CHALLENGES AND OPPORTUNITIES FOR YOUTH ENGAGED IN AGRIBUSINESS IN KENYA

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UNITED STATES INTERNATIONAL UNIVERSITY

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: _________________________  Date: _______________________

Eric Muthomi (ID 650052)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: _________________________  Date: _______________________

Professor Francis Wambalaba

Signed: _________________________  Date: _______________________

Dean, Chandaria School of Business
ABSTRACT

The general objective of this research was to determine the challenges and opportunities for youth in agribusiness ventures Kenya. The study sought to achieve the following specific objectives: to investigate the perception of agribusiness among Kenyan youth, to evaluate the challenges faced by youth in Kenya who ventures into agribusiness and to develop strategies encouraging more youth to venture into agribusiness. The research methodology that was used in the study was explanatory research design that went beyond descriptive research to understand the reasons for the phenomenal. The population of interest for this study was drawn from Kiambu County in Kenya. The study focused on Thika and Kiambu sub counties. The population of the study consisted of a minimum of 50 youths aged 22-29. The study used stratified random sampling procedure because the target population is heterogeneous. A sample size of 50 respondents was obtained. Questionnaire was used to collect data for the study while analysis through regression analysis and descriptive statistics was performed through Statistical Package for Social Sciences (SPSS 21.0).

Study results established that most youth were seriously considering starting a business in agriculture. Youth also consider venturing into agriculture as ‘cool’ and considered it as important sector in Kenya’s economy. The youth also had positive perception of agriculture as they were actively involved in agriculture and also seriously considered a career in agriculture. The youth also considered agriculture as a lucrative sector in the Kenyan economy. These results indicated that youth had positive perception of agriculture.

Study results also on challenges indicated that business know how and access to affordable employees were most challenging. Other challenges facing the youth to a moderate extent included access to agricultural inputs, access to markets, access to agricultural machinery, access to technical assistance, and access to mentors. Other moderate challenges included education on agriculture/agribusiness, access to information about agribusiness and access to capital. Access to extension services was a challenge to a low extent.
Study results indicated several strategies to be adopted to enhance youth engagement in agriculture. These strategies included improvement in access to agricultural inputs, enhancing access to markets for agricultural products, and enhancing access to technical assistance and business know how. The study also established that improving access to mentors in agribusiness, access to affordable employees, education on agriculture/agribusiness, access to extension services, access to agricultural machinery and access to information on agribusiness are other interventions that can be applied to enhance youth participation in agriculture.

The study concludes that youth who venture in agribusiness faces various challenges. Businesses know how and access to affordable employees is the most challenge that faces youth who venture into agribusiness. The study finally concludes that Kiambu and Thika sub counties have developed some strategies which are source of encouragement to youth to involve more in agribusiness.

In order to change the negative perception of agribusiness venture in some youths the government should educate the youth about the benefit of venturing into agribusiness particularly in agricultural sector which is the back bone of Kenyan economy. The government should minimize the challenges that youth who venture in agribusiness faces. Various strategies should be put in place to motivate and encourage more youth to venture in agribusiness
ACKNOWLEDGEMENT

I give thanks to the Almighty God for granting me peace, knowledge and health that has enabled me to complete this research work.

I acknowledge the immense contribution of my supervisor, Professor Wambalaba for his patience, support and professional guidance and availability. My sincere gratitude also goes to the staff of United States International University, for their support and assistance.
DEDICATION

To my family who are my pillars and sources of great inspiration.
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<td>GFAR</td>
<td>Global Forum for Agricultural Research</td>
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<td>IIED</td>
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<td>IFAD</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

The global population is projected to increase by 2.5 billion by 2050 by The United Nations. Majority of this population increase will be witnessed in the developing countries. Moreover, youth will form a big proportion of this population with around 50% of the population by that time being the youth. In the year 2015, the youth of ages 15-24 were 1.2 billion of the total global population translating to a ratio of one to six of the global population at that time. The number of youth in 2030 is projected to have increased by seven percent to 1.3 billion. Gough, Langevang and Owusu (2013) notes that in US, there were 41,731,233 youth between the ages of 15 and 24 which composed of around 13% of the total population in US in 2012. this is a sizable labour force and when applied properly, it can lead to enormous economic growth.

Developed economies have stepped up the mobilization of youth to engaging them in both agricultural and non-agricultural development activities. Countries like Germany, Netherlands, United States of America (USA), United Kingdom (UK), Denmark, and Tanzania are known to engage the youth in agriculture which has resulted to significant improvements in agricultural production and youth empowerment (FAO, 2009). However, governments the world over are struggling in their efforts to integrate youth in agriculture. This has not enabled their agricultural sectors to thrive. It is imperative for any agricultural based economy to motivate and encourage the youth to engage in agriculture to enable such economy to thrive and be stable (Daudu et al., 2009).

International Institute for Environment and Development (IIED) in its report noted that the migration of the youth from rural areas to urban areas implies that there will be fewer labour to take up small scale farming in future. This is expected to have implications for farming in general. Globally, agriculture accounts for 32% of total employment, (ILO 2014). The average age of farmers is increasing and therefore to ensure sustainability of agriculture, more young labour need to be attracted to agriculture in the future. For instance, Nierenberg (2014), observed that in US, more than 50% of the farmers are aged 55 years and above.

Youth are not largely involved in agricultural activities due to the fact that selection of agriculture as a career is hampered with misunderstandings and a lack of awareness and
information. Factors contributing to this include inadequate information of careers available in the agricultural sector, poor wages in the agriculture compared to other sectors, and the manual aspects of work in the sector (Muthee, 2010). Globalization and the demographic trends are adversely affecting the agriculture sector making the youth to be susceptible to food insecurity. The vulnerability of the youth is further exacerbated by other trends witnessed such as changing weather patterns and rising food prices.

The youth of ages 15 to 24 make up more than one billion of the total global population. The majority of these are in the developing world (85%). There is much reliance at the global, regional and local level on the youth labour in agriculture for food security and production. The youth are expected to increase their input in agricultural activities for the world to increase its food production and become food secure (Proctor & Lucchese, 2012). Similarly, youth labour is required to enhance the income that rural farmers received from agriculture and also to enhance economic development in the rural communities. Youth are characterized by great physical strength, risk taking attitude, openness to change and creativity which are critical in advancing new technology in agriculture (Umeh et al., 2011).

In the developing countries, the youth are on average 20% of the entire population. In the year 2012, youth aged between 15 and 24 years comprised 24% of the total population in Zambia, 24% in Senegal and 22% in Nigeria (UNFPA, 2012). Moreover, United Nations (2007), observed that about half of the youth in the developing world reside in the rural areas. They play a pivotal role in advancing the economies of the rural communities in the developing world. However, most of these youth who reside in rural areas are largely affected by poverty which makes it challenging for them to sustain their livelihoods (ILO, 2014). In sub-Saharan Africa, the situation is dire since the average age of farmers is approximately 60 years. The 2012 census in Tanzania established that around 35.5% of the country’s population are youth. Many countries understand the need to integrate the youth in agriculture for the development of the sector in particular and the country in general. The importance of youth labour in agriculture emanates from the fact that they are able to overcome various challenges facing the agriculture sector since they are less conservative and are open to change, new methods and technology than elderly farmers (Daudu, 2009).
Cincotta (2010) posited that when a country has a young population, it denotes that most of the adults in that country are young and of working age of around 40 percent. These countries also have high workforce growth rates due to the high school age population. However, the downside to this is that a young population is characterized by political instability and high levels of unemployment. Nevertheless, there is an opportunity for the developing countries to make the demographic transition effectively to stimulate human development as well as economic growth. Ross (2004) observes that a phenomenon known as demographic dividend can occur when the country takes advantage of a young population to make it productive. In Africa, the population is characterized by unprecedented growth in the youth while the trend shows an aging population. This trend of aging population is expected to speed up between 2010 and 2030 as the number of the elderly aged over 65 years increase. Life expectancy increases towards the age of 65 years. An aging population is linked with long term chronic conditions, physical and medical disability which reduces its productivity. This means that as the population ages, its agricultural output diminishes.

According to Chikezie (2012) unemployment of the youth is an opportunity as well as a threat. It is an opportunity because the unutilized labour can be employed in productive agricultural and non-agricultural activities but also a threat in the sense that the idle youth can be a source of insecurity and instability. In sub-Saharan Africa, Elder (2015) posits that the high unemployment in the region forces the youth to operate in vulnerable employment where they are integrated into small and poorly organized family businesses. The youth in these enterprises provide their labour in return for poor wages or even with no pay.

However, Small (2014) observes that the agricultural sector in Africa offers massive opportunities for employment. African countries can address the challenges of youth unemployment by enhancing the image of agriculture in the eyes of the young people. Moreover, integrating many young people in agriculture would not only deal with unemployment but would also food security. The Global Forum for Agricultural Research (GFAR) observes that having new forms of agricultural enterprises and incorporating technology in agriculture can motivate the young people to engage in agriculture and thereby increasing agricultural production. Integrating the young people in agriculture in Africa can also inject innovation, new technologies and new thinking to enhance
agricultural income and thereby enhancing the lives of the rural farmers as well as the rural communities. states that increased access to education and new forms of agriculture-based enterprise mean that young people can be a vital force for innovation in family farming, increasing incomes and well-being for both farmers and local communities.

The United Nations Food and Agriculture Organization (FAO), indicates that agriculture is the dominating economic activity in African countries providing exports, employment and income. In most African countries, agriculture accounts for between 30 and 50% of the countries’ Gross Domestic Product (GDP). Most of the countries in Africa have realized the need to integrate the youth in agriculture if they have to effectively deal with the challenge of food insecurity. They have developed strategies and policies that are geared towards encouraging the youth to engage in agriculture. These policies involve offering incentives to the young population, providing information on agricultural marketing, providing capacity building for those engaged in agriculture and creating awareness of the profitable ventures that are provided by agriculture (Ommani, 2011).

In Nigeria as observed by Aphunu (2010), though the young population is identified as the major resource base for agricultural input, the youth are not interested to participate in agriculture. In Uganda, Mugisha and Nkwasibwe (2014) indicated that youth pull out from agricultural enterprises more often than the older generation. This shift is more prominent in the educated youth who migrate to the urban centres to look for jobs (Gemma, 2013). Moreover, lower percentage of youth use improved input and this leads them in subsistence farming. Youth are not the owners or managers of critical assets of agricultural productions; for instance, they use land with no exclusive rights. Youth who engage in agriculture also have poor adoption rates of appropriate agricultural inputs leading to low productivity which further constraints the youth to engage in farming (Kasolo, 2013).

International Fund for Agricultural Development (IFAD) (2014) indicated that the challenge of poor youth participation in agriculture in Africa has puzzled administrators, agriculturalists, and agricultural researchers at the wake of food insecurity in the continent. There has been calls for concerted efforts to engage as much of the population as possible to enhance food security amidst the growing population in sub-Saharan Africa. Due to their innovation, energy, openness to new technology and quick learning, the incorporation of youth in agriculture an essential factor towards enhancing food
security, lowering unemployment and enhancing sustainable economic development of the various countries in the region (Leavy & Hossain, 2014).

According to the Kenya Investment Authority, agriculture is the pillar of Kenya’s economy. Agriculture contributes 24% directly to the country’s GDP and 27% indirectly through the linkages of the sector to distribution, manufacturing and other service and allied sectors. Madoffe (2013) further notes that agriculture contributes around 45% of revenue to the government whilst contributing over 75% of the raw materials that are required in industries and over 50% of foreign exchange earnings through exports. Moreover, Kenya national Bureau of Statistics (KNBS) (2015) indicates that the agricultural sector is the largest employer in the country employing over 60 percent of the total population and providing livelihoods to over 80% of the population living in the rural areas.

According to UNDP (2011), agriculture in the country is mostly done by the older population with the average Kenyan farmer being 60 years. This is because most youth in Kenya migrate from the rural areas to the urban centres looking for white collar jobs. However, the rural-urban migration is straining the job market in the urban areas leading to high youth unemployment. This is because there are too many young people in urban areas chasing too few jobs. The 2009 population and housing census indicated that youth aged between 15 and 34 years are 34% of the Kenyan population. This indicates that the country has substantial workforce that can be effectively employed to contribute to the country’s economic growth. However, most of this young labour remain poorly utilized or totally unutilized (Afande, Maina & Mathenge, 2015).

