researched on and discussed in this particular study. A declaration by the candidate on owning the study and dedication and acknowledgements have also been included. The table of contents page presents the headings for each chapter, the list of references followed by a separate list of figures, tables and acronyms. The following are chapters of this study:

1. **Introduction:** Chapter one gives the research's introduction and presents the dissertation's context and background with the motivation for undertaking the study, highlighting the research objectives and questions.
2. **Study Context:** Chapter two provides a discussion of collective entrepreneurship in a global, regional and national context, then it tackles youth empowerment issues in Malawi and finally gives an economic outlook of the country to paint a picture of the current state of the country's economy.
3. **Literature review:** Chapter three provides a critical analysis of some available academic literature that is relevant to this particular study from various sources such as journal and newspaper articles, books, conference papers, reports, internet sites and supplemented possibly by other applicable materials. It contains the theoretical literature, empirical literature and an assessment of the reviewed literature.
4. **Research Methodology:** Chapter four presents the research methods used to attain the objectives mentioned in the first chapter, whereas the literature assessment contributes to this research methodology chapter's development based on theoretical and empirical literature.
5. **Data Analysis and Findings:** Chapter five provides a discussion and analysis of the data and details the study's findings based on the methodology highlighted in chapter four. This encompasses the effective use of figures, tables and diagrams.
6. **Conclusion and Recommendations:** Chapter 6 presents a discussion on the data identified in line with the research objectives of the study and it provides the examination and assessment of the data collected for production of the study's findings. The chapter also covers conclusions and recommendations put forward by the researcher where the conclusions show the researcher's understanding of the issues addressed in this study.

1.8 Conclusion

This chapter started with an introduction to the research topic. This was followed by a background of the study and the problem statement. This study's main objective was to examine the extent to which collective entrepreneurship among the youth can be a meaningful strategy in enhancing economic development in Malawi, and which strategies could be employed to promote the initiative. The research questions were designed to investigate Malawian youths' attitudes towards collective entrepreneurship, the influence that collective entrepreneurship has on the economic empowerment of the youth, methods that can be employed to engage the youth in collective entrepreneurship programmes, and strategies that can be used to promote economic development by the youth through collective entrepreneurship. The chapter then discussed the significance of the study as well as the contributions of the study. Lastly, the organisation of the study was given which outlines how this dissertation was structured.

2 CHAPTER TWO: STUDY CONTEXT

2.1 Introduction

Chapter one provided the introduction to the study, a background of the study, problem statement, research objectives and questions, significance of the study and organisation of the study. This chapter is a continuation of the previous chapter as it expands more on the study's context. The first section briefly discusses the global, regional and country overview of collective entrepreneurship, the next section tackles youth empowerment and the final section gives an overview of Malawi's economy to give a picture of the trends and current state of Malawi's economy.

2.2 Economic Overview of Malawi

Malawi is considered to be a developing countries with a GDP of approximately US\$ 7.4 billion (World Bank, 2021). Since attaining independence in 1964, the Nation's economy has been severely reliant on the agricultural sector with regard to GDP and employment, where the sector contributes approximately 80 percent of employment and about 27 percent of the GDP (Ministry of Finance, 2021). At 54 percent, the services sector of the economy contributes to more than half of the Nation's GDP (Ministry of Finance, 2021). Recently, Government is attempting to expand the economy and has recognised entrepreneurship to be one of the key sectors that can promote economic transformation (Ndala and Pelser, 2019)

2.2.1 Economic performance

According to the Reserve Bank of Malawi's (RBM) Financial and Economic Review, prior to the COVID-19 pandemic in 2019, Malawi's real GDP grew by 5.6 percent (World Bank, 2021). As reported by the Ministry of Finance and Economic Affairs and Public Sector Reforms (MFEA-PSR) in the 2021 Annual Economic Report (AER), the good performance of the economy in 2019, resulted from a number of factors such as favourable rains and the reduced effect of the fall army worms, the stability of the exchange rate, reduction in interest rates and inflation, improvement in the electricity gas and water sector, as well as the continued good performance of the wholesale and retail

trade sector (MoFEA-PSR, 2021). In addition, the improved water level in Lake Malawi and various projects in the electricity and water sector boosted output in the power sector, thereby positively contributing to overall performance of the economy (MoFEA-PSR, 2021).

In 2020, the growth rate of real GDP for Malawi decreased to 0.9 percent after taking into consideration the effects of COVID-19 on the country’s economy (Reserve Bank Malawi, 2021). The pandemic left substantial effects in various sectors such as transportation, Agriculture, tourism, wholesale and retail trade and forestry (Reserve Bank of Malawi, 2021). The RBM estimated that the Nation’s real GDP would recover to approximately 3.8 percent in the year 2021 with the steady lifting of COVID-19 related restraints, introduction and administration of the COVID-19 vaccines both locally and international and increased external demand. Additionally, the plentiful produce from the nation’s agricultural sector had a positive effect on GDP. Figure 2.3 below shows Malawi’s real GDP growth rate from 2016 to 2021 with predictions for 2022.

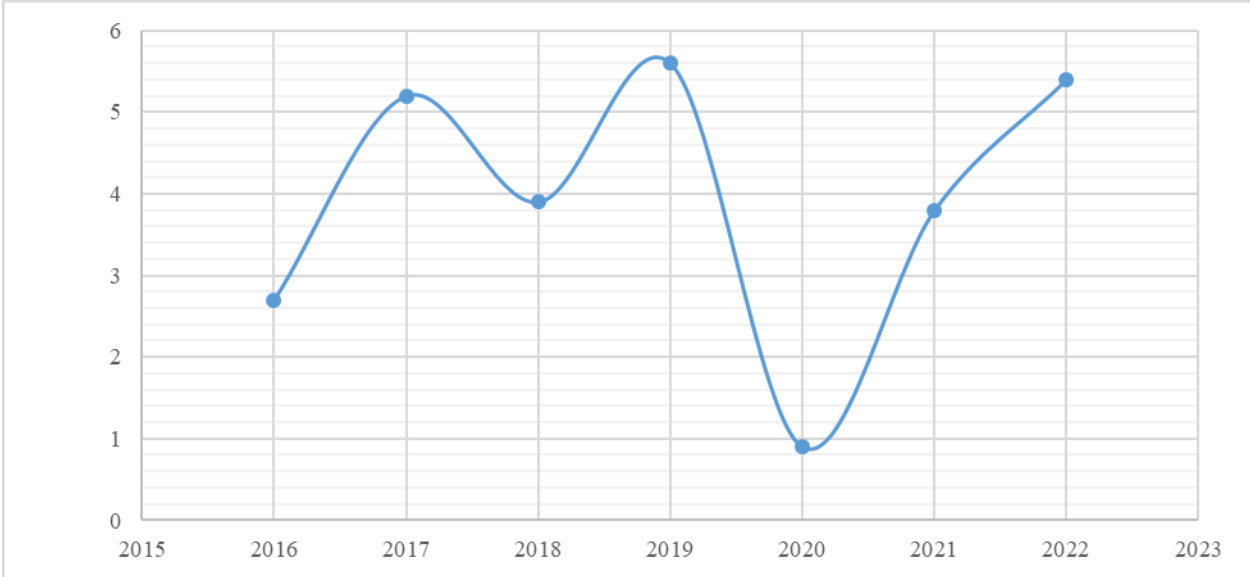


Figure 2.1: Real GDP growth rate from 2016 to 2021 with projections for 2022

Source: World Bank, 2021

Since 2016, the official currency of Malawi, the Malawi Kwacha, has devaluated by approximately 20 percent, from trading at MK668.54 per USD1 in January 2016, to trading at MK801.59 per USD1 in November 2021 (World Bank, 2021). Although the value of the Kwacha stayed constant for a while during that period, the depreciation rate amplified in the following year. This was due to COVID-19's effects on the country's economy and other currencies strengthening on the basis of hope because of the successful COVID-19 vaccine roll-out (World Bank, 2021).

With regard to price developments, the country has been undergoing a drop in inflation which has been brought about by, among various things, the availability and accessibility of food and the Malawi Kwacha's stability against its major trading partners' currencies like the US dollar (African Development Bank, 2021). The average annual headline inflation rate for 2020 was documented at 8.61 percent with food inflation at 13.0 percent and non-food inflation at 1.6 percent (African Development Bank, 2021). In 2021 inflation reached 7.5 percent as a result of food inflation falling to 10.8 percent although non-food inflation increased to 4.3 percent as global oil prices picked up (African Development Bank, 2021). For 2022, headline inflation was projected to continue to slow down and is estimated to average 7.35 percent with food inflation around 11.4 percent whereas non-food inflation slightly reducing to 3.2 percent (African Development Bank, 2021).

2.2.2 Economic development strategies

Malawi has both medium term and long-term development strategies (National Planning Commission, 2020). Following the expiry of Vision 2020, Malawi is now implementing the Malawi 2063 which aspires to turn Malawi into an inclusively wealthy and self-reliant industrialised upper-middle-income country by the year 2063 (National Planning Commission, 2020). Investing in and focusing on, youth entrepreneurship is one of the main goals that Malawi vision 2063 seeks to achieve in order to attain growth and development in different sections of the country's economy. Entrepreneurship, in this case collective entrepreneurship, can play a critical role in the economic development of the country as this form of entrepreneurship can enhance community development which

can further promote economic growth of the country at large (National Planning Commission, 2020).

2.3 Youth Empowerment

2.3.1 Issues of underemployment

Opportunities for employment in secure and meaningful jobs or to pursue financial independence are essentially the main features of a well-functioning society because if there is no access to employment or dignity of labour, young people are unable to develop skills, or become independent citizens who can have an adequate standard of living (Commonwealth Secretariat, 2020). Moreover, growing youth unemployment is one of issues that is calling for tangible policies throughout Africa, and has become a massive challenge globally (Gondwe, Kasiya, Maulidi and Munthali, 2020) since it is projected that the youth (specifically in the age group of 10 to 24 years) comprise approximately 1.8 billion of the world's population. The situation of underemployment in Malawi corresponds with the universal and continental level trend since in Malawi, the youth (in the 10 to 35 age group) denote 49.6 percent of the whole population (National Statistical Office, 2018).

The Government of Malawi (2017) had some estimates of 20.4 percent of the economically active population, which was unemployed, out of which 27.5 percent were youths (Mussa, 2016). Malawi's youth unemployment was projected at 27 percent in 2020 (Matabwa and Umar, 2021), which is higher than its neighboring countries such as Tanzania (4.39%) and Mozambique (7.79%) (International Labour Organization, 2020). Further studies also discovered that the youth in Malawi are underutilised as they only work for a few of hours in a week, thereby demonstrating the country's poor employment quality (Mussa, 2016). In both urban and rural areas in a majority of African countries, most young job holders are in informal employment, and this includes Malawi, Uganda, Congo, Rwanda, Ethiopia, Ghana and Senegal among others (Gondwe et al., 2020). The demographic "fact" that has attracted current interest on employment among the youth in sub-Saharan Africa is the continent's relative youthfulness, which is construed in different ways as a threat, an opportunity, or as both because of a late and sluggish demographic transition (see Figure 2.1 below).

The recurrent claim that “Africa is the youngest continent” and the depiction of a “youth bulge” pose some threats around youth employment (NEPAD, 2016). According to Fox, Mader, Sumberg, Flynn and Oosterom (2020), one of the reasons policymakers have fixated attention on the youth in Africa is a recognised connection between the shortage of opportunities for employment for the youth on one hand, and on the other, crime radicalisation, political violence, and migration. There is a recommendation that unrest and violence could be prevented by making investments in training, education and programmes for job readiness, denoting that development of skills and employment-matching interventions for the youth are re-formed as a means of investing in security, peace and stability. However, the issue of entrepreneurship has been recognised as an important solution as “idle” young men who are unemployed are usually viewed as being at the risk of recruitment into crime, violence and religious radicalisation (Al-Momani, 2011; Brück, Ferguson, Izzi and Stojetz, 2016; Williams, 2016).

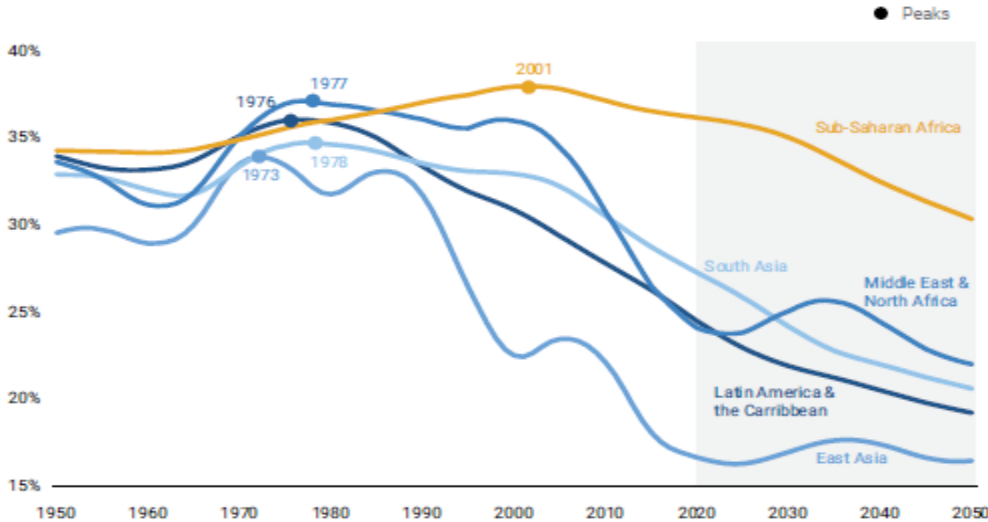


Figure 2.2: Youth (ages 15-24) share of working-age population

SOURCE: World Bank

2.3.2 Domains that constitute the Youth Development Index (YDI)

The Commonwealth Secretariat found that the domains that constitute the Youth Development Index (YDI) in a multidimensional notion of development of the youth depends on a variety of factors that influence a person to transition from childhood to full adulthood (Commonwealth Secretariat, 2020). According to the Commonwealth Secretariat's (2020) research findings directed by availability of data, there are three domains out of six that were more heavily weighted in YDI for 2020, namely *Employment and Opportunity*, *Health and Wellbeing* and *Education* (See Figure 2.2).



Figure 2.3: Youth Development Index Domains

SOURCE: Adapted from Commonwealth Secretariat (2020)

It has been established that employment opportunities, employment measures and financial independence are key signs of development among the youth as employment is an area of immediate significance for youth development (International Labour Organisation, 2020). This established the rationale of considering alternative

interventions of youth economic empowerment, where collective entrepreneurship could be one of the alternatives for the youth. One programme focusing on youth development, amongst other aspects, is the Sustainable Development Goals (SDGs) which denote the worldwide plan for development by 2030 are composed of 17 SDGs, which encompass 169 targets and approximately 230 indicators altogether, showing the worldwide commitment to “leave no one behind” (Commonwealth Secretariat, 2020). The goals are united and indivisible through 5Ps, one of which is “Prosperity” that calls for the need for economic growth that is sustainable and a decent standard of living throughout people’s lifetimes (Commonwealth Secretariat, 2016). There is a statistical link between youth participation and the Sustainable Development Goals as nations which have good performances in terms of youth development, usually have achieved greater advancement towards the SDGs. This suggests that a relationship exists between society and youth development and vice versa (Commonwealth Secretariat, 2020).

The Commonwealth Secretariat (2020) indicates that countries with strong development strategies for the youth embrace development of the youth as a priority, evidencing that society possesses enough capacity through its institutions to offer employment outcomes for its people. Therefore, through the strong correlation between the YDI and the SDGs, many young people will be beneficiaries of a country’s progress on the SDGs, and better results can be achieved when youth participate actively in this development because by the nature of their position, the youth brings fresh perspectives and unique experiences and vice versa (Commonwealth Secretariat, 2020). According to the United Nations, and Search for Common Ground, the youth are valuable change innovators, and therefore their contributions require to be continuously supported, implored and considered as significant for developing peaceful communities (United Nations and Search for Common Ground, 2014), which may also be considered along with entrepreneurial issues among the youth.

2.3.3 The youth programmes in Malawi

The youth programmes in Malawi are essential as Malawi’s youth policies have been formed by international protocols and agreements to which the country is a signatory.

According to Komwa (2019), SDGs are one of the international initiatives driving policies which target young people within the United Nations. As such, in the course of localising the universal mechanisms to apply to the young people in Malawi, the guiding principles for youth development are in place to promote youth and national development (Komwa, 2019). The establishment of youth development in the national development agenda varies among member states of the United Nations, but the presentation of youth issues on international platforms attracted the establishment of international approaches to youth related issues. Thus youth development has become part of the international discourse which has been manifested through international treaties and protocols where sovereign states and international organisations have embraced localisation of youth development related issues (Komwa, 2019). As a result, Malawi is a signatory to the African Union Agenda 2063, the African Youth Charter, the Commonwealth Plan of Action for Youth Empowerment (PAYE), the African Youth Decade Plan of Action (DPoA, 2009-2018), the SADC Youth Protocols and the United Nations Sustainable Development Goals, the 2013 Addis Ababa Declaration on Population, and Development in Africa Beyond 2014, under the theme of harnessing a Demographic Dividend for Africa's desired future (Komwa, 2019).

With this regarding mind, the Youth Enterprise Development Fund (YEDEF) loans were introduced during the 2009 election year by the then President under the Democratic Progressive Party (DPP). The fund was managed under the Malawi Rural Development Fund (MRDF) with the aim of providing funds to youths for start-up businesses (Komwa, 2019). However, the fund was dissolved in 2013 after another administration under the People's Party took over, following the death of the then president Dr. Bingu Wa Mutharika in 2012. The loans which were dispersed by YEDEF were not fully recovered and the Ministry responsible for the youth planned to forego the loans (Komwa, 2019).

In compliance with Malawi's Growth and Development Strategy (MGDS) III (the national overarching Government policy document), which involves several projects, organisations in Malawi are currently supporting initiatives for both development and growth for SMEs related to agribusiness (Gondwe et al., 2020). This support is aimed at creating employment, but amongst the main challenges to realising this vision is the

productive sector's inability to create employment (Gondwe et al., 2020), as the formal sector of the economy is only able to create 30,000 positions a year while there are 130,000 new entrants each year. According to Gondwe et al. (2020), the MGDS III (2017-2022), can be made possible by aggressive investment in youth development programmes as this would reduce the dependency ratio and empower the youth to contribute to the national economy.

2.3.4 The National Youth Policy of 2013

The National Youth Policy of 2013 was introduced to give guidance on how programmes dealing with youth development can be established and implemented for the desired impact, but it requires the creation of increased avenues for economic empowerment of the youth by means of promoting entrepreneurship among young people for self-employment (Gondwe et al., 2020). In line with this, there is an emphasis on agriculture because it is recognised as the approach that can offer higher job creation opportunities compared to other segments of the country's economy due to its assorted value chains (Gondwe et al., 2020). According to Gondwe et al. (2020), the National Youth Policy of 2013 recognises that when young people complete their education, there are very few chances of acquiring a job, or participating in entrepreneurial activities, and this is particularly happening in rural areas where under-employment and poverty is high.

Gondwe et al. (2020) posit that the National Youth Policy of 2013 does not appear to possess clear tactics on how unemployment among young people can be addressed and the policy does not mention any significant monitoring mechanisms to guarantee the full implementation of the policy. This is the reason for the importance of investigating ways of addressing the problem, where collective entrepreneurship could be one of the key solutions, since Gondwe et al. (2020) assert that the policy requires the creation of additional economic empowerment or youth employment avenues or even simply just opportunities for young people which can be possible through promoting entrepreneurship for self-employment. However, the level of access to support by SMEs

is unsatisfactory with most businesses not aware of the support providers (Ndala and Pelsler, 2019).

Entrepreneurship in Malawi generally faces challenges including the unavailability of proper functioning capital markets, poor labour markets, corruption, constrained raw material supply and unsupportive government policies (Ndala and Pelsler, 2019). Majanga (2015) points out that the real growth of the SMEs has been dwindling over time and a number of such small scale entities have actually collapsed. Researchers have established that among other causes, most SMEs in Malawi collapse due to lack of finances for survival and growth (Wanjohi, 2010). In addition, capital is often a huge challenge for those who take a step toward entrepreneurship and the Malawi government has stated that 52 percent of Malawi's youth, for example, are unable to obtain capital for entrepreneurship purposes (Mbepula, 2018).

2.3.5 Malawi's youth support establishments

In Malawi, the responsibility for creating a labour market for the youth lies mostly with three bodies; namely (1) Government by means of the Ministry of Labour; (2) employers through the Employers Consultative Association of Malawi (ECAM); and (3) the union federations by means of the Congress of Malawi Trade Unions (COMATU) and the Malawi Congress of Trade Unions (MCTU) (Gondwe et al., 2020). The National Youth Council contributes towards empowerment and development of the youth through the coordination and promotion of youth organisation activities, and it is additionally in the hands of the Ministry's advisor on Youth Matters concerning youth involvement and development (Gondwe et al., 2020). However, within the Council there are decentralised youth structures such as the Technical Committees for the youth which operate at district level as an interagency coordination structure, operating with every district level structure in the youth division (Gondwe et al., 2020). According to Gondwe et al. (2020), the Offices for the District Youth manage, implement and supervise activities for the youth at district level in partnership with youth committees for the district, zone and community and or clubs/clubs' networks.

In addition, at the national level there is a Sector Working Group on Gender, Youth and Development and Sports (SWGGS), the highest policy coordination body on youth issues with members comprising policy makers from relevant governmental agencies, Non-Governmental Organisations, Civil Society Organisation and the private sector (Gondwe et al., 2020). There is also a Technical Working Group of Youth (TWGY) responsible for the provision of backstopping services and coordination of youth programmes and its membership comprises technical officers from relevant institutions. Policy makers and implementers such as the National Youth Council need to take a positive attitude in developing clear strategies that will be participatory and change the livelihoods of the young people (Gondwe et al., 2020). However, youth employment creation will need the youth's involvement in the formulation of policies, decision-making and monitoring and assessment since there are more than 1.2 billion youths in the 15-24 years age group, thus actively including them to be part of the attainment of inclusive, stable and sustainable societies is essential (UN, 2018).

Africa where Malawi is found, is the continent that is currently the least urban; however, it is rapidly urbanising as the majority of Africa's cities in sub-Saharan Africa are characterised by a formal sector that is relatively small, reflecting the sluggish structural transformation rate (Lall, Henderson and Venables, 2017). There are also concerns that Africa's sub-Saharan countries will not be able to replicate East Asia's industrialisation pathway (Rodrik, 2016), whose hopes are usually focused on entrepreneurship, mainly in the digital division so as to enter directly into transforming into an economy with modern service (Choi, Dutz and Usman, 2019). This means that entrepreneurship has to be considered seriously, with collective entrepreneurship being at the heart of stakeholders' interest, including the Government. According to the ILO (2014), cities in Africa require more firms which are highly productive to rapidly increase decent jobs and wage-paying employment, and this is possible by considering some interventions that encourage increasing entrepreneurship among the youth (ILO, 2014).

Programmes that strive to instil entrepreneurship by means of business training, business plan development, access to finance, financial literacy and mentoring, together with mindset changes about entrepreneurship are being greatly implemented (Flynn, Mader,

Oosterom and Ripoll, 2017) with the expectation that if the youth in urban areas become entrepreneurs, this would help them earn a better living, thereby creating job opportunities for other youths. However, most businesses have been found to be functioning at subsistence levels and they therefore do not form new job opportunities for others (OECD Development Centre, 2018:5). The entrepreneurs, who hire a large number of workers formally are not common in developing countries (Fox and Kaul, 2018).

2.4 Collective Entrepreneurship, Global, Regional and Country Overview

Globally, there are approximately 600 million entrepreneurs who run their self-owned businesses. However, the majority of these entrepreneurial ventures are not solely incorporated as sole traders but as an owned and affiliated entity in a collective institution or SME (Manouchehrabadi, Letezia and Hedrikse, 2022). The collective institutions or organisations include franchises in the retail, distribution and hospitality sectors and professional partnerships found in the financial and advisory as well as legal professions. The collective SMEs on the other hand include a grocery shop, single-location restaurant and garage.

In the United States, big companies such as Google owe its success to collective entrepreneurship (Mourdoukoutas, 2011). Google has a blogger service where bloggers can set up personal blogs and promote products and ideas. Viewers then have access to the ideas and products and finally advertisers can bring in their own services and products to the viewers. This means that collective action between Google, bloggers, viewers and advertisers exists, where they share both the risks and the benefits that come from discovering and exploiting new business ventures and opportunities (Mourdoukoutas, 2011).

In Greece, the agriculture sector of the country is very significant and comprises a number of agricultural SMEs. These collaborative enterprises promote the economic and social status of the communities. One of the main challenges faced by these SMEs, however, is financial problems. To remove this constraint, SMEs in the country have adopted collective forms of entrepreneurship which ensure the well-being of both the SMEs and their members (Sergaki and Nastis, 2011). The collective entrepreneurs have greater bargaining power, increased capital returns and reduced costs, bringing about economies

of scale and increased access to new markets. There is also greater financial investment flexibility and money mobility in the local community where they operate. Furthermore, in the area they operate, there is an increase in vertical integration as well as investments in products of high value and prohibition of opportunism. These collaborative SMEs are significant as they provide a means of developing the rural areas as well as sustainable development of the areas they operate in (Sergaki and Nastis, 2011).

In France, the tourism sector is key as France is one of the leading tourist destinations in the world and SMEs are ubiquitous in the country's tourism sector (Gundolf and Jaouen, 2009). These SMEs benefit from the generated opportunities that the sector brings about. The ever growing presence of collective entrepreneurship in SMEs in the country helps the entrepreneurs remove institutional control which results in them coordinating themselves autonomously. In France, institutional projects appear to require the occurrence of collective entrepreneurship to be sustainable. The institutions need to establish "free spaces" where entrepreneurs can be allowed to identify opportunities and start sub-projects (Gundolf and Jaouen, 2009).

In Nigeria, the collective entrepreneurship concept, mainly in the form of cooperatives, is viewed as a collaborative approach used to decrease poverty in the country. Collective entrepreneurship plays a significant role in the group members' process of innovation, employment creation, capital accumulation and poverty reduction (Osaretin, 2018). This promotes economic growth in the country at large. Furthermore, in Nigeria, collective entrepreneurship has been one of the leading drivers of poverty alleviation in the country (Osaretin, 2018).

In Malawi, a study by Mudege, Nyekanyeka, Kapalasa, Chevo and Demo, (2015) found that in the agricultural sector, collective entrepreneurship had the potential to strengthen farmers' voices. Farmers who work in groups are in theory more empowered and this collective action promotes their development (Tasli, 2007). Farmers in Malawi are encouraged to work in groups to have more bargaining power in the markets where they operate (Masangano, 2012). It was found that in Malawi, approximately 34 percent of entities providing agricultural extensive services, make use of a collaborative extension approach which is the transferring of information in an organised manner and the

intentional transferring of skills, which places more focus on the communicated needs of farmers groups, while farmers in groups usually stand a higher chance of accessing government resources, information and extension resources compared to farmers working individually (Masangano, 2012).

