

This radio documentary script explores the burgeoning world of student entrepreneurship on campus, featuring first-hand accounts of students building businesses and expert analysis on the skills required to succeed.

Radio Documentary: The Campus Hustle—From Dorm Rooms to Boardrooms

Running Time: Approximately 25 Minutes

Target Audience: Students, Academics, and Aspiring Entrepreneurs

Participants: * Narrator

- **Jane Phiri:** Year 3 Business Administration student (Vegetable Vendor)
- **Lonely Binya:** Food Science and Technology student (Shoe Vendor)
- **Patrick Lucinio:** Media and Communications student (Accessories & Barbering)
- **Happy Mwaungulu:** Lecturer in Business Communication (Expert)

[INTRO PHASE: 0:00 - 3:00]

[SOUND CUE: Fade in the rhythmic sounds of a busy university campus—chatter, the distant hum of a generator, and the "ping" of WhatsApp notifications. Hold for 5 seconds, then duck under narrator.]

NARRATOR (Paragraph 1): In the vibrant halls of the Malawi University of Business and Applied Sciences, a transformation is taking place. It is a change that isn't found in the curriculum alone, but in the pockets and dorm rooms of the students themselves. The image of the "struggling student" waiting for a monthly allowance is being replaced by the image of the student entrepreneur. From fresh produce to high-fashion footwear and tech accessories, the campus has become a laboratory for real-world commerce. Today, we step inside this "campus hustle" to understand what drives these young minds to balance the pressure of a degree with the demands of the marketplace.

NARRATOR (Paragraph 2): For many, the journey begins with a simple observation: a gap in the market. While the university provides the foundation for learning, it doesn't always provide the immediate conveniences of daily life. Students often find themselves traveling long

distances for basic needs or searching for affordable quality in a high-inflation economy. This realization—that a problem on campus is actually a business opportunity—is the spark that ignites the entrepreneurial spirit. We start our journey with Jane Phiri, a third-year student who saw a need and decided to fill it with something as fundamental as fresh vegetables.

[SOUND BITE INSERT 1: Jane Phiri on Inspiration]

"The main inspiration came from noticing a real gap on campus. Many students are struggling to buy fresh vegetables like tomatoes and onions. So I realised I could solve that problem by applying what I read in class instead of waiting until graduation."

[SEGMENT 1: THE SPARK OF NECESSITY (3:00 - 7:00)]

NARRATOR (Paragraph 3): Jane's story is echoed across campus, though the motivations vary. While some see a market gap, others are driven by the sheer weight of financial necessity. For Patrick Lucinio, entering the world of business wasn't just a choice; it was a response to the mounting financial challenges that threatened his academic focus. He realized that to solve his problems, he had to generate his own capital. This shift from "consumer" to "provider" is a pivotal moment for any student, transforming their smartphone from a social tool into a business terminal.

NARRATOR (Paragraph 4): Then there are those like Lonely Binya, who combined a passion for fashion with a keen understanding of student aesthetics. Lonely noticed that while students craved trendy and affordable shoes, there was nowhere nearby to find them. This intersection of personal interest and peer demand created a perfect entry point. These students prove that you don't need a massive storefront to begin; you only need a saved allowance, a digital presence, and the courage to take the first step into the unknown.

[SOUND BITE INSERT 2: Lonely Binya on Starting Small]

"I started my small business using the little money I had saved. At first, I had various shoes on WhatsApp and Facebook before even buying a large store. I would take orders from students and from suppliers."

[SOUND BITE INSERT 3: Patrick Lucinio on Motivation]

"In fact, my challenges that I was facing, more especially financial challenges, are what forced me to start this business... by getting some extra money so that I can solve all those problems."

[SEGMENT 2: THE DAILY GRIND & GROWTH (7:00 - 11:00)]

NARRATOR (Paragraph 5): Once the business is established, the "daily grind" begins. For these students, there is no such thing as a day off. Growth is measured in increments—a new pair of shoes sold, a fresh crate of tomatoes delivered, or a new piece of equipment purchased. Patrick's growth is a prime example; starting with nothing but a smartphone, he reinvested his profits to acquire a laptop and hair clippers. He now operates a multi-service venture, selling accessories while also serving as a campus barber. This reinvestment strategy is what allows a "small-scale" hustle to become a sustainable lifestyle.

NARRATOR (Paragraph 6): Logistics on campus require a level of creativity that traditional businesses might never encounter. Patrick, for instance, has developed a decentralized distribution network. Recognizing that he cannot be everywhere at once—especially while in class—he collaborates with individuals across different parts of the campus. Whether a customer is at the "higher campus" or the Indira Gandhi hostels, Patrick has a touchpoint. This "peer-to-peer" logistics model ensures that the business stays alive even when the owner is stuck in a lecture hall.

[SOUND BITE INSERT 4: Patrick Lucinio on Logistics]

"I'm working with some individuals who are staying in different areas... so that when someone wants my goods... and it happens that I'm at the higher campus and they are at the main campus, I can actually call the one who is operating in the main campus."

[MUSIC CUE: Short, upbeat transition—modern Afrobeat or lo-fi hip-hop. Hold for 10 seconds, then fade.]

[SEGMENT 3: THE BALANCING ACT (11:00 - 15:00)]

NARRATOR (Paragraph 7): The most difficult part of the campus hustle isn't the selling; it's the

balancing. The tension between the "student" and the "entrepreneur" is a constant battle for time. A business is a living thing that demands attention, but a degree is a formal commitment with strict deadlines. For Lonely Binya, the stress of sales fluctuations combined with academic pressure has brought her to the brink of giving up on multiple occasions. It is only the memory of her goals and the support of her friends that keeps her moving forward.