Kising’u (2016) observed that youth in Kenya are a critical component of the productive population and their input can be harnessed to enhance economic development through their participation in agriculture. FAO (2006) had observed that Kenyan youth had not embraced agriculture as they perceived it as an activity for the elderly, poor, illiterate rural folks. However, the input of the youth is critically required to enable them to replace the elderly and ageing farmers (Valerie, 2009). Moreover, Gitau (2011) opined that youth have the ability to overcome most of the challenges facing agriculture such as genetic improvement, pest control and adoption of new technology. This is because the youth are open to new ideas and can experiment with new practices.
Kenya can increase its food production, reduce food prices become more food secure if it can be able to engage most of the young people in agriculture (Muthee, 2010). According to Noorani (2015), the biggest challenge in the country is to change the attitude of the young people towards agriculture. Most of the youth perceive agriculture as unattractive or as not ‘cool’. Moreover, the young population see agriculture as incorporating a lot of manual labour with poor returns. Zepeda, Leigh, Ndirangu, Omollo and Wainaina (2013) observed that the youth are slowly turning to farming and taking agriculture as a worthwhile career path. This view is supported by Okello (2014) who intimated that most young people are today engaging directly in food production unlike in the past. However, the low number of youth engaged in agriculture is not a problem only in Kenya since history has it that in the development process of a country, there is a decline in the number of those directly engaged in agriculture. In a country like Kenya, most of the youthful population is attracted from the agrarian rural areas to the secondary and tertiary markets in urban areas thus depriving the agriculture sector of the manpower required to meet food demand (Njenga, Mugo & Opiyo, 2014).

To deal with the problems facing developing countries such as malnutrition, unemployment and food insecurity, countries like Kenya need to enhance the rural environment to encourage the youth to stay and work there. Furthermore, the 16th MDG seeks to provide opportunities for the youth so that they can have productive and decent careers. Governments in the developing world are compelled to advocate and prioritize the needs of the rural youth to curb uncontrolled rural-urban migration and reduce, poverty and unemployment. However, Kireger (2013) noted that there are hindrances towards attaining acceptable levels of youth integration into agriculture. Moreover, developing countries seem unable to take advantage of the demographic dividend that they posses.

The Kenyan government needs to enhance its investment in agriculture to make the sector able to create employment and make those who engage in farming to have reasonable returns and wages (Afande et al., 2015). This would encourage the young people to pursue careers in agriculture and food production and thereby enhancing food security and their economic well being. The young population has an obligation to participate in improving global food security to ensure that there is adequate food for the future generation by 2050 (Kaneene, Haggblade & Tsahirley, 2015).
1.2 Statement of the Problem
Kararach (2011) opines that the African continent is undergoing a youth bulge where it has a large proportion of its population who are 25 years compared to those who are over 50 years. Since the countries that rely heavily on agriculture have challenges creating jobs for the youth in other sectors in the medium term, they are left to depend on the agriculture sector for youth employment (Brooks, 2012). African countries are also adversely affected by the rural-urban migration of the youth as they search for decent employment. However, this is putting strain on urban centres which are unable to provide employment leading to massive youth unemployment.

Various scholars (for example Okello, 2014) have documented the low participation of youth in farming. However, there has been few credible and practical strategies, structures and processes for addressing the problem. Though youth integration in agriculture is considered important, experts do not focus on it as a serious threat to food security. However, Afande et al. (2015) notes that the issue should be focused on seriously not just on how to mainstream it.

In Kenya, youth have a negative attitude to agriculture (Njenga, Mugo & Opiyo, 2014). Most of the youth perceive agriculture as unattractive or as not ‘cool’. Moreover, the young population see agriculture as incorporating a lot of manual labour with poor returns and little room for career progression. That explains why the youth are migrating from rural to urban areas looking for white collar jobs. However as the population ages, Zepeda et al. (2013) notes that the young population need to be attracted to agriculture to sustain agricultural productivity.

The agricultural sector in Kenya is left to the weak and less educated with poor access to extension services, credit and technology (Leavy & Hossain, 2014). Even as the government takes impetus to develop rural economies to be attractive for farming, the youth are still not attracted to agribusiness (Swarts & Aliber, 2013). To address the challenge of poor youth engagement in agriculture, it is important to investigate the factors contribute to their poor engagement. This study hence sought to contribute by analyzing why there is poor youth engagement in agribusiness to inform policy and practice.
1.3 General Objective
The general objective of this research was to determine the challenges and opportunities for youth in agribusiness ventures Kenya.

1.4 Specific Objectives
1.4.1 To investigate the perception of agribusiness among Kenyan youth
1.4.2 To evaluate the challenges faced by youth in Kenya who venture into agribusiness
1.4.3 To develop strategies encouraging more youth to venture into agribusiness

1.5 Significance of the Study
The study will be valuable to the following:

1.5.1 The Youth
The study findings would be significant to the youth in Kenya who wish to venture into agribusiness as it would provide information on challenges that other youth with agribusiness ventures have faced and ways to navigate those challenges.

1.5.2 The Government and Policy Makers
The study findings would be significant to the government and policy makers as they would be able to appreciate the reasons why youth are not engaging as much in agribusiness despite the importance of the sector in Kenya’s economy.

1.5.3 Development Partners and Donors
The study findings would be significant to development partners and donors as it would help them know how to direct support to youth in agriculture. Donors may want to find out why youth are not engaging in agribusiness and come up with projects that support youth venturing into agribusiness.

1.6 Scope of the Study
The research was carried out in Nairobi and Kiambu County and was focused on youth aged 22-29 both male and female. The total youth population considered for this study
was 147,880 aged 22-29 in Kiambu and Thika sub counties. The target youth were both those who have engaged in agribusiness ventures and those who wished to do so. It targeted youth of different ethnic and financial backgrounds. The field work was done in the second semester of the GeMBA program between September to December.

Various limitations were encountered during the study. First, there were some respondents who did not fill the questionnaires as required. This led to the affected questionnaires to be excluded from the analysis. There also might have been limitations on the part of the questionnaire to adequately source the required information. Lastly was the intrinsic weaknesses the methodology applied.

1.7 Definition of Terms

1.7.1 Youth
Afande et al. (2015) defines youth as the transition age between childhood and adulthood where a person becomes more economically and socially autonomous and sexually mature. Youth is also understood to be a socially constructed category, culturally and historically. Youth can also be defined in relation to age brackets. The Government of Kenya (National Youth Policy 2002) defines youth as those aged 15 – 35 years.

1.7.2 Agribusiness
Agribusiness has been defined as the parts, linkage and the totality of the food supply chain engaging in production, industrial, circulation, and trading of food and food products and services (Ng & Siebert, 2009).

Agriculture has become more commercialized and has evolved into agribusiness which is a long supply chain linking the production in the farm to the final delivery of the raw or manufactured food products to the consumer. Those engaged in the agricultural supply chain including the suppliers of agricultural inputs and services are included in definition of agribusiness. It therefore incorporates agricultural production, manufacturing or processing, logistics and service provision at any stage in the chain.

1.7.3 Rural-urban Migration
Rural-urban migration also referred to as internal migration, is the distribution of population from the underdeveloped parts of the countryside to the more developed
metropolitan, city or town areas. There are various factors that lead to this kind of migration which can be economic, social or political (Ammassari, 1994).

1.7.4 Food Security
Food security is defined as a situation where all the people in a given area have economic, social and physical access to adequate, safe and nourishing food which meets their dietetic requirements and food choices to enable them have a healthy and lively life (Heidhues, 2004). Brief (2006) indicated that the term food security first emerged in the 1970s in the World Food Conference of 1974. The term referred to accessibility and affordability of food to all.

1.8 Chapter Summary
Chapter one of this study has presented the introduction which includes the background of the study and statement of the problem. The chapter has indicated that presence of a gap emerging in the near future of aging farmers getting phased out leaving no one to grow enough food to feed Kenyans if the youth are not engaged in agriculture. This study would be of benefit to the youth, government and development partners by providing answers to questions as to why youth are not engaging in agribusiness at a level that is expected to ensure food security for Kenya in the long term.

Chapter two presents Literature Review while chapter three presents the methodology that was used to conduct the study. Chapter four presents the analysis and findings that were arrived at from the questionnaire survey. Lastly, chapter five presents the summary of findings, discussion of the findings, conclusion and recommendations made in the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of literature from other studies and which were conducted in the subject area of youth involvement in agriculture. The specific areas covered in this chapter are perceptions of agribusiness/agriculture among youth, challenges facing youth in agribusiness and strategies to encourage more youth to venture into agribusiness. This chapter aimed to identify gaps from previous studies which this study intended to fill.

2.2 Perception of Agribusiness Among Youth

2.2.1 Theories of Entrepreneurship
There are various theories that have been developed to explain the concept of entrepreneurship. The theories considered in this study were trait theory, theory of planned behavior.

2.2.1.1 Trait theory
Trait theory as advocated by McClelland (1961) suggested that entrepreneurs possess some in-born and exceptional characteristics. These unique characteristics include innovation, great self-confidence, need for personal control, high independence and restlessness. There are some various criticisms that have been advanced against this theory but it highlights some of undertakings connected with entrepreneurship and attitudes that develop entrepreneurship. Some authors, such as Shapiro and Sokol (1982) advance the theory that people become entrepreneurs after experiencing an entrepreneurial event. Experiencing such an entrepreneurial event makes people to alter their perception of their surroundings and subsequently modify course and follow a certain route (Maalu, Nzuve & Magutu, 2010).

2.2.1.2 Theory of planned behavior
Another theory advanced to explain entrepreneurship is the theory of planned behavior (Kelly, Bosma & Amoros, 2011). This theory does not only explain why some people become entrepreneurs but it also explains why they remain as entrepreneurs. The theory hypothesizes that there are three factors that determines entrepreneurial behavior. These include the subjective values held as significant by the society, one’s attitude towards
entrepreneurship and the attitude it relies on three factors. These three factors are; the attitudes one has towards the behaviour, subjective values regarded as important by the society and the apparent control the person has over the entrepreneurial behaviour (Linan & Chen, 2006).

How a person perceives the environment and the world around them explains how they respond (Kelly et al., 2011). Perception is defined as the process of one’s awareness of the environment through the senses. Perception encompasses analysis and interpretation of the factors picked by the mind with the intent of providing meaning to those factors. The process of interpretation and analysis of the sensory receptions is determined by various factors including values, memories, cultural setting, past experiences and imaginations. This then, implies that different people will perceive similar objects differently since the degree and content of these influences is diverse. Furthermore, Harrison and Hart (1992) noted that perception is never external reality, but just a way that a specific person thinks about the reality. This, according to Lindsay and Norman (1977), implies that perception is therefore a subjective reality.

2.2.2 Perception of Entrepreneurship
Harrison and Hart (1992) posit that perception plays a vital role in explaining entrepreneurship. When an individual has a positive opinion towards entrepreneurship, there is a high probability that the individual will engage in entrepreneurship (GEM, 2010). There are both internal and external factors that shape entrepreneurial behavior in a person. External factors are those which the individual cannot control and relate to the external environment. These include factors such as inflation, taxation rates and recession among others. These factors affect all entrepreneurs equally but the individual’s entrepreneurial perception will determine how the entrepreneur will respond to them. Those with positive attitude towards entrepreneurship are better placed to overcome the challenges brought about by the external factors (Moy & Wright, 2003). Internal factors relate to the factors that the individual can control, for example character and habits (Henderson & Robertson, 1999).

The person’s perception of the environment and self determines the objectives the person sets for themselves the what their expectations are. To be a successful entrepreneur, one has to perceive opportunity, have high motivation and have the means and ability to
pursue the opportunity. Those who become entrepreneurs are able to perceive opportunities and returns that others cannot perceive. Entrepreneurs are also able to have a different perception of risk. They are able to low risk than the average person. Rather than focusing on threats and risk, they focus on opportunities and expected returns (Palich & Bagby, 1995).

Various studies (Shinnar, Pruelt & Bryan, 2010; Kabui & Maalu, 2012; Njeru, 2016) have indicated that the school and social groups that the student is engaged in school has the greatest influence on how the student perceives entrepreneurship as a viable career option. This applies regardless of whether the student is in undergraduate or even pre-university. For instance, Kelly, Bosma and Amoros (2011) in their study on 59 countries revealed that attitude has a great impact on the success of any entrepreneur. Attitude encompasses perception of business opportunities, the fear of failure inherent in the individual, the perceived self efficacy to take up the opportunity and the level of risk the person desires to take. Kelly and colleagues further observed that these perceptions are mostly shaped by societal aspirations, for example, through the portrayal of entrepreneurship in the media.

Shinnar et al. (2010) conducted a study which investigated the attitude of non-business students’ towards entrepreneurship in universities in Northern Carolina. The study established that in shaping students’ perceptions towards entrepreneurship, parents played a pivotal role. Henderson and Robertson (1999) acknowledged studies such as Scott and Twomey (1998), Harrison and Hart (1992) and Dalton and Holloway (1989) which shaped students’ path towards entrepreneurship in schools. Most of the prominent factors included family role models, parental influence, previous job experience, and attitudes of the students towards self. All these studies noted that motivations of entrepreneurship emanated mostly from home, close relations or role models. Specifically, the studies noted that when the parent of a student had their own business, the student is usually given position of responsibility in the business at a tender age thus nurturing the entrepreneurial ambition.

Henderson and Robertson (1999) in a study in Scotland investigated the factors determining entrepreneurial ambition among high schools students. The study established that media and teachers had a significant influence on the perception of the students
towards entrepreneurship. The students had a negative image of entrepreneurs since most of the programs on television and their teachers portrayed entrepreneurs as persistently facing financial problems. Further, Henderson and Robertson noted that teachers portrayed entrepreneurship as foregoing a career.