There is a presence of collective entrepreneurship in the communication and information sector of Malawi, as some skilled entrepreneurs have come together to form collectives that are helping in information and communication development (Bien Corporation Africa, 2021). One such collective is the Ntha Foundation, which is a collective that comprises of a team specialized in digital media creation and dissemination, academically and professionally by experience (Bien Corporation Africa, 2021). This foundation provides mentorship and trains upcoming creatives and entrepreneurs. The combined knowledge and skills of this specialised team has helped to train more than 300 young entrepreneurs (Bien Corporation Africa, 2021). Working as a collective has helped the specialists achieve their goals in a cost effective manner while also promoting entrepreneurship among young entrepreneurs (Bien Corporation Africa, 2021).

In Malawi's legal, financial and advisory sector, there is a growing presence of collectives, where lawyers come together and share their expertise to form law firms. One such example is M and L partners which was formed by Martin Chagoma and Lusungu Mtonga jurisdictions (M and L legal Practitioners, 2022). This law firm offers legal services in various areas of law such as administrative law, commercial law, employment law, taxation law, dispute resolution, competition law, personal injury claims and property law. Their clientele base ranges from individuals to corporate entities from Malawi and neighbouring jurisdictions (M and L legal Practitioners, 2022)

As a result of the benefits of working in groups, funding agencies worldwide have increasingly adopted the requirement of collaboration to be a condition for support (Bruns and Franz, 2015). Groups are more often targeted for training, technology support and farm input dissemination compared to individuals, meaning groups have better access to

opportunities to improve and increase their skills sets, have more access to modern technologies and farm inputs such as seeds. This access further helps in increased productivity; hence this highlights one of the benefits of collective action (Tasli, 2007). Cooperative action can help collective entrepreneurs to access bigger markets with higher value with the help of training the groups on market development (Mudenge et al., 2015).

Roberts, Van Wyk and Dhanpat (2016) found that working in groups removes problems such as shortages of labour while knowledge and skills are transferred to each member. In collective entrepreneurship, problems such as labour costs, shortages of labour and access to land are minimised; hence proving it to be more beneficial and cost effective than working individually. Collective entrepreneurship promotes the empowerment of the entrepreneurs involved by enabling them to pool resources for a common good and to demand access to technologies, training, skills and information for improved production or service delivery (Roberts et al., 2016). This results in the growth of an economy (Roberts et al., 2016).

2.5 Conclusion

In summary, this chapter has discussed collective entrepreneurship from a global, continental and local perspective. It was found that collective entrepreneurship empowered the entrepreneurs implementing it, as well as promoting development of the communities or institutions it was operated in. This chapter also discussed youth empowerment since the youth are the main target for the study. Finally an economic overview of Malawi was given, providing the current economic trends in the country including important economic variables such as inflation and GDP growth to get a better understanding of the state of Malawi's economy.

3 CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

Chapter two was an expansion of chapter one and it gave the study's context. This chapter provides the theoretical and empirical aspects of the study on collective entrepreneurship as a basis of the study. It highlights some important theories as the foundation of the study, and these include a definition of entrepreneurship and collective entrepreneurship, which highlights some motivations for research in the field of collective entrepreneurship and its forms. The first section will discuss the theoretical literature, followed by empirical literature in the second section and lastly the assessment of literature in the final section.

3.2 Theoretical Literature

3.2.1 Defining entrepreneurship

The term entrepreneur originates from *entreprendre*, a French word, which means to undertake (Kuratko and Hodgetts, 2004). Entrepreneurship is defined as a type of reasoning, thinking and acting, focused on business opportunity recognition and exploitation from a comprehensive general perspective, motivated by the management of persons or minor groups (Lynch, 2006). It is a practice that involves opportunity identification, resource allocation and value creation by individuals (Kaburi, Mobegi, Kombo, Omari and Sewe, 2012). According to Labithianakis (2013), collective entrepreneurship is a term that uses a combination of capital investment and business risk in addition to collective action's social values, and involves individuals undertaking business together and sharing ownership, which can be a means of diversification of risk and fundraising. This understanding is useful as it guides value creation, which is usually by means of identifying needs that are not met or through identifying opportunities that bring about change (Labithianakis, 2013).

There are three key statements that are useful in the clear understanding of entrepreneurship. These are: (1) Entrepreneurs view problems as prospects, then proceed to take action by identifying the problem's solutions and the clients willing to pay for the problems to be fixed; (2) Successful entrepreneurial action results from the entrepreneur's ability to notice opportunities within the market, instigate change and provide solutions that catalyse value creation; (3) Entrepreneurship means the state of performing as an entrepreneur, which denotes a person that conducts innovations, business acumen and finance and in an attempt to produce economic goods from innovations (Kaburi et al. 2012) .

3.2.2 Theory of collective entrepreneurship

The concept of collective entrepreneurship comes from collective action which has the purpose of achieving common objectives (Lobo, Vélez and Puerto, 2016). Today's entrepreneurship research is increasingly focusing on the influences of founding teams, group dynamics and entrepreneurial action that is collective (Felin and Zenger, 2007; West, 2007) as opposed to traditional studies which focused predominantly on the individual entrepreneur. In this study, the concept of collective entrepreneurship is vital because it considers the potential of coming together in the formation of business ventures. Makhdoom, Li and Asim (2019) in their study recommend a theoretical framework that highlights possible relationships amongst variables as shown in the Figure 3.1 below. In its broader conception, the purpose of collective action is to achieve common objectives; and collective action theory mainly focuses on understanding interactions among group members, the making of rules, and mechanisms for monitoring compliance and solving grievances (Lobo et al., 2016). However, Lobo et al. (2016) argue that less attention has been paid to how collective action emerges and the roles key individuals play.

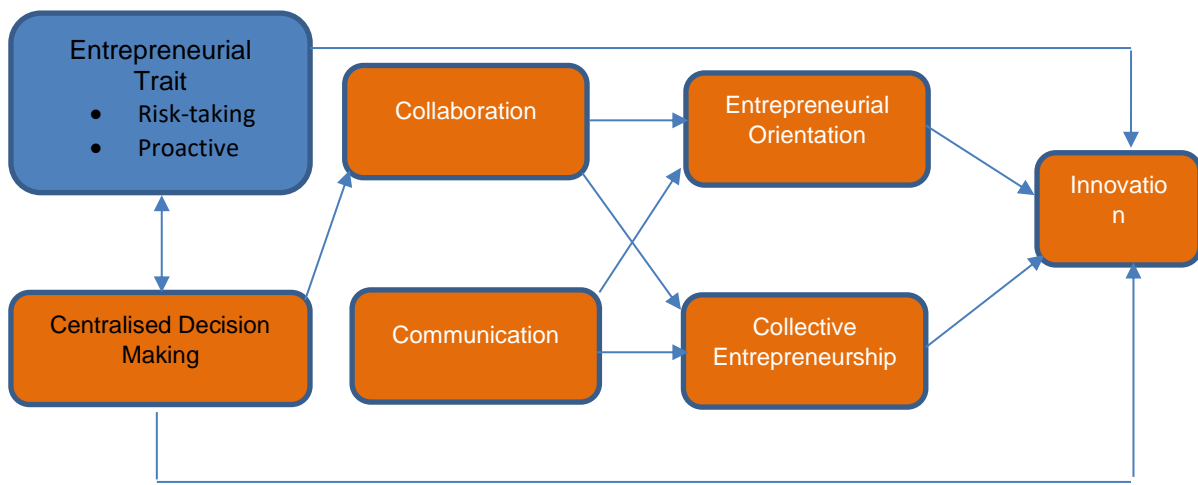


Figure 3.1: Theoretical framework for individual and collective entrepreneurship for SMEs

SOURCE: Adapted from Makhdoom, Li, and Asim (2019).

Jos and Bart (2008) use the term collective entrepreneurship when the decisions about deployment of assets are taken not by an individual but by a group of people, and the need to take decisions as a group results from the joint ownership of assets; and the joint ownership leads to joint decision-making.

Burress and Cook (2009) state that in featuring advancement theory as a motivation for research in Collective Entrepreneurship, the major concern for the entrepreneurship domain is the development of a rational theoretical framework upon which research should be based (Low, 2001). Burress and Cook (2009) argue that the analysis of collective entrepreneurship is a requirement to develop entrepreneurship theory, which is one of the main motivations for the collective entrepreneurship study. As such the authors mainly base these arguments on one of the three prominent claims that primarily, entrepreneurship is by nature collective, that entrepreneurship is usually collective or that entrepreneurship which is collective is a different type of entrepreneurship and deserves scholarly attention (Burress and Cook, 2009).

Constantly prominent in ethnic entrepreneurship and social economy literature and certain other collections of literature, is a view of entrepreneurship by socialist collectives that consider collective entrepreneurship where the collective owns the resources, makes decisions regarding the use of the collectively owned assets, and which furthermore bears the risk of investment (Burrell and Cook, 2009). According to Lobo et al. (2016), collective action theory is largely focused on the understanding of group members' interactions, the setting of rules, and techniques for observing compliance and resolving grievances. Olson's (1965) seminal contributions viewed collective action as grouped together with common-pool resources management. Schoonhoven and Romanelli (2001) state that there are several new entrepreneurship research directions that investigate the notion that entrepreneurship arises as a function of action that is collective.

3.2.3 Rationale behind collective entrepreneurship

The literature explains collective entrepreneurial action from the viewpoint of economically developing and progressive strategies by maintaining emphasis on the public attributes of goods made (Burrell and Cook, 2009). In this case, the literature examines how collective action gives support to micro-preneurs, local economic improvement and entrepreneurship amongst minorities or ethnic groups, while the literature which considers entrepreneurship that is collective as a driver of economic improvement, looks at intervention techniques to encourage entrepreneurship amongst groups that are marginalised and self-organising mechanisms utilised amongst entrepreneurial groups, where techniques to promote entrepreneurship may comprise group guarantees, incubators and micro-credit (Burrell and Cook, 2009).

The bulk of literature in fostering economic development, utilises some intervention measures to catalyse collective entrepreneurial action, and such intervention that stems from the collective entrepreneurship literature comprise supply and marketing cooperatives, associations for group lending which issue incubators and micro-loans aimed at encouraging business creation among certain cultural groups (Sachs, 2004). On socio-political change motivation, Connell (1999) states that collective entrepreneurship

is a combination of capital investment and business risk alongside the social virtues of action that is collective, an incidence that occurs in situations where collective action targets the social and economic improvement of a locality. This is done through some modification of norms, communal values, and through networks for the production of goods or services by an enterprise. According to Silva and Rodrigues (2005) collective entrepreneurship can be viewed as the continuation of input completion and gap filling activities.

3.2.4 Collective entrepreneurship and innovation

Bulut and Yilmaz (2008) indicate that innovativeness is a company-wide acknowledgement of distinct creation; that is, the introduction of original products, services or processes and application of unique administrative systems, or any other combinations of these aspects that impact the general performance of the firm. Makhdoom, Li and Asim (2019) in their study, ratify that both the sole entrepreneur and the combined inputs of all the members of a business equally add to novelty in SMEs. However the personality traits of entrepreneurs have some directly positive impacts on innovation in that centralised decision-making embraced by a businessperson is linked to innovation (Makhdoom et al., 2019).

Factors related to team-based entrepreneurship, like communication and cooperation among members, are important to entrepreneurial coordination and collective entrepreneurship which leads to a culture of innovation in an enterprise (Makhdoom et al., 2019). In the present fast changing era, collaboration and communication inside an organisation enable the entity to be continuously innovative and entrepreneurial by means of new market exploration, thus in literature related to entrepreneurship, collaboration and communication focus mainly on economic value creation from original and mutually created ideas based on information and knowledge sharing (Gupta and Govindarajan, 2000a). Miles, Matthews, Wilson and Brickley (2005) point out that creation of knowledge and its appropriate utilisation is necessary for innovation, and Makhdoom et al. (2019) argue that it is well known that managing knowledge effectively in a firm is dependent on

the firm's ability to collaborate and communicate inside the organisation. This is possible in an environment that is collaborative where employees regularly exchange information with their co-workers which brings about innovations, which infers that shared ideas result in innovations, and that networks in the firm are the foundation for collective entrepreneurship which is concerned with decision-making processes (Makhdoom et al., 2019).

Collective entrepreneurship calls for a network that gives room for sharing and exchange of ideas and resources at the cognitive (e.g. team mental models, networked organizations), affective (e.g. social support) and behavioral (e.g. teamwork) levels (Makhdoom et al., 2019). According to Antoncic (2007), it has been discovered that innovative perspectives, together with collective competence, are important elements for collective entrepreneurship. There is no need for an organisation to embrace the myth of the entrepreneurial hero; instead it should consider acknowledging collaborative entrepreneurship, which arises from employees' synergistic contributions, as the collective ability to recognise and respond to innovation opportunities (Reich, 1987).

3.2.5 Collective cognition- A case of China's philanthropy

Entrepreneurs from China use a collaborative technique due to philanthropy as they view themselves not only as high-achieving individuals but also as part of a community (Marquis, Qi and Qiao, 2018). In this case, cultural psychologists recognise that China has a collectivist culture; hence people in China concentrate on upholding a collaborative interest as opposed to individualism (Clark, Eckhardt and Hofstede, 2003). Culture, which is a term generally defined as shared values, beliefs and assumptions that actors take for granted, is essential in an individual's decision-making process, but there are a number of research works on the impact of a collectivist culture in China on a vast variety of activities (Schneider, Ehrhart and Macey, 2013).

Kitayama, Markus, Matsumoto and Norasakkunkit (1997) explain that collectivism is typically a cultural element where individuals see themselves as co-dependent with other

individuals in their shared community and focus more on the wellbeing of others. This is an important contrast to individualism that is concerned with one's own interests (Triandis, McCusker and Hui, 1990). As the Chinese put more effort in their connections with other people and favour achieving a collective, rather than an individual, effort, which has even been practiced in areas of social responsibility programmes; thus, in a country that has a collectivist outlook, people will make more contributions if these results are emphasised as more benefiting to others (Downie, Koestner, Horberg and Haga, 2006).

Marquis et al. (2018) indicate that modern Chinese business leaders who were born around 1950 to 1960, are recognised as being especially imprinted by this collectivist sentiment, and some of these experienced the famine associated with the Great Leap Forward, and social and political problems of the Cultural Revolution, times when group benefits and community were especially emphasised in Chinese society. Moreover, the feeling of being attached to a specific family or a locality resonates with community integrity and members, which is positively linked to collective behaviour. Therefore, one of the key factors of the success of Chinese entrepreneurs over the past years is collaboration (Marquis et al., 2018). The businesses belonging to the Chinese are often operated collectively by means of kinship and alternative networks with business organisational forms centred on a collaborative identity (Wang, 2014).

In 2006, approximately 31 of the most prominent entrepreneurs in China united to create a club called the "China Entrepreneur Club" (CEC), in order to function as a centre for resource exchange, Chinese entrepreneurial collaboration and international collaboration (Marquis et al., 2018). In a quest to bind group members, this group's fundamental programme is promoting China's environmental sustainability, and as a result they have established a number of important initiatives, which include a list of China's most environmentally friendly companies and a magazine dedicated to environmental issues to improve the natural environment (Marquis et al., 2018). According to Marquis et al. (2018), this private not-for-profit organisation is dedicated to encouraging resource exchanges, Chinese entrepreneurship and business integrity while additionally promoting sustainable social and economic development. As a result, the CEC has established a

sturdy club culture, helping to cultivate the collective thought of its affiliates and hence, collective conduct in terms of environmental sustainability (Kshetri, 2007; Peverelli and Song, 2012).

3.2.6 Forms of collective entrepreneurship

The three collective entrepreneurship forms including the explicit boundaries that they bring about are considered in this section. According to Westgren (2014), the first form is the entrepreneurial team which jointly establishes an organisation and manages it. Reich (1987) correctly notes that most new ventures embody the joint efforts of several individuals besides variations in their specific investment levels. This perspective is clarified by Ruef (2010), who describes the collective action phenomenon amongst co-founders, advisors, employees, investors or voluntary helpers to establish new firms.

Ruef (2010) developed a model about relational demography in terms of group adhesion in the joint venture and it is based on four fundamental components: structure (contracts and roles), identity (shared subjective beliefs and goals), homophily (shared characteristics), and strong ties (networks and trust), and the model is an essential departure point for collective ventures, both within and between businesses. The cooperative form of organisation is the second form of collective entrepreneurship and most of these organisations arise in the agricultural sector, in which cooperatives have gained significance to the European and American economies for more than a century (Westgren, 2014). Agricultural cooperatives have been set as a collective action formed to offset market power existing in the markets where farmers both sell and purchase inputs (Knapp, 1977; Nourse 1942). This form of collective is different in comparison to the entrepreneurial team, since the members themselves belong to individual firms. However, both the entrepreneurial cooperative literature and the entrepreneurial team literature need a structure that encompasses the collective action, to be created.

Westgren (2014) argues that the entrepreneurial firm talked about by Ruef, possesses a legal status and social identity and the same applies for the agricultural cooperative,

which in various United States statutes is organised as a corporation. According to Westgren (2014), the most important element throughout the collective activity is an organisational form. The third collective entrepreneurship form considers collective action excluding organisational form and overlaps with the category of growth of the economy and development by Burress and Cook (2009), which is also called networked entrepreneurship (Westgren, 2014).

Networked entrepreneurship closely uses the model suggested by Johannisson and associates, which describes a geographically delimited, networked community of entrepreneurs who mutually endorse their business environment in common (Johannisson and Lindholm Dalhstrand, 2008; Johannisson, Ramirez-Pasillas and Karlsson, 2002). Such networks consist of industrial clusters and research parks. The members of this form of collective entrepreneurship are typically strategic business units or firms rather than individuals where the drive to create and to participate in ventures concerning collective entrepreneurship, are usually modelled as the theory of the rational actor (Westgren, 2014).

In the case of Chinese entrepreneurs, they are beginning to work jointly to develop China's missing institutional infrastructure, called "institutional voids" (Marquis et al., 2018). For instance, Yintai Group and Peking University worked together to establish Mainland China's initial master's degree in management of social enterprises, with topics including NGO management, social responsibility, social enterprises, social innovation, social investment and public policy. In the process, Yintai decided to pay for all the costs, such as research, scholarships and faculty, with the aim of motivating students to take up social philanthropy positions after graduation (Marquis, et al., 2018), an approach that can be adopted in by Malawian universities to promote collective entrepreneurship purposively.

An individual joins the collective solely because of expected payoffs that are higher than ones gained in individual action. According to Ostrom (1990), this idea is fundamental to the foundational literature which discusses collective action, as an actor that is rational

will not participate in collective action when there is no adequate gains (Westgren, 2014). This study was based on entrepreneurial orientation that aids in generating an understanding of the elements which lead to people behaving entrepreneurially in certain settings. The aspects which improve entrepreneurial behaviour and intentions are illustrated in the Theory of Planned Behaviour by Ajzen (1991) and the model of entrepreneurial events by Shapero (1982). The factors that enhance entrepreneurial intentions and behaviour are presented in Ajzen's (1991) Theory of Planned Behaviour (TPB) and Shapero's (1982) model of entrepreneurial event, and the two models are summarised in Figure 3.2 below.

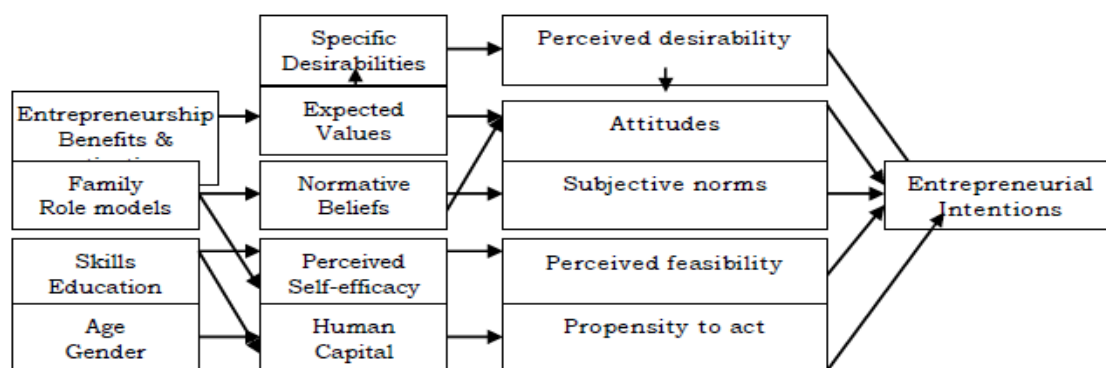


Figure 3.2: Summary of TPB (Ajzen, 1991) and Shapero's model of entrepreneurial event (Shapero, 1982).

SOURCE: Adapted from Mwatsika (2015)

3.2.7 Theoretical framework

Entrepreneurs play a role in the economic growth of a country as per Fuduric (2008) and this is manifested in entrepreneurship's contribution to improving national and regional product, ensuring the ability to maintain market competition, preventing poverty and increasing people's welfare. However, the behaviour of an individual, as a business actor, is important for sustainability, high quality and entrepreneurial development (Lindawati, 2014). Institutional factors also play an important role in supporting the establishment and development of entrepreneurship today and in the future, but there are two components that contribute to the sustainability of entrepreneurship; namely the static component and

structural component. According to Lindawati (2014), both of these components are the characteristic of the entrepreneurial process. The static component refers to the question: "Who is called an entrepreneur?" In general, this is a business actor who can innovate in their business through learning and experience, but Lindawati (2014) points out that still there is a need for individual characteristics in terms of behaviour and ability as an important starting point that must be considered in business decision-making. In contrast, the structural component of entrepreneurship refers to a place where the businesses are conducted (Fuduric 2008). Lindawati (2014) argues that psychological factors or individual behaviour (Static) and institutional structures (Structural) are factors that can affect the success of the entrepreneurial process carried out by business actors. This is why it is essential to consider some theories.

Figure 3.3 highlights key theories in the strategic management of firms in the economy, which guided this current study where two important theories that are regarded as 'strategic' were considered and these include industrial organisation contributions (economics) theory (Porter, 1985), and resource-based theory, both of which complemented collective action theory in this study.

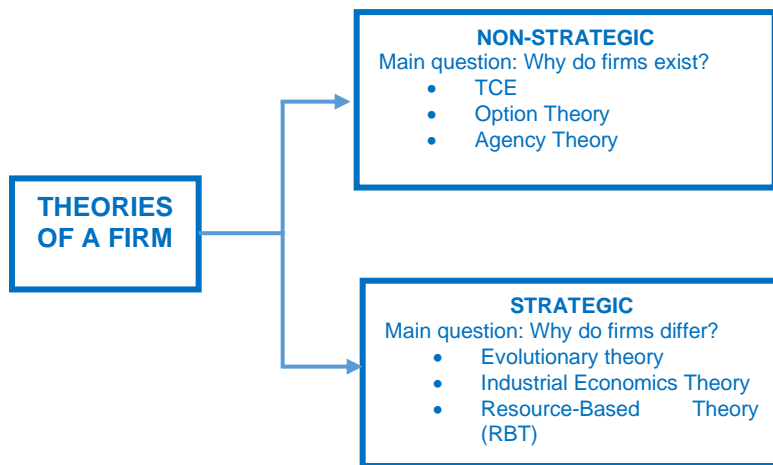


Figure 3.3: Main theories in strategic management of firm

SOURCE: Adapted from Barney, Corte, Sciarelli and Arikan (2012).

3.2.8 Industrial economics theory

Industrial organisation studies mainly focus on firms' product positioning within markets, considering the influence of market competition as driving forces on a firm's performance, where such forces are known as Porter Five Forces (Barney et al., 2012). According to Barney et al. (2012), a firm's competitiveness is analysed through its main activities and types of strategic choices which are of course bound to market competitive forces. This provides a justification to consider assessing the macro-environmental factors that impact the performance of business ventures.

3.2.9 Resource-based theory (RBV)

The resource-based theory was propounded by Wernerfelt (1984) and is regarded as one of the most widely considered theories of strategic management mainly because of its practical relevance to contemporary management practices. Organisations that are after building competitive advantage over others need to make an offering to customers that is different from and more persuasive than those of its competitors (Lynch, 2006). This emphasises the importance of resources in delivering the competitive advantage of the organisation which according to Lynch (2006), is called the resource-based view of strategy development.

Each organisation needs to analyse and develop the individual resources which will allow it to survive and compete in the environment. RBV theory is a superior explanatory basic model which expresses that a firm's performance can be explained by the way its remarkable resources are managed. Kuhnert (2001) argues that theoretical progress has been accomplished mainly in explaining the mechanisms that maintain successful collective action organisations, but the dynamics that are responsible for their coming into being are not well understood. Findings of the study by Makhdoom, Li and Asim in 2019, give empirical evidence on the theory of collective entrepreneurship which proposes that collective entrepreneurial capability has a substantial and unique input to innovation (Makhdoom et al., 2019). They further discovered that the factors related to individual entrepreneurship, such as an entrepreneur's centralised decision-making, bear negative

impacts in terms of collective entrepreneurship, since they obstruct the course of collaboration and communication among members of a business which eventually dampens innovation in the firm (Makhdoom et al., 2019). In pursuit of innovation there is a need to develop an environment where all employees are empowered, a decentralised decision-making process is promoted and collaboration and communication among business members are encouraged (Makhdoom et al., 2019).

3.2.10 Collective action theory

In its broader conception, the purpose of collective action is to achieve common objectives; and collective action theory mainly focuses on understanding interactions among group members, the making of rules and mechanisms for monitoring compliance and solving grievances (Lobo et al., 2016). However, Lobo et al. (2016) argue that less attention has been paid to how collective action emerges and the roles key individuals play. Jos and Bart (2008) use the term collective entrepreneurship when the decisions about deployment of assets are taken not by an individual but by a group of people, and the need to take decisions as a group results from the joint ownership of assets; and joint ownership leads to joint decision-making.

A choice to cooperate is dependent on various factors such as group size, group heterogeneity, regularity of in-person interactions among members, public benefits' nature, degree to which trust, reputation and reciprocity exist inside the collective and the ability of members to sanction and monitor free riders (DeMarrais & Earle, 2017). Olson (Olson, 1965) disputed that as group size increased, the chances of the group attaining a public good reduced. He had two reasons for this particular hypothesis and these were that as group size increased, there would be a decline in the significance of any single contribution to the delivery of a public good. This way, it would become easier for one to assume that their individual free riding would not be detected and consequently would not have any effect on the possibility of the provision of the good. The second reason was that there are higher transaction costs that come with achieving internal agreements around synchronized strategies in larger groups. As a result, a primary theoretical

assumption has been that the amount of members will probably decrease the likelihood of attaining any kind of collective action or at the very least lessen the quantity of shared benefits that could be attained (Ostrom, 2009). On the other hand, Roscoe (2013, p. 60) debates that the collaboration scale that is most effective is the largest viable group size. Problems of recruitment, coordination, tracking and sanctioning of non-participants tends to be more significant with increasing scale.

Heterogeneity is another factor that affects the choice to cooperate as if there exists one or more individuals interested in attaining a public good, then there would be a greater chance of a group achieving the public good regardless of the fact that the good would be underprovided (Olson 1965). On the other hand, other literature states that heterogeneity limits cooperation because the diverse nature of assets, payoffs and information are not positively related to attaining the dividend of a cooperator mainly due to amplified costs of transactions and the conflict that would arise from the dissemination of paybacks and costs to be incurred. Jones (2004) argues that the existence of affluent members may boost trust in them sooner in the development of collaborative action and stimulate the formation of cooperatives. Unfairness in dissemination of benefits may, however, decrease cooperation and trust in the long run of the process.