NARRATOR (Paragraph 8): For Jane, the solution is a rigid schedule. She treats her time with the precision of a business administrator, blocking out hours specifically for classes, study, and business operations. She even utilizes academic breaks to head to the market, sacrificing her own rest to ensure her customers have fresh produce. This level of self-discipline is a hidden part of the curriculum—a lesson in time management that no lecture can fully convey.

NARRATOR (Paragraph 9): However, even the best plans can fail when faced with external crises. The national fuel crisis, for example, has direct consequences for student businesses. Patrick notes that rising transport fares to markets in Limbe have eaten into his profits and complicated his restocking schedule. He has been forced to adapt, restricting his travel to weekends to protect his weekday studies. This "crisis management" is a reality for student entrepreneurs who must navigate a volatile economy with very little room for error.

[SOUND BITE INSERT 5: Jane Phiri on Balancing]

"It is difficult, but I create a weekly schedule and store and block out class time, study hours and business hours... Instead of maybe going to library, I forego one to two hours and go to the market."

[SOUND BITE INSERT 6: Lonely Binya on Pressure]

"One of the biggest challenges that I face is balancing schoolwork and business responsibilities... I overcome these challenges by planning my time properly, budgeting carefully and staying focused."

[SEGMENT 4: ACADEMIC SYNERGY (15:00 - 18:00)]

NARRATOR (Paragraph 10): Interestingly, the business doesn't always detract from schoolwork; sometimes, it enhances it. Students are finding that the theories they learn in the classroom have immediate, practical applications in their ventures. Jane, as a Business Administration student, uses her knowledge of pricing and product differentiation to stay

competitive. Patrick found that a module on Integrated Marketing and Communication (IMC) gave him the tools to brand and advertise his accessories more effectively, making his class presentations feel like an extension of his professional life.

NARRATOR (Paragraph 11): This synergy creates a unique learning environment where the campus itself becomes a laboratory. When these students sit for exams, they aren't just recalling definitions; they are recalling experiences. They have felt the sting of a poor negotiation, the reward of a successful marketing campaign, and the complexity of financial management. They are graduating not just with a piece of paper, but with a portfolio of real-world successes and failures.

[SOUND BITE INSERT 7: Patrick Lucinio on IMC Module]

"This semester, we had a module to do with integrated marketing and communication... Being a businessman, I did not face challenges in that module because I was actually applying the experiences from the live."

[SEGMENT 5: VISIONS OF THE FUTURE (18:00 - 21:00)]

NARRATOR (Paragraph 12): As graduation approaches, the question for these students is: does the hustle end with the degree? For many, the answer is a resounding "no." These businesses are not just "pocket money" operations; they are the foundations of future careers. Jane dreams of expanding her vegetable trade into a full-scale farm where she can produce and export processed vegetables. She sees herself as a future employer, not just an employee.

NARRATOR (Paragraph 13): Patrick's ambitions are equally global. He envisions a future where he travels to Dubai to source high-end electronics and appliances directly. For him, the university was the training ground, and the world is the next market. Meanwhile, Lonely emphasizes the importance of entrepreneurship for young people as a way to achieve creative and financial independence. These students aren't waiting for the job market to open for them; they are building their own doors.

[SOUND BITE INSERT 8: Jane Phiri on Future Ambitions]

"What I am thinking in the future after getting my degree is I want to be producing myself... a farm where I will be growing tomatoes... exporting it to other countries. That's my ambition."

[SEGMENT 6: THE EXPERT PERSPECTIVE (21:00 - 24:00)]

NARRATOR (Paragraph 14): To understand the broader implications of this trend, we turn to an expert. Happy Mwaungulu, a lecturer in Business Communication, observes this rise in student entrepreneurship daily. He believes that while financial need is a major driver, the lack of traditional employment opportunities also pushes students to be creative. However, he warns that many student entrepreneurs struggle with a crucial skill: negotiation. Without proper negotiation and communication skills, even the best business ideas can fail to reach their full potential.

NARRATOR (Paragraph 15): Mr. Mwaungulu emphasizes that for a student business to survive the transition from campus to the wider world, it must embrace digital marketing and professional networking. In an age where business happens online as much as in person, mastering social media management and web presence is no longer optional. He encourages students to be "intrinsically motivated" and to plan their time with extreme care. His final advice to the campus community is clear: the time to start is now, and the key to success is constant self-improvement in marketing and communication.

[SOUND BITE INSERT 9: Happy Mwaungulu on Key Skills]

"In my view, I could say maybe lack of proper negotiation skills [is a mistake]... They need to have direct marketing skills. Even digital marketing skills... nowadays business can also go online where they need to handle social media."

[SOUND BITE INSERT 10: Happy Mwaungulu on Motivation]

"They should plan their time. They should set goals. They should be extrinsically or intrinsically motivated. Like, they should be self-motivated."

[OUTRO: 24:00 - 25:00]

NARRATOR (Paragraph 16): As the sun sets over the campus, the WhatsApp groups are still buzzing with orders, and the crates of vegetables are being cleared for the day. The stories of Jane, Lonely, and Patrick are not isolated incidents; they are part of a growing movement of young Malawians who refuse to be defined by their challenges. Through resilience, discipline,

and a willingness to learn, they are turning the "campus hustle" into a blueprint for a more independent and creative future.

[SOUND CUE: Bring up the campus ambient sounds again. Transition into a triumphant, concluding musical theme. Hold for 15 seconds and fade to silence.]

NARRATOR: This has been a radio documentary on Campus Entrepreneurship. Produced by [Your Name/Department]. Thank you for listening.

[END OF SCRIPT]