In Australia, Saeed (1996) evaluated the impact of entrepreneurship education on shaping young entrepreneurs. The study established that, though there was a paradigm shift towards entrepreneurship-based education, there was still a negative image of entrepreneurship since focus was mostly given to failed enterprises. Entrepreneurship education in the country had improved from the conservative subjects towards subjects such as business studies that could spread entrepreneurship. However, Saeed noted that the school curriculum had not been able to teach self-employment and entrepreneurial spirit as a viable career option. As noted by Kabui and Maalu (2012) factors with the greatest effect on the perception of entrepreneurship were cultural barriers, fear of failure and family and friends.

### 2.2.3 Youth Perception of Agriculture and Agribusiness

Abdullah et al. (2012) postulates that though agriculture is fronted as a noteworthy alternative solution to youth’s joblessness and inability to overcome economic challenges, issues, youth still harbor adverse attitudes towards agriculture. Ifenkwe (2012) notes that youth are barely interested to engage agriculture since they do not perceive farming as an attractive career field. The major factors fronted as hindering youth participation in agriculture include capacity constraints, few incentives like low pay, job insecurity, climatic changes and poor working conditions. These factors contributed greatly to the poor attitude that the youth have towards agriculture. Moreover, Kayombo (2011) observes that most agricultural activities in rural areas do not act as income generation activities but only cater for consumption, thus leaving the young farm laborers with no income.

A study in Iran by Ommani (2011) investigated the socio-economic factors contributing to the attitudes of rural youth towards agriculture. The findings from the study revealed that income, access to extension services and education, farming systems, association to organizations, age and insurance played significant roles in shaping the attitude of the youth towards agriculture. This study is Ommani is different from the current study as
this was conducted in Iran which is categorized by the World Bank as an upper middle-income economy. Kenya is a low-income country and hence the factors influencing attitude of the youth towards agriculture in Kenya may be different from those in Iran. Though there are many factors that can be comparable between Iran and Kenya, there is need to investigate the factors hindering youth engagement in agriculture in Kenya so that specific policies can be designed to deal with the challenge of poor youth participation in agriculture in the country (Kimaro, 2015).

2.2.4 Youth Education on Agriculture and Agribusiness

Poor perception towards agriculture by the youth could be attributed to several factors. One factor is education (Nxumalo & Oladele, 2013). In most rural areas, education infrastructure is poor than in urban areas. This makes children from the rural neighborhoods to have poor access to education. Further, teachers prefer to teach in urban schools and therefore, finding motivated and good teachers in rural areas is also a big challenge especially in developing countries. In addition, the transition rate from primary to secondary schools in rural areas of developing countries is poor. For instance, some parents prefer marrying off their daughters after they complete their primary education rather than investing in their secondary education (Ogunremi, Ogunremi & Faleyimu, 2012). In a study in Nigeria, Agbonlahor et al. (2012) observed that apart from poor access to education and inadequacy of teachers, rural youth are also disadvantaged by the poor quality of education which is barely relevant to their rural settings. Agricultural curricula have disappeared in schools despite the need to include it from primary school level. Furthermore, Chinsinga and Chasukwa (2012) noted that agriculture is perceived as a less worthy subject or as a last option for the under-achieving students. This fuels the negative attitude that the rural youth have towards agriculture. On the other hand, urban youth view agriculture as a ‘dirty job’ which they are not open to pursue. In view of the education challenges facing the rural youth, Njeru, Gichimu and Lopokoiyit (2016) advocated for education in the rural areas that provides agricultural training and skills.

A study by Kising’u (2016) revealed that provision of agricultural training that targets the rural youth could be greatly effective in raising productivity and food security. Training and capacity building can therefore transform youth perception towards agriculture (Njeru, 2016). In most parts of sub-Saharan Africa and the Pacific, Okello (2014) notes that schools use agricultural activities as punishment thus contributing to its negative
perception by the youth. In Uganda, for example, agriculture has remained unattractive to the youth partly because schools administer agricultural-related activities as punishment for in-discipline and errant behavior in children (Mugisha & Nkwasibwe, 2014). In addition, prisoners have many times been forced to work on farms under harsh working environment created by their supervisors. Leavy and Hossain (2014) further argue that using agriculture a punishment to wrongdoers shapes the perception of the youth towards agriculture and reduces their enthusiasm to pursue careers in agriculture. As a result, opportunities for agriculture-led growth among the youth are reduced leaving agriculture in the hands of the elderly rural population thus resulting to low productivity and food insecurity.

In Kenya, Afande et al. (2015) note that the current education curriculum and teaching methods are directed towards teaching white collar workers. This does not reflect the social and economic environment for which the youth are being trained. This implies that though it is important for developing countries to plan for economic advancement, they should also consider existing realities and socio-economic needs. Leavy and Hossain (2014) argue that in order to ensure that agriculture takes its rightful place in national planning, it should be integrated into the primary as well as secondary education curriculum. Zepeda et al. (2013) quotes a report by the Kenya Institute of Education (KIE) which noted that absence of agriculture from Kenyan school’s curriculum hampered youth engagement in agriculture and contributed to the poor agricultural productivity. It is worth noting that agriculture in Kenya primary and secondary schools is included as an elective which is taught without passion. Noorani (2015) concluded that agriculture education should be included in school curricula, made compulsory and provided with adequate teachers and resources. This would go a long way in motivating the youth towards having a positive attitude towards careers in the agricultural sector.

Njeru et al. (2016) makes the observation that most young people work as labourers in other people’s farms and hence are not motivated to improve their agricultural knowledge and skills. This perpetuates the poor perception and negative attitude portrayed by the youth towards farming. Furthermore, Leavy and Hossain (2014) observed that there is also disparity in agriculture training among young men and women. This is supported by findings from a study by Turner et al. (2013) that most agricultural training programs do not reach young women. This is because young women are hindered by young
motherhood, restricted mobility and low literacy levels. According to World Bank (2013), young women have poor access to agricultural training due to its inconvenient timing when young women have demanding domestic chores (Njeru et al., 2016).

2.2.5 Youth Participation in Agriculture globally
Youth are always mobilized to participate in national development in both the developed and developing countries. For instance in countries like Denmark, UK, Germany, Netherlands, USA and even Tanzania, youth participation agricultural production has had significant contributions to empowerment of the youth as well as in agricultural development (FAO, 1999). Daudu et al., (2009) however, laments government inability to integrate youth in agriculture which has caused serious challenges in agricultural development and food security. Sumberg, Anyidoho, Leavy, Lintelo and Wellard (2012) argue that for any country that relies chiefly on agriculture, youth must be encouraged to participate in farming. Their participation leads to a sustainable agricultural sector and economic development for the country.

Njeru et al. (2014) observed that the youth constitute an important segment of the society and comprise one of the chief assets that a country has. For the future economic development and advancement of the nation, the youth are one of the greatest assets that the country should invest in. Chikezie et al. (2012) argue that any country has the opportunity of turning the underutilized youth in rural areas to become successful agriculture entrepreneurs. Daudu et al. (2009) on the other hand, indicates that youth are open to new practices and ideas and therefore have the capacity to overcome key constraints in agriculture and expand the sector.

In Africa, many countries have realized that, they require youth engagement policies in agriculture for the countries to deal with the perennial food insecurity in the continent (Agwu, Nwankwo & Anyanwu, 2012). This can achieved through provision of incentives to the youth people who are involved in agriculture, presenting agriculture as a lucrative venture, provision of training opportunities, providing access to fair market opportunities and incorporating new technology into farming (Ommani, 2011). Identification and in-depth discussion of the hindrances that youth face need to be conducted so that effective interventions are put in place to enhance youth development and future food production. Adekunle et al. (2012) argues that a lot remains to be done to enhance youth involvement
in agriculture. There are a variety of push back factors that the youth face including low agricultural returns, inadequate rural finance access, lack of modern agricultural techniques, lack of access to farming machinery and farm inputs and poor perceptions of agriculture.

There are a lot of studies in the African context that have investigated factors contributing to low participation of youth in agriculture. Abdullah (2012) in a study in Malaysia indicated that problems of youth involvement emanate from use of poor technology, inadequate budgetary allocation to agriculture mostly in developing countries, rural areas’ backwardness, and inadequate basic infrastructure such as markets, roads, electricity and schools.

A study by Adesope et al. (2014) investigated the role of rural youth on development of agriculture Makurdi area in Nigeria. The study established that youth play a significant role in project initiation, labour supply and networking for outside assistance. Adesope and colleagues also noted that youth participated in farming through youth social clubs, age grades and young farmers’ associations. Another study by Nnadi and Akwizu (2008) assessed the factors influencing youth involvement in rural agriculture and revealed that youth participation is determined by marital status, age, youth dependency status, household size and parental income. The study by Nnadi and Akwizu recommended that the government or civil society should set up institutions to support the young people in agriculture based on their socio-economic factors.

2.2.6 Youth Engagement in Agriculture in Africa
According to FAO (2011), the agricultural sector provides an opportunity in Africa where the many unemployed youth can be accommodated. The agricultural sector plays a crucial role in very many young people’s lives and will continue to play an increasing role in the foreseeable future (FAC, 2011). The World Bank (2013) report on development and agriculture stressed that in the countries with large agricultural sectors like Kenya, the agricultural sector will continue to play a major role in reducing youth unemployment. With modernization of the agricultural sector to increase productivity, more jobs will be created. Apart from offering job opportunities to the youth, a robust agriculture sector is also able to overcome the challenge of food insecurity (Vale, 2012).
Ifenkwe (2012) observed that youth continue to despise farming even with increased government and societal support. The reasons why they are yet to accept agriculture as a viable career option include poor profitability relative to white collar jobs, and the perception of agriculture as an occupation with intense labor. This has led to increase in rural-urban migration as the youth continue to flock to urban centers looking for white collar jobs. The migration to urban centers is due to both pull and push factors. The ‘push factors’ according to Nxumalo and Oladele (2013) increasing cost of community amenities, diminishing national resources, inadequate opportunities for personal development and loss of employment. The ‘pull factors’ include the prospect of better job opportunities. Other studies such as Akpan (2010) had comparable findings that economic push factors such as unemployment, the lack of rural credit, and rural poverty were the most critical in explaining low youth engagement in agriculture. Pull factors that were established to influence youth involvement in agriculture to a great extent included perception of better wages from white collar jobs in urban centres. Njenga, Mugo and Opiyo (2014) observed that this predisposition can accurately explain why there is low youth involvement in agriculture despite the various interventions to improve the situation.

Abdullah (2013) assessed the farm specific characteristics that influenced motivation of the rural youth to enter into agriculture. The study established that increase in average size of the farm reduced the tendency to leave agriculture but as farms reduced in size, more youth left farming and migrated to urban areas to look for other jobs. Another study in Malawi by Chisinga and Chasukwa (2012) established that large farm sizes encourage the rural population to engage in farming as it makes farming more economically viable. This is because large farms support the use of mechanization and farmers can hence benefit from economies of scale. However, since the young people have limited access to large farms, they are usually discouraged to engage in farming. Adekunle et al. (2014) pointed out that inadequate access to finance, poor returns from agricultural investment, lack of access to agriculture insurance, lack of access to farm machinery and poor farming knowledge among the youth hinders youth involvement in agriculture.

Studies have also been conducted relating individual characteristics to youth engagement in agriculture. The study Fine et al. (2012) established that having higher education and being more skilled led to a higher probability of the youth leaving agriculture. However,
there are studies with contrasting findings such as Zhao (1999) and Nnadi et al. (2008). In a study in India, Sharma (2009) established that the youth who did not possess non-farm skills were more likely to migrate from the rural areas to the urban areas. The odds of a farmer migrating out of the rural areas increases with the increase in the skills attained. Weiss (1999) further revealed that there are other individual characteristics that are significant in determining involvement in farming. These included age, family size, attitude towards risk, and succession information. Minde et al. (2015) has noted that there are very many factors that can contribute to more and more people turning away from farming. However, what cannot be disputed by scholars, policy makers and agriculture practitioners is that the agriculture sector is slowly graying as more and more youth shun it (Afande et al., 2015).

In Uganda, Mugisha and Nkwasibwe (2014) posit that more than 80 percent of the country’s population is in the rural areas. This is where agriculture is the main economic activity and the major means of sustaining livelihoods. This setting therefore provides opportunities for the youth to engage in agricultural activities. However, Kasolo (2013) indicates that participation of the youth in agriculture is curtailed by various challenges including inadequate institutional framework for channeling, mobilizing and developing distinctive aspirations, abilities and experiences of the rural youth towards agricultural activities. The reliance on rudimentary farm implements in Uganda such as hand hoes makes agriculture unappealing to the youth. Moreover, poor infrastructure, inaccessibility to markets and unimproved conditions have made Ugandan youth reluctant to engage in agriculture.