Face-to-face communication is another factor that influences collective action. Considering that under non-cooperative game theory, it is predicted that communication has no effect on the results of social dilemmas, the recurrent conclusions of a sturdy positive effect of communication on the results of experiments on collective action is a big theoretical puzzle (Sally 1995). The ability to look other individuals straight in the eye although deliberating such moral issues is considerably preferable as compared to depending on communication that is written. Kerr and Kaufman-Gilliland (1994) reason that communication generally aids a group attain an atmosphere of “solidarity” and that such face-to-face interactions boost the possibility of individuals keeping their pledges to cooperate. Generally, the effectiveness of communication seems to be connected to the improved trust that is acquired by individuals when face-to-face communicated promises are made to them.

3.3 Empirical Literature

In their study, Burress and Cook (2009, p.5) explain the various ways the term “collective entrepreneurship” is used and to do this they carried out a cross-disciplinary and comprehensive review of literature. As a result they suggest the main drivers for collective entrepreneurship research, stating that they fall into five general categories: economic growth and development, intra-organisational efficiency, inter-organisational gains, socio-political change and theoretical advancement (See Appendix 1) (Burress and Cook, 2009). However, Burress and Cook (2009) find that there is an absence of exact citations or definitions of collective entrepreneurship in the literature (Weissert, 2002).

Burress and Cook (2009, p.5) note the term ‘collective’ is made use of in three major ways; namely to identify various parties involved in entrepreneurship, to denote the particular type of an economic good that is produced by the collective practice of entrepreneurship, and to represent ownership of an asset. Burress and Cook (2009) argue that when collective alludes to numerous actors involved in the entrepreneurial procedure, a range of variation occurs in terms of whether collective entrepreneurship is amongst providers of risk capital, amongst firms, amongst employees, amongst universities, amongst officials in governments, or amongst a blend of all these actors. Nevertheless, the term implies that numerous actors get involved within the entrepreneurial practice in terms of identification of the opportunity, financing of the venture and development of the opportunity among others, which also has an effect on whether or not authors go for the use of the term collective entrepreneurship (Tardieu, 2003).

3.3.1 Collective action and investment

3.3.1.1 Collective action

In the case of the Chinese population, businesspeople perceive themselves as mutually having a collective responsibility as observed in a study conducted by Marquis et al.,(2018) in China, using literature review as a research method. As a result the Chinese have more interest in being recognised as taking part in larger alliances rather than in a

business that is accomplishing something on its own. As such, with regard to the CEC, China Merchant Bank's President, Ma Weihua, defines CEC as an open communication platform for all of Chinese entrepreneurs to help each other address business issues, take suggestions and claims to better China's national policy making, and promote social and economic development (Marquis et al., 2018). Marquis et al. (2018) point out that entrepreneurs who are CEC members, are devoted to leading sustainable competitiveness by means of business practices that are ethical and positively participating in initiatives that promote public welfare in addition to endorsing the advancement of corporate social accountability. The vision and values shared by members of the CEC, staff and affiliates stimulate CEC practices and activities, and the CEC's annual China Green Companies Summit and Green Companies Alliance were created in the quest of developing transparent, sustainable, green companies within China and the establishment of the SEE Foundation, which was created in 2004 through a team of social elites from China and top entrepreneurs (Marquis et al., 2018).

3.3.1.2 Collective investment

For a business that has been targeted, the entrepreneurs involved will jointly invest in the collective enterprise, and the collective instinct not only spreads to a business- person's peers but additionally to the way in which projects will progress over time (Marquis et al., 2018). The case of China teaches that Chinese businesspeople are concerned not only with contributing to particular actions, but similarly in developing the know-how for future engagements. As a result, rather than only investing capital, modern entrepreneurs put in effort to invest in ethics, business knowledge and future strategies for development in the newer generation through a collective approach (Marquis et al., 2018). The Chinese prefer exercising social power by means of sharing a collaborative vision, for example, the "Sichuan West Nature Conservation Foundation" was established in 2011 by sixteen Chinese entrepreneurs to serve as a management and financing platform for conservation of biodiversity in Sichuan Province; thereby extending their conservation practices by working with worldwide conservation organisations like The Nature Conservancy (TNC) China (Marquis et al., 2018).

3.3.2 Importance of considering the youth entrepreneurs

Africa is witnessing a “youth bulge”, meaning that young people dominate the population, so governments of the nations in Africa, including Malawi, should take caution of and acknowledge, the importance of making the best use of this young population; otherwise it could turn into an obstacle especially in the prevailing rising unemployment trend that exists among majority of the nations in Africa (Omoruyi et al., 2017). As a result, in Nigeria, more than 1600 universities and colleges are providing programmes for small business management and entrepreneurship and Omoruyi et al. (2017) found that 86 percent of young people are optimistic about becoming entrepreneurs, which indicates the positive view held by Nigerian nationals. These results were based off an exploratory study method.

Through entrepreneurship and business development as per Anderson, Camp II, Dana, Honig, Nkongolo-Baenda and Peredo, (2005: 110), people need to strive to achieve their various socio-economic objectives, which according to the authors, include: (1) autonomy; (2) reinforcement of traditional ethics and their implementation in business activities and economic advancement; and (3) improvement of socio-economic conditions for individuals, family units and communities.

3.3.3 Economic growth and development motivation

Based on economic growth and development motivation, Etzkowitz and Klofsten (2005: 243-244) define Collective Entrepreneurship as primarily being dependent on the development and institutionalisation of a diverse system comprising private/public institutions which can offer expertise in the firm’s formation, seed capital, gap financing and collective entrepreneurship. At the centre of the present process of innovation is collective entrepreneurship where a number of agents interact and work jointly to bring about change (Lundvall, 2007). The fourth utilisation of the label ‘collective entrepreneurship’ acknowledged by Burress and Cook (2009) in their work, examines the

idea that interactive collective practices may influence innovation, commercialisation and business development. Regarding the growth of the economy, collective actions may increase processes of innovation and innovation adoption, while in considering the perspective of economic progression, it is viewed as a means of reducing obstacles to entrepreneurship, encouraging global competitiveness by means of regional cooperation and improving economic prospects for a specific geographic area (Burress and Cook, 2009).

Based on the work of Burress and Cook (2009) who define collective entrepreneurship as a development and growth strategy, it is justifiable to consider: (1) the structure of technological innovation; (2) local development strategies; and (3) innovation alliances which are the aspects drawn from their study.

3.3.4 The structure of technological innovation motivation

While recognising that technological achievements are usually made privately or independently, reorganisation or collective action in the industry is usually essential for exploiting technological innovation (Burress and Cook, 2009). Van de Ven (2005) argues that economic development and technological innovation are collaborative achievements, while acknowledging the significance of individuals who are part of the entrepreneurial process. Furthermore, he points out that in the creation of products that are new and industries that are emerging, the entrepreneurs' individual firms rarely possess the power, resources or validity needed to bring about change. Collective entrepreneurship manifestations in development of an industry may comprise the improvement of the standards of the industry or cooperation on corresponding developments viewed as essential in terms of commercialisation (Van de Ven, 2005).

Van de Ven (2005) further proposes that successful innovations include not only technical advances, but additionally the capacity to organise actors within the innovation's commercialisation and the capacity to form an emergent industry constituency. The collective entrepreneurship term has however, been additionally used to denote the role

of the state in giving support to industry innovation and development (Mathews, 2005; Silva & Rodrigues, 2005), which calls for consideration of groups of entrepreneurs working with Government for their support of any kind. There is an argument that institutions tend to usually be a required element of technological advancement and innovation acceptance; although it is hypothesised that the quality of the various institutions used in the entrepreneurial practice, has an effect on innovativeness and on the success of commercialisation endeavours (Burress & Cook, 2009).

3.3.5 Innovation alliances motivation

Economic growth and development literature, according to Burress and Cook (2009: 17) emphasises strategic alliances for research, innovation and development, but most of the literature focuses on innovations that can be characterised as public goods as a result of low degrees of rivalry and excludability. According to Arrow (1962) and Zeckhauser (1996), this means that some types of technology and innovation may have some elements that make it challenging for firms to realise their innovation or invention's full value, which calls for additional actors to be included in the process of innovation to mitigate or distribute risk, to offer public assistance for innovations that would possibly be poorly financed within the market, or also to decrease information asymmetry.

3.3.6 Socio-political change motivation

A certain category of collective entrepreneurship research utilises the term to denote initiatives to effect change regarding public policy, local and regional development, and socio-cultural norms, but most of the work in regional or local development are similar to economic development discussions (Burress and Cook, 2009). The entrepreneurs taken into consideration, however, are not categorised as possessing predominantly objectives that are economic, and development modes are dependent on the advancement or maintenance of political, social and cultural virtues.

Bataille-Chetodel and Huntzinger (2004) state that researchers analysing collective entrepreneurship as a method of social and political transformation are denoting an entrepreneurial action that blends together economic, political, social and cultural objectives. According to Spaey (2004), in the social economy literature, real-world examples of collective entrepreneurship exist and these include voluntary organisations, non-profit organisations, foundations, cooperatives, social movements and public interest groups.

3.3.7 Strategies of collective entrepreneurship

There are self-organising mechanisms connected to cultural norms, a need for self-sufficiency among a specific economic subgroup and strong kinship networks (Frederick & Henry, 2004; Sachs, 2004). Strategies that relate to collective entrepreneurship include: (1) the fostering of entrepreneurship for economic development, (2) boosterism, and (3) ethnic entrepreneurship (Frederick & Henry, 2004; Sachs, 2004).

3.3.8 Fostering entrepreneurship for economic development

Burress and Cook (2009: 19) identify different utilisations of the label collective entrepreneurship to denote tactics for decreasing entrepreneurship's barriers of entry for small-scale producers, marginalised groups or minorities. According to Burress and Cook (2009), entrepreneurs with poor resources have a motivation to act collectively to achieve the goals they share in their economic interest. According to Burress and Cook (2009), in China, Township and Village Enterprise (TVE) development also joined the collective entrepreneurship discussion; nevertheless, there does not appear to be agreement among scholars regarding the organisation's characteristics or whether the process constitutes collective entrepreneurship. Clarke (1999) designates entrepreneurship to be collective if assets that are collectively-owned are used in industrial enterprises.

3.3.9 Boosterism

Boosterism was a popular approach in the United States (US) to urban, local and industrial development in the 1800s and 1900s. Community efforts in the city building enterprise have been cited by scholars as an additional collective entrepreneurship example (Abbott, 1981; Doyle, 1990; Kenzer, 1991). The communities used advertisements and the arrangement of sophisticated fairs or expositions at which local businessmen, city leaders and the press worked together towards attracting businesses and residents to their townships (Burrell and Cook, 2009). According to Burrell and Cook (2009, p. 20), 'Boosterism' has been proposed as a collective entrepreneurship example, considering that the strategy included joint identification of an opportunity and joint investment amongst several individuals in order to promote shared economic goals. In the boosterism strategy, boosters exchanged information regarding their market size and the city's possible economic opportunities, and boosters that were successful had the ability to define an economic programme that was coherent, to be undertaken by private and public action (Abbott, 1981). Although individual entrepreneurship happened to be crucial in the development of the local economy, boosters acknowledged that they needed to establish a common effort to synchronise their efforts since opposing cities mainly competed for industry, trade, entrepreneurial talent and investors (Doyle, 1990). Burrell and Cook (2009) state that to build the local economy, boosters were based on inter-firm alliances, in addition to relying on several other actors including local clergy, voluntary business associations and city government and were heavily dependent on the media to promote their industrial growth plans.

3.3.10 Ethnic entrepreneurship

The term 'collective entrepreneurship' describes numerous forms of entrepreneurial activity existing among ethnic groups (Burrell and Cook, 2009); and many researchers argue that strategies for collective entrepreneurship represent a means of realising economic independence and self-sufficiency for minority groups (Djennadi, 2006; Frederick & Henry, 2004). In this sense, minorities might individually not have credit access or might not be inspired to seek entrepreneurial endeavours as a result of feelings of alienation and disenfranchisement. As result, social action or movements which benefit

the public may be viewed as an appealing incentive for various ethnic groups as a means of conquering entrepreneurship barriers (Burress and Cook, 2009). However, the implementation of policies to promote entrepreneurship might fail to translate well into different cultural settings, which calls for policymakers and researchers to clearly explain the perks they desire to pursue by means of entrepreneurship policy (Burress and Cook, 2009, p.21).

Collective entrepreneurship may be present in *teams* (Stewart, 1989), *organisations* in the form organisation-wide “Kaizen” (continuous enhancement that involves all of an organisation’s members (Imai 1986), and *organisation’s networks* (Nonaka, 1988). A transition from individual to collective entrepreneurship as shown by Figure 3.4 has some benefits as per Labithianakis (2013) in that there is a response to the capital limitations of individual actors and an increase in capital requirements, a response to the economic situation and greater access to resources.

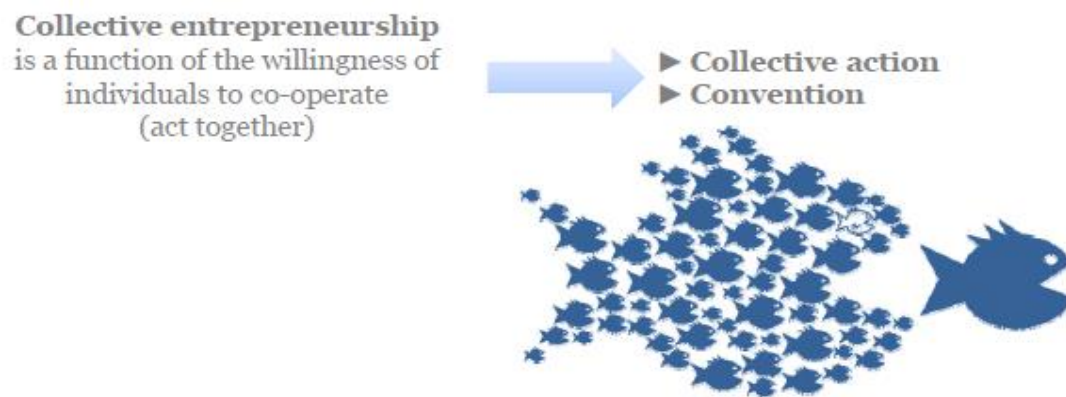


Figure 3.4: Transition from individual to collective entrepreneurship

SOURCE: Adapted from Labithianakis (2013).

Collective entrepreneurship combines business risk and capital investment with the social values of collective action and it is an event that exists when collective action aims for the economic and social betterment of a locality by means of some transformation of social norms, values and networks for the production of goods and/or services by an enterprise (Labithianakis, 2013).

The study by Mwatsika (2015) on entrepreneurship development and entrepreneurial orientation in rural areas was conducted in Malawi and used an exploratory research methodology where a questionnaire was used to investigate attitudes, intentions and factors affecting entrepreneurship development in rural areas. The study found that activities related to entrepreneurship mainly linger around income generating activities (IGAs) besides the existence of an environment that is supportive with governments providing direction and policies and organisations or agencies providing training for enterprise development and loan access for start-up and growth of businesses (Mwatsika, 2015). With increasing unemployment, poverty levels remain persistently high, which proves that the efforts put in towards economic growth and development by means of the MSME sector development, for example, are not producing favourable outcomes and do not furthermore warrant a continued thrust within the same direction (Mwatsika, 2015). However, not much research has been undertaken in Malawi to guide a development strategy for entrepreneurship (Mwatsika, 2015), thereby justifying the need for this study in response to the existing gap of knowledge.

3.3.11 Collective entrepreneurship and small family business

Small family businesses can make a big contribution in any society. For example, businesses belonging to small families have greatly contributed to the United States' economy such that researchers have proposed collective entrepreneurship to be a competitive advantage source not only for teams (Reich, 1987; Slevin and Covin, 1992). Today, the competitive advantage of an increasing number of successful organisations is derived not from CEOs' major initiatives, but rather from continuous, incremental innovation and modifications of team ideas in the collective entrepreneurship form (Reich, 1987). This is so because collective entrepreneurship draws on each team member's talent, experience, knowledge and creativity, which is shared throughout the entire team, to produce something complete that exceeds the quantity of individual contributions (Reich, 1987).

The entrepreneurship from small family businesses possibly results from numerous small innovative thoughts that aid members in stretching past their previous abilities to supply customers' demands (Stewart, 1989). Based on previous studies by Haskins, Liedtka and Rosenblum (1998), Slevin and Covin (1992) and Stewart (1989); Yan and Soreson (2003) propose that an attitudinal followed by a behavioural prerequisite is necessary for collective entrepreneurship. The attitude prerequisite provides the energy, and the behaviour prerequisite transfers the energy into synergistic outcomes (Hackman, 1987). Attitude and behaviour are the "energy" and "essential mechanisms" that result in collective entrepreneurship. Yan and Soreson (2003) argue that both of these prerequisites are influenced by the nature of leadership.

3.3.12 Essential attitude for effective collective entrepreneurship

3.3.12.1 Organisational commitment

This is a collection of feelings and beliefs within organisational members (Mowday, Porter and Steers, 1982), for instance, the enterprise or business venture which has been established by members. It consists of a belief in the organisation, a sense of pride, and a feeling of loyalty that provides a sense of conscientiousness and stewardship (Haskins et al., 1998). Committed organisational members are likely to act above and beyond the call of duty and are less likely to quit, but they should devote effort to detecting and diagnosing organisational problems, identifying defects and weaknesses in current work or business issues, and searching for better ways to do their work and to serve the organisation (Mathieu and Zajac, 1990). If it is a family business, for example, Yan and Soreson (2003) argue that family business members' commitment to the family business is an essential attitudinal prerequisite to the collective entrepreneurship of a small family business.

3.3.12.2 Collaboration and conflict

In collective entrepreneurship, the skills, intelligence and experiences of individual business members are integrated, forming a strong collective capacity to create and

innovate (Yan and Soreson, 2003). Over time, as business members work through various problems, they learn how to help one another to perform, what each can contribute, how best to take advantage of others' experiences, and when and how to make mutual adjustments.

3.3.12.2.1 Collaboration among Business Members

Collaboration is an internal process that is positively related to business performance and effectiveness (Sorenson, 2000). Collaboration may be the most important mechanism that transfers the "energy" of attitude into interaction that produces collective synergy. Collaboration is a process that fully satisfies the concerns of involved parties and creates integrative solutions (Eiseman, 1977). Effective collaboration reflects the ability of people to work together for their mutual benefit (Scott, 1999).

In collaboration, individuals strive to understand the talents, thoughts and emotions of one another; such interpersonal understanding is the wellspring of the creation, preservation and enhancement of collective excellence (Haskins et al., 1998). With this in mind, Stewart (1989) uses the analogy of soccer team members working together to score to explain the importance of mutual understanding and collaboration among team members to produce collective outcomes. Similarly, Yan and Soreson (2003) argue that collaboration enables family businesses to engage in collective entrepreneurship.

3.3.12.2.2 Conflict among business members

How conflicts are managed directly impacts organisational performance and outcomes (Jehn, 1995). Therefore, appropriate conflict management can help to reduce unnecessary consumption of resources, increase synergy and build relational resources (Stevenson and Gumpert, 1985). The two types of conflict include: (1) Task or functional conflict; and (2) Relationship or dysfunctional conflict. Task or functional conflict consists of disagreement among organisational members about task content. Studies show that task conflicts are beneficial to organisational and team performance, adding to creativity and decision quality (Amason, 1996; Jehn, 1995). Task conflict contributes to an organisation's cognitive diversity, which has been found to be related to innovativeness

and ability to solve complex and non-routine problems (Bental and Jackson, 1989). Task conflict among business members is positively associated with the collective entrepreneurship of the business.

Relationship or dysfunctional conflict refers to interpersonal incompatibilities, tension, animosity, and annoyance. However, relationship conflicts are divisive and detrimental to performance (Amason, 1996; Jehn, 1995), resulting in poor relationships, limiting synergy and if not solved, destroying collective entrepreneurship (Stewart, 1989). Relationship conflict among business members is negatively associated with the collective entrepreneurship of the business. In setting like village settings or extended families, face-to-face discussions may help in resolving conflicts, while maintaining or building alliances and resolution of conflict across a region regularly needs leader's coordination (ostrom 2009)

Trust facilitates collaboration between entrepreneurs and their associates (Sieczko. L, Parzonko and Sieczko. A, 2021). It is a necessity for effective cooperation. Individuals are more probable to have trust in their family, friends, local entrepreneurs, colleagues, and teachers. Institutional trust is usually rated much lower (Sieczko. L, Parzonko and Sieczko. A, 2021). There appears to be an agreement among scholars that an advanced trust level enables creating multi-actor systems of entrepreneurs and their prosperous performance. Trust has a significant impact on collaboration between businesspersons in smaller systems where the interactions are more private. It is also believed that individuals with a higher generalised trust levels are more likely to have confidence in joint ventures, mainly before joining a collaborative venture (Sieczko. L, Parzonko and Sieczko. A, 2021)

3.4 Assessment of Literature

The development of entrepreneurship includes three kinds of connected activities that encourage, support and maintain the entrepreneurship practice (Mwatsika, 2015). This process includes several participants which comprise the government including its agencies; all levels of academic institutions including primary up to tertiary education,

technical and vocational training and additionally, the non-public sector that comprises entrepreneurs, MSMEs and large firms where such stakeholders take part, first, in practices that are stimulatory, and which stimulate and encourage people to practice entrepreneurship (Mwatsika, 2015). The study therefore, involved assessing the potential of collective entrepreneurship in enhancing economic development among the youth who are greatly affected by high unemployment in Malawi. The youth is a category that is said to be a productive segment of the population with the potential to contribute to the economic development of a country.

3.5 Conclusion

In conclusion, Chapter 3 has discussed key theories related to this study as well as critically reviewing some existing academic literature that is significant for this study. This information was sourced from books, journal articles, conference papers, newspaper articles, reports, internet sites and other relevant materials. The first section of this chapter discussed the theoretical literature related to the study, the second section discussed the empirical literature and the last section was an assessment of the literature discussed.

4 CHAPTER FOUR: RESEARCH METHODOLOGY

4.1 Introduction

The previous chapter discussed the key theoretical literature for the study, followed by the empirical literature related to the study and finally an assessment of the literature discussed. This chapter discusses the methodology used in this study. This section presents the research methods that were applied in this study covering research design, study population and sampling techniques and procedures, methods of data collection (questionnaire being the main tool), data handling and analysis, ethical consideration and challenges anticipated by the researcher.

4.2 Research Design

Pragmatism according to Saunders, Lewis and Thornhill (2009) argues that the most important determinant of the epistemology, ontology and axiology is dependent upon the research question. Saunders et al. (2009) argue that epistemology concerns what constitutes acceptable knowledge in a field of study; hence this philosophy guided this study's approach where the knowledge can be objective and theoretically accessible to all, which can be dependent on individual experience (Long, White, Friedman and Brazael, 2000).

A survey strategy was considered and used in this study because it is a common strategy in research and is most frequently used to answer who, what, where, how much and how many questions, and surveys are popular as they allow the collection of a large amount of data from a sizeable population in a highly economical way, often using a questionnaire administered to a sample as was done in this study (Saunders et al., 2009).

The study's methodology was a mixed methods approach. Tashakkori and Teddlie (2003) use the more generic term research design when referring to multiple methods since individual quantitative and qualitative techniques and procedures do not exist in isolation.

Here both quantitative and qualitative methods of data collection were used where the quantitative method of data collection was in the form of a structured questionnaire while the qualitative method of data collection was in the form of interviews, focus group discussions and the case study method.

The researcher made use of the quantitative-descriptive or survey designs structure of quantitative methods. This method necessitates questionnaires as a method of data collection and participants are preferably chosen by means of sampling methods that are randomised. In quantitative analysis, a casual relationship between GDP growth and SMEs can be used to show whether there is any statistically significant positive association between these two variables (Orujov, Alakbarov and Maharramov, 2019).

The researcher would have employed the following equation in the presence of SME sector data availability:

$$\text{Log}(\text{gdpshareit}) = \beta_i \cdot \text{log}(\text{SMElabourshareit}) + r_i \cdot \text{sector}_i + \Omega_i \cdot X_{it} + H_i \cdot \text{timet} + E_{it}$$

Where (gdpshareit) would be the logarithm of portion of the sectors i's productivity in per capita GDP at time t, (SMElabourshareit) would be the logarithm of the portion of labor force hired by the SME's in sector i normalised by the country's total labor force, sector r_i would be a dummy for each individual sector, X_{it} would be in the group of observables that would be specific to each sector i at time t, t_i would be a dummy variable used to denote time periods and E_{it} would denote the error term (Orujov, Alakbarov and Maharramov, 2019). Essentially, we would be in pursuit of the consistent predictors of the coefficient matrices of β , r , Ω and H . Labour share would be used to denote SMEs as it is often used to denote development growth of SMEs. If the results of the regression showed the coefficient of $\text{log}(\text{SMElabourshare})$ variable as statistically significant and positive, this would entail that there exists a positive association between SMEs and growth of the economy (Orujov, Alakbarov and Maharramov, 2019).

In this study however, due to unavailability of data on the SME sector of Malawi over the years, there was no room for a regression of GDP growth or any economic development variable and SME dynamics in this study. Nevertheless, quantitative methods were still employed and were presented in the participant's responses by means of bar graphs and

pie charts. It is from this basis that qualitative methods featured more than quantitative methods in the study.

4.2.1 Theoretical framework

This study was conducted by considering that entrepreneurs play a role that has great significance for the growth of a nation's economy, manifested in cultivating regional and national product, combating poverty, ensuring the capacity to sustain competition in the market, and promoting welfare (Fuduric, 2008). A question arises of how both individual resources and institutional resources can be used to establish entrepreneurship as expected. In his theoretical framework, Lindawati (2014) states that the behaviour of an individual, as an actor in business, is essential to note for the purpose of sustainability, entrepreneurial development and quality; and institutional factors also have a significant role to play in assisting in the formation and development of entrepreneurship.

Two components contribute to entrepreneurship's sustainability; namely the static and the structural component where the static component denotes the question of who can be called an entrepreneur, while on the other hand, the structural component can be viewed as a site where the business or business processes are undertaken (Fuduric, 2008). According to Lindawati (2014), Static (individual behavior) and Structural (institutional structures) components are aspects that can have an effect on the entrepreneurial process and its success undertaken by business actors. In this case, this current study considered the influence of the individuals and the established institutional structures which include key stakeholders in promoting entrepreneurship, and the researcher had to consider the role of the Government agencies and private entities; namely TEVET, Technical colleges, Trade Agencies, commercial banks, microloan institutions, SMEs and institutions of higher learning in promoting entrepreneurs.

The institutional structure factor describes the scope of institutional changes that aid in understanding how the institutional environment presents opportunities but also entrepreneurship barriers (Lindawati, 2014). This called for an investigation to the

understanding of stakeholders in the general environment such as PESTEL factors which include the **P**olitical, **E**conomic, **S**ocio-cultural, **T**echnological, **E**nvironment and **L**egal aspects of the environment. By using past events and experiences, the analysis can be used as a forecast of the future (Lynch, 2006). This means that organisations (group) like institutions, can form game rules at all society levels by creating opportunities open to the community (North, 1990) thereby impacting individual behaviour. Psychology describes the nature or personal behaviour, especially to the business actors, which helps to understand the characteristics of business actors who are generally influenced by various cultures (Lindawati, 2014). According to Fuduric (2008), psychological factors particularly prove that the majority of entrepreneurs, essentially, have different perceptions and thinking compared to other business actors, as well as their employees. However, individual ability is a factor that is generally achieved through learning and experience which is due to psychological issues including intellect, motivation, risk management and creativity, among others.