Brooks et al. (2012) argues that when there is opportunity, the youth have willingness to contribute which results to social development and economic growth. Furthermore, Suriname (2011) observes that there is still poor image of farmers which does not support the narrative of agriculture being a career that the youth should consider. The propensity of the youth to adopt new practices, technology and involve in innovation can be utilized to change the poor perception of agriculture. is a good critical to changing the way agriculture is practiced and perceived. Mbeine (2012) recommends that for youth to be attracted to agriculture, there needs to be concerted efforts by government and agricultural agencies to make agricultural inputs, machinery, resources and inputs to be readily accessible and affordable.
In Uganda, Jong-Dae (2012) contends that the high growth in population and the increasing proportion of youth in the population should be seen as an asset not as liability. This is because the youth have special qualities and abilities such as energy, dynamism, ambition and risk taking which can be utilized effectively in agriculture (Nnadi & Akwiwu, 2008). Moreover, youths are very active which is a quality that can be harnessed to do productive work in the community (Adesope, 1996). The youth also comprise a key resource base for any country that requires human labour and technical expertise for application in meaningful rural development and agricultural projects (Onuekwusi, 2005).

Aphunu and Atoma (2010) consider the youth as a formidable force which can be productively channeled to agriculture in the rural areas to transform and expand the sector. Kireger (2013) also considers the youth as a force to engaged in a sustained effort to contribute in Kenya’s development course due to their greater energy, great numbers and potential. Moreover, youth present an opportunity for the country to transform agriculture to be a productive enterprise with good returns. Kaneene, Haggblade and Tschirley (2015) also posit that for countries relying on agriculture for most of their income and exports, there is need to stimulate growth of employment in the agriculture sector, improve agricultural productivity and generate more better jobs to ease the unemployment crisis.

2.3 Challenges Faced by Youth who Venture into Agribusiness

There is a diverse amount of theoretical and empirical literature which had critically examined the difficulties facing the youth as they engage in agricultural activities. Njoku (1999) indicated some of the factors to be continued use of primitive technology such as on hand hoes, inadequate budgetary allocations to agriculture in developing countries, poor infrastructure in rural areas and lack of social amenities such as roads, electricity, schools and markets. Nxumalo and Oladele (2013) indicate that with agropreneurship, the fortunes can be turned and more youth involved in agriculture. Agropreneurship entails provision of entrepreneurship training, improving access to agricultural credit facilities and enhancing access to the factors of production required for economical agriculture. With this kind of support, most of the millions of unemployed and under employed youth in African can create their own occupations in agriculture. However, the factors
jeopardizing agribusiness in Africa are multi-faceted and could be grouped into two main categories; endogenous and exogenous.

Endogenous factors are those that emanate from the individual person which hinder the individual from engaging in agriculture. There are various endogenous factor which hinder youth engaging in agriculture including land tenure and access, disinterest and negative perception, dearth of infrastructure in the rural areas, lack of effective working schemes, generalizing the youth demographic, and access to credit facilities. These factors are discussed hereunder.

2.3.1 Land Tenure and Access

FAO (2011) indicates that for youth to engage in farming, they need to have access to land. Land tenure and access laws are therefore a huge concern for the youth and it is important that ways are established to make land accessible for youth who want to venture into farming. Justine et al. (2011) posit that youth access to land is limited as it is usually the parents who hold title to the land that the youth use for agricultural production. Youth also have access to small pieces of land which are not viable for large scale and economic agriculture. Agriculture in large farms is economically lucrative for farmers permitting them to secure the use of effective expertise and technology (Sharma et al, 2010). It is mostly unprofitable to do farming in small pieces of land and youth hence elects to find an substitute work which is barely available and hence increasing the rate of unemployment (Brooks et al, 2013).

Aphunu (2010) opines that access to useful land is an obstacle for some women and the youth in agricultural production since outdated systems bequeath land ownership to family heads who are usually males. This restricts the ability of youth to access land on which they can carry out productive agricultural activities. Tafere and Woldenhanna (2014) observed that some married young women have access to productive land from their husbands but they lack title and control over the land. This may constraint the women from using the land for other purposes such as getting credit to improve agricultural investment (World Bank, 2014). In most African countries, land tenure systems makes access to land for the purpose of agriculture to be challenging. Land is a very important resources in agriculture and accessibility to this resource is important for one to engage in agriculture (Njeru & Gichimu, 2014). The youth are mostly excluded
from easy access to sufficient and appropriate land. Tadele and Gella (2012) thus indicated that this usually discourages them from involvement in agriculture.

### 2.3.2 Negative Perception and Disinterest

Anyidoho et al. (2012) posit that youth in general do not have a positive perception towards agriculture. They perceive it as something that one engages in if they are migrants in town or abroad, they perform poorly in school or as a side activity one does to supplement other non-farm businesses. Ndonye and Were (2014) also contributed to the discussion by indicating that some youth do not even consider agriculture as an option. Factors that discourage them include land scarcity, and pressure on other resources, these pose serious agribusiness entry barriers for young people. Moreover, there are external deterring factors such as insecurity around farming, which is mostly due to unpredictable climatic conditions, rising costs and volatile food prices.

Kimaro et al. (2015) noted that there are exogenous factors which are external the young people’s control that influence their capacity and ability to participate in agricultural activities. These exogenous factors include poor land tenure systems, poor infrastructure, lack of access to capital, poor media relations and marketing, lack of information on agribusiness opportunities, futile career guidance, disconnect between agricultural practice and education, marginalization of youth from policy-making processes and deficiency of practical programmes and schemes. All these factors have an effect on the disinterest the youth have shown towards agriculture.

According to Umeh and Odom (2011), agriculture is not deliberated to be conveying the forms of status and lifestyles that the youth expect and desire. They do not consider it as attractive as an occupation. Agwu, Nwankwo and Anyanwu (2012) also note that youth do not consider agriculture as capable of delivering the working conditions, incomes and the lifestyles the desire and expect in the 21st century. They desire the current technologically revolutionary lifestyles even in the rural areas which are only available in the urban areas. They therefore regard agriculture as a poor person’s activity which cannot afford them the life they deserve. ILO (2012) notes that for youth to be attracted towards agricultural activities, agriculture must be able to provide either the preferred living ideals or the projections for upward movement.
Ifenkwe (2012) intimates that youths are yet to be convinced that agriculture can be the ultimate career choice able to provide their wants, needs and an upward mobility. They therefore stay detached and unengaged even when they are well-placed by both experience and education to succeed in agriculture. Moreover, Ogunremi et al. (2012) observed that many young people show total disinterest in agriculture and do not perceive the sector as being able to provide them with permanent livelihoods. The mention of agriculture is taken to mean tough manual labour, low output relative to input, work and poverty. The parents of the young people also indicate their understanding that their children are in constant pursuit of work in urban areas even when work is available in the rural areas. To change this perception, Nxumalo and Oladele (2013) observed that agriculture needs to be made smarter reliable and more productive.

The negative perception and disinterest in agriculture can be traced back to the lack of effective career direction in schools (Kimaro et al., 2015). Agriculture is poorly promoted in secondary as well as tertiary learning institutions as a key study area which contributes to the poor interest. Haggblade et al. (2015) indicate that this can be addressed by ensuring that institutions that support agriculture hold career expos in both urban and areas to encourage students to take up agriculture as a learning unit. Moreover, awareness need to be enhanced through increasing access to agricultural information in the print and electronic media.

Agbonlahor et al. (2012) contend that in higher education institutions, students need to be made aware of the diminishing employment opportunities in the non-agricultural sectors. The youth should be assisted in gaining skills and knowledge on the agricultural systems in use globally and even locally so that they can participate in enhancing and developing the sector. Similarly, Minde et al. (2015) observe that as the young population becomes more and more educated, they are seeing agriculture as a lesser field to seek their career growth. However, Minde and colleagues observe that higher youth unemployment levels indicate the failure of contemporary education and white collar jobs as key paths through which people can move away from poverty. Afande et al. (2015) hence recommends that for sub-Saharan Africa to grow economically, there needs to be interventions that disrupt their agriculture sectors to improve productivity and employment. The first starting point would be to enhance the skills of African agricultural graduates who have been indicated
to lack competences and practical skills which are prerequisite for effective agropreneurship.

2.3.3 Death of Infrastructure
The rural areas of Africa according to Tadele and Gella (2012) are notably more lacking in social and physical infrastructure than urban areas. This leads to people, mostly the youth migrating to urban areas in search of better livelihoods and employment. The youth are conscious of lifestyles in other areas inside their countries and globally. More youths will continue preferring urban areas to rural areas as long as urban areas continue to offer more appealing opportunities for young people to live their desired lifestyles. Mugisha and Nkwasibwe (2014) observe that availability of reliable electricity, good roads, recreational facilities, affordable housing, internet, quality healthcare and water and sanitation in rural areas will play an important part towards retaining the youths in rural areas and enable them engage in agriculture.

Another hurdle as noted by International Fund for Agricultural Development (IFAD) (2014) is the lack of data and information on which to base programmes and policies. There is a dearth of research appertaining to why the young people do not engage in agriculture. The effects of factors such as gender, household characteristics, educational levels, quality of natural resources, proximity to markets, tenure regimes, land availability and access to credit facilities are rarely investigated.

Similarly, Kising’u (2016) that information infrastructure is also poor as many youth struggle to access information appertaining to agribusiness and agriculture. They lack awareness of the massive opportunities that are available in the sector. This results to most of them perceiving agriculture not from all angles but only from the production part. Minde et al. (2015) emphasizes that that there should be investment in technology and other infrastructure to ensure that information is easily accessible in public libraries, schools and also within the local community. Moreover, Kimaro et al. (2015) stresses the need to have the agricultural literary material available in languages and grammar that the young people can understand and can find appealing.
2.3.4 Absence of Workable and Feasible Schemes and Programmes

The various factors that hinder youth involvement in agriculture can be mitigated through inclusive, well-conceived and effectively implemented schemes (Kasolo, 2013). Such programmes are targeted at a particular part of the youth population and hence likely to be more efficient and effective. In a study in Tanzania, Madoffe (2013) noted that absence of targeted schemes was a major hindrance to ensuring that specific interventions are put in place.

In a study in Nigeria, Adesope et al. (2014) established that the young people who engage in agriculture face a myriad of challenges some specific to their specific group or location and others common to most small scale farmers. In Uganda, Kasolo (2013) revealed the factors that make it challenging to entice young people into agriculture include shortage of agricultural resources such as finance, land and machinery, limited skills and knowledge on agriculture, negative perception of agriculture, few youth organizations and cooperatives, poor involvement of the youth in decision-making and poor leadership and management of agriculture at the local and national level. Other factors mentioned included knowledge attraction to urban employment and lifestyles, lack of youth engagement policies, lack of skill, knowledge and experience sharing, poor market accessibility, lack of support from the community and government, and poor infrastructure and supportive community services.

Wong (2009) identified the various factors that barred youth engagement in agriculture. These included farmers clubs lacking coordination, restricted access to production resources, poor harmonization and inadequate funding for the initiatives, negative perceptions, lack of incentives and institutional support, lack of political goodwill, poor accountability and support mechanisms to youth concerns, and negative image of farmers as unskilled, uneducated and as manual laborers receiving poor returns. Other factors acting as barriers included poor returns from agriculture relative to other employment, institutional issues including lack of a sector youth policy, failure to include agriculture among the thematic areas in the National Youth policy, as well as lack of emphasis on agriculture in the current education system. Afande et al. (2015) also revealed that there were no role models in the sector and the bulk of youthful school leavers who were fascinated by agriculture faced numerous constraints in regard to access and control over the resources needed to engage in viable agribusiness.
2.3.5 Generalizing the Youth Demographic

Policy makers are fond of generalizing the youth demographic which becomes a key obstacle to designing and implementing effective youth engagement policies in agriculture (Agwu et al., 2012). Abdullah (2012) agrees that attitudes of the youth towards agriculture are diverse which are determined mostly by land ownership and geographic location. There is need to classify youth in different categories and have diverse interventions to motivate youth to engage in agriculture which are appropriate for each category. Chidoko and Zhou (2013) argue that campaigns to raise awareness and inspire youth interest in agriculture can enable agriculture to greater heights in productivity and employment creation. However, every campaign must be perfectly targeted as what can appeal to youth in one location can have little or no effect in another location. Most youth, especially those from the rural areas, appreciate the role of agriculture in sustaining food security but they still fail to consider it progressive enough as a viable career option (Ndonye & Were, 2014). This is mostly due to the fact that where these rural youth are brought up, most of the farmers are subsistence farmers who remain poor almost all their lives. Youth in urban locations may not have exposure to agriculture and hence the campaigns targeting the urban youth need to be different from those targeting rural youth.

Butt et al. (2011) posit that youth need to be incorporated into dialogues, discourse and any surveys centering on agricultural policies. Furthermore, the youth need not be lumped up as a single homogenous group but the different dynamics including age, location, social class, gender and many others need to be considered when thinking of effective interventions. Sulo, Chepng’eno, Chumo, Tuitoek and Lagat (2012) observe that African countries cannot continue to marginalize the youth when they are formulating and implementing policies that affect the future of the youth. They have to acknowledge that youth form a very critical component of the current and future of the continent. They hence need to be incorporated in all aspects of development including agriculture. Further, Ndonye and Were (2014) suggest that African governments need to make a habit of implementing policies and recommendations working papers since there are a lot of policies that take much time to develop and they end up unimplemented.
2.3.6 Capital, Finance and Collateral

Umeh and Odom (2011) indicates that access to finance for agriculture is one key challenge that is making many young people despise farming. They rarely access capital simply because they lack assets to pledge as collateral to get funding from financial institutions. Many of the assets that the rural youth utilize usually belongs to their parents or elderly relatives. On the same note, there is poor agricultural promotion which make financial institutions not look up to agriculture as a sector that deserves financing. Abdullah (2013) contends that this can be mitigated by ensuring frequent and favourable coverage of agriculture and agribusiness in electronic and print media. Moreover, agricultural programmes need to be slotted at prime times not relegated to times when few people are watching or listening. Programs and stories that make agriculture look attractive should be increased. For instance, Aksoy (2012) observes that there should be testimonials of young successful farmers which is expected to motivate and inspire more young people to engage in agriculture. Furthermore, awareness creation should move away from the traditional media such as newspapers and towards the new internet based media. Okello (2014) pointed out that social media when used effectively can be a very important tool to create youth awareness on agriculture.

2.4 Strategies to Improve Youth Involvement In Agriculture

Sumberg et al. (2012) postulate that there are endless opportunities that Africa can reap when they mainstream youth participation in agriculture. There can be profound benefits in food security, improvement in standards of life, economic and social development. However, to reap these benefits, there must be widespread partnership and commitment and effective and coordinated implementation. When well thought-out strategies are implemented, youth will be incorporated into profitable agribusiness improvement. Leavy and Hossain (2014) argue that this effort must spread well beyond formal training and repositioning and encompass the progression of comprehensive agribusiness strategies and development of creditworthy enterprises. This would lead to formation of an immense network of new enterprises across the complete agricultural value chain. Moreover there should be commitment at the community, local and national levels where close collaboration is cultivated among the different stakeholders. This would create an environment which would motivate financial institutions and the private sector to engage and provide much required services. The bottom-line however, would be to make the
various agricultural programmes to attract and inspire the youth. Therefore, the youth must be at the centre of all policies and programmes (Kaneene et al., 2015).

IFAD (2014) notes that Africa has enormous untapped potential in agriculture that can be harnessed to create direct and indirect employment. Youth participation in agriculture requires an appealing and dynamic agricultural sector as a prerequisite. This may make the young people to change their negative opinion they have towards agriculture if the sector is transformed to accommodate innovation and new practices. It is critical for the agricultural sector in most African countries to be modernized so that it can be able to create more jobs for the youth and reduce the risks and uncertainties associated with the sector as it is today (World Bank, 2013).

Haggblade et al. (2015) notes that with about 80% of the extreme poor and living in rural areas, modernization of agriculture to enhance production will not only create employment but it will also reduce poverty and improve food security. In a study in Ghana, Naamwintome (2013) observed that increased earnings from agriculture reduced poverty but also enabled the youth participating in agriculture to develop themselves and their families thus attracting other youth who had migrated to urban cities. Improvement in agricultural yields was made possible through increased access to markets, increased access to agricultural extension services and available and affordable credit facilities for farmers. Onuk et al (2010) opined that youth involvement in agriculture results to increased skills, confidence, knowledge and self-reliance. This therefore leads to improvement in the general welfare of the society as well as the nation.

2.4.1 Mindset Change and Agribusiness Reorientation

The curricula in education institutions are concerned more with white collar employment and less with employment creation and rural self-employment (White, 2012). This leads to reduced expansion in formal employment and stagnation in rural employment. However, rural youth can be redirected towards rural agribusiness, by changing their mindset through demonstrating to them the opportunities in agriculture. There have been different models that have been developed by AGRA (2015), IITA (2015) and FARA (2010) which provide effective approaches and processes that can be applied to reorient the youth and strengthen their skills in agribusiness. Practices to actualize these approaches include providing networks of agropreneurs, engaging agribusiness
champions and mentors, providing internship opportunities and providing incentives to enhance youth creditworthiness. Moreover, youth can be assisted in developing and executing feasible business plans and fruitful loan applications. However, Mugisha and Nkwasibwe (2014) warns that effectiveness of different mechanisms vary from one country to the next. This means that approaches that can be effective in one country can fail in another country based on the differences in the two countries. However, Kaneene et al. (2015) explains that a common factor in all approaches is collaboration among the various stakeholders and shared interests.

Madoffe (2013) contends that agriculture in Africa has an image problem. A challenges to policy makers and stakeholders would be to have an image makeover. This can be done by first understanding the challenges from the youth themselves and then circulating evidence on opportunities in agriculture, encouraging better youth inclusion and representation in policy development and sharing success stories of young agropreneurs. Leavy and Hossain (2014) also advocate for the inclusion of the media as key partners whose role is to disseminate the positive information to as many interested youth as possible. Moreover, there should be awareness creation on how social media, ICT and agriculture can be seamlessly integrated to deliver superior results for agropreneurs (Kising’u, 2016).

There is rising concern amongst policy actors, politicians and development specialists throughout Africa regarding youth unemployment (Noorani, 2015). The contradiction is that whereas several African economies have witnessed robust economic development, the expansion of the economies have not been able to absorb as many people as the new entrants into the job market. This therefore is creating an increasing trend of the unemployed. The youth are more often finding themselves with poor paying informal jobs that cannot sustain their livelihoods. FAO (2014) considers agriculture sector as a way out for various African countries to reduce the high unemployment levels in their countries. Brooks et al. (2012) also supports this notion by indicating that the agriculture sector in Africa can be modernized and enhanced to accommodate huge numbers of new job seekers and provide meaningful and rewarding work. However, to attract and retain young people, the agricultural sector in Africa must be competitive, profitable and dynamic. It must also provide the prospects of generating decent jobs for the young
workforce. To achieve this, government and civil society organizations must lead by sponsoring and participating in incubation of youth-led agribusiness ventures.

2.4.2 Skills and Capacity Development

As the skills of the youth on agriculture are poor, Poulton and Kanyinga (2014) postulate that a strategy to invest in agricultural training and education from the primary level through to tertiary level should be considered. Curricula in schools should be linked to the current affairs and development in the agriculture sector. School curricula should also be regularly amended to align to the changes and alignments happening in the agriculture sector. Moreover, the youth and other relevant stakeholders must be in designing and fine-tuning the curricula. Sumberg et al. (2012) further established that there should be opportunities for on-the-farm training for the young population and also training on enterprise development geared towards value adding activities such as trade, food processing and packaging. Moreover, no enterprise succeeds without the owner being good in soft skills. Skills such as leadership and business skills, communication and technical agricultural skills are important (Afande et al., 2015).

There are various activities that rural youth can be engaged in. These include livestock, crops and fisheries. However, it is not easy for the youth to be inspired to be entrepreneurial as opposed to looking for white collar jobs. This is because there is risk and uncertainty involved and more so in agricultural entrepreneurship. Agriculture still remains an occupation of hard work and risk and the appeal of urban middle-class lives are more attractive to the youth. in urban areas remains strong. However, focused training is expected to change the perception of the youth and change their life expectations which are important for success in agribusiness (Leavy & Smith, 2010).

Maalu, Nzuve and Magutu (2010) posited that the activities that can be undertaken to impart skills and know-how unto the youth include i) training on agribusiness and agriculture investment; ii) expansion and exploration of innovative approaches toward youth enablement; iii) introduction of profitable and new agribusiness and agricultural ventures that support decent work to the youth; iv) collaborating with local and national governments, civil society, and private sector to arouse lucrative, viable and revenue-generating agribusinesses; v) Reproduce and expand models of agribusiness nurturing across Africa; vi) Introduce hands-on skills on market-oriented agribusiness and
agriculture enterprises school and college curricula; vii) teaching on the use of social media and technology in agribusiness development; viii) Train youth and media personalities to specialize in agricultural undertakings that celebrate youth’s entrepreneurial enterprises and endorse their services; ix) reinforce youth connections with farmer associations; and xi) teach youth agripreneurs on financial management and relationship with financial institutions.

2.4.3 Access to Technology and Information
The agricultural sector in Africa is yet to fully integrate technology (Njeru et al., 2014). To enhance youth involvement, agriculture must incorporate technology and improve access to information for the youth. Databases of establishments that can offer information, skills and opportunities to the youth should be integrated and shared widely. This would make it easy for the youth to be able to seek markets, and supply of inputs and capital. Markets for the young farmers’ need to be developed and the information regarding the markets shared with the farmers. Furthermore, there should be partnerships between associations and financial institutions to ensure that young farmers are able to access affordable credit when they need it. Financial institutions on their part should design loan products and financing packages that are tailor made for the youth who are considered as high risk clients due to their inadequate or complete lack of collateral (Afande et al., 2015).

The spread and adoption of ICTs in Africa is commendable but its integration into agriculture is poor. Phone penetration rates in Africa is commendable where Ghana and Seychelles have the leading penetration rates. Therefore, stakeholders in agriculture can benefit from ICTs. (Adegbidi et al. (2012) provided the example of Benin where 41% of rice farmers used cell phones in their agricultural activities. In Kenya, Noorani (2015) observed that use of mobile phone application I-cow led to increase in milk production by 56%. Use of mobile phone applications have been reported in Nigeria, Malawi and various other African countries with encouraging results (Leavy & Hossain, 2014).

Africa has recorded a rise in the new mobile phone applications that are emerging. A study in Uganda by Mugisha and Nkwasibwe (2014) indicated an application referred to as Ensibuuko (Uganda) while in Kenya, there are various mobile phone applications including FarmDrive and mFarm (Afande et al., 2015). However, the models applied and
the adoption of such applications are low. Use of technology in agriculture makes farming to be attractive to the young people. Use of technology also reduces cost of communication and finding markets or farm implements and inputs. Cyber applications in agriculture will develop agribusiness enterprises and also open innovative income opportunities for the youth that are computer-literate while still appealing to new young skill-sets towards farming.

2.4.4 Youth Involvement

The reasons why the youth are yet to accept agriculture as a viable career option include poor profitability relative to white collar jobs, and the perception of agriculture as an occupation with intense labor. This has led to increase in rural-urban migration as the youth continue to flock to urban centers looking for white collar jobs. The migration to urban centers is due to both pull and push factors. The ‘push factors’ according to Nxumalo and Oladele (2013) increasing cost of community amenities, diminishing national resources, inadequate opportunities for personal development and loss of employment. The ‘pull factors’ include the prospect of better job opportunities. Other studies such as Akpan (2010) had comparable findings that economic push factors such as unemployment, the lack of rural credit, and rural poverty were the most critical in explaining low youth engagement in agriculture. Pull factors that were established to influence youth involvement in agriculture to a great extent included perception of better wages from white collar jobs in urban centres. Njenga, Mugo and Opiyo (2014) observed that this predisposition can accurately explain why there is low youth involvement in agriculture despite the various interventions to improve the situation. Increasing involvement would be improved by making the agriculture sector attractive to the youth.

Kasolo (2013) indicates that participation of the youth in agriculture is curtailed by various challenges including inadequate institutional framework for channeling, mobilizing and developing distinctive aspirations, abilities and experiences of the rural youth towards agricultural activities. The reliance on rudimentary farm implements in Uganda such as hand hoes makes agriculture unappealing to the youth. Moreover, poor infrastructure, inaccessibility to markets and unimproved conditions have made Ugandan youth reluctant to engage in agriculture. Brooks et al. (2012) argues that when there is opportunity, the youth have willingness to contribute which results to social development and economic growth. Furthermore, Suriname (2011) observes that there is still poor
image of farmers which does not support the narrative of agriculture being a career that
the youth should consider. The propensity of the youth to adopt new practices, technology
and involve in innovation can be utilized to change the poor perception of agriculture. is a
good critical to changing the way agriculture is practiced and perceived. Mbeine (2012)
recommends that for youth to be attracted to agriculture, there needs to be concerted
efforts by government and agricultural agencies to make agricultural inputs, machinery,
resources and inputs to be readily accessible and affordable.

In Uganda, Jong-Dae (2012) contends that the high growth in population and the
increasing proportion of youth in the population should be seen as an asset not as liability.
This is because the youth have special qualities and abilities such as energy, dynamism,
ambition and risk taking which can be utilized effectively in agriculture (Nnadi &
Akwiwu, 2008). Kireger (2013) also considers the youth as a force to engaged in a
sustained effort to contribute in Kenya’s development course due to their greater energy,
great numbers and potential. Moreover, youth present an opportunity for the country to
transform agriculture to be a productive enterprise with good returns. Kaneene,
Haggblade and Tschirley (2015) also posit that for countries relying on agriculture for
most of their income and exports, there is need to stimulate growth of employment in the
agriculture sector, improve agricultural productivity and generate more better jobs to ease
the unemployment crisis.

2.4.5 Agribusiness Development
Promotion of rural establishments that enable discussion and interchange among crucial
stakeholders is a key factor in developing agribusiness. Youth should be supported to
formulate rigorous agribusiness strategies, commercial loan applications and business
proposals. There should also be a system of handholding, mentorship and linking support.
These activities should be geared towards developing and the youth to achieve higher-
value crop production using up-to-date agribusiness and agriculture methods. There
should also be systems that enhance access to land, enabling environment, fair markets,
and financial services.