The capability and psychology factor, in theory, explains the characteristics of a person as an actor in business and how s/he runs or starts a business (Lindawati, 2014); thus, this study took these into account in finding out research participants' perceptions of the potential of collective entrepreneurship in economic development of the country, Malawi in particular.

4.3 Model Specification

4.3.1 Conceptual framework

The entrepreneurs (SMEs) were the main participants as they are forming a group that is greatly affected by a number of challenges which could be solved by resorting to collective entrepreneurship. Institutional structures include performance of different Government and private institutions in supporting entrepreneurship in Malawi.

PESTEL factors were considered because three institutional structure dimensions have an effect on entrepreneurship and these are: (1) *Economic structure* which supports the presence of a country's entrepreneurial activity, in this instance including factors of economic stability and growth, tax structures, capital availability, regulatory and political transparency; (2) *Political conditions*, that is, the government institution's role in encouraging entrepreneurship by means of the establishing of the necessary sectoral policies and sources; and (3) *Cultural environment*, where the one undertaking business is considered an individual with implications for the particular institution they are operating (Fuduric, 2008). Lindawati (2014), assert that the cultural background of the entrepreneur determines how the individual undertaking business makes decisions that are risky in nature and what action will be taken in the case of an entrepreneur failing. PESTEL was used a tool to evaluate the influences found in the remote (macro) environment as the entrepreneur has no control over these factors, but needs to regularly monitor them. The PESTEL factors were taken as independent variables in this study as they are believed to have a major impact on the success of entrepreneurship, hence the study had to consider the roles of Government institutions in promoting collective entrepreneurship. In addition consideration of capital as a resource in addition, other resources were considered in order to determine critical resources required for collective entrepreneurship and who is responsible for providing them.

Social factors were considered in terms of the characteristics of those who are to engage in collective entrepreneurship and the issues of the general community and parents and guardians in promoting the youth in collective entrepreneurship. Figure 4.1 shows how the given research problem was investigated and is arranged in a structure that is logical to help in providing a visual presentation of how concepts in the research relate to each other.

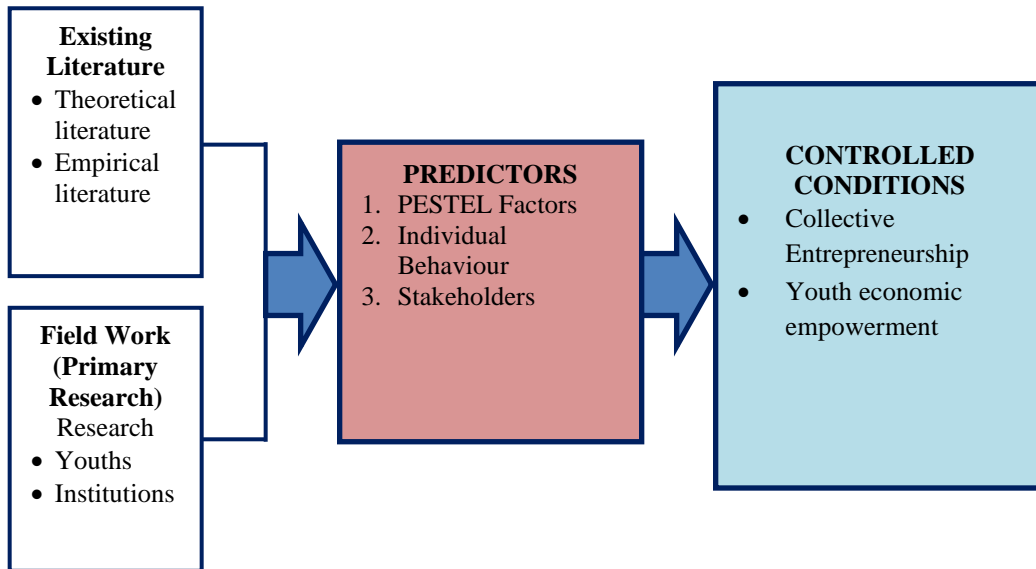


Figure 4.1: Conceptual Framework

Source: Developed by the researcher (2022)

4.4 Variable Description and Data Sources

4.4.1 Independent variables

4.4.1.1 PESTEL factors

The PESTEL framework is an important aspect, and Johnson, Scholes and Whittington (2008) state that PESTEL stands for Political, Economic, Social, Technological, Environmental and Legal influences which reside in the remote external environment, and it is an analytical tool that gives a comprehensive list of influences on expected success or failure of particular strategies. According to Johnson et al. (2008:55), politics highlights the role of governments; economics is about macro-economic factors such as exchange rates, business cycles and differential economic growth rates; social influences include changing cultures and demographics, for example ageing populations; technological influences refer to innovations such as the Internet; environmental stands specifically for 'green' issues, such as pollution and waste; and lastly legal considers legislative constraints or changes, such as restrictions on company mergers and acquisitions. These factors were considered in this study as they are aspects of the external business

environment impacting entrepreneurship issues. Furthermore, they are beyond the control of the entrepreneur, but could play havoc with the firm.

4.4.1.2 Individual behaviour

Inherent behaviours were considered in this study, which calls for a change from employment driven education to entrepreneurship-driven education. On socio-political change motivation, Connell (1999) states that collective entrepreneurship is a combination of business risk and capital investment with the social values of collective action, an event that exists when collective action aims for the economic and social betterment of a locality by means of some transformation of social norms, values and networks for the production of goods or services by an enterprise. Therefore, a number of issues were considered in the questionnaire to enable the collection of information that could help in motivating the youth to embark on collective entrepreneurship.

4.4.1.3 Stakeholders

Stakeholders are individuals or groups who depend on an organisation for the fulfilment of their own goals and on whom, in turn, the organisation depends. The stakeholders were considered in this study as responsible for the success of entrepreneurship, collective entrepreneurship in particular. According to Johnson et al. (2008), the model of governance pursued in various forms is the stakeholder model, which is founded on the principle that wealth is created, captured and distributed by a variety of stakeholders. The researcher considered this as an important aspect and this collective entrepreneurship study had to investigate the roles of different stakeholders in promoting collective entrepreneurship. The main stakeholder in this study is the youth (18-35), but other age groups were also included in the study so as to have unbiased results by means of diversity.

4.4.2 Dependent variables

4.4.2.1 Collective entrepreneurship

The literature utilises the term collective entrepreneurship from the perspective of economic growth and development strategies by maintaining a focus on the public nature of goods created (Burress and Cook, 2009). The bulk of literature, in fostering economic development, utilises some measure of intervention to catalyse collective entrepreneurial action, and such interventions from the collective entrepreneurship literature include marketing and supply cooperatives, incubators targeted to promote business creation among a certain cultural group, and group lending associations that issue micro-loans (Sachs, 2004; Stokes, 1974). This guided this study to consider different possible interventions by stakeholders in promoting collective entrepreneurship; hence the questionnaire was designed to enable the collection of data regarding the views or suggestions of participants on ways of promoting collective entrepreneurship in response to challenges facing youth entrepreneurs.

4.4.2.2 Youth economic empowerment

Youth empowerment has three key dimensions including *social empowerment* where young people have a sense of autonomy and self-confidence; *political empowerment* where young people can formally voice opinions and influence social, economic and political processes; and *economic empowerment* where young people have control over owning and managing economic and other related resources, including being employed (Commonwealth Secretariat, 2017:8-9). In this study, the researcher considered empowerment of the youth economically through collective entrepreneurship.

4.4.3 Data collection methods

This exploratory study followed a survey strategy. The research tools that were used included questionnaires, focus groups and interviews in collecting primary data (see Appendix 3) which highlights the primary data collection schedule, while case studies were used for secondary data where cases regarding collective entrepreneurship were featured in the empirical literature highlighting types of entrepreneurships. However,

primary research was therefore, complemented by secondary research through considering empirical data featured in journals, newspapers, magazines, websites and reports, among others.

4.4.3.1 Questionnaire as a research instrument

Both qualitative and quantitative data were collected by using a structured questionnaire to capture information reflecting on the potential of collective entrepreneurship among the youth from selected respondents in Blantyre city. This helped to assess their general attitudes towards collective entrepreneurship and determine possible constraints perceived in starting off small business activities in the area. The questionnaire was divided into five sections: (1) General demographic (personal) data; (2) Existing and potential entrepreneurs' attitudes towards collective entrepreneurship; (3) The potential of collective entrepreneurship as a solution to financial challenges facing entrepreneurs (SMEs); (4) Approaches for engaging existing and potential SMEs in collective entrepreneurship programmes; and (5) Strategies that could be used to promote economic development by entrepreneurs through collective entrepreneurship.

Adams, Khan, Raeside and White (2007: 128) state that the survey method involves asking individuals and departments or companies questions face to face, by telephone or via questionnaires to find out personal, company or sector information. In surveys, sometimes the whole population is involved, which is called a census, but many researchers, end up conducting questionnaire-based surveys for convenience (Adams et al., 2007). Three enumerators were selected and the researcher acted as survey supervisor engaged in overseeing the daily fieldwork and to assist the three enumerators.

Questionnaires were administered face-to-face and two research assistants were assigned to distribute questionnaires by delivering in person to selected participants and collecting completed questionnaires, but some questionnaires were distributed by email to selected respondents. E-Surveys are done by e-mail or over the web, a method that is becoming more feasible; however, response rates tend to be very poor and one is uncertain as to who is actually replying, but a small number of surveys are, however,

feasible by SMS text (Adams et al., 2007). Hence it is safer to administer questionnaires using the face-to-face method. Nevertheless, according to Saunders et al. (2009), the benefits of using the internet are that it overcomes the limits of distance and reduces or removes problems such as cost and audio recording related problems.

4.4.3.2 Interviews

As opposed to structured interviews that make use of questionnaires based upon a pre-established and identical or standardised group of questions in order to collect quantifiable data (Adams et al., 2007), in-depth (unstructured) interviews that are semi-structured are not standardised and are used in qualitative research (King, 2004). Therefore, this approach was employed where the researcher in these semi-structured interviews had a questions and themes list to be completed. According to Adams et al. (2007), interviews that are unstructured are informal and are used when exploring in-depth an overall area that one is interested in; hence the term 'in-depth interviews', which again were considered for data collection as there was no pre-established questions list to use in the given situation, though one needs a clear picture of the factor or factors that are to be explored.

The advantage of in-depth interviews is that interviewees are given the chance to freely disclose events, beliefs and behaviour in relation to the given topic, and this method is also known as an interview that is informative as the perceptions of the interviewee guide the interview's conduct (Adams et al., 2007). Although the majority of interviews that are non-standardised happen in person, these qualitative interviews can also be undertaken by telephone and through software (Saunders et al., 2009) such as zoom or Microsoft Teams, which was the case in this study.

4.4.3.3 Focus Groups

The term focus group refers to those group interviews where the topic is defined clearly and precisely and there is a focus on enabling and recording interactive discussion between participants (Carson, Gilmore, Perry and Grønhaug, 2001). The concept of interviewing can be extended where people are interviewed in groups to make the

process more efficient, and group interviews, are used to focus on a particular aspect and such a data collection technique is called a focus group (Adams et al. 2007).

Saunders et al. (2009) state that focus groups typically involve between four and eight participants, or perhaps even 12, the precise number depending upon the nature of the participants, the topic and the skill of the interviewer, and this study drew eight participants per focus group. Participants were chosen using non-probability sampling, often with a specific purpose in mind as suggested by Saunders et al. (2009:344). Individual group members' interactions and responses were both encouraged and more closely controlled to maintain the focus, and participants were selected because they had certain characteristics in common that related to the topic that was about to be discussed; thus they were encouraged to discuss and share their points of view without any pressure to reach a consensus, as argued by Krueger and Casey (2000).

4.4.3.4 Case study method

This method was used during this research by considering the performance of existing cooperatives in Malawi in order enable a representation of the selected cooperatives and their activities after their implementation. At this stage, interviews were conducted with key members while questionnaires were used to obtain data from the members (Van der Walt, 2008). Here, the researcher carried out two focus group interviews in Blantyre.

The case study is a strategy for conducting research which involves an empirical investigation of a particular contemporary phenomenon within its real life context (Robson, 2002); which was essential in this study because it considered the individuals who were already operating their small businesses in Blantyre. Focus group interviews were conducted. According to Carson et al. (2000), a focus group interview is an interview administered to a group, which concentrates clearly on a particular topic, product or service and involves discussions that are interactive amongst participants. This ensures that, compared to other methods of group interviews, group members' individual

responses and interactions are both promoted and closely controlled in order to keep the focus (Saunders et al., 2009).

Participants are selected for a study because they have certain characteristics in common that relate to the topic being discussed and they are encouraged to discuss and share their points of view without any pressure to reach a consensus (Krueger and Casey 2000). In summary, Table 4.1 below depicts data collection methods in attempting to achieve research objectives.

Table 4.1: Data collection methods in achieving research objectives

Objective	Description	Data Collection Methods
1	To examine the youth's attitudes towards collective entrepreneurship.	<ul style="list-style-type: none"> • Surveys: Surveys from a sizeable population by using a questionnaire, and structured interviews involving asking individuals questions; targeting individuals and government departments or companies and other key stakeholders to find out individual, company or sectorial information. Conducting questionnaire-based surveys are done for convenience (Adams et al., 2007). Questionnaires were delivered in person using the Internet or intranet. • In-depth interviews: Here the interviewee was allowed the chance to freely discuss his or her attitudes and beliefs in connection to the given topic area. (Adams et al., 2007).
2	To examine the potential of collective entrepreneurship to empower the youths socially and economically.	<ul style="list-style-type: none"> • Interviews: In-depth and semi-structured interviews as they are non-standardised and are used in qualitative research (King, 2004). A list containing questions and themes to be worked through was designed. • In-depth interviews: Here the interviewee was allowed the chance to freely talk about his or her attitudes and beliefs with regard to the given topic area

3	To explore ways of engaging the youth in collective entrepreneurship programmes.	<ul style="list-style-type: none"> • Surveys: Surveys from a sizeable population by using a questionnaire, and structured interviews involving asking individuals. • Case study: This involves an empirical investigation of a particular contemporary phenomenon within its real life context (Robson, 2002: 178); which is essential in this study because it considers the youth who are already operating their small businesses in Blantyre (vendors). • In-depth interviews: Here the interviewee is allowed the chance to freely discuss his or her attitudes and beliefs related to the specific topic area. • Secondary data sources: This involves use of newspapers, journals, magazines, reports and web site visits.
4	To promote the youth in economic development of the nation through collective entrepreneurship	<ul style="list-style-type: none"> • Surveys: Surveys from a sizeable population by using a questionnaire, and structured interviews involving asking individuals questions; targeting individuals, and government departments or companies and other key stakeholders to find out information. Conducting questionnaire-based surveys was done for convenience (Adams et al., 2007). Questionnaires were delivered in person, using the Internet or intranet. • Secondary data sources: This involves the use of newspapers, journals, magazines, reports and web site visits.

SOURCE: Developed by the researcher (2022)

4.4.4 Variables and data sources

The youth were considered as the main participants as they are a group which has high potential in promoting the country’s economic growth, and this could be created by collective entrepreneurship. Institutional structures include the performance of different Government and private institutions in supporting entrepreneurship among the youth.

PESTEL factors were considered because there are three institutional structure dimensions that influence entrepreneurship.

According to Fuduric (2008), these three structures are specifically: (1) *Economic structure* which supports the existence of entrepreneurial activity in a country, and in this instance includes an aspect of economic stability and growth, tax structures, availability of capital, regulatory and political transparency; (2) *Political circumstances*, thus the government's role in promoting entrepreneurship by means of the creation of appropriate sectoral policies and sources; and (3) *Cultural atmosphere*, where a business actor is viewed as a person with implications in for the institution that one is operating. Lindawati (2014) argues that the entrepreneur's cultural background will define how a business actor will make risky decisions and what one will do in the case of an entrepreneur failing. These were taken as independent variables in this study as they were believed to have a major impact on the success of entrepreneurship. Hence independent variables included issues affecting the behaviour of the youth and their economic empowerment (See Figure 4.1).

4.4.4.1 Study population and sample size

Participants were drawn from different sectors of the economy in Blantyre City, meaning that the population in this study was diverse so as to achieve an unbiased result. Samples of the population were selected purposively, but no other location was considered apart from Blantyre City. This study was conducted by using non-probability sampling methods as given below:

- a) Convenience Sampling:** This was chosen because it is the cheapest and easiest method to conduct; and here interviewers are given the freedom to select whoever they find, hence the term convenience (Adams et al., 2007).
- b) Purposive Sampling:** This is a non-probability sample that follows a specific criteria and the researcher used both types in this kind of sampling, i.e. quota sampling and judgement sampling (Adams et al., 2007). However, judgement sampling, where a cross-section sample selected by the researcher follows some

criteria, was used because it is an appropriate sampling technique at the initial stage of research (Adams et al., 2007).

Therefore, the *sample size* was purposively considered to be 90 participants to take part in completing questionnaires, interviews and focus group interviews or discussions. The respondents were as presented in the Table 4.2 below.

Table 4.2: Research participants and sample size

RESPONDENTS' CATEGORY	RESEARCH TOOL	TARGETED NUMBER	ACTUAL PARTICIPANTS	RESPONSE RATE
Youth	Questionnaire	30	25	83%
Government Department Officers	In-depth Interviews	10	10	100%
	Questionnaires	5	5	100%
Financial Institutions Officers	In-depth Interviews	10	7	70%
	Questionnaires	5	5	100%
Focus Group Interviews	Topic Discussion Guide	3 (10 participants per Group)	2 (8 participants per Group)	53%
TOTAL		90 PARTICIPANTS	68 PARTICIPANTS	76%

SOURCE: Developed by the researcher (2022)

4.5 Data Analysis

4.5.1 Qualitative data analysis

The interviews were normally audio-recorded and subsequently transcribed; that is, reproduced as a written (word-processed) account using the actual words, which take into consideration participants' non-verbal communications as well (Saunders et al., 2009, p.485). Interview responses were recorded by using a cell phone handset and later transcribed as soon as possible after the interview to avoid a build-up of audio-recordings and associated transcription work.

To ensure that the transcription is accurate, the researcher was involved in correcting all transcription errors, which is also called data cleaning, and for validity some of the transcripts were sent to the participant for final checking and later saved in Microsoft Word in the form of a separate file that is word-processed (Saunders et al., 2009). In addition qualitative data analysis included grouping data into the following three main kinds of processes: (1) Meanings summarising (condensation); (2) Meanings classification (grouping); and (3) Meanings organisation (ordering) by means of narrative (Saunders et al., 2009).

When some qualitative data needed quantifying as in the case of counting the frequency of specific events, or that of specific reasons provided by respondents, or in relation to specific references to a phenomenon, the frequencies were coded in tables and exported to software for statistical analysis; for example Microsoft Excel (Saunders et al., 2009). Qualitative data were also dealt with through narrative structuring which according to Kvale (1996), guarantees organised data temporally and also considers organisational or social contexts of participants in the research.

Saunders et al. (2009), argue that this method of analysis emphasizes the stories articulated during interviews, working on the story's plots and structures. Another means of recording important information to supplement the transcripts and write-up notes and the categorised data for this study included the use of the researcher's diary and self-

memos. In quantitative data analysis, the researcher considered a categorical data approach. Table format (or data matrix) was used to be analysed with Microsoft Excel (spreadsheet) as commended by Saunders et al. (2009). Data analysis that is exploratory in nature allows one the flexibility to bring in formerly unplanned analyses to respond to new results. Hence tables, bar charts, line graphs and pie charts were used. Proportions comparison between variables were done by a percentage component bar chart or two or more pie charts as per Saunders et al. (2009).

In this study, the researcher adopted the use of the questionnaire to measure respondents' entrepreneurial orientation by evaluating participants' degree of agreement or disagreement with some statements on a FIVE point Likert scale. In addition, the Likert scale was assessing the influence of factors (PESTEL factors and personal behaviour) on respondents' entrepreneurial attitudes and intentions. The scale had statements to measure respondents' perceptions on factors that influenced their entrepreneurial attitudes and intentions and these factors included the influence of role models, education, finance and resource availability and access.

The FIVE point Likert scale measurement used was as follows: 1 = 'Strongly Disagree', 2, 'Disagree'; 3, 'Neutral'; 4, 'Agree' and 5, 'Strongly Agree'. Although a four point Likert scale developed by Abhishek and Neharika (2006) was initially considered to avoid the tendency of respondents in the study becoming more comfortable selecting the neutral midpoint that does not need them to commit to either side of the scale as is usually the case with a five point Likert scale. However, later after piloting the questionnaire, it was decided to include a neutral aspect as some had to skip some areas due to their neutrality.

4.5.2 Quantitative data analysis

In quantitative data analysis, the researcher considered a categorical data approach. Categorical data refer to data whose values cannot be measured numerically but can be either classified into sets (categories) according to the characteristics that identify or describe the variable, or placed in rank order as ranked data are a more precise form of

categorical data (Saunders et al., 2009:418). Table format (or data matrix) was considered to be analysed with Microsoft Excel (spreadsheet) as suggested by Saunders et al. (2009). Exploratory data analysis (EDA) allows you flexibility to introduce previously unplanned analyses to respond to new findings. Hence tables, bar charts, line graphs and pie charts were used. Comparisons of proportions between variables by a percentage component bar chart, or two or more pie charts as per Saunders et al. (2009:439), was carried out. Likert scales were also used in measuring the responses given by respondents.

4.6 Delimitations

To put delimitations on the effects of the lack of entrepreneurship understanding by participants, the study only considered representatives of Government agencies, commercial banks (staff), youth-owned SMEs, technical college students, and the field work was carried out in Blantyre city only. Participants were restricted to those residing in Blantyre City aged 18 years and above. Delimitations have a positive effect on the study's external validity. Involving senior staff members from institutions helped to boost the credibility, reliability and validity of the study.

4.7 Validity and Reliability

Any study can produce wrong answers, which calls for reducing the possibility of getting the answer wrong. This means that attention must be paid to two particular aspects of research design: reliability and validity (Saunders et al., 2009).

4.7.1 Validity

Validity is about recognising whether the findings are really about what they appear to be about (Saunders et al., 2009). Validity is the strength of one's conclusions, inferences or propositions and it involves the degree to which the researcher is measuring what he/she is supposed to, or more simply, the accuracy of the measurement (Adams et al., 2007). Therefore, the researcher minimised a potential lack of validity in the conclusions by a

research design that built in the opportunity for focus groups after the questionnaire results had been analysed (Saunders et al., 2009). The researcher made sure to use the right methods. When a researcher uses the right methods for a particular type of research, then that researcher should be able to convince other people that his/her conclusions have some validity, and that the new knowledge that has been created is soundly based (Walliman, 2015).

4.7.2 Reliability

Reliability estimates the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same conditions with the same subjects, which means that reliability is mainly about consistency (Adams et al., 2007). According to Saunders et al. (2009), the term reliability refers to the extent to which researcher's data collection techniques or analysis procedures will yield consistent findings. Therefore, in this study, the researcher had to do an assessment by posing the three questions that are important for ensuring reliability, that is, the question that sought answers on whether the measures could yield the same results on other occasions; whether similar observations could be reached by other observers; and a question relating to transparency that asks how sense was made from the raw data (Easterby-Smith, Golden-Bibble and Locke, 2008). Saunders et al. (2009) point out that there may be subject or participant bias which calls researchers be aware of this potential problem when designing research. With this in mind, elaborate steps were taken to ensure the anonymity of respondents, and care was also taken during data analysis as recommended by Saunders et al. (2009) to ensure that data were revealing what it was thought they were revealing in this study.

The study included the consideration of a high degree of structure to the interview schedule as advised by Saunders et al. (2009), which was done to lessen the threat to reliability of the data. Adams et al. (2007) argue that an essential feature of reliability is found in the descriptions of the variables being measured, which was done in this study in the conceptual framework section. For reliability in measurement, especially in survey

research (which was the case in this study), a clear and an unambiguous definition of all the concepts and artificial constructs is required (Adams et al., 2007) and the researcher paid attention to this important aspect in the research design stage. The assessment of reliability was conducted by checking the stability of measurement using the test-retest method or repeatability (Adams et al., 2007:236).

4.8 Ethical Considerations

Ethics in research refers to the suitability of a researcher's conduct with regard to the civil liberties of the ones who are, or become, affected by the study (Saunders, Lewis and Thornhill, 2003). Standard research ethics were observed in conducting this study to ensure that no one was harmed or adversely affected by their participation in the study. Ethical clearance was applied for, from Nelson Mandela University, before data collection began. Issues of consent were highly regarded before any questionnaire were administered or interviews were conducted.

The researcher had to explain the study's purpose to the respondents and give them an opportunity to ask questions. Respondents were also allowed to skip questions that they considered to be sensitive or which made them uncomfortable. The researcher allowed participants to express themselves voluntarily, without any kind of coercion, while ensuring and respecting the security of data and the anonymity of the data that were collected. In addition, all participants were told that their names would not be made public and as such the data obtained would only be used for academic purposes. In addition, due to COVID-19, the researcher ensured compliance with COVID-19 protocols when focus group discussions were conducted by ensuring recommended social distance, 1 to 2 metres apart, wearing of masks which was based on advance purchasing of such protective materials, arranged and distributed these to participants in addition to the use of sanitisers during interviews and focus group discussions. Due to the COVID-19 pandemic, the researcher had to reduce the number of focus groups from three to two and the composition from 10 to 8 for each group.

4.9 Conclusion

This chapter discussed the methodology that was used in conducting the study. The first section introduced the chapter, which was followed by the second section which discussed the research design and theoretical framework of the study. The methodology used in the study was a mixed methods approach. Both quantitative and qualitative methods of data collection were used, where the quantitative method of data collection was in the form of a structured questionnaire that was administered, while qualitative data collection was in the form of interviews, focus group discussions and the case study method. The theoretical framework of the study was then discussed, followed by the conceptual framework under model specification. Under variables description, the independent variables were PESTEL factors, individual behaviour and stakeholders, while the dependent variables were collective entrepreneurship and youth economic empowerment. The research was undertaken by using non-probability sampling methods to get samples through convenience and purposive sampling where the *sample size* was purposively considered to be 90 participants from Blantyre City aged 18 years and above. The data analysis section described how the qualitative and quantitative data were each analysed. The study's delimitations were then discussed, followed by the validity and reliability of the findings. The last section discussed ethical considerations for the study.

5 CHAPTER FIVE: DATA ANALYSIS AND FINDINGS

5.1 Introduction

Chapter four presented the methodology used in the research study; that is, the research methods that were applied in this study covering research design, study population, sampling techniques and procedures, methods of data collection (questionnaire being the main tool), data handling and analysis, ethical consideration and challenges anticipated by the researcher. This chapter provides a detailed analysis of the data collected based on specified methods and approaches and research ethics as per the Nelson Mandela University's requirements which included administering the questionnaire in Blantyre, conducting interviews and focus group discussions. The participants in this study included small and medium enterprises and the general public including the youth.

5.2 Demographics of Participants

This study considered a sample of 90 participants, and saw a response rate of 76% from those who completed questionnaires (35 participants), and those who took part in two focus group interviews (16 participants) and 17 in-depth interviews (one-on-one).