Moreover, youth should also be supported to mitigate risks with strategies such as risk
reduction and insurance. There should also be linkages to markets and other suppliers of
key inputs to enable the developing agribusinesses to grow. Ifenkwe (2012) noted that it
is critical to also associate with financial institutions for them to become mindful of and cultivate confidence in the youth agribusinesses. Kararach (2011) observed that the key agribusiness advancement activities include: i) exploring promising innovations, technologies and ventures for commercialization; ii) Establishing agribusiness incubators and developing commercial incubation approaches; iii) tracking agribusiness startups to evaluate their application of best practices, economic feasibility and growth; iv) establishing demonstration farms and experimental agribusinesses as hubs for lucrative invention; v) mainstreaming verified opportunities into government investments and financial institutions; vi) advocating for essential programs to strengthen and support youth participation and employment creation; vii) developing an archive of youth agribusiness operatives and enable their association with finance and markets; viii) convening and engaging financial institutions, policymakers and the media to enable support of agribusiness development and youth involvement; and ix) adopting current training and capacity building through seminars, workshops and using electronic as well as print media.

2.5 Chapter Summary
Most commentators tend to agree that there is need to have more youth involved in agriculture given its importance in employment creation, food security and economic development. This chapter has presented literature on youth involvement in agriculture globally, regionally and locally. It has also reviewed literature on the challenges that hinder youth engagement in agriculture.

The next chapter is Chapter 3 which focuses on the research methodology that was adopted in the study. The chapter presents the research design applied, the population considered, the sampling procedure and also the sample size. The data collection instruments and methods applied in the study are also included. Further, the chapter presents the research procedures applied, ethical considerations and also the data analysis methods.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was applied in the study. The chapter presents the research design selected and also provides the justification of why that research design was selected. The chapter also presents a discussion on the population of study, sampling procedures, sample size and the study location. Moreover, the chapter presents the data collection instruments and the data collections procedures applied in the study. Further, the procedure applied in testing of validity and reliability of the questionnaire is provided. Lastly, the chapter presents the data analysis and presentation techniques applied.

3.2 Research Design

Brown (1996) indicates that research methodology is a critical constituent of any research study and postulates that structure on which the entire procedure is based. Here, we describe how the study was conducted. It first and foremost gives the description of the study areas and then the key elements of the research methodology employed which are the design of the research, strategies applied for data collection, data collection instruments adopted, and the procedures and techniques applied for data analysis. For any scientific inquiry, selecting an appropriate research strategy is important as it ensures that the results attained are valid and useful in answering the research question that the study sought to answer. The research design that was adopted for the study was the explanatory research design that went beyond descriptive research to understand the reasons for the phenomenal. This design was useful in this research as it enable more probing of issues of youth engagement in agriculture that could not be possible through a descriptive design.

3.3 Population and Sampling Design

3.3.1 Population

Ngechu (2004) explains that a study population encompasses a specified or well-defined set of units, elements, people, households, group of things, firms, events or services which are under investigation. The target population for the study was derived from Kiambu County in Kenya. The study focused on Thika and Kiambu sub counties. The population of the study consisted of youths aged 22-29.
The 2009 Population and Housing Census indicated that Kiambu County had an urban population of 936,411 in 2009 which was projected to have increased to 1,018,773 in 2012. Moreover, the urban population of the county was projected to have reached 1,108,380 in 2015 and 1,172,453 by the end of 2017. For Kiambu-Sub County as per 2010 the population was 91,557 and 146,960 in Thika Sub County. Sixty two percent (62%) of these are in the youth category that were the focus of the study. The population for this study was therefore 147,880 youth.

3.3.2 Sampling Design
Sampling design is defined as a strategy, or a working blueprint, that stipulates the population, method of sample selection, sample size and the approximation method in detail. The purpose of the sampling design is to understand the properties of the population and select a sample that will be representative of the population (Saunders, Lewis & Thornhill, 2010).

3.3.2.1 Sampling Frame
A sampling frame is an objective list of the population from which the researcher can make a selection (Descombe, 1998). The sample frame for the study was drawn from 147,880 youths aged 22-29 in Kiambu and Thika sub counties.

3.3.2.2 Sampling Technique
Thereafter the study used stratified random sampling to obtain the final sample size. Stratified sampling involves subdividing into distinct categories or strata. Each stratum is then sampled as an independent sub-population of which individual elements are randomly selected (Mugenda & Mugenda, 2003). The stratified sampling procedure was considered appropriate because the target population is heterogeneous (have different characteristics) and each strata was given equal change to be selected ensuring that all the characteristics of the target population was represented in the final sample (Creswell, 2012).
3.3.2.3 Sample Size

To get representative sample from the target population, a formula was used to calculate the sample size and this was split into two for instance 50 percent of participants were female, 50 percent male as shown in the table below.

<table>
<thead>
<tr>
<th>Population Category</th>
<th>Sample Distribution</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Thika sub county</td>
<td>27</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Kiambu sub county</td>
<td>27</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>108</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

The following formula was used to calculate the sample size:

According to Krejcie Model:

\[
n = \frac{X^2 NP(1 - P)}{d^2 (N - 1) + X^2 P (1 - P)}
\]

Where

- \( n \) = desired sample size
- \( N \) = Target population
- \( P \) = Population proportion (0.5)

\( d \) = degree of accuracy expressed as a proportion (0.05)

\( X^2 = 3.841 \) at 95% confidence level

The sample selected from the above formula was 108.

3.4 Data Collection Methods

Data for the study was collected using structured questionnaire which is a data collection tool in which written questions are presented that is to be answered by the respondents in written form. Structured questionnaire was preferred because it increased response rate and was easily coded and analyzed (Creswell, 2012). The questionnaire was split into different sections according to the research questions. The respondents were asked to rate statements on a five point likert scale rating where 1- will indicate that respondents
Strongly Agree, 2-Agree, 3-Neutral, Disagree and 5-Strongly Disagree about what was described in the statement.

3.5 Research Procedures

The researcher administered questionnaires containing closed ended questions to the sample respondents. The researcher administered the questionnaires to respondents personally and with the help of research assistants through the drop and pick method, a fact that helped to achieve a good response rate. It also gave the respondents a chance to seek clarification on items that may not be clear. Each respondent received the same set of questions in exactly the same way. A cover letter clarifying the purpose of the study was attached to the questionnaires and to assure the respondents that they could not experience negative affects when contributing to the research.

A measure of reliability and validity was also guaranteed by discussion of the instrument with the research supervisor and by ensuring high precision and minimal errors in the data entry. A pilot study was conducted in order to ascertain and detect any ambiguities, questions that were perceived to be not easily understood or poorly constructed and even those that would be irrelevant were corrected. Four respondents for the pilot study were drawn from the target population who were not included in the final sample. The results of the pilot study were analysed using Cronbach’s Alpha which measures the internal consistency. It is commonly used when there are multiple Likert questions in a survey questionnaire that form a scale and wish to determine if the scales are reliable. The study was benchmarked against the Alpha lower threshold value of 0.6 as recommended by Nunnaly (1978).

3.6 Data Analysis Method

Karma (1999) referred to data analysis as the computation of certain measures along with searching for patterns of relationship that exist among data-groups. In analyzing data in general, Yin (1993) also states that a number of closely related operations are performed with the purpose of summarizing the data collected and organizing them in such a manner that they answer the specific objectives (Afande & Uk, 2015). After data collection, data was organized and classified according to the objectives. The data was then be analyzed by the use of descriptive statistics using SPSS (Statistical Package for Social Sciences) and presented through percentages, means and frequencies. The information was then
displayed by use of frequency tables and charts. The percentages and means indicated the magnitude of the perceptions, challenges and strategies. These enabled the study to understand the perceptions of the youth towards agriculture, challenges that they faced in agriculture and the strategies that can be applied to enhance youth participation in agriculture.

3.7 Chapter Summary
This chapter has described the research methods and the research design choices made. In the study. The chapter has also presented a discussion of the sampling procedures applied, methods applied for data collection, the research instrument and data analysis techniques. Further, the procedures applied for testing validity and reliability of the research instrument are provided. The justification of each action is provided at each stage. Lastly, the procedures applied for data analysis are provided and also how the results were presented. Chapter 4 presents the analysis of data and interpretation of the results. The analysis and interpretation in chapter 4 is conducted in line with the study objectives.
4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents the results and findings of the study. Findings for perception of Agribusiness among youth, challenges faced by youth who venture into agribusiness and developing strategies are presented and discussed. The chapter closes with a summary.

4.2 General Information
This section presents the general information of the respondents. This includes the response rate and gender.

4.2.1 Response Rate
The study administered a total of 108 questionnaires to the youth who were aged 22-29 from Kiambu Sub-county and Thika Sub-County in Kiambu County. Out of the questionnaires given 82 questionnaires were completed and preceded to data analysis. The research achieved a 75.9% response rate. The study sought: to investigate the perception of agribusiness among Kenyan youth, to evaluate the challenges faced by youth in Kenya who ventures into agribusiness, and to develop strategies encouraging more youth to venture into agribusiness.

4.2.2 Gender of Respondents
The research sought to determine the gender distribution across the study population. This was done in view of ensuring fairness in uptake of respondents’ opinions, and alleviates the probability of study findings suffering from gender biasness.

The descriptive statistics show that the gender split is 46(56.1%) for male respondents and 38(46.3%) for female respondents. This shows that all genders were significantly represented in the study thus the data collected were relevant and reliable for the study.
Table 4.1: Gender of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>56.1</td>
</tr>
<tr>
<td>Female</td>
<td>38</td>
<td>46.3</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

### 4.3 Perception of Agribusiness among Kenyan Youth

Several statements on perception of Agribusiness among Kenyan Youth were identified and the respondents were requested to show the degree to which they agreed. The study applied a five point likert scale that ranged from: a scale of 1 to 5 where 1= N/A (Not Applicable), 2= Strongly Disagree, 3= Disagree, 4= Agree and 5 = Strongly Agree. From the responses, means and standard deviations were computed to enable interpretation and discussion of the findings. The findings are presented in Table 4.2.

The respondents were in agreement that are seriously considering starting a business in agriculture as indicated by a mean score of 4.4474. The respondents also agreed that they consider venturing into agriculture as ‘cool’, as shown by a mean score of 4.0526, considers agriculture as an important sector in Kenya’s economy as shown by a mean score of 4.0000, Kenyan youth should be actively involved in agriculture as shown by a mean score of 3.6316, they are seriously considering a career in agriculture as shown by a mean score of 3.5789 and they considers agriculture as a lucrative sector in the Kenyan economy as indicated by mean scores of 3.5263.

The respondents however, were neutral that Agriculture is important to Kenya’s food security as illustrated by a mean score of 2.9474, Agriculture is a decent employer of youth in the Kenyan economy as shown by the mean score of 2.7632, and Agriculture should be taught more in all our education levels in Kenya and noted by mean scores of 2.8421.
### Table 4.2: Perception of Agribusiness among Kenyan Youth

<table>
<thead>
<tr>
<th>Perception of Agribusiness</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation (COV)</th>
<th>Ranking of COV</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am seriously considering a career in agriculture</td>
<td>3.5789</td>
<td>1.03013</td>
<td>0.2878</td>
<td>5</td>
</tr>
<tr>
<td>I am seriously considering starting a business in agriculture</td>
<td>4.4474</td>
<td>.89132</td>
<td>0.2004</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture is a decent employer of youth in the Kenyan economy</td>
<td>2.8421</td>
<td>.91611</td>
<td>0.3223</td>
<td>8</td>
</tr>
<tr>
<td>Agriculture is a lucrative sector in the Kenyan economy</td>
<td>3.5263</td>
<td>.97916</td>
<td>0.2777</td>
<td>4</td>
</tr>
<tr>
<td>Kenyan youth should be actively involved in agriculture</td>
<td>3.6316</td>
<td>.94214</td>
<td>0.2594</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture is an important sector in Kenya’s economy</td>
<td>4.0000</td>
<td>1.23025</td>
<td>0.3076</td>
<td>6</td>
</tr>
<tr>
<td>I consider venturing into agriculture as ‘cool’</td>
<td>4.0526</td>
<td>.86828</td>
<td>0.2143</td>
<td>2</td>
</tr>
<tr>
<td>Agriculture should be taught more in all our education levels in Kenya</td>
<td>2.7632</td>
<td>.88330</td>
<td>0.3197</td>
<td>7</td>
</tr>
<tr>
<td>Agriculture is important to Kenya’s food security</td>
<td>2.9474</td>
<td>1.35462</td>
<td>0.4596</td>
<td>9</td>
</tr>
<tr>
<td>Composite mean</td>
<td>3.5322</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis in Table 4.2 also show that respondents were seriously considering starting a business in agriculture had the highest coefficient of variance as was ranked number one, venturing into agriculture as ‘cool’ was ranked number two according to coefficient of variation (COV) computed as standard deviation divided by the respective mean.
Kenyan youth should be actively involved in agriculture had a coefficient of variance of 0.2594 and ranked number three. More so, Agriculture perceived as a lucrative sector in the Kenyan economy had a coefficient of variation of 0.2777 and rank 4. The respondents were in agreement that they were seriously considering starting a business in agriculture with a COV of 0.2878 and rank 5. Further results indicated that agriculture was considered to be an important sector in Kenya’s economy with a COV of 0.3076 and rank 6. Agriculture should be taught more in all our education levels in Kenya had a COV and ranked number 7, Agriculture is a decent employer of youth in the Kenyan economy had a COV of 0.3223 and ranked number 8 and Agriculture perceived as an important to Kenya’s food security had a COV was ranked number 9.

However the composite mean of the aspects of Perception of Agribusiness among Kenyan Youth was 3.5322 meaning the respondents were in agreement with the perception statements.

4.3.1 Areas in Agribusiness Interests
The respondents were requested to rank their areas of interest in agribusiness. The results are shown in table 4.3. the study provided a five point Likert scale was provided ranging from: a scale of 1 to 5 where 1= N/A (Not Applicable), 2= Not interested, 3= Least interested, 4= interested and 5 = most interested. From the responses, means and standard deviations were computed to enable interpretation and discussion of the findings. The findings are presented in Table 4.3.

The respondents ranked cereals as the their most area of interest as was shown by a mean of 2.6579, they also ranked poultry and livestock as the second most area of their interest as shown by a mean score of 2.6579 while dairy and vegetable and horticulture were ranked to be third in their areas of interest as shown by mean scores of 2.4211.

Vegetables and Horticulture was ranked number 1 according to its COV of 0.3413, Cereals had COV of 0.3529 and ranked second, Dairy had a COV of 0.3674 and ranked third whereas Poultry and livestock had a COV of 0.4042 and ranked fourth. The aspects agribusiness interests had a composite mean of 2.5132.
4.3.2 Interest in the Sectors of Agriculture Value Chain

The respondents were requested to rank their areas of interest in sectors that are related in agriculture value chain. The results are shown in table 4.4. A five point Likert scale was provided ranging from: a scale of 1 to 5 where 1= N/A (Not Applicable), 2= Not interested, 3= Least interested, 4= interested and 5 = most interested. From the responses, means and standard deviations were computed to enable interpretation and discussion of the findings. The findings are presented in Table 4.4.

The respondents ranked farming as the their most area of interest as was shown by a mean of 3.1579, they also ranked inputs (e.g. Fertilizer/Agro vet/ Seedlings) as the second most area of their interest as indicated by a mean score of 3.0263. The respondents also ranked Processing/Value Addition as their third rank as shown by a mean scores of 2.4211 and marketing were ranked to be fourth as shown by mean scores of 2.1842.

Farming was ranked number 1 according to its COV of 0.3082, Inputs (e.g. Fertilizer/Agro vet/ Seedlings) had COV of 0.3878 and ranked second, Processing/Value Addition had a COV of 0.3916 and ranked third whereas Marketing had a COV of 0.4498 and ranked fourth. The aspects agribusiness interests had a composite mean of 2.6973.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of Cov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dairy</td>
<td>2.4211</td>
<td>.88932</td>
<td>0.3674</td>
<td>3</td>
</tr>
<tr>
<td>Poultry and livestock</td>
<td>2.5526</td>
<td>1.03185</td>
<td>0.4042</td>
<td>4</td>
</tr>
<tr>
<td>Cereals</td>
<td>2.6579</td>
<td>.93798</td>
<td>0.3529</td>
<td>2</td>
</tr>
<tr>
<td>Vegetables and Horticulture</td>
<td>2.4211</td>
<td>.82631</td>
<td>0.3413</td>
<td>1</td>
</tr>
<tr>
<td>Composite mean</td>
<td>2.5132</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Table 4.3: Rank in the Areas in Agribusiness Interests
Table 4.4: Rank in the Sectors of Agriculture Value Chain

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of Cov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inputs (e.g. Fertilizer/Agrovet/ Seedlings)</td>
<td>3.0263</td>
<td>1.17374</td>
<td>0.3878</td>
<td>2</td>
</tr>
<tr>
<td>Farming</td>
<td>3.1579</td>
<td>.97333</td>
<td>0.3082</td>
<td>1</td>
</tr>
<tr>
<td>Processing/Value Addition</td>
<td>2.4211</td>
<td>.94816</td>
<td>0.3916</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>2.1842</td>
<td>.98242</td>
<td>0.4498</td>
<td>4</td>
</tr>
<tr>
<td>Composite mean</td>
<td>2.6973</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.4 Challenges Faced by Youth Venturing in Agribusiness

The respondents were further requested to indicate challenges faced by youth venturing in agribusiness. This is because literature had indicated that there were many challenges that hindered the youth from engaging in agriculture. The results are shown in table 4.5. A four point Likert scale was provided ranging from: a scale of 1 to 4 where 1= No challenge 2= least challenging, 3= challenging, 4 = most challenging. From the responses, means and standard deviations were computed to enable interpretation and discussion of the findings. The findings are presented in Table 4.5 and 4.6.

4.4.1 Challenges of Capital and Business Knowhow

The respondents noted that business know how was most challenging as was shown by mean score of 3.4474. The analysis show that the challenges that were faced by youth venturing in agribusiness to a moderate extent included access to technical assistance as shown by mean scores of 3.1842, access to mentors shown by mean scores of 3.0789, education on agriculture/agribusiness shown by mean scores of 2.9211, access to information about agribusiness shown by mean scores of 2.8684 and access to capital shown by mean scores of 2.8684.
Table 4.5: Challenges of Capital and Technical Knowhow

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of Cov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to capital</td>
<td>2.9211</td>
<td>.91183</td>
<td>0.3122</td>
<td>2</td>
</tr>
<tr>
<td>Access to information about agribusiness</td>
<td>2.8684</td>
<td>1.21190</td>
<td>0.4225</td>
<td>9</td>
</tr>
<tr>
<td>Business know how</td>
<td>3.4474</td>
<td>1.42748</td>
<td>0.4141</td>
<td>8</td>
</tr>
<tr>
<td>Education on agriculture/agribusiness</td>
<td>2.8684</td>
<td>1.09473</td>
<td>0.3817</td>
<td>6</td>
</tr>
<tr>
<td>Access to mentors</td>
<td>3.0789</td>
<td>1.07506</td>
<td>0.3492</td>
<td>4</td>
</tr>
<tr>
<td>Access to technical assistance</td>
<td>3.1842</td>
<td>1.65799</td>
<td>0.5207</td>
<td>11</td>
</tr>
</tbody>
</table>

4.4.2 Challenges of Access to Inputs, Machinery and Services

The study findings established that access to affordable employees was most challenging as was shown by mean score of 3.4211. The analysis show that the challenges that were faced by youth venturing in agribusiness to a moderate extent included access to agricultural inputs as shown by mean scores of 3.3947, access to markets as shown by mean scores of 3.2895, and access to agricultural machinery shown by mean scores of 3.2105. The findings also showed that access to extension services was a least challenge faced by youth venturing in agribusiness as indicated by a mean score of 2.2895.
Table 4.6: Challenges of Access to Inputs, Machinery and Services

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of Cov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to agricultural inputs</td>
<td>3.3947</td>
<td>1.34646</td>
<td>0.3966</td>
<td>7</td>
</tr>
<tr>
<td>Access to extension services</td>
<td>2.2895</td>
<td>.73182</td>
<td>0.3196</td>
<td>3</td>
</tr>
<tr>
<td>Access to affordable employees</td>
<td>3.4211</td>
<td>1.19981</td>
<td>0.3508</td>
<td>5</td>
</tr>
<tr>
<td>Access to agricultural machinery</td>
<td>3.2105</td>
<td>.90518</td>
<td>0.2819</td>
<td>1</td>
</tr>
<tr>
<td>Access to markets</td>
<td>3.2895</td>
<td>1.41245</td>
<td>0.4294</td>
<td>10</td>
</tr>
</tbody>
</table>

Challenges faced by youth venturing in agribusiness were ranked as follows; Access to agricultural machinery had the highest coefficient of variance of 0.2819 and was ranked number one, Access to capital was ranked number two according to COV of 0.3122, Access to extension services had a coefficient of variance of 0.3196 and ranked number three. More so, Access to mentors in agribusiness had a coefficient of variation of 0.3492 and rank 4, Access to affordable employees had a COV of 0.3508 and rank 5, Education on agriculture/agribusiness had a COV of 0.3817 and rank 6, Access to agricultural inputs had a COV 0.3966 and ranked number 7, Business know how had a COV of 0.4141 and ranked number 8 and Access to information about agribusiness had a COV of 0.4225 was ranked number 9, Access to markets had a COV of 0.4294 and ranked number 10, Access to technical assistance had a COV of 0.5207 and ranked number 11. However the composite mean of the aspects of Strategies to encourage more youth to venture into agribusiness was 2.8311.

4.5 Strategies to Encourage More Youth to Venture into Agribusiness

The study sought to explore the strategies needed to put in place in order to encourage more youth to venture into agribusiness. The respondents were provided with a four point likert scale was provided ranging from: a scale of 1 to 4 where 1= No challenge 2= least needed, 3= needed, 4 = most needed. From the responses, mean and standard deviation
were used for ease of interpretation and generalization of findings. The findings are clearly illustrated in the section that follow.

4.5.1 Access to Capital and Information

The results presented in Table 4.7 indicated that access to agricultural inputs is most critically needed shown by mean scores of 3.8158. Other aspects that were most critically needed were access to business know how shown by mean scores of 3.5789. Furthermore, access to mentors in agribusiness is needed shown by mean scores of 3.2632. Others that were also needed included access to agricultural machinery shown by mean scores of 2.9474, access to information on agribusiness shown by mean scores of 2.7105 and access to business capital shown by mean scores of 2.3421. These findings indicate that most of the youth in agriculture are challenged by capital and information and hence interventions in these areas were required.

Table 4.7: Access to Capital and Information

<table>
<thead>
<tr>
<th>Access to Capital and Information</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of COV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to business capital</td>
<td>2.3421</td>
<td>.99394</td>
<td>0.4243</td>
<td>10</td>
</tr>
<tr>
<td>Access to information on agribusiness</td>
<td>2.7105</td>
<td>1.16033</td>
<td>0.4280</td>
<td>11</td>
</tr>
<tr>
<td>Business know how</td>
<td>3.7105</td>
<td>1.01096</td>
<td>0.2725</td>
<td>5</td>
</tr>
<tr>
<td>Education on agriculture/agribusiness</td>
<td>3.0263</td>
<td>.85383</td>
<td>0.2821</td>
<td>6</td>
</tr>
<tr>
<td>Access to mentors in agribusiness</td>
<td>3.2632</td>
<td>.86005</td>
<td>0.2636</td>
<td>4</td>
</tr>
<tr>
<td>Access to agricultural inputs</td>
<td>3.8158</td>
<td>.80052</td>
<td>0.2098</td>
<td>1</td>
</tr>
<tr>
<td>Access to agricultural machinery</td>
<td>2.9211</td>
<td>.96930</td>
<td>0.3318</td>
<td>9</td>
</tr>
</tbody>
</table>
### 4.5.2 Access to Market and Technical Assistance

The study also assessed the strategies that were required in enhancing access to markets and technical assistance. Results presented in Table 4.8 indicated that access to markets for agricultural products were much required as shown by mean scores of 3.7895 and also access to technical assistance shown by mean scores of 3.7105. Others that were also needed were access to affordable employees shown by mean scores of 3.2105, and access to extension services shown by mean scores of 2.9474. These results indicated that there were interventions required in dealing with youth engagement in agriculture.

**Table 4.8: Access to Markets and Technical Assistance**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of Variation</th>
<th>Ranking of COV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to markets for your products</td>
<td>3.7895</td>
<td>.84335</td>
<td>0.2225</td>
<td>2</td>
</tr>
<tr>
<td>Access to technical assistance</td>
<td>3.5789</td>
<td>1.17707</td>
<td>0.3289</td>
<td>8</td>
</tr>
<tr>
<td>Access to extension services</td>
<td>2.9474</td>
<td>.89887</td>
<td>0.3050</td>
<td>7</td>
</tr>
<tr>
<td>Access to affordable employees</td>
<td>3.2105</td>
<td>.84335</td>
<td>0.2627</td>
<td>3</td>
</tr>
</tbody>
</table>

The analysis of all the challenges was also conducted and indicated that access to agricultural inputs had the highest coefficient of variation of 0.2098 and was ranked number one, access to markets for your products was ranked number two according to COV of 0.2225, Access to extension services had a coefficient of variance of 0.2627 and ranked number three. More so, Access to mentors in agribusiness had a coefficient of variation of 0.2636 and rank 4, Business know how had a COV of 0.2725 and rank 5, Education on agriculture/agribusiness had a COV of 0.2821 and rank 6, Access to extension services had a COV 0.3050 and ranked number 7, Access to technical assistance had a COV of 0.3289 and ranked number 8 and Access to agricultural machinery had a COV of 0.3318 was ranked number 9, Access to business capital had a COV of 0.4243 and ranked number 10, Access to information on agribusiness had a COV
of 0.4280 and ranked number 11. However the composite mean of the aspects of Strategies to encourage more youth to venture into agribusiness was 3.2105.