5.2.1 Respondents' occupation, ages and levels of education

Participants in this study were asked to indicate their personal information regarding gender, age, level of education and source of income, and 80 percent of respondents who completed and returned questionnaires were male, while female participants were represented by 20 percent. Respondents were of different ages, and education backgrounds as shown by Figure 5.1 and Figure 5.2 respectively

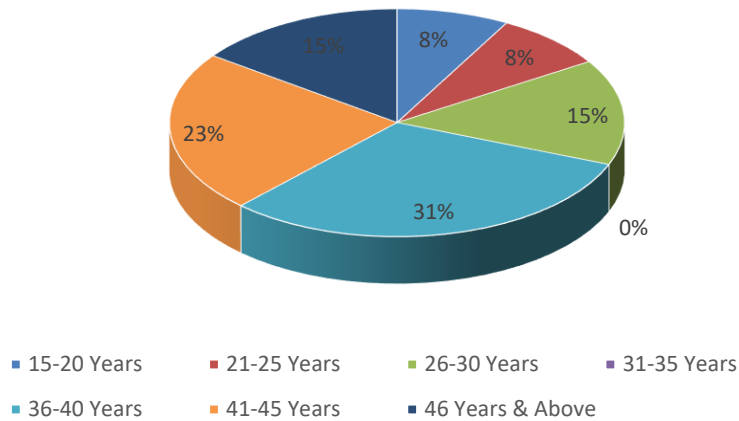


Figure 5.1: Respondent’s Ages

Source: Researcher’s own compilation

In Figure 5.1, 31% of the respondents were aged between 36-40 years, 23% were aged between 41-45 years, 15% were aged between 15-20 years, 15% were aged between 26-30 years, 8% were aged between 21-25 years, and 8% were aged between 31-35 years.

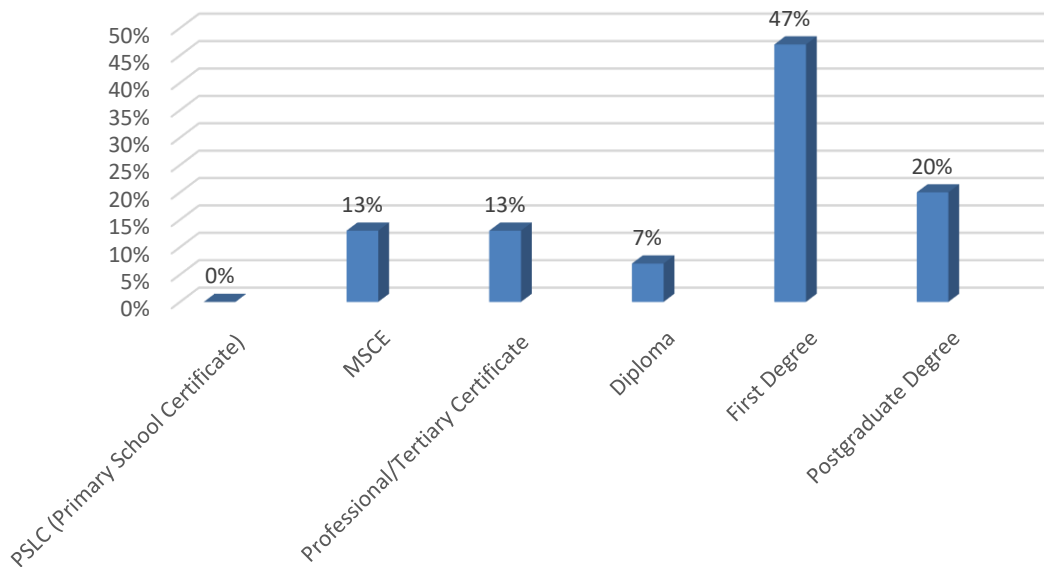


Figure 5.2: Education Background

Source: Researcher’s own compilation

In Figure 5.2, 47% of the respondents' highest qualification was a first degree, 20% a postgraduate degree, 13% a Malawi School Certificate of Education, 13% a professional/tertiary certificate, 7% a diploma, and 0% a Primary School Leaving Certificate.

5.2.2 Employment status of study's participants

The researcher sought some information on the employment status of those who participated in this study, where consideration was based on whether a participant was employed, a casual worker, a businessperson, or was unemployed. In this study, the majority of respondents were employed followed by those who were in business as illustrated in Figure 5.3 below.

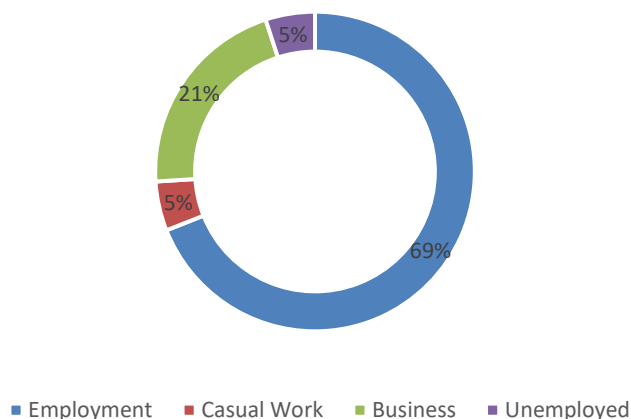


Figure 5.3: Employment status of participants

Source: Researcher's own compilation

In Figure 5.3, 69% of the respondents were employed, 21% were in business, 5% were in casual work and 5% were unemployed

5.3 Stakeholder Attitudes towards Collective Entrepreneurship

5.3.1 Stakeholder understanding of entrepreneurship

The study's first objective was to understand stakeholders' attitudes towards collective entrepreneurship. Participants were asked to indicate what they understood by the term 'entrepreneurship' by rating statements based on level of agreement or disagreement, and the statements were: (1) Identification and exploitation of opportunities; (2) Allocating resources for business start-ups; (3) Identification and taking advantage of unmet needs; (4) Initiating change and creating value through innovative solutions; and (5) Starting new businesses. This was answered by 97 percent of respondents, and it was established that entrepreneurship meant "starting new business (57%), the identification and exploitation of opportunities (55%), allocation of resources for business start-ups (53%), and identification and taking advantage of unmet needs (41%)" based on the fact that respondents strongly agreed with these statements. However, 37 percent of respondents were neutral about entrepreneurship being an issue of "initiating change and creating value through innovative solutions", although 24 percent strongly agreed, and 22 disagreed with this statement (See Figure 5.4).

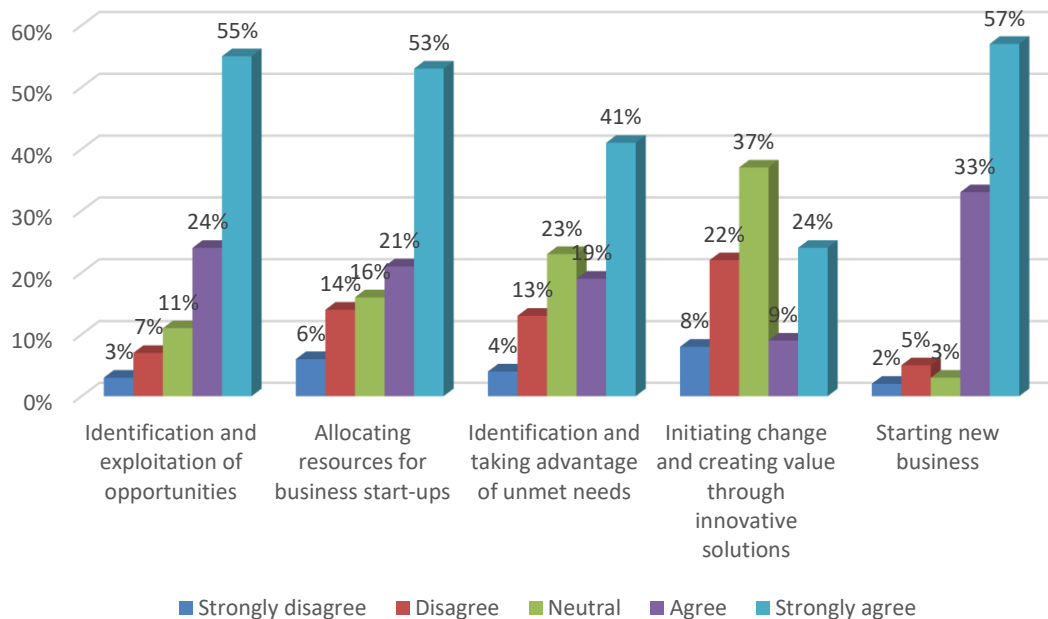


Figure 5.4: Stakeholder understanding of entrepreneurship

Source: Researcher’s own compilation

5.3.2 Entrepreneurship as a solution for challenges facing the youth

The study also assessed people’s attitudes on whether entrepreneurship should be considered as one of the essential interventions to challenges facing the youth in Malawi. All participants (100%) presented their views and mentioned that the youth were not fully assisted by Government in areas of social and economic empowerment.

Entrepreneurship was found to be an important intervention to challenges facing the youth in Malawi for reasons including these: (1) To enable the achievement of unmet needs among the youth; (2) There is a high number of youths who just think of being employed rather than becoming employers, even after completing their tertiary education; (3) Entrepreneurship is a way of job creation and income generation; (4) Entrepreneurship contributes to the country’s economic development; (5) Entrepreneurship results in creativity and business start-ups that will reduce high unemployment experienced by the youth who form the largest category of the population in Malawi; and (6) Entrepreneurship

fosters social and economic change through job creation for many. The respondents construed that entrepreneurship makes a major contribution, where the main ones are the reduction of high unemployment among the youth, job creation and income generation, and fostering social and economic change among the youth as illustrated in Figure 5.5.

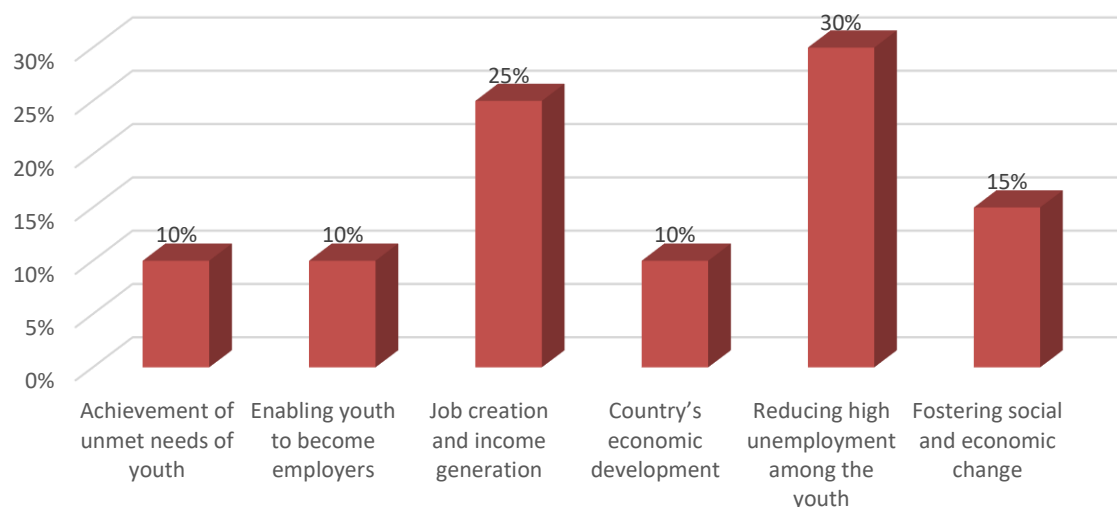


Figure 5.5: Importance of entrepreneurship

Source: Researcher's own compilation

5.3.3 Collective entrepreneurship

The study considered people's understanding of "collective entrepreneurship". The selected respondents were asked to rate statements in terms of their level of agreement or disagreement of the meaning of collective entrepreneurship, and the question saw a 100 percent response. The results show that people strongly agreed that collective entrepreneurship: (1) Means collective action with the purpose of achieving a common objective; (2) Is where resources are owned by the collective (group) that makes decisions with respect to the employment of these collective assets and bears investment risk; and (3) group members organise themselves based on common characteristics; and just agree that collective entrepreneurship is largely focused on interactions among group members, the setting of rules, and mechanisms for monitoring compliance and solving

grievances. Essentially, collective entrepreneurship was found by majority of the respondent's to mean collective action with the purpose of achieving a common objective, and where resources are owned by the collective (group) which makes decisions with respect to the employment of these collective assets and bears investment risk (See Figure 5.6).

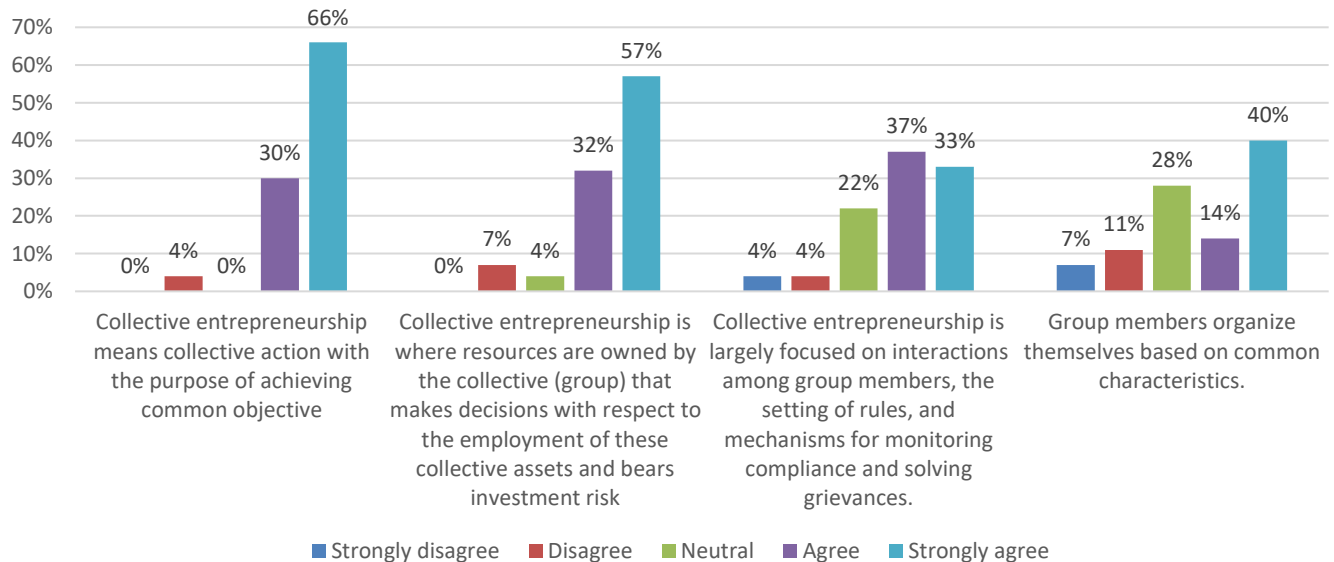


Figure 5.6: Participants' understanding of collective entrepreneurship

Source: Researcher's own compilation

5.4 Potential of Collective Entrepreneurship for the Youth

The study gathered data to assess the potential of collective entrepreneurship for the economic empowerment of the youth in Malawi.

5.4.1 Role of the youth in economic development

Based on responses from 83 percent of participants, the study's respondents found that the youth have the potential to plan, execute and achieve their goals through the establishment of joint business ventures. The youth constitute the large majority of the population; thus their involvement in entrepreneurship can contribute hugely to the economic development of the nation; thereby impacting positively on the gross domestic

product (GDP) as the youth are the energetic section of the population. The youth can be engaged in economic activities that include production, distribution, marketing of products and services as they are creative, embrace flexibility for change, and easily adapt to new things such as new technology which contributes to innovations; hence they should be empowered economically. The youth can bring innovative ideas to uplift the country's social and economic development.

It was found that given a chance they definitely can play a role in the economic development of the country as they have more creative ideas that can actually materialise into economic value-adding businesses as in most countries, In Malawi the youth are in the majority; hence they are the indicators of how developed a country is, and they determine how fast or slow the economy grows. The youths are the embodiment of maximum multicultural competences because of their technological advancements and their contribution to change in a society and these form a key economic development of the country. They are visionary, technology driven, ambitious and innovative, with the ability to follow global entrepreneurial trends which are key aspects to development.

The study revealed that if well nurtured and provided with the necessary resources (be it education, training, skills, financing, health, opportunities etc.), the youth segment is the most productive and energetic age group which can play a crucial part in the economic development of the country; thus it is no wonder Malawi 2063's vision is youth-centric.

5.4.2 Major challenges facing the youth in Malawi

The researcher wanted to identify major challenges facing the youth in terms of starting new enterprises. Respondents were asked to show whether they were in agreement or disagreement with some issues as challenges, and it was found that main challenges are: (1) Lack of finance (capital) for business start-ups; (2) Lack of political will for implementation of youth entrepreneurship programmes; (3) Lack of inclusive entrepreneurship training; (4) Inability of higher learning institution to prepare students for business start-ups; and (5) Lack of collateral for bank loans. These challenges faced by

young entrepreneurs when venturing into businesses are similar to the challenges highlighted in a study by Fong, Jabor, Zulkifli and Hashim, (2020). The challenges are illustrated in figure 5.7 below.

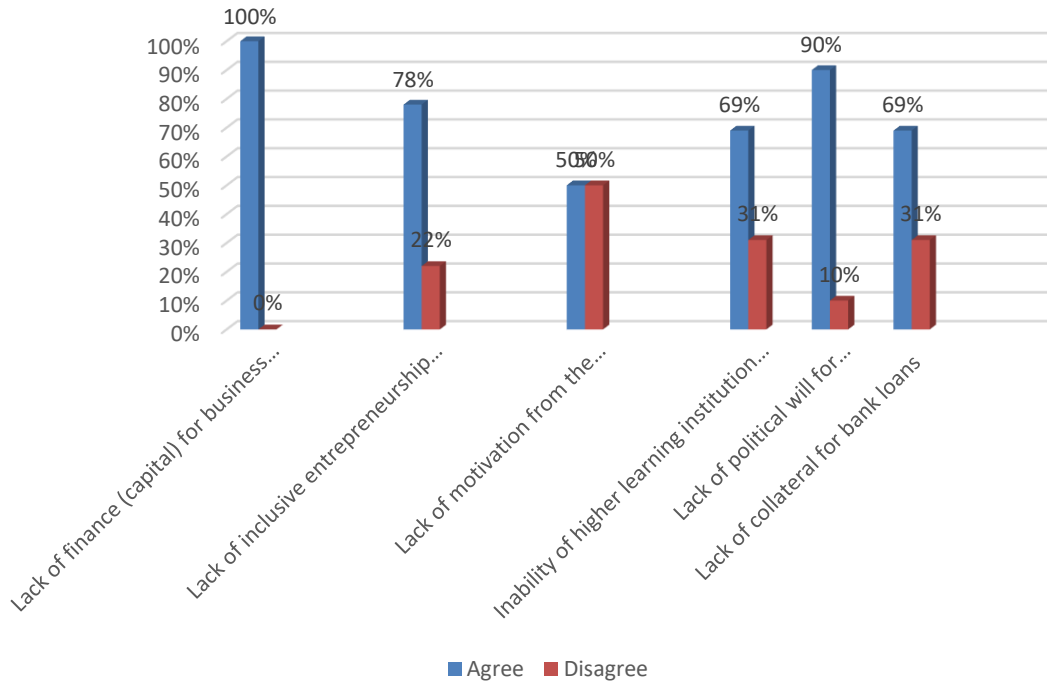


Figure 5.7: Challenges facing the youth in Malawi

Source: Researcher’s own compilation

5.4.3 The impact of macro-environmental factors on the youth

The impact of macro-environmental factors on youth social economic empowerment in Malawi was investigated to consider the potential of entrepreneurship in response to the PESTEL factors’ impact. Respondents who provided their views were represented by 97 percent and it was found that macro-environmental factors had an impact on the youth entrepreneurship.

5.4.3.1 Political factors

As per the participant’s responses, political instability occurs due to the change of governments which leads to failure to continue projects that were established by previous Governments or administrators in supporting the youth; thereby leading to the inability to complete youth projects. The new regime influences the policies that affect personal and

public economic development. An example given was that Malawi is a democratic nation where people can obtain small business loans and start their own company resulting in business expansion, and providing employment. However, the increasing corruption in Malawi which includes bribing politicians, bribing local companies for materials, or paying to prevent competitors from entering the market, all prevent economic development and can cause a monopoly that makes services overly expensive. Government does not have comprehensive policies to help with the empowerment of the youth to venture into entrepreneurship. In addition, corruption amongst politicians is rampant in the country. There is little political will to spur social economic empowerment for the youth in Malawi, as most of the needs of the youths (social economic empowerment) are not properly addressed or given the attention they deserve. Politicians only focus on the youth who are affiliated to their parties, which has been the case with the National Economic Empowerment Fund (NEEF); moreover, politicians are fond of using the youth to meet their political agendas.

5.4.2.2 Economic factors

Respondents reasoned that inflation and devaluation of the Malawian Kwacha have caused economic issues. A good example given is the recent devaluation of the Kwacha, which is a major challenge for the youth to find established capital for businesses when the value of the currency keeps fluctuating; and tax is another factor as high taxes imposed on businesses in Malawi become a setback for someone to actually sustain a business. Furthermore, participants stated that fulfilling the financial needs of young people can empower them as entrepreneurs, or to serve as innovators, leading to increased employment, income and economic growth. However, lack of access to finance is a major obstacle to youth entrepreneurship.

Respondents highlighted collateral as another major challenge among the youth in accessing loans in Malawi. They stated that the core objective of the banks is to empower the youth but the problem then arises when they are asked for collateral, most youth do not have any and thus their ideas fail to take off, defeating government efforts to empower

the youths. The majority of the youth lack capital to start businesses due to lack of sources of income due to high unemployment rates and most Malawians live below the poverty line with food and fuel prices continuously rising to make matters worse. Business owners lack raw materials and thus they depend on the importation of raw materials, which is expensive. This shows that the economic environment in itself is not conducive to the economic empowerment of the youths in Malawi due to high unemployment levels, lack of economic opportunities and high cost of borrowing from the banks.

5.4.2.3 Social factors

As per participant's responses, consumer spending habits are another factor in that consumer buying power is low resulting in low sales. Lack of individual confidence among the youth, their low capabilities to manage their economic circumstances and their low access to the right kind of financial and educational services have negatively impacted the youth in areas of entrepreneurship. The youth are involved in violence; thereby causing insecurity in Malawi, an issue that has been there as a result of the high rate of unemployment among the youth which usually gives them a sense of hopelessness. There is limited competition and ambition amongst the youth due to a culture of receiving free handouts, which is rooted among Malawians. To exacerbate the situation, most of the youth are also engaged in alcohol and drug abuse, while many are not risk takers.

Most of the youth living in rural areas do not have enough exposure or resources to start up sustainable businesses. Communities do not encourage self-employment as most people are seen working in offices, and dominant cultural practices hinder the youth from being empowered entrepreneurs. The nature of the education system in Malawi only focuses on being employed and not being an employer; moreover, parents and guardians also do not guide their offspring to be business minded at an early stages. Another problem is that people do not believe in young people because they lack experience; so society usually offers opportunities to older people in Malawi because they have more experience. Society considers the youth as being irresponsible; hence not being entrusted with responsibilities that would contribute to the socio-economic growth of the nation. A case in point is that most public or even public offices are held by the older

generation, even when sometimes the youths are competent enough to hold such positions. In addition, gender inequality has created a gap between male and female youths which results in low female youth participation in many activities relating to entrepreneurship.

5.4.2.4 Technological factors

Respondents stated that technological growth and advancement within a nation greatly influence the production and sale of goods or services. Innovation, automation and internet facilities are some examples of positive developments which have a positive impact on young entrepreneurs. One of the effects of new technologies has been a negative influence on the social lives of youth, because cell phones and computer games keeps people from experiencing reality; thus the youth are losing out on face-to-face interactions because most of the time they are on social media. So much time spent on social media is a loss of precious time for entrepreneurship activities. Nevertheless, social media tools offer greater market accessibility which in turn is perceived to have a great impact on SMEs growth. Furthermore, social media tools can aid in breaking down geographical barriers. Social media creates a space for businesses to have speedy and affordable communication with consumers and also allows entrepreneurs to be able to create databases that can be used to develop business leads that could lead to sale increases and therefore grow the businesses. Social media may also widen and increase knowledge and furthermore boost professional connection amongst the youth.

Furthermore, respondents highlighted that although the youth are mostly early adopters of technological innovations and advancement, they do not have the necessary capabilities to embrace the same for their social economic empowerment due to the high cost of accessing new technologies, ICT in particular, which includes the cost of internet connectivity or even the gadgets like smart phones and computers.

In addition, the study's participants stated that the high cost of Internet access is a barrier to entrepreneurship among the youth in Malawi. Lack of access to the Internet is preventing the youth from being exposed to new innovations in conducting businesses;

therefore they miss out on the opportunities that come with using digital technology like having a mass audience to market and sell your business products for free. They also miss out on sponsorship opportunities that are available for start-up businesses from all over the world. Most business minded youths are found in the rural areas because they did not get far with their education and thus they started small businesses to sustain themselves, but they lack technology resources such as the Internet to learn new skills or how to reach a mass audience on Internet platforms.

5.4.2.5 Legal factors

Participants argued that the Government tends to impose various regulations on businesses through different laws such as import/export laws which affect the growth of businesses. Trade laws include tariffs, or fees and taxes imposed on certain imports and exports and these are hindering the youth in Malawi. Registration of businesses takes long for no proper reason with many unnecessary pre-requisites, while registration centres are concentrated in urban areas which affect rural youth enterprises. Malawi lacks a comprehensive and supportive legal framework which can facilitate social economic empowerment among the youth. A case in point is that of a youth in who was able to air radio content from his innovation reaching out to a section of his community, but Malawi Communications and Regulatory Authority (MACRA) through its legal framework, had to shut the airwaves rather than support the youth.

5.4.4 An evaluation of youth-targeted government policies

In believing that governments can promote youth entrepreneurship at a strategic level by establishing legal frameworks, policies, regulations, institutions, national plans and agendas, including those that shape the context of entrepreneurship education and training within education systems, this study evaluated the performance of the Malawian government. Respondents were asked to rate Government economic intervention programmes targeting the youth in Malawi, and it was found from the 30 questionnaires returned that respondents perceived Government's intervention to be poor (48%) although 35 percent rated Government as 'Fair' as shown by Figure 5.8. A similar study

conducted by Ahmed, H.M. and Ahmed, Y.A., (2021) found government intervention in the promotion of youth entrepreneurship to be poor and that more could be done by the government to promote youth entrepreneurship.

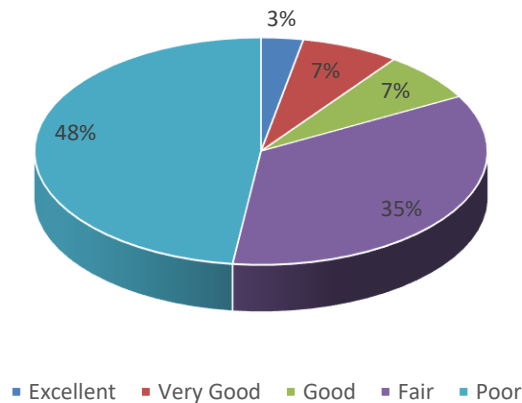


Figure 5.8: The youth's rating of Government's Performance on Youth Support

Source: Researcher's own compilation

5.4.5 People's attitudes on the impact of collective entrepreneurship

In assessing people's attitudes towards collective entrepreneurship as an approach that could improve economic status of the youth in Malawi, it was found 90 percent of participants had positive attitudes towards collective entrepreneurship. The reasons given included that: (1) The youth will be goal driven and hardworking individuals when they participate in collective entrepreneurship which will help them become responsible social and economically empowered citizens thereby contributing to the country's development; (2) The youth would be able to improve their living standards because starting businesses as a group could be a form of self-employment and chances of success can be high because the collective approach can help to scale up the limited capacity, as the strength of one can be utilised by the other; (3) The approach can give a competitive advantage to collective entrepreneurs due to economies of scale; also, a collective approach to doing business can increase access to new markets and distribution networks thereby enabling the opening of a vast market which has a potential to grow and develop the business; (4)

Since collective entrepreneurship involves a group of people working on a common goal, youths would be able to pool capital and work together to start businesses that would not be possible if done by one individual; and (5) It can be a way of encouraging the youth to develop acceptable practices which can prevent them from indulging in bad practices such as drug and alcohol abuse, since a lot of youth are idle and end up involving themselves in illegal acts. With a collective approach, the youth would be able to share ideas and resources. In addition, the shared resources (human or material), shared risks as well as objectives under collective entrepreneurship can really have a hugely positive impact on the socio-economic empowerment of the youth in Malawi.

5.4.6 Readiness of people to participate in collective entrepreneurship

The study measured people's (youth's) readiness to participate in collective entrepreneurship in their communities once the issue is to be introduced and the results were as given in Figure 5.9.

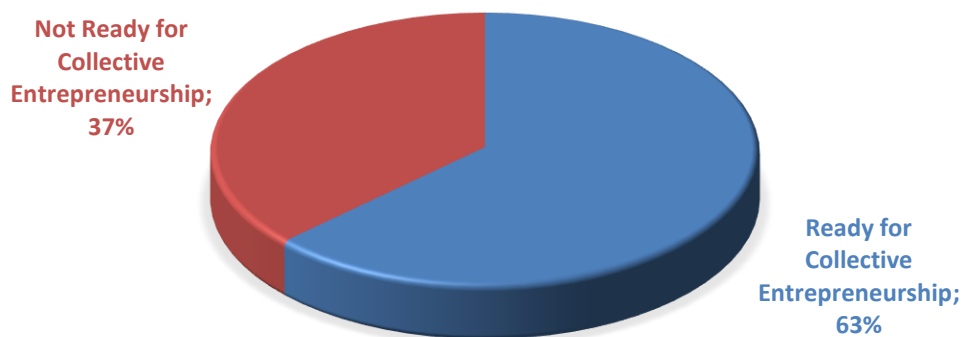


Figure 5.9: Readiness of people to participate in collective entrepreneurship

Source: Researcher's own compilation

Based on responses from 63 percent of respondents, people were ready to take part in collective entrepreneurship because of a number of reasons provided by respondents including: (a) The desire to develop their lives as well as to help in the development of the

community; (b) Collective entrepreneurship can enable partners to go ahead with shared objectives, vision, and culture; (c) A group can develop an approach of doing business that can enhance hard work and commitment to developing staff (partners themselves) in business skills; (d) Chances of success would be high since it has low risk compared to individual entrepreneurship; (e) It allows for having enough capital for business; (f) It may result in mindset change among community members in ways of doing successful businesses, and become a way of economic development of individuals and the country at large; and (g) It could enable sharing ideas and roles thereby becoming a solution to economic challenges facing communities in Malawi. Besides some people being ready for collective entrepreneurship, 37 percent of respondents were against the collective approach to doing business, and reasons stated were that some people with their own businesses were not able to raise money to contribute to collective businesses, while some pointed out that they had tried working with a group which resulted in the business collapsing. Some people preferred to focus on formal employment (job) rather than doing business, but the preference for owning an individual business was due to the possibility of confusion due to disagreements among group business members.

5.5 Ways of Initiating Collective Entrepreneurship

The researcher gathered data that answered research questions 3 and 4 of this study, which were about the appropriate ways for engaging the youth in collective entrepreneurship programmes in Malawi, and strategies that could be employed for the economic development of the nation through collective entrepreneurship.

5.5.1 Ages of participants in collective entrepreneurship programmes

In determining the ages of those who could participate in collective entrepreneurship programmes in Malawi, respondents were asked to select the age range they thought was appropriate. The participants indicated that those aged 26-30, 21-25 and 15-20 years are categories which must be encouraged to take part in collective entrepreneurship although all the ages could take part (See Figure 5.10 below). This means that the youth

are indeed worth targeting for collective entrepreneurship programmes as this finding indicated that they believe in themselves.

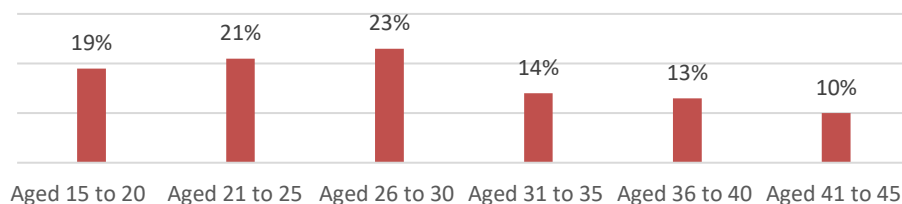


Figure 5.10: Ages of participants in collective entrepreneurship programmes

Source: Researcher's own compilation

The study identified reasons behind the recommended age ranges for engagement in collective entrepreneurship programmes in Malawi. The reasons include these: (1) The youth age ranges are where most youth have finished their college education and are looking for something to do, or invest in; (2) The youth mostly comprise fresh graduates who are lacking employment, but are comfortable with the unique technological age that faces major technological disruptions on a regular basis, and therefore can immediately start running businesses with informed knowledge; and (3) They are ages with limited resources for business investments, and coming together can help in the building of capital.

5.5.2 The key factors for the success of collective entrepreneurship

In order to identify key factors for the achievement of successful collective entrepreneurship, respondents were asked to indicate their level of agreement or disagreement with the stated factors. This study found that the important key factors were: (a) Resource needs of business ventures; (b) Characteristics of group members; (c) Value creation for a common good; and (d) Group policies and rules. The respondents also agreed on the recognition of multiple parties engaged in entrepreneurship (See Figure 5.11).

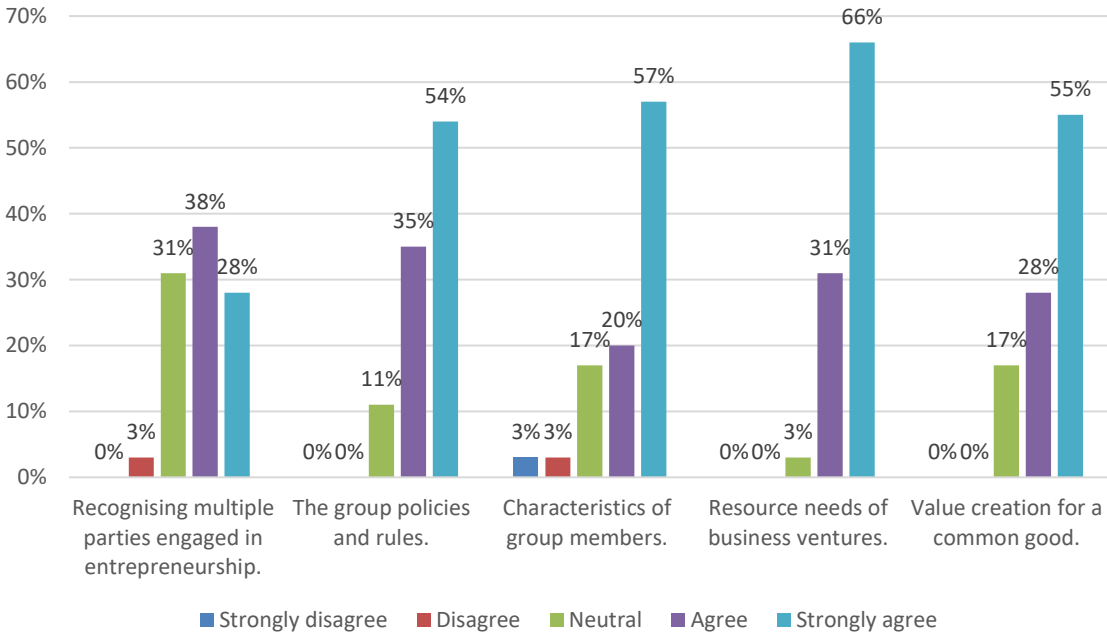


Figure 5.11: Factors for the success of collective entrepreneurship

Source: Researcher’s own compilation

5.5.3 Key stakeholders for the promotion of collective entrepreneurship

In identifying key stakeholders in the promotion of collective entrepreneurship among the youth in Malawi, different stakeholders were rated in terms of their level of importance. The study established that key stakeholders to play a major role in promoting collective entrepreneurship include: the Government of Malawi and its agencies (92%) followed by the youth (88%), financial institutions such as commercial banks (88%), education institutions (60%) and parents and guardians (56%) as illustrated by Figure 5.12).

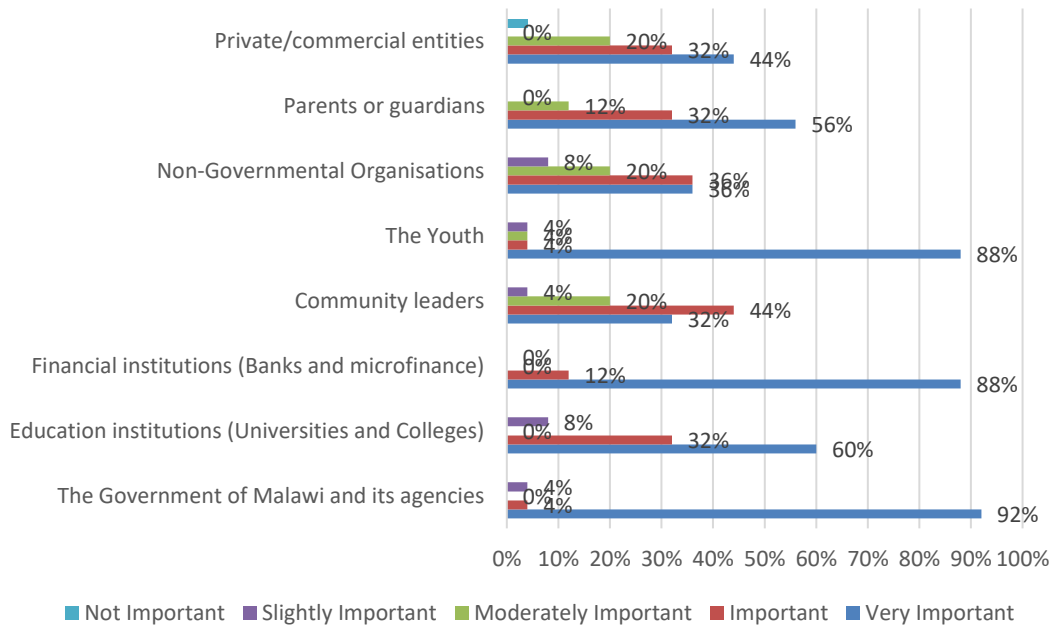


Figure 5.12: Key Stakeholders for the promotion of collective entrepreneurship

Source: Researcher’s own compilation

5.5.4 Roles of key stakeholders in promoting collective entrepreneurship

Roles that could be played by key stakeholders in promoting collective entrepreneurship in Malawi were established by asking respondents to provide their views. From the views of 87 percent of those who completed questionnaires, the important roles expected from key stakeholders in the promotion of collective entrepreneurship programmes in Malawi were given. Governments is responsible for the introduction of policies to facilitate collective entrepreneurship and has a role in changing/adjusting the syllabus in education institutions to include entrepreneurship teaching and training. Actually, Government should be responsible for providing training on entrepreneurship by bringing in

programmes that help in creating youth entrepreneurship opportunities. These programmes can be in form of competitions which will bring to light the most innovative ideas and help fund these ideas. Government should also work on changing the education system into teaching students from an early age to become entrepreneurs. In essence, Government and its agencies are key stakeholders since the development of an environment conducive to the promotion and thriving of collective entrepreneurship mostly depends on them.

The other players are equally crucial to the promotion of collective entrepreneurship in Malawi and each has a role to play. Introducing the concept of collective entrepreneurship in academic curricula so that the youth can see the importance of the concept early in their education is a responsibility of education institutions, while the youth should be involved in actively looking for opportunities and business ideas. However, Non-Governmental Organisations (NGOs) should be engaged in youth mindset change programmes that include the exposition of resources, mentoring, policy formulation and regulation to cultivate an interest in entrepreneurship. NGOs can also provide services such as training for the youth on how to start and run a business, as well as creating incubators to support new start-ups.

Financial institution should be able to devise strategies that will allow for easier access to loans by encouraging the youth to join forces and start businesses. Banks and non-government entities can form programmes to fund young entrepreneurs, while parents should encourage and help their children start small businesses and be business minded. Community leaders should be engaged in organising youth presentations for youth empowerment. Community leaders and parents and guardians should encourage their children from an earlier age to not only rely on formal job seeking but to also find ways of starting businesses with their peers or with family members. Community leaders such as church elders should encourage youth church groups to not only concentrate on church roles, but also to use the platform to create groups where they can share creative and innovative ideas for the generation of revenues for their economic well-being.

5.5.5 Expected roles of members of collective enterprises

The roles of members of collective business ventures were investigated as respondent's rated some statements based on the extent of their agreement or disagreement with such statements and this saw a response rate of 93.3 percent. The study established that people strongly expected members of collective enterprises to play roles that include: (1) Providing resources for business venture operations (92%); (2) Contributing and sharing innovative ideas for the success of the business (89%); (3) Complying with rules and regulations governing the business (89%); (4) Participating in the formulation of policies of the business (86%); and (5) Acting as an employee as well as investor (64%) as illustrated by Figure 5.13.

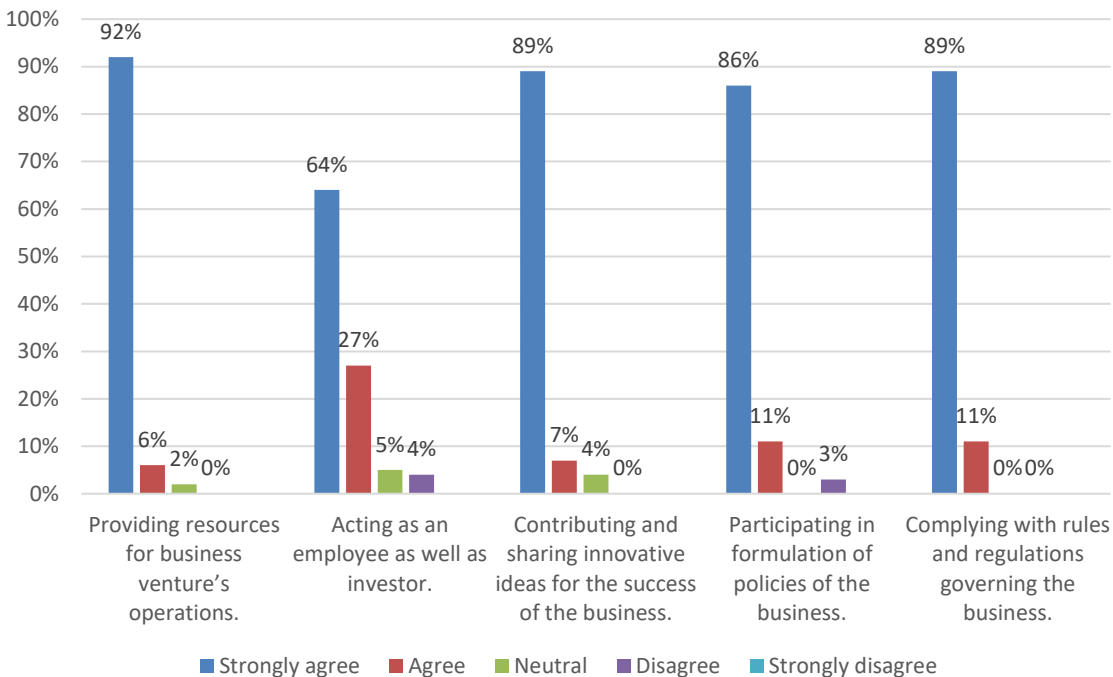


Figure 5.13: Expected roles of members of collective enterprises

Source: Researcher's own compilation

5.5.6 Resources for collective entrepreneurship ventures

Resources for the establishment of collective business ventures were explored by asking respondents to rate possible business resources by their degree importance. The study

revealed that financial resources (such as cash), human resources (which include demographic profile, skills and knowledge), physical resources (such as the machines, buildings or the production capacity of the organisation), and intellectual capital (such as an intangible resource like patents, brands, business systems and customer databases) are all very important for the establishment and operations of collective enterprises. However, human resources and finance are crucial (See Figure 5.14).

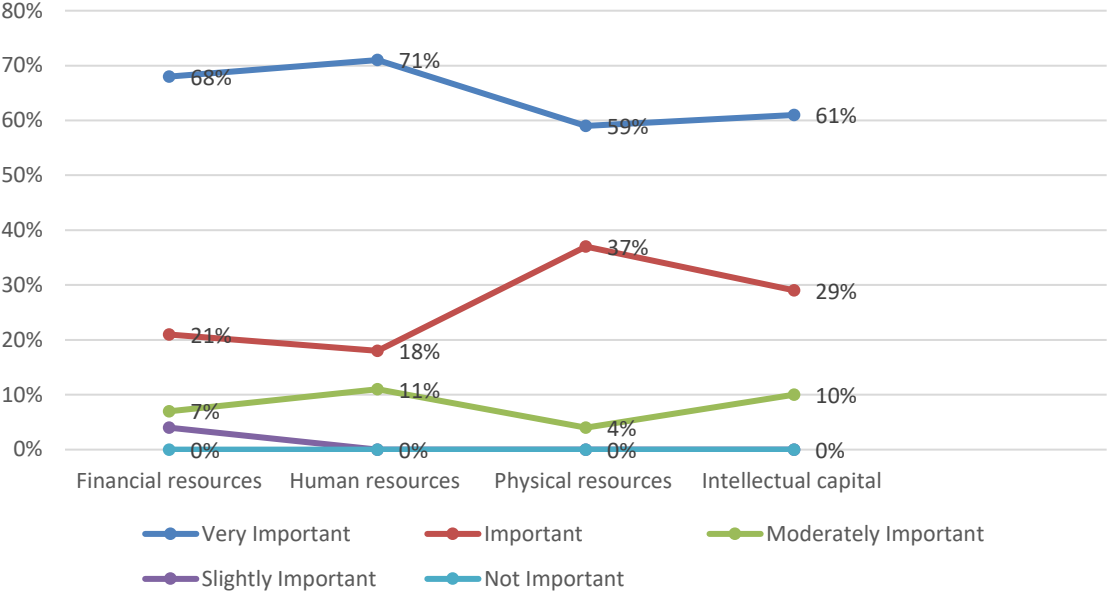


Figure 5.14: Important resources for collective entrepreneurship ventures

Source: Researcher’s own compilation

5.5.7 Policy elements for youth collective entrepreneurship programmes

The study further evaluated policy elements that are crucial for viable youth collective entrepreneurship programmes. The respondents rated policy actions in terms of their degree of importance, and the researcher established that the most important policy issues to be considered as per respondents’ indications included: (1) Engaging youths in entrepreneurship policies being created; (2) Consideration of tax incentives as well as facilitating ease of doing business; and (3) Providing ways for easier access to markets for youth entrepreneurs (See Figure 5.15).

This research revealed that other policy issues were also very important such as the National Youth Entrepreneurship strategy, facilitation of technology exchange and innovation, the attraction of public and private partnerships, and the cushioning of youth entrepreneurs against economic impacts caused by pandemics like COVID-19. In addition, participants also mentioned that the Ministries of Education Science and Technology, Higher Education and Vocational Training and Labour Institutions need to jointly sign an order to allow students of higher learning institutions to graduate by submitting their business plan instead of a traditional thesis.

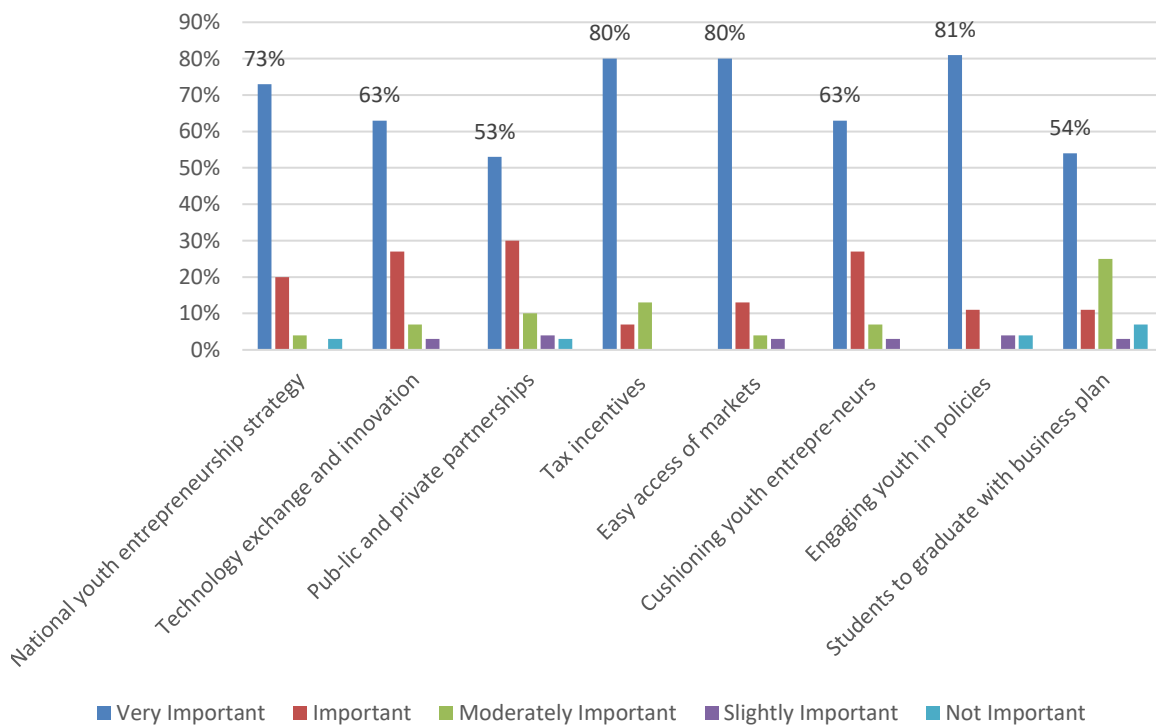


Figure 5.15: Policy elements for youth collective entrepreneurship programmes

Source: Researcher's own compilation

5.5.8 Approaches for youth engagement in collective entrepreneurship

Different approaches were evaluated to determine whether they could help the youth to be engaged in collective entrepreneurship in Malawi. Respondents were asked to indicate

their level of agreement or disagreement with statements on possible approaches where the approaches in order of their importance were: (a) Government can provide timely tailored financing options by partnering with banks and engaging responsively with youth (79%); (b) Universities can support young entrepreneurs through courses on entrepreneurship such as hosting of incubator and accelerator programmes; run business plan and innovation competitions and conduct research into entrepreneurship ecosystems and practices (69%); (c) Company programmes in schools where participants develop a business plan, launch a business, market and sell their product, giving them first-hand experience in entrepreneurship (66%); (d) Company partnerships to nurture start-ups by providing the youth with mentoring, seed capital, legal advice, financial expertise, training, and physical resources (63%); and (e) Company programmes where volunteers from the private sector teach both the hard and soft skills that are important in their industries, drawing on their own experience (57%).

The study also got participants' views about other ways to encourage collective entrepreneurship among the youth. The programmes included cash-based transfers, and start-up grants. Here, participants felt that carefully designed cash-based transfers and start-up grants, could be highly effective in supporting growth-oriented businesses in job creation in Malawi (90%), and that cash-based transfers and start-up grants should be provided in combination with training and advisory services (87%) rather than alone (without conducting training and advisory services to collective business ventures/enterprises).

Other actions that could help in promoting collective entrepreneurship among the youth as per the respondents were: (1) The need for a selection process to identify young entrepreneurs who will be able to use large cash grants effectively (86%); (2) Business plan competition for business start-ups, the survival of existing enterprises, employment, profits and sales of winning enterprises (97%); (3) Disbursing funds through local banks is recommended to make it clear that the grants are not political giveaways (93%); (4) Creating a community of potential mentors who have a close understanding of the direct environment in which the entrepreneur operates and can provide additional guidance

(100%); and (5) Establishing a platform that connects youths to peers, role models, resources, skills and economic opportunities (100%).

5.5.9 Interventions of education institutions

This study further investigated the interventions of educational institutions in promoting collective entrepreneurship. This focused on primary and secondary schools, and tertiary (universities and colleges) institutions. Participants were asked to indicate whether they agreed or disagreed with some programmes in these institutions, and it was established that institutions should consider the implementation of all the specified activities as per Table 5.1 below.

Table 5.1: Interventions of education institutions

At the primary level, it is important to:	Agree	Disagree
Raise awareness about entrepreneurship as a career opportunity.	100%	0%
Develop skills, knowledge and attitudes that are conducive to entrepreneurial behaviour.	100%	0%
Promote entrepreneurship through extracurricular activities.	92%	8%
Develop experiential and learning-by-doing methodologies.	94%	6%
At secondary level, efforts should be deployed to:	Agree	Disagree
Encourage more interactive, hands-on and experiential teaching methods (e.g. team-based activities, role-playing, simulations and games).	100%	0%
Promote entrepreneurship through diverse extracurricular activities.	93%	7%
Integrate entrepreneurship into the curriculum as an optional course or an afterschool activity.	93%	7%

Promote the use of technology, especially the Internet.	93%	7%
At the tertiary level, it is essential to:	Agree	Disagree
Develop effective curricula that provide students with the basic skills for starting and operating a business, including basic accounting.	92%	8%
Create entrepreneurship schools and integrate the teaching of entrepreneurship into traditional subject matter.	96%	4%
Establish, within universities, entrepreneurship centres that engage in training, R&D, consultancy and information dissemination, and that provide follow-up services to students.	93%	7%
Facilitate networking and exchanges among universities in order to increase the spread and use of innovative pedagogies and teaching materials in entrepreneurship education.	96%	4%
Devise programmes that purely accommodate students that will not be formally employed, but become business-people or entrepreneurs (as individuals or collectively)	85%	15%

5.5.10 Suggestions for promoting collective entrepreneurship

The researcher finally asked the participants in this study to provide their own suggestions that can be considered to promote collective entrepreneurship among the youth in different your communities. These following transpired:

- a) Introducing the concept of collective entrepreneurship in our education curricula as well as government should invest in youth promotion activities that can help promote collective entrepreneurship; and children should be taught how to run small businesses at an early age so that they can be business minded and more open to entrepreneurship opportunities when they grow up.
- b) Communities should be encouraged to carry out events that motivate the youth for entrepreneurship by bringing in successful entrepreneurs for talks; for example, in

youth church groups or in schools so they can be role models to the youth. Some programmes should be deliberately designed to instil the spirit of working together and pulling funds together when starting and doing business to enable the youth to be job creators and not job seekers.

- c) Government should incorporate mandatory courses on entrepreneurship, a large number of incubators and business accelerators should be established in learning institutions, and National entrepreneurship networks should be formulated to encourage entrepreneurship facilitation through training programmes on entrepreneurship in the country.
- d) Support of idea generation and innovation competition by the industry and alumni of various institutions, who should be returning to their campuses for mentoring and creating angel funding schemes, and the Ministry of information should establish deliberate regulation of mandatory inclusion of entrepreneurship programmes in all media houses.
- e) Identifying and promoting youth who are responsible in their society with high moral values, and there should be no politicising of entrepreneurial interventions; moreover, the Internet must be as cheap as possible to promote digital skills at all levels and geographies for easy communication and exposure.
- f) There is a need for all relevant stakeholders to adopt the concept of collective entrepreneurship which must be embraced where such stakeholders should include the youth themselves as well as government and all other stakeholders in the commercial world for social and economic development of the nation.

5.6 Focus Group and In-depth Interviews

This study also included one-on-one (in-depth) interviews and focus group interviews to collect participants' views on a number of issues relating to collective entrepreneurship among the youth in Malawi.

5.6.1 In-depth interviews

5.6.1.1 Challenges facing the youth in venturing into business

These interviews have revealed that there are some challenges facing the youth in venturing into business, and such challenges are as follows:

- a) **Limited inclusion of entrepreneurship in schools' curricula:** Malawians lack knowledge on how to manage businesses because it is not taught in school curricula. There is no teaching syllabus for individuals on how to handle and manage businesses in case they do not succeed in their school-work and decide to venture into business. A lot of people in Malawi believe that a person can do well if they are educated, and they do not believe in start-up businesses so they leave them to people such as the Asian community in Malawi.
- b) **Unconducive business environment:** Restrictions such as government policies or laws make venturing into business in the country difficult. A business proposal, in tendering for bids, requires having long experience in that line of business, while most of the youth usually lack experience in business thereby missing opportunities that require years of experience.
- c) **Limited access to bank loans:** Lack of sources of funds is a problem as one may have a good business idea but sources of funding are scarce and limited as commercial banks, for instance, ask for collateral which is difficult for someone who has, for instance, just graduated to have such collateral.
- d) **Lack of support of home industries:** People do not support home businesses in the country but prefer to buy things from outside the country, which might be an obstacle to the youth because they feel that there is no way for them to penetrate the market since most Malawians find it cheaper to import that to buy home-grown or local products.
- e) **Lack of sufficient structures:** We do not have enough structures in the country that support businesses, such as places where the youth can get funding or

support to start businesses. The youth also lack access to structured or formal markets to conduct their businesses.

- f) **High tax rates:** Malawian tax authorities impose high taxes that pose a barrier to doing business. Furthermore, some businesses require importing raw materials from outside the country and the high costs of importing goods into the country create challenges for the businesses.

- g) **High corruption rate in Malawi:** In addition, corruption is rampant in Malawi which means that for one to do business, it becomes a big challenge. For instance, to get registered and be given contracts is not easy due to corruption in the country. Most youths suffer in this area due to not being well established and connected to be granted the contracts, as the government contracts are usually granted to politically connected people.

5.6.2 Focus groups

Focus group interviews saw respondents mentioning the challenges facing Malawians, including the youth in relation to entrepreneurship, which was the same as the in-depth interviews. Capital for business, an education system that does not teach people to be entrepreneurs, lack of flexibility and better policies for government to provide schemes for young people to borrow and start up their businesses, the limited number of role models who have been successful in entrepreneurship, as the local culture views working for organisations and people to be the right way to go rather than venturing into entrepreneurship, were identified as challenges. However, collective entrepreneurship was found to be a potentially useful approach for the growth of the economy in Malawi as the likelihood of getting returns on the investment would be higher, which could promote economic growth through higher productivity because people may be more accountable when working in groups than individually. In addition, due to its job creation nature, collective entrepreneurship was found to increase income amongst entrepreneurs, which would lead to increased expenditure in the economy and therefore economic growth and development in the country.

The focus groups further revealed that to promote the collective entrepreneurship model among the youth in Malawi, there is a need for mindset change in the promotion of local businesses; for example “Buy Malawian made products and services.” This is similar to a study conducted in Uganda by Alex (2019), which found entrepreneurship could be promoted through mindset change strategies. Furthermore, the focus groups also revealed that Public Private Partnerships could help promote entrepreneurship through initiatives where the Government and its agencies, together with the private sector such as banks, could form partnerships to provide infrastructure for promoting collective entrepreneurship, such as formal markets. The partnerships could help improve infrastructure and service delivery in the education system where collective entrepreneurship could be taught. Another institution that could promote entrepreneurship was found to be Malawi Investment and Trade Centre which plays the role of an advisory to Government on policies with a bearing on the business environment, thereby influencing the business environment the collective entrepreneurs work in.

The focus groups also revealed that venture capitalists; that is, institutions or individuals who invest in smaller companies, or buy shares in small businesses such as SMEs, should be encouraged. . This is similar to a study by Idi & Germinah (2022) which found that Venture Capital Financing is a driver for entrepreneurship development in Africa Other countries have a strong presence of such institutions and individuals unlike in Malawi where banks are mainly depended on. This puts the small businesses at a disadvantage because banks prefer to invest in less risky entities compared to start-ups or existing small businesses as they are viewed as potentially more risky. However, key stakeholders mentioned for collective enterprises included the Government and its agencies, communities, the youth, NGOs and the media (mainly through social media and the Ministry of Information). Similar results were found in a study conducted by Leonidou, Christofi, Vrontis and Thrassou (2020) where the researchers found the government, communities, NGOs, start-up teams and the media to be key stakeholder in innovation management and entrepreneurial development.

5.7 Recommended Solutions to Challenges

Initiatives that could be intensified to encourage successful enterprises among the youth were suggested to include entrepreneurship issues in school syllabuses as participants recommended the collective entrepreneurship approach. The reason for the consideration of collective entrepreneurship is that: (a) People can easily pool funds together when they work together compared to doing business alone; (b) Risk is shared; (c) It allows for sharing of knowledge as each person can bring different skills and knowledge to the business; and (d) Employment creation for both the collective entrepreneurs and the additional employing of others in their business.

The study established that collective entrepreneurship can be a potential approach for the growth of the economy in Malawi as the concept enables potential entrepreneurs to have enough capital to invest in strong and successful businesses. People were found to be ready to participate in collective entrepreneurship ventures in Malawi, and there is a need to promote the collective entrepreneurship model among the youth in Malawi. It was found that the key stakeholders to take responsibility are the Government and its agencies including parastatals such as the Public Private Partnership Commission (PPPC) which facilitates PPPs in the country, as well as the Malawi Investment and Trade Centre which provides specialised support to local investors such as SMEs in all prioritised sectors for industrialising Malawi and this entity can also influence the business environment as the centre plays an advisory role to Government on policies with a bearing on the business environment. Other key stakeholders are NGOs and commercial banks. However, participants need to be honest and familiar with each other's behaviours, and must have innovative leadership, teamwork and listening skills.

Government agencies should intensify awareness campaigns on the importance of doing businesses in groups, and should intensify the provision of funds with flexible conditions through NEEF. Government should be providing equipment to people. An example of this is a cooperative that was formed in Bvumbwe, a town in Malawi, where people make

tomato sauce, juices and yoghurt. Here the government supplied the people with different equipment and training to be able to use the equipment to produce the products mentioned and government further helped the people with finding markets for their products.

The focus groups helped in bringing in some initiatives such as intensifying on some already existing businesses to engage in competitions where the youth bring in business ideas, and training programmes on entrepreneurship and how to manage businesses. Politicians should consider going to rural areas to spread the word on collective entrepreneurship and schemes available to help them venture into it in a quest for civic education. Entrepreneurship conferences or fairs can be arranged, where entrepreneurs can meet and network as this contact could help. In addition, colleges or universities should offer courses on entrepreneurship and collective entrepreneurship, while financial organisations such as the Foundation for International Community Assistance (FINCA), Savings and Credit Cooperative Organisation (SACCO), and NEEF should be able to provide loans.

5.8 Conclusion

This chapter discussed the data analysis and findings. The first section introduced the chapter. This was followed by descriptions and analyses of the demographics of the participants such as respondents' occupation, ages and level of education. The next analysis was on stakeholder attitudes towards collective entrepreneurship such as the stakeholders' understanding of entrepreneurship and collective entrepreneurship. Then the potential of collective entrepreneurship among the youth, such as ways of initiating collective entrepreneurship, was analysed. This was followed by the focus groups and in-depth interview analyses where several challenges faced by the youth when venturing into business, were found. These challenges include a business environment which is unconducive to entrepreneurship, limited inclusion of entrepreneurship in school curricula, limited access to bank loans, lack of sufficient structures, lack of support of

home industries, high tax rates and high corruption in the country. Lastly, recommended solutions to the challenges addressed were presented.

6 CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Chapter five provided a detailed analysis of the data collected based on specified methods, approaches and research ethics as per the University's requirements, which included administering the questionnaire in Blantyre, conducting one-on-one interviews and focus group discussions. This chapter concludes the research findings by highlighting the basis of the study, key literature and research methods used in data collection and a discussion of the main research findings. The chapter also contains recommendations from the study and suggestions for future studies.

6.2 Conclusions

6.2.1 Basis of the study

Entrepreneurship has been found to be important for a thriving economy as it enables the creation or discovering of an opportunity and taking advantage of it for society's benefit. However, this study considered collective entrepreneurship which is a process by which entrepreneurs engage in activities, as a collective, for social and economic improvement, as it enables for transformation of values, networks and social norms for goods or services production. Due to its ability of being one of the cornerstones for poverty alleviation, governments have been motivated to consider the stimulation of entrepreneurship and treating it as high on their agendas. Since Malawi remains one of the poorest countries in the world besides significant economic and structural reforms for economic growth, its economy has been heavily impacted by a number of problems including the recent COVID-19 pandemic. The entrepreneurs are also facing challenges such as lack of access to finance, high business operating costs and low production capacities which motivated the researcher to consider carrying out a study on collective entrepreneurship as a solution to the challenges facing these entrepreneurs in Malawi.

Collective entrepreneurship occurs when individual resources and skills are incorporated into a group so that the innovation process is made easier. Moreover, the collective abilities of individuals and organisations are important as they allow entrepreneurs to focus on business opportunities. This study was designed to assess the potential of collective entrepreneurship in Malawi's commercial city of Blantyre, where participants were drawn from different sectors of the economy including businesspeople, Government officials, and the youth. The study was in line with Malawi Government's agenda as the Government's efforts have included proliferation of both public and private HEIs offering entrepreneurship education and training in an attempt to spur entrepreneurship development in the country. This is so because in order to acquire an innovative and more qualified entrepreneurial concept, it entails an effort to shift to collective entrepreneurship, which can be achieved by refining and strengthening the existing individual entrepreneurship model. This study found that in countries that are developing, most entrepreneurial business models are making use of the collective entrepreneurship concept.

This study's main objective was to examine the extent to which collective entrepreneurship among the youth can be a meaningful in enhancing economic development in Malawi and which strategies could promote this. The research questions were designed to investigate the youths' attitudes towards collective entrepreneurship in Malawi, the potential of collective entrepreneurship for the economic empowerment of the youth, methods that can be employed to engage the youth in collective entrepreneurship programmes, and strategies that can be used to promote the adoption of collective entrepreneurship among the youth in Malawi.

6.2.2 Literature and concepts

The term entrepreneur means an individual who regularly develops and innovates, to form something of significant value around discovered opportunities, and entrepreneurship is defined as a type of reasoning, thinking and acting, focused on business opportunity recognition and exploitation from a comprehensive general perspective, motivated by the

management of persons or minor groups. Collective entrepreneurship is where there is a combination of capital investment and business risk in addition to collective social values and involves individuals undertaking business together and sharing ownership.

The concept of “collective entrepreneurship” comes from collective action which has the purpose of achieving common objectives. Today’s entrepreneurship research is increasingly focusing on the influences of founding teams, group dynamics and entrepreneurial action that is collective, and this was one of this research’s motivators. The purpose of collective action is to achieve common objectives; and collective action theory mainly focuses on understanding interactions among group members, the making of rules, and mechanisms for monitoring compliance and solving grievances. However, the analysis of collective entrepreneurship is a requirement to develop entrepreneurship theory, which is one of the main motivations for the collective entrepreneurship study. Collective action theory is largely focused on the understanding of group members’ interactions, the setting of rules and techniques for observing compliance and resolving grievances. Moreover, there are several new entrepreneurship research directions which investigate the notion that entrepreneurship arises as a function of actions that are collective.

The three collective entrepreneurship forms are an *entrepreneurial team* which jointly establishes an organisation and manages it, the *cooperative form of organisation* which often arises in the agricultural sector, and *collective action excluding organisational form*. However, networked entrepreneurship, closely uses the model which describes a geographically delimited, networked community of entrepreneurs who mutually endorse their business environment in common. Such networks sometimes consist of industrial clusters and research parks. The members of this form of collective entrepreneurship are typically strategic business units or firms. In this study, consideration was given to three important theories that are regarded as ‘strategic’ and these include industrial organisation contributions (economics) theory (Porter, 1985), resource- based theory, and collective action theory. “Collective Entrepreneurship” is primarily dependent on the development and institutionalisation of a diverse system comprising private and/or public

institutions that can offer expertise in firm-formation, seed capital, gap financing and collective entrepreneurship.

The development of entrepreneurship includes three kinds of connected activities that encourage, support and maintain the entrepreneurship practice, a process that includes several participants that comprise the government including its agencies; all levels of academic institutions including primary up to tertiary education, technical and vocational training and additionally, the non-public sector that comprises entrepreneurs, MSMEs and large firms where such stakeholders take part. The study therefore involved assessing the potential of collective entrepreneurship in enhancing social and economic development among the youth who are greatly affected by high unemployment in Malawi, yet it is said to be productive segment of the population with the potential to contribute in the economic development of a country.

5.1.3 Research methods

Epistemology was the philosophy of this study and a survey strategy was considered and used as it is a popular, common and highly economical strategy in research, often using a questionnaire administered to a sample. The study used a mixed methods approach where both quantitative and qualitative methods of data collection were used. The entrepreneurs (SMEs) were the main participants as they were a group that is greatly affected by a number of challenges which could be solved by collective entrepreneurship. Institutional structures included the performance of different Government and private institutions in supporting entrepreneurship in Malawi, and this study considered participants from these stakeholders.

The research tools that were used included questionnaires and interviews in collecting primary data, while case studies were used for secondary data. Secondary research was based on different sources including journals, newspapers, magazines, websites and reports, among others. The questionnaire was divided into sections which helped in achieving the objectives of this study. The survey method involved asking individuals questions face-to-face, and via the telephone. Also questionnaires were distributed to

individuals by three enumerators, who were selected while the researcher acted as survey supervisor engaged in overseeing the daily fieldwork and to assist the three enumerators. Such questionnaires were also administered face-to-face and delivered in person to selected participants. In-depth (unstructured) interviews were also conducted. This study was conducted by using non-probability sampling methods to get samples through convenience and purposive sampling where the sample size was purposively considered to be 90 participants for the completion of questionnaires, interviewees and taking part in focus group discussions.

The analysis was conducted qualitatively and quantitatively. Interviews (qualitative) were normally audio-recorded using a cell phone handset and later transcribed, and the researcher was involved in correcting all transcription errors, which is also called data cleaning, and for validity, some of the transcripts were sent back to the participant for final checking and later saved in a Microsoft Word file. In addition qualitative data analysis included grouping data into meaning summaries (condensation); meaning classifications (grouping); and meanings organisation (ordering) by means of the narrative approach. Some qualitative data were quantified as in the case of counting the frequency of specific events, or specific reasons provided by respondents, or in relation to specific references to a phenomenon, and finally the frequencies were coded in tables and exported to Microsoft Excel for statistical analysis. Recording of important information included the use of the researcher's diary and self-memos. In quantitative data analysis, the researcher considered a categorical data approach that resulted in using tables, bar charts, line graphs and pie charts. Moreover, the whole research project was carried out by observing research ethics bearing in mind the requirements of Nelson Mandela University.

6.2.3 Discussion and findings

This study considered a sample of 90 participants and saw a response rate of 76 percent from those who completed questionnaires, who took part in two focus group interviews, and in-depth interviews (one-on-one), and respondents included both males and females

from different educational backgrounds and age ranges, starting from 18 years old. The respondents were employed, unemployed and business individuals. The study revealed that people have positive attitudes towards collective entrepreneurship, and they understand the concept. Entrepreneurship was found to be an important intervention to overcome challenges facing the youth in Malawi for a number of reasons including achievement of unmet needs among the youth as entrepreneurship was found to be one of the ways of job creation and income generation.

Considering people's understanding of collective entrepreneurship, it was found that people strongly agreed that collective entrepreneurship is about collective action with the purpose of achieving a common objective, where resources are owned by the collective (group) who makes decisions with respect to the employment of these collective assets and bears investment risk, and that group members organise themselves based on common characteristics.

The study assessed the potential of collective entrepreneurship on the economic empowerment of the youth in Malawi, and the study found that the youth have the potential to plan, execute and achieve their goals through business venture establishments. It was found that given a chance, the youth definitely can play a role in the economic development of the country as they have many creative ideas which can actually materialise into economic value-adding businesses. As mentioned in Chapter 2 in most African countries, Malawi included, the youth are in the majority; hence they are the indicators of how developed a country is, and they determine how fast or slow the economy grows.

However, it was found that there were challenges facing the youth such as lack of finance (capital) for business start-ups, lack of political will for the implementation of youth entrepreneurship programmes, lack of inclusive entrepreneurship training, the inability of higher learning institution to prepare students for business start-ups and the lack of collateral for bank loans. In addition, the study established that political, social, economic,

technological, environmental and legal factors pose challenges to do business in Malawi besides some having positive impacts.

Existing data has indicated that Governments can promote youth entrepreneurship by establishing legal frameworks, policies, regulations, institutions, national plans and agendas, including those that shape the context of entrepreneurship education and training within education systems; thus the study evaluated the performance of the Malawian government. However, 30 percent of the respondents indicated that Government's intervention was poor although 90 percent of participants had positive attitudes towards collective entrepreneurship, and the people were ready to take part in collective entrepreneurship because of a number of reasons provided by respondents including among others, the desire to develop their lives as well as to help in the development of the community.

In determining the ages of those to participate in collective entrepreneurship programmes in Malawi, respondents indicated that those aged 26-30, 21-25 and 15-20 years are the ones who must be encouraged to take part in collective entrepreneurship because the mentioned youth age ranges are where most youths have finished their college education and are looking for something to do or invest in. The youth mostly comprise fresh graduates who are lacking employment but are part of the technological age which has faced major technological disruptions on a regular basis, and therefore can immediately start running businesses with informed knowledge; however, they have limited resources for business investments and coming together can help in the building of capital.

For successful collective entrepreneurship, this study found that the key factors were: (a) Resource needs of business ventures; (b) Characteristics of group members; (c) Value creation for a common good; and (d) Group policies and rules. However, key stakeholders in the promotion of collective entrepreneurship among the youth in Malawi were the Government of Malawi and its agencies (92%) followed by the youth (88%), financial institutions such as commercial banks (88%), education institutions (60%) and parents and guardians (56%). This was based on the assessment of their respective roles.

Moreover, the roles of members of collective business ventures were mentioned to include: (1) Providing resources for business venture's operations (92%); (2) Contributing and sharing innovative ideas for the success of the business (89%); (3) Complying with rules and regulations governing the business (89%); (4) Participating in formulation of policies of the business (86%); and (5) Acting as an employee as well as investor (64%).

Resources for the establishment of collective business ventures were investigated and this study revealed that financial resources (such as cash), human resources (which include demographic profile, skills and knowledge), physical resources (such as the machines, buildings or the production capacity of the organisation), and intellectual capital (such as an intangible resource like patents, brands, business systems and customer databases) are all very important for the establishment and operations of collective enterprises. However, human resources and finance are crucial. The researcher established that the most important policy issues include engaging youth in entrepreneurship policies being created, consideration of tax incentives as well as facilitating the process of doing business and providing ways for easier access to markets for youth entrepreneurs.

When different approaches were evaluated to determine whether they could help the youth to be engaged in collective entrepreneurship, it was found that the approaches were: providing timely tailored financing options by partnering with banks and engaging responsively with youth; and universities should support young entrepreneurs through courses on entrepreneurship designed to host incubator and accelerator programmes; run business plan and innovation competitions; and conduct research into entrepreneurship ecosystems and practices. In addition Company Programmes in Schools could encourage participants to develop a business plan, launch a business, market and sell their product, giving them first-hand experience in entrepreneurship, and company partnerships to nurture start-ups by providing the youth with mentoring, seed capital, legal advice, financial expertise, training, and physical resources.

Other actions that could help in promoting collective entrepreneurship among the youth as per the respondents were: (1) The need for a selection process to identify young entrepreneurs who will be able to use large cash grants effectively (86%); (2) Business plan competition for business start-ups, the survival of existing enterprises, employment, profits, and sales of winning enterprises (97%); (3) Disbursing funds through local banks is recommended to make it clear that the grants are not political giveaways (93%); (4) Creating a community of potential mentors who have a clear understanding of the direct environment in which the entrepreneur operates and can provide additional guidance (100%); and (5) Establishing a platform that connects the youth to peers, role models, resources, skills and economic opportunities (100%). This study further revealed the need for the input of educational institutions in promoting collective entrepreneurship.

6.2.4 Research objectives and findings

Objective one of the study was to examine the youth's attitudes towards collective entrepreneurship. This encompassed examining the youth if they understand what is meant by collective entrepreneurship and how they perceive it. The study revealed that participants perceived collective entrepreneurship as collective action with the purpose of achieving a common objective, and where resources are owned by the collective (group) which makes decisions with respect to the employment of these collective assets and bears investment risk. The findings also revealed that the youth are enthusiastic about collective entrepreneurship as it was found that 90 percent of participants had positive attitudes towards collective entrepreneurship and are ready to take part in collective entrepreneurship because of a number of reasons including that collective entrepreneurship can enable partners to work with shared objectives, vision, and culture, a group can develop an approach of doing business that can enhance hard work and commitment to developing staff (partners themselves) in business skills, chances of success would be high since collective entrepreneurship has low risk compared to individual entrepreneurship and it allows for having enough capital for conducting business. The findings therefore assisted in meeting objective one.

Objective two was to examine the potential of collective entrepreneurship to empower the youth socially and economically. The study found that the youth have the potential to plan, execute and achieve their goals through the establishment of joint business ventures. The study findings revealed that collective entrepreneurship does have the power to empower the youth economically for reasons such as that the youth will be goal driven and hardworking individuals when they participate in collective entrepreneurship due to the need to be accountable to others as compared to individual entrepreneurship. This would help them become responsible socially and economically empowered citizens thereby contributing to the country's development. Furthermore, the youth would be able to improve their living standards because starting businesses as a group could be a form of self-employment and chances of success could be high because the collective approach could help to scale up the limited capacity, as the strength of one could be utilised by the other, the approach could give a competitive advantage to collective entrepreneurs due to economies of scale. In addition, a collective approach to doing business could increase access to new markets and distribution networks thereby enabling the opening of a vast market which could potentially grow and develop the business, youths would be able to pool capital and work together to start businesses that would not be possible if done by one individual. Moreover, it could be a way of encouraging the youth to develop acceptable practices which could help them refrain from indulging in bad practices such as drug and alcohol abuse. The findings therefore helped in meeting the second objective of the study.

The third objective of the study was to explore ways of engaging the youth in collective entrepreneurship. This encompassed finding out methods that could be used to attract young people to participate in collective entrepreneurship. The findings revealed that some of the ways of engaging the youth in collective entrepreneurship programmes include involving stakeholders such as the Government of Malawi and its agencies and financial institutions in promoting collective entrepreneurship programmes including providing timely and tailored financing options such as collateral free loans to youth groups by partnering with banks and engaging responsively with the youth, providing carefully designed cash-based transfers and start-up grants in combination with training

and advisory services for business start-ups. The study's results therefore helped in meeting objective three.

The last objective of the study was to identify strategies that could be used to promote economic development by the youth through collective entrepreneurship. Collective entrepreneurship was found to be a potentially useful approach for the growth and development of the economy in Malawi for reasons such as the likelihood of getting higher returns on an investment through collective entrepreneurship as compared to individual entrepreneurship and higher productivity levels because people may be more accountable when working in groups than individually. The study findings revealed that some of the strategies that could be used to promote economic development include intensifying Initiatives such as including collective entrepreneurship in school syllabuses as this could help young people to have a collective entrepreneurial mindset from a young age with which they could grow up to establish joint business ventures which would result in increased output in the country thereby promoting economic growth and development. The findings also revealed that strategies such as raising awareness on collective entrepreneurship programmes through awareness campaigns on the media and through Ministry of Information could help increase collective entrepreneurship practices in the country, which would result in more people having a source of income as more jobs are created and therefore increasing GDP and economic development in the country. The results of the study therefore helped meet objective four of the study.

6.3 Policy Recommendations

With regard to the results of this study, recommendations for the adoption and success of collective entrepreneurship are as follows:

a) Implementing comprehensive credit policies

Financial institutions should consider the introduction of comprehensive credit policies. These policies should maintain the provision of loans that are collateral

free and loans with longer durations, credit without interest or credit at a low interest rate, which can cater for the youth.

b) Promoting political will among stakeholders

Government should engage its agencies in the promotion of youth entrepreneurship by establishing legal frameworks, policies, regulations, institutions, national plans and agendas, including those that shape the context of entrepreneurship education and training within education systems, since the study evaluated its performance in these areas. This is necessary because people are ready to take part in collective entrepreneurship.

c) Targeting the youth in the formation of collective entrepreneurship programmes

The youth in the age ranges of 26-30, 21-25 and 15-20 years are the ones who must be encouraged to take part in collective entrepreneurship because the youth age ranges are where most youths have finished their college education and are looking for something to do or invest in. The youth mostly comprise fresh graduates who are lacking employment but are at the unique technological age that has faced major technological disruptions on a regular basis, and therefore can immediately start running businesses with informed knowledge but they have limited resources for business investments and coming together can help in the building of capital.

d) Considering developing policies that embrace key success factors

For successful collective entrepreneurship, this study found that the important key factors were: (a) Resource needs of business ventures; (b) Characteristics of group members; (c) Value creation for a common good; and (d) Group policies and rules. This can involve all key stakeholders such as the Government of Malawi and its agencies, the youth, financial institutions such as commercial banks, education institutions, and parents and guardians. The most important policy issues include engaging the youth in entrepreneurship policies being created, consideration of

tax incentives as well as facilitating doing business and providing ways for easier access to markets for youth entrepreneurs.

e) Considering specific approaches of engaging the youth in collective entrepreneurship

These include providing timely tailored financing options by partnering with banks and engaging responsibly with the youth; and universities should support young entrepreneurs through courses on entrepreneurship designed to host incubator and accelerator programmes; run business plan and innovation competitions; and conduct research into entrepreneurship ecosystems and practices. In addition Company Programmes in Schools can encourage participants to develop a business plan, launch a business, market and sell their product, giving them first-hand experience in entrepreneurship. Moreover, these company partnerships could nurture start-ups by providing the youth with mentoring, seed capital, legal advice, financial expertise, training and physical resources.

f) Incorporating concept of entrepreneurship in school curricula and community engagements

Introducing the concept of entrepreneurship in our education curriculums as well as government investment in youth promotion activities could help promote collective entrepreneurship; and children should be taught how to run small businesses at an early age so that they can be business minded and more open to entrepreneurship opportunities when they grow up. In addition communities should be encouraged to carry out events that motivate the youth for entrepreneurship by bringing in successful entrepreneurs for talks; for example, in youth church groups or in schools so they can be role models to the youth. Some programmes should be deliberately designed to instill the spirit of working together and pulling funds together when starting and doing business to enable the youth to be job creators and not job seekers. Government should incorporate mandatory courses on entrepreneurship, a large number of incubators and business accelerators in learning institutions and formulate a national entrepreneurship

network to encourage entrepreneurship facilitation through training programmes on entrepreneurship in the country.

g) Promoting entities that can foster collective entrepreneurship

Encouraging public and private sector partnerships (Public Private Partnerships) where the public sector; that is, the Government and its agencies, can form partnerships with the private sector, would help in the promotion of collective entrepreneurship. The partnerships could help in increasing transparency in the allocation of resources used in the promotion of collective entrepreneurship. The partnership could also increase the pool of funds for Government to implement its initiatives because of access to private funds. The PPPs could increase the quality, the efficiency and the competitiveness of public initiatives in encouraging collective entrepreneurship. Venture capitalists could also be encouraged in the country as they invest in start-ups and/or SMEs, which can help them grow.

6.4 Limitations and future Studies

In summary, this study established that collective entrepreneurship can be a potential approach for the growth of the economy in Malawi, as the concept makes it possible for a group of people to have enough capital to invest in strong and successful businesses. As such this study established that many people, including the youth, were ready to participate in collective entrepreneurship ventures in Malawi. This means that there is a demand for collective entrepreneurship and it should therefore be promoted in Malawi for the growth of the country's economy.

In this respect, promoting the collective entrepreneurship model among the youth should involve key stakeholders including Government agencies, educational institutions, NGOs and commercial banks, among others. This concludes that the study has managed to help in answering the four research questions presented in Chapter one, which has in turn assisted in achieving the objectives specified in this study.

The presence of limited resources created limitations in the study. One of the main limitations is that due to scarcity of data on SMEs in the country, regression analysis was not conducted to show the relationship between SME sector and GDP growth or any other economic development indicator. Nevertheless, the researcher suggests that future studies could include: (1) An assessment of the adoption of collective entrepreneurship approaches; (2) Evaluating the performance of collective entrepreneurs; and (3) Evaluating the impact of collective entrepreneurs on the country's economic development; (3) Assessing whether the collective entrepreneurs trade, i.e. do they engage in imports and exports; (4) Inclusion of some regression analysis in the assessment of collective entrepreneurship and economic development in Malawi.

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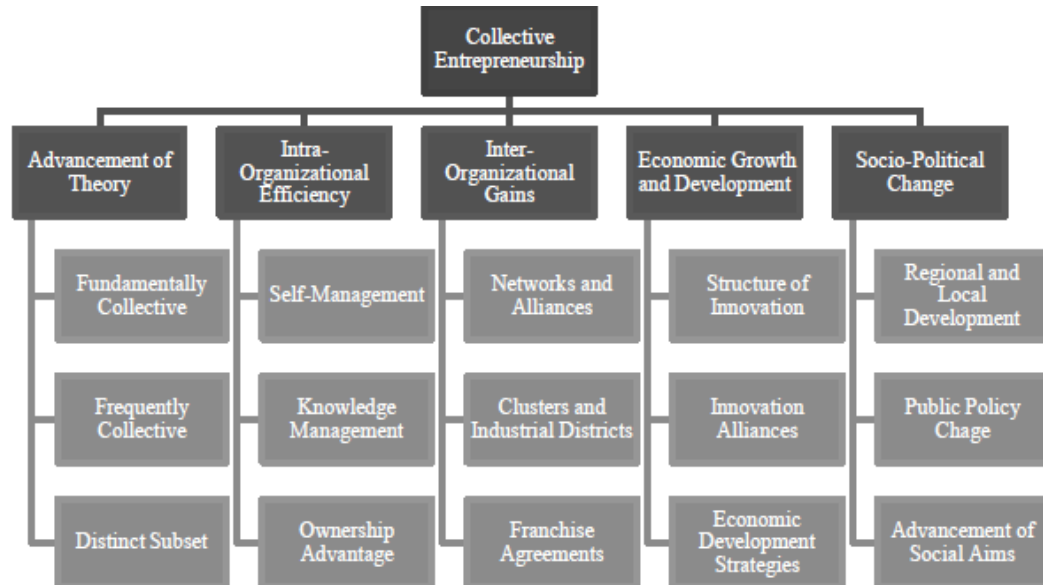
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APPENDICES

Appendix 1. Predominant Motivations for Research in Collective Entrepreneurship



SOURCE: Adapted from A Primer on Collective Entrepreneurship: A Preliminary Taxonomy, Burres, M.J. and Cook, M.L. (2009), University of Missouri-Columbia, p.5.

Appendix 2: Research Questionnaire

RESEARCH QUESTIONNAIRE

COLLECTIVE ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT IN MALAWI: A CASE STUDY OF BLANTYRE CITY

As part of the requirement for the award of degree of MCom (Economics) in the Faculty of Business and Economic Sciences at Nelson Mandela University, I, Mireille Kadewa, would like to ask for your voluntary participation in my study. The results of this study are expected to help in informing on the development of some of the interventions in response to social-economic challenges facing the youth in Malawi. As a participant in this research, your role is to provide information based on your views, perceptions and experiences on the subject under study.

NOTE: *You as an individual are required to fill in space provided or choose the correct answer as per your opinion or complete statements when asked in this questionnaire. You are free to ask for clarification whenever needed.*

PART A: PARTICIPANTS DEMOGRAPHICS

Note: This section requires participants to provide personal information that will be anonymised when completing the report. You are required to tick or fill the space/box provided.

1. Can you provide information about yourself by ticking in boxes or spaces provided?

Respondent's Sex: Male () Female ()

Location			
Age (Years)	Tick	Education Background	Tick
15-20		PSLC (Primary)	
21-25		MSCE (Secondary)	
26-30		Professional/Tertiary Certificate	
31-35		Diploma	
36-40		Degree	
41-45		Postgraduate	
46 & above		Other (Specify)	

2. What is your source of income?

Employment ()

Casual work ()

Business ()

Parents (Relatives) ()

PART B: STAKEHOLDER ATTITUDES TOWARDS COLLECTIVE ENTREPRENEURSHIP

NOTE: This section designed to gather data that answer question number 1 of this study:
What are stakeholder attitudes towards collective entrepreneurship in Malawi?

3. What do you understand by the term entrepreneurship? Please rate the following statements by your level of agreement or disagreement.

Statement	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Identification and exploitation of opportunities					
Allocating resources for business start-ups					
Identification and taking advantage of unmet needs					
Initiating change and creating value through innovative solutions					
Starting new business					

4. Do you think entrepreneurship should be considered as one of the essential intervention to challenges facing the youth in Malawi? Yes [] No []

Give reasons for your answer:.....

.....

-
5. What is your understanding of the term collective entrepreneurship? (Please rate the following statements to show your level of agreement).

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Collective entrepreneurship means collective action which has the purpose of achieving common objectives.					
Resources are owned by the collective (group) that makes decisions with respect to the employment of these collective assets, and bears investment risk.					
Collective entrepreneurship is largely focused on interactions among group members, the setting of rules, and mechanisms for monitoring compliance and solving grievances.					
Group members organize themselves based on common characteristics.					

PART C: THE POTENTIAL OF COLLECTIVE ENTREPRENEURSHIP ON THE SOCIAL AND ECONOMIC EMPOWERMENT OF THE YOUTH

NOTE: This section designed to gather data that answer question number 2 of this study: What is the potential of collective entrepreneurship on the social and economic empowerment of the youth in Malawi?

6. Do you feel that the youth can play a part in economic development of the country?

Yes [] No []

Give reasons for your answer:.....

.....

.....

.....

7. What are the major challenges facing the youth in terms starting new enterprises? (Please tick whether you agree or disagree with the following statements)

Statement	Agree	Disagree
Lack of finance (capital) for business start-ups		
Lack of inclusive entrepreneurship training		
Lack of motivation from the corporate world		
Inability of higher learning institution to prepare students for business start-ups		

Lack of political will for implementation of youth entrepreneurship programmes		
Lack of collateral for bank loans		

8. How macro-environmental factors are impacting on youth social economic empowerment in Malawi?

Political factors:.....

.....
.....

Economic factors:.....

.....
.....

Social factors:.....

.....
.....

Technological factors:.....

.....
.....

Legal factors:.....
.....
.....

9. Governments can promote youth entrepreneurship at a strategic level by establishing legal frameworks, policies, regulations, institutions, national plans and agendas, including those that shape the context of entrepreneurship education and training within education systems. How would you rate Government economic intervention programmes targeting the youth in Malawi?

Excellent [] Very Good [] Good [] Fair [] Poor []

10. Do you think collective entrepreneurship approach can improve social and economic status of the youth in Malawi? Yes [] No []

Give reasons for your answer:.....
.....
.....
.....

11. Are you ready to participate in collective entrepreneurship in your community once the issue is introduced? Yes [] No []

Give reasons for your answer:.....

.....

.....

PART D: POSSIBLE INTERVENTION FOR YOUTH COLLECTIVE ENTREPRENEURSHIP

NOTE: This section designed to gather data that answer question number 3 and 4 of this study: What methods can be employed to engage the youth in collective entrepreneurship programmes in Malawi? How can economic development of the nation be enhanced in collective business ventures?

12. What age range is worth considering to participate in collective entrepreneurship programmes in Malawi? (Please tick against age range)

15 to 20 [] 31 to 35 []

21 to 25 [] 36 to 40 []

26 to 30 [] 41 to 45 []

13. Why do you think the age range you have chosen is worth considering as participants in collective entrepreneurship programmes in Malawi?

.....

.....

14. What are the key factors to the success of collective entrepreneurship? *Please rate the following factors by showing your level of agreement or disagreement.*

Statement	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
Recognising multiple parties engaged in entrepreneurship.					
The group policies and rules.					
Characteristics of group members.					
Resource needs of business ventures.					
Value creation for a common good.					

15. What are the key stakeholders in promoting collective entrepreneurship among the youth in Malawi? (Please rate the following in terms of their importance).

Stakeholder	Very Important	Important	Moderately Important	Slightly Important	Not Important
The Government of Malawi and its agencies					
Education institutions (Universities and Colleges)					
Financial institutions (Banks and microfinance)					
Community leaders					
The Youth					
Non-Governmental Organisations					
Parents or guardians					
Private/commercial entities					

16. What may be the roles of key stakeholders in promoting collective entrepreneurship in Malawi? (Please fill your views in the space provided)

.....

.....

.....

.....

.....

.....

17. What are the role/s of members of collective business venture? (Please rate the following by showing whether you strongly agree or strongly disagree with the following statements)

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Providing resources for business venture's operations.					
Acting as an employee as well as investor.					
Contributing and sharing innovative ideas for the success of the business.					
Participating in formulation of policies of the business.					
Complying with rules and regulations governing the business.					

18. What resources may be required from members of collective business venture in collective entrepreneurship programme? (Please rate the following resources in terms of their importance).

19.

Stakeholder	Very Important	Important	Moderately Important	Slightly Important	Not Important
Financial resources – such as cash.					
Human resources – including the mix (for example, demographic profile), skills and knowledge					
Physical resources – such as the machines, buildings or the production capacity of the organisation.					
Intellectual capital – as an intangible resource – includes patents, brands, business systems and customer databases.					

20. What elements are crucial for viable youth entrepreneurship programmes? (Please rate the following policy actions in terms of their importance).

Collective Entrepreneurship Policy Action	Very Important	Important	Moderately Important	Slightly Important	Not Important
National youth entrepreneurship strategy					
Facilitating technology exchange and innovation					
Attracting public and private partnerships					
Tax incentives as well as facilitating ease of doing business					
Access to markets for youth entrepreneurs					
Cushioning youth entrepreneurs against economic impacts caused by pandemics like Covid-19					
Engaging youth in entrepreneurship policies being created.					

Ministries of Education Science and Technology, Higher Education and Vocational Training and Labour Institutions jointly signing an order to allow students to graduate by submitting their business plan instead of a traditional thesis.					
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21. Do you think the following approaches can help Malawian youth to be engaged in collective entrepreneurship? (Please rate possible approaches by showing whether you strongly agree or strongly disagree with the following statements)

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Company Program in Schools where participants develop a business plan, launch a business, market and sell their product, giving them first-hand experience in entrepreneurship.					
Company Programs where volunteers from the private sector to teach both the					

hard and soft skills that are important in their industries, drawing on their own experience.					
Universities support young entrepreneurs through courses on entrepreneurship designed to the hosting of incubator and accelerator programs; run business plan and innovation competitions; and conduct research into entrepreneurship ecosystems and practices.					
Company partnerships to nurture start-ups by providing the youth with mentoring, seed capital, legal advice, financial expertise, training, and physical resources.					
Government can provide timely tailored financing options by partnering with banks and engaging responsively with youth.					

22. Do you feel that carefully designed cash-based transfers, and start-up grants, can be highly effective in supporting growth-oriented businesses in job creation in Malawi?

Yes [] No []

23. If your answer is 'yes', in question 19, do you feel that cash-based transfers, and start-up grants should be provided:

- Alone to collective business ventures/enterprises []
- In combination with training and advisory services []

24. Do you feel that the following actions could help in promoting collective entrepreneurship among the youth?

- a. Selection process to identify young entrepreneurs who will be able to use large cash grants effectively. Yes [] No []
- b. Business plan competition for business start-up, the survival of existing enterprises, employment, profits, and sales of winning enterprises.
Yes [] No []
- c. Disbursing funds through local banks is recommended to make it clear that the grants are not political giveaways. Yes [] No []
- d. Creating a community of potential mentors who have a close understanding of the direct environment in which the entrepreneur operates and can provide additional guidance. Yes [] No []
- e. Establishment of a platform that connects youth to peers, role models, resources, skills and economic opportunities. Yes [] No []

25. Can you indicate whether you agree or disagree with the following educational institutions interventions as ways of promoting collective entrepreneurship?

At the primary level, it is important to:	Agree	Disagree
---	-------	----------

Raise awareness about entrepreneurship as a career opportunity.		
Develop skills, knowledge and attitudes that are conducive to entrepreneurial behavior.		
Promote entrepreneurship through extracurricular activities.		
Develop experiential and learning-by-doing methodologies.		
At secondary level, efforts should be deployed to:	Agree	Disagree
Encourage more interactive, hands-on and experiential teaching methods (e.g. team-based activities, role-playing, simulations and games).		
Promote entrepreneurship through diverse extracurricular activities.		
Integrate entrepreneurship into the curriculum as an optional course or an afterschool activity.		
Promote the use of technology, especially the Internet.		
At the tertiary level, it is essential to:	Agree	Disagree
Develop effective curricula that provide students with the basic skills for starting and operating a business, including basic accounting.		
Create entrepreneurship schools and integrate the teaching of entrepreneurship into traditional subject matter.		
Establish, within universities, entrepreneurship centres that engage in training, R&D, consultancy and		

information dissemination, and that provide follow-up services to students.		
Facilitate networking and exchange among universities in order to increase the spread and use of innovative pedagogies and teaching materials in entrepreneurship education.		
Devise programmes that purely accommodate students that will not be employed, but become business people or entrepreneurs (as individuals of collectively)		

26. What are your suggestions that will promote collective entrepreneurship among the youth in your community? (Please use the space below for expressing your views or ideas)

.....

.....

.....

-END-

Once the questionnaire has been completed you can call Mireille Kadewa at +265 994774867 for collection or send the completed questionnaire by email: s216872170@mandela.ac.za or kadewamireille@gmail.com

THANK YOU FOR YOUR PARTICIPATION

Appendix 3: Primary data collection schedule

INTERVIEW SCHEDULE			
PARTICIPANT	DATE	TIME	LOCATION
1	19 June 2022	1 pm	Zingwangwa, Blantyre
2	19 June 2022	3 pm	Zingwangwa, Blantyre
2	24 June 2022	2 pm	Blantyre Central Business District
4	27 June 2022	1 pm	Kabula, Blantyre
5	29 June 2022	5 pm	Namiwawa, Blantyre
6	30 June 2022	3 pm	Naperi, Blantyre
7	1 July 2022	6 pm	Microsoft Teams
8	5 July 2022	1 pm	Phone call interview
9	6 July 2022	1 pm	Chigumula, Blantyre
10	7 July 2022	9 am	Phone call interview
11	7 July 2022	4 pm	Zoom interview
12	8 July 2022	3 pm	Mandala, Blantyre
13	10 July 2022	5 pm	Chitawira, Blantyre
14	12 July 2022	1 pm	Phone call interview
15	14 July 2022	8:30 am	Microsoft Teams
16	17 July 2022	6 pm	Phone call interview
17	20 July 2022	8 pm	Microsoft Teams
FOCUS GROUP			
GROUP	NUMBER OF PARTICIPANTS	DATE	LOCATION
1	8	23 July	Kanjedza, Blantyre
2	8	24 July	Chirimba, Blantyre
QUESTIONNAIRES ADMINISTERED			
NUMBER OF RESPONDENTS	DATE (ALL SENT TO LAST RECEIVED)	LOCATION	TOTAL QUESTIONNAIRES RECEIVED = 35
8	15 June - 10 July	Blantyre Central Business District	
7	15 June - 4 July	Ndirande, Blantyre	
4	16 June – 15 July	Chilomoni, Blantyre	
6	16 June – 11 July	Chigumula, Blantyre	
5	16 June – 15 July	Limbe, Blantyre	
5	17 June – 24 June	Naperi, Blantyre	

Appendix 4: Letter of Introduction

Mireille J. Kadewa

P.O. Box 2047,

Blantyre,

Malawi.

RE: INTRODUCTION LETTER

Dear Participant,

I am Mireille J. Kadewa, a student from Nelson Mandela University. I am currently studying a Master's degree in Economics.

You have been chosen to be a participant in the study on collective entrepreneurship and economic development in Malawi, a case study of Blantyre City. Collective entrepreneurship is a term that combines business risk and capital investment with the social values of collective action, a term that entails carrying out business together, sharing ownership, which can be one of the means of risk diversification and fundraising. This questionnaire/ interview/ focus group discussion is meant to ask questions to help assess the potential of collective entrepreneurship to promote economic growth in Malawi. For confidentiality purposes, you will not be required to provide your name. Therefore, you are required to provide correct and honest answers to the questions.

Yours sincerely,

Mireille J. Kadewa.

Appendix 5: Consent Form

<u>RESEARCHER'S DETAILS (ZAMBIRI ZA OFUFUZA)</u>	
Title of the research project (Mutu wa polojeketi)	Collective Entrepreneurship and Economic Development in Malawi. A Case Study of Blantyre City.
Reference number (Nambala ya umboni)	H22-BES-ECO-024
Principal investigator (Wamkulu wofufuza)	Miss Mireille Kadewa
Address (Adilesi)	Miss Mireille Kadewa, P.O. Box 2048, Blantyre.
Postal Code (Khodi Yapositi)	2048
Contact telephone number (private numbers not advisable) (Nambala yafoni) (Nambala yachinsisi yosaloledwa)	+265 994774867/ +265 883392626

<u>A. DECLARATION BY OR ON BEHALF OF PARTICIPANT (KULENGEZA KAPENA M'MALO MWA WOTENGA NAWO GAWO)</u>		Initial (Zilembo zoyimilila dzina latunthu)
I, the participant and the undersigned (Ine wotenga nawo mbali ndi osaina pansi)	(full names) (Dzina la thunthu)	
ID number (Nambala ya ID)		
<u>OR (KAPENA)</u>		
I, in my capacity as	(parent or guardian) (Kholo kapena mthandizi)	

(Ine, mu mphamvu yanga)		
of the participant (ya wotenga nawo mbali)	(full names) (Dzina la thunthu)	
ID number (Nambala ya ID)		
Address (of participant) (Adilesi (ya wotenga mbali)		

<p>A.1 HEREBY CONFIRM AS FOLLOWS (NDIKUTSIMIKIZA MOTERE):</p>		<p><u>Initial</u> (Zilembo zoyimilila dzina latunthu)</p>
<p>I, the participant, was invited to participate in the above-mentioned research project (Ine, wotenga mbali, ndinayitanidwa kuzatenga nawo gawo mu pulojeketi)</p>		
<p>that is being undertaken by (yomwe akusogolesa ndi)</p>	<p>(Mireille Kadewa)</p>	
<p>From (kuchokela ku)</p>	<p>(Faculty of Business and Economic S)</p>	
<p>of the Nelson Mandela University. (yaku Nelson Mandela University)</p>		

<p>THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT (ZOTSATIRAZI ZALONGOSOLEDWA KWA INE WOTENGA GAWO):</p>				<p><u>Initial</u> (Zile mbo zoyim ilila dzina latunt hu)</p>
2.1	Aim (Cholinga):	<p>The investigators are studying (Ofufuza akuchita kafukufuku wa)</p> <p>The information will be used to/for (zambiri zidzagwiritsidwa ntchito)</p>		
2.2	Procedures (Ndondomeko) :	<p>I understand that (Ndikumvetsa kuti)</p>		
2.3	Risks Ziophyezo):			
2.4	Possible benefits (Mapindu otheke):	<p>As a result of my participation in this study (Zotsatira zake za kutenga nawo gawo mu kafukufukuwu)</p>		
2.5	Confidentiality (Chinsinsi):	<p>My identity will not be revealed in any discussion, description or scientific publications by the investigators (Chizindikilo changa chizibisidwa mu zokambirana,kafotokozedwe kapena zolemba zasayansi ndi ofufuza) .</p>		
2.6	Access to findings (mwayi woziwisidwa zotulukira):	<p>Any new information or benefit that develops during the course of the study will be shared as follows (Ndizaziwisidwa zotulukira kapena mapindu otheke angatuluke mu kafukufukuwu motero)</p>		
2.7	Voluntary participation / refusal / discontinuation (Kutenga mbali kwaufulu/ kukana/ kusiya kuteng mbali:	<p>My participation is voluntary (Kutenga nawo gawo kwanga ndikwaufulu)</p>	<p>YES (EYA)</p>	<p>NO (AYI)</p>
		<p>My decision whether or not to participate will in no way affect my present or future care / employment / lifestyle (Chisankho chotenga kapena chosatenga nawo mbali sichisintha kapena kuzasintha)</p>	<p>TRUE (ZOON A)</p>	<p>FALSE (ZABOD ZA)</p>

		ntchito kapena moyo kanga mtsogolo)			
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3. THE INFORMATION ABOVE WAS EXPLAINED TO ME/THE PARTICIPANT BY (ZOMWE ZILI PAMWAMBAZI ZIDANDIFOTOKOZERA):							<u>Initial</u> <u>(Zile mbo zoyim ilila dzina latuntu hu)</u>
(Mireille Kadewa)							
In (Chiyankhulo)		English	X	Chichewa		Other	
and I am in command of this language, or it was satisfactorily translated to me by (Ndimamvesesa bwino chiyankulochi kapena chamasulilidwa bwino kwa ine ndi uyu)							
(Mireille Kadewa)							
I was given the opportunity to ask questions and all these questions were answered satisfactorily (Ndinapasidwa mpata wofunsa mafunso ndipo anayankhidwa mondikhutiritsa).							
()							

4.	No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation (sindinakakamizidwe pofunsiwa kuti nditenge nawo gawo mu kafukufukuwu ndipo ndikumvetsetsa kuti ndithakusiya kutenga nawo gawo nthawi iliyonse opanda chilango).	
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5.	Participation in this study will not result in any additional cost to myself (Kutenga nawo gawo mu kafukufukuwu siuzafuna ine kubweretsa ndalama zowonjera)	
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A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT (NDIKUVOMERA MWAKUFUNA KWANGA KUTENGA NAWO MBALI MU POLOJEKETI YOMWE TATCHULAYI):

Signed/confirmed at (Zatsimikiziridwa uku)	On (pa)	20
Signature or right thumb print of participant (Siginecha kapena chala chakumanja cha otenga nawo mbali)	Signature of witness (Siginecha ya umboni):	
	Full name of witness (Dzina la thunthu ya umboni):	

B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S) (MAWU OLEMBEDWA NDI KAPENA M'MALO MWA OFUFUZA)			
1.	I, (Mireille Kadewa) declare that I have explained the information given in this document to (name of participant)) (ndikutsimikiza kuti ndafotokoza zomwe zaperekedwa mu chikalatachi (Dzina la otenga mbali) and / or his / her representative (ndi owayimilila)(name of representative) (dzina la oyimilila)		
2.	He / she was encouraged and given ample time to ask me any questions (analimbikitsidwa ndipo adapatsidwa nthawi yokwanira yondifunsa mafunso aliwonse);.....		
3.	This conversation was conducted in ((kukambirana kunachitidwa muchiyankulo ichi)	English	Chichewa Other
	And no translator was used <u>OR</u> this conversation was translated into (Palibe womasulira amene anagwiritsidwa ntchito kapena kukambirana kumeneku kunamasuliridwa mu chiyankulo ichi)	(language)	By (ndii)
4.	I have detached Section D and handed it to the participant (Ndatenga section D ndikuipeleka kwa otenga nawo mbali)	YES (EYA)	NO (AYI)
Signed/confirmed at (Kosaina)	On (pa) :	20	

Signature of interviewer (Siginecha ya wofunsa mafunso)	Signature of witness (siginecha ya umboni):
	Full name of witness (Dzina la thunthu ya umboni):

C. DECLARATION BY TRANSLATOR (WHEN APPLICABLE) (KULENGEZA KWA WOMASULIRA (PAKAFUNIKA))	
I (Ine),	(full names) (dzina la thunthu)
ID number (Nambala la ID)	
Qualifications and/or (Ziyeneretso)	
Current employment (Ntchito panopa)	
confirm that I (Ndikutsimikiza kuti):	
1.	Translated the contents of this document from English into (Ana masulira zolembedwa muzolemba izi kuchokela ku Chizungu muchiyankulo ichi) (language) (chinenero)
2.	Also translated questions posed by (Anamasulira mafunso ofunsidwa ndi) (name of participant) (dzina la wotenga gawo) as well as the answers given by the investigator/representative (komaso mafunso operekedwa ndi wofufuzayo/woimira);
3.	Conveyed a factually correct version of what was related to me (Adapereka chithunzi cholondola cha zomwe zinali zokhudzana ndi ine).
Signed/confirmed at (Kosaina)	On (pa) 20
I hereby declare that all information acquired by me for the purposes of this study will be kept confidential (Ndikulengeza kuti zonse zomwe ndapeza pa kafukufukuyu zisungidwa mwachinsinsi).	
Signature of translator (Siginecha ya womasulira)	Signature of witness (Siginecha ya waumboni):
	Full name of witness (Dzina lathunthu la waumboni):

D. IMPORTANT MESSAGE TO REPRESENTATIVE OF PARTICIPANT (UTHENGA WOFUNIKIRA KWA WOYIMIRA WOTENGA MBALI)

Dear participant/representative of the participant (Wokondedwa wotenga nawo mbali kapena woyimilila wotenga nawo mbali)

Thank you for your/the participant's participation in this study. Should, at any time during the study (Zikomo potenga nawo gawo mu kafukufukuwu. Panthawi ina iliyonse mkati mwa kufukufukuwu pakapezeka):

- an emergency arise as a result of the research, or (zochitika mwadzidzidzi chifukwa cha kafukufukuyu, kapena)
- you require any further information with regard to the study, or (mufuna zambiri zokhuza kafukufukuyu)

Kindly contact
(Mokoma mtima tumizirani)

at telephone number
(pa nambala yafoni)

(it must be a number where help will be available on a 24 hour basis, if the research project warrants it)