4.6 Chapter Summary
This chapter presents the analysis and results of the study. Findings for perception of Agribusiness among youth, challenges faced by youth who venture into agribusiness and developing strategies are presented and discussed. The study found that young in Kiambu sub-county and Thika Sub-county seriously considers starting a business in agriculture. They also consider venturing into agriculture as cool. In relation to challenges faced by youths in Kenya when venture into agribusiness, the study found that business know how and access to affordable employees were the most challenge that faces youth when venture into agribusiness. The study established that access to agricultural inputs, access to markets for your products, access to technical assistance and business know how are most critical needed by youth in Kiambu and Thika sub counties in order to encourage them to venture into agribusiness venture. The next chapter is chapter 5 which presents the summary of results, discussion, conclusion and recommendations.
CHAPTER FIVE

5.0. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of results, the discussion of research findings, conclusion, and recommendations of the study. The sections of the chapter are aligned with the research questions.

5.2 Summary of the Study

The purpose of the study was to determine challenges and opportunities for youth in agribusiness ventures in Kenya. The study addressed youth’s perception on agribusiness, challenges faced by youths in agribusiness venture and strategies that can be adopted encourage more youths to involve in agribusiness venture. A descriptive quantitative research design was used. Data was collected using a pretested structured questionnaire that was administered to a convenient sample of youths who aged 22-29 from Kiambu Sub-county and Thika Sub-County in Kiambu County. 38 completed questionnaires were entered into IBM SPSS 20.0 statistical software and data analyzed for descriptive statistics. Results were presented in tables and graphs showing the frequencies, percentages, and measures of central tendency such as Mean and Standard Deviation.

The study found that young in Kiambu sub-county and Thika Sub-county seriously considers starting a business in agriculture. They also consider venturing into agriculture as cool. The youth in Kiambu and Thika Sub County perceives agriculture as an important sector in Kenya’s economy. They were also in agreement that Kenyan youth should be actively involved in agriculture. The research again realised that young in Kiambu sub-county and Thika Sub-county are seriously considering a career in agriculture. They moreover perceive agriculture as a lucrative sector in the Kenyan economy. However, the study revealed that Agriculture is moderately important to Kenya’s food security as well as a decent employer of youth in the Kenyan economy. The study recommended that Agriculture should be taught more in all our education levels in Kenya.

In relation to challenges faced by youths in Kenya when venture into agribusiness, the study found that business know how and access to affordable employees were the most challenge that faces youth when venture into agribusiness. The study also found that other
moderate challenges that are faced by youths in Kenya when venture into agribusiness includes; access to agricultural inputs, access to markets, access to agricultural machinery, access to technical assistance, access to capital, access to extension services, access to information about agribusiness, Education on agriculture/agribusiness and access to mentors.

The study established that access to agricultural inputs, access to markets for your products, access to technical assistance and business know how are most critical needed by youth in Kiambu and Thika sub counties in order to encourage them to venture into agribusiness venture. Furthermore, youth in Kenya need access to mentors in agribusiness, access to affordable employees, education on agriculture/agribusiness, access to extension services, access to agricultural machinery, access to information on agribusiness and access to business capital for them to be encouraged to enter in agribusiness venture.

5.3 Discussion
5.3.1 Perception of Agribusiness among Kenyan Youth
Study results established that most youth were seriously considering starting a business in agriculture. Youth also consider venturing into agriculture as ‘cool’ and considered it as important sector in Kenya’s economy. The youth also had positive perception of agriculture as they were actively involved in agriculture and also seriously considered a career in agriculture. The youth also considered agriculture as a lucrative sector in the Kenyan economy. These results indicated that youth had positive perception of agriculture.

Perception plays a vital role in determining whether the individual will engage in entrepreneurship or not. Having a positive attitude towards entrepreneurship increases the probability that the person will engage in an entrepreneurial act (GEM, 2010). Harrison and Hart (1992) posit that perception plays a vital role in explaining entrepreneurship. When an individual has a positive opinion towards entrepreneurship, there is a high probability that the individual will engage in entrepreneurship (GEM, 2010). There are both internal and external factors that shape entrepreneurial behavior in a person. External factors are those which the individual cannot control and relate to the external environment. These include factors such as inflation, taxation rates and recession among
others. These factors affect all entrepreneurs equally but the individual’s entrepreneurial perception will determine how the entrepreneur will respond to them. Those with positive attitude towards entrepreneurship are better placed to overcome the challenges brought about by the external factors (Moy & Wright, 2003). Internal factors relate to the factors that the individual can control, for example character and habits (Henderson & Robertson, 1999).

The study found variability in perception about agribusiness among the youth. Though there was positive perception of agriculture by the studied youth, the variations from the average was too high. According to Lindsay and Norman (1977) the person’s perception of the environment and self determines the objectives the person sets for themselves the what their expectations are. Since people are different, people also perceive entrepreneurship differently. To be a successful entrepreneur, one has to perceive opportunity, have high motivation and have the means and ability to pursue the opportunity. Those who become entrepreneurs are able to perceive opportunities and returns that others cannot perceive. Entrepreneurs are also able to have a different perception of risk. They are able to low risk than the average person. Rather than focusing on threats and risk, they focus on opportunities and expected returns (Palich & Bagby, 1995). Various studies (Shinnar, Pruelt & Bryan, 2010; Kabui & Maalu, 2012; Njeru, 2016) have indicated that the school and social groups that the student is engaged in school has the greatest influence on how the student perceives entrepreneurship as a viable career option. This applies regardless of whether the student is in undergraduate or even pre-university.

Poor perception of agriculture by educated youth was also observed from the study findings. This can be related with literature where agriculture was associated with punishment. In the Pacific and sub-Saharan Africa, agricultural activities are often used in schools as a punishment thus contributing to its negative perception by the youth. In Uganda, for example, agriculture has remained unattractive to the youth partly because schools administer agricultural-related punishments to errant and in-disciplined children. In addition, prisoners have many a times been forced to work on farms under harsh working environment created by their supervisors. Sandys further argues that these cases portray agricultural-related activities as deserving for wrongdoers hence limiting the youth enthusiasm to pursue livelihoods in agriculture. As a result, opportunities for
agriculture-led growth among the youth are reduced leaving agriculture in the hands of the ageing rural population and consequently leading to low productivity.

There was Njeru et al (2016) also noted that poor perception towards agriculture by the youth can also be attributed to the fact that agriculture is perceived as a less worthy subject or as a last option for the under-achieving students. This fuels the negative attitude that the rural youth have towards agriculture. On the other hand, urban youth view agriculture as a ‘dirty job’ which they are not open to pursue. In view of the education challenges facing the rural youth, Njeru et al. (2016) advocated for education in the rural areas that provides agricultural training and skills. A study in Iran by Ommani (2011) investigated the socio-economic factors contributing to the attitudes of rural youth towards agriculture. The findings from the study revealed that income, access to extension services and education, farming systems, association to organizations, age and insurance played significant roles in shaping the attitude of the youth towards agriculture. This study is Ommani is different from the current study as this was conducted in Iran which is categorized by the World bank as an upper middle-income economy. Kenya is a low income country and hence the factors influencing attitude of the youth towards agriculture in Kenya may be different from those in Iran. Though there are are many factors that can be comparable between Iran and Kenya, there is need to investigate the factors hindering youth engagement in agriculture in Kenya so that specific policies can be designed to deal with the challenge of poor youth participation in agriculture in the country (Kimaro, 2015).

The study found that youth in Kiambu sub-county and Thika Sub-county seriously considers starting a business in agriculture. They also consider venturing into agriculture as cool. The findings contradicts the study of Jeffrey et al (2012) which noted that youth in general do not have a positive perception towards agriculture. They perceive it as something that one engages in if they are migrants in town or abroad, they perform poorly in school or as a side activity one does to supplement other non-farm businesses. Ndonye and Were (2014) also had contradicting findings some youth do not even consider agriculture as an option. Factors that discourage them include land scarcity, and pressure on other resources, these pose serious agribusiness entry barriers for young people. Moreover, there are external deterring factors such as insecurity around farming, which is mostly due to unpredictable climatic conditions, rising costs and volatile food prices.
The youth in Kiambu and Thika Sub County perceives agriculture as an important sector in Kenya’s economy. They were also in agreement that Kenyan youth should be actively involved in agriculture. The research again realised that young in Kiambu sub-county and Thika Sub-county are seriously considering a career in agriculture. They moreover perceive agriculture as a lucrative sector in the Kenyan economy. According to the Kayombo (2011), agriculture is mostly subsistence and not economic. Njeru et al. (2014) also found that youth constitute an important segment of the society and comprise one of the chief assets that a country has. For the future economic development and advancement of the nation, the youth are one of the greatest assets that the country should invest in. Chikezie et al. (2012) argue that any country has the opportunity of turning the underutilized youth in rural areas to become successful agriculture entrepreneurs. Daudu et al. (2009) on the other hand, indicates that youth are open to new practices and ideas and therefore have the capacity to overcome key constraints in agriculture and expand the sector.

However, the study revealed that Agriculture is moderately important to Kenya’s food security as well as a decent employer of youth in the Kenyan economy. The study recommended that agriculture should be taught more in all our education levels in Kenya. this relates to the findings by Kimaro et al. (2015) that the negative perception and disinterest in agriculture can be traced back to the lack of effective career direction in schools Agriculture is poorly promoted in secondary as well as tertiary learning institutions as a key study area which contributes to the poor interest. Haggblade et al. (2015) indicate that this can be addressed by ensuring that institutions that support agriculture hold career expos in both urban and areas to encourage students to take up agriculture as a learning unit. Moreover, awareness need to be enhanced through increasing access to agricultural information in the print and electronic media.

Moreover, the findings echo the recommendations of Agbonlahor et al. (2012) that in higher education institutions, students need to be made aware of the diminishing employment opportunities in the non-agricultural sectors. The youth should be assisted in gaining skills and knowledge on the agricultural systems in use globally and even locally so that they can participate in enhancing and developing the sector. Similarly, Minde et al. (2015) observe that as the young population becomes more and more educated, they
are seeing agriculture as a lesser field to seek their career growth. However, Minde and colleagues observe that higher youth unemployment levels indicate the failure of contemporary education and white collar jobs as key paths through which people can move away from poverty. Afande et al. (2015) hence recommends that for sub-Saharan Africa to grow economically, there needs to be interventions that disrupt their agriculture sectors to improve productivity and employment. The first starting point would be to enhance the skills of African agricultural graduates who have been indicated to lack competences and practical skills which are prerequisite for effective agropreneurship.

5.2.2 Challenges Faced by Youth in Kenya Who Venture into Agribusiness

Study results also on challenges indicated that business know how and access to affordable employees were most challenging. Other challenges facing the youth to a moderate extent included access to agricultural inputs, access to markets, access to agricultural machinery, access to technical assistance, and access to mentors. Other moderate challenges included education on agriculture/agribusiness, access to information about agribusiness and access to capital. Access to extension services was a challenge to a low extent. These findings are in agreement with the study of East Africa Farmers Federation (2009) who observed that youth face various challenges in agriculture including land tenure and access, disinterest and negative perception, dearth of infrastructure in the rural areas, lack of effective working schemes, generalizing the youth demographic, and access to credit facilities. The results also agree with findings by Njoku (1999) that some of the factors challenging youth in farming include continued use of primitive technology such as on hand hoes, inadequate budgetary allocations to agriculture in developing countries, poor infrastructure in rural areas and lack of social amenities such as roads, electricity, schools and markets.

The study found that business know how and access to affordable employees were the most challenge that faces youth when venture into agribusiness. The study also found that other moderate challenges that are faced by youths in Kenya when venture into agribusiness includes; access to agricultural inputs, access to markets, access to agricultural machinery, access to technical assistance, access to capital, access to extension services, access to information about agribusiness, Education on agriculture/agribusiness and access to mentors. The findings are in conjunction with
Wong (2009) who identified the following as being the barriers to youth engagement in agriculture.

Farmers clubs lack coordination, harmonization and adequate funding for these initiatives was reported; Negative perceptions, lack of established support and incentives towards farming; Lack of political will, accountability and support mechanisms to youth concerns in the sector was noted; limited access to production means; perception of farming as an occupation belonging to the unskilled, uneducated, those who failed in school and who are destined for manual labor; Institutional issues were also identified to include; lack of a sector youth policy, failure to include agriculture among the thematic areas in the National Youth policy, as well as lack of emphasis on agriculture in the current education system; and There are also no role models in the sector and majority of the out of school youth interested in agriculture face numerous constraints in regard to access and control over the resources needed to engage in viable agribusiness.

The study established that creating networks and mentorship program was one strategy that could be applied to motivate youth to engage in agriculture. This echoes the observation by Future Agricultures Consortium (2009) that some of the challenges facing youths in venturing agribusiness can be mitigated by widespread partnership and commitment and effective and coordinated implementation of agricultural sector policies. When well thought-out strategies are implemented, youth will be incorporated into profitable agribusiness improvement. Leavy and Hossain (2014) also supported this by indicating that this effort must spread well beyond formal training and repositioning and encompass the progression of comprehensive agribusiness strategies and development of creditworthy enterprises. This would lead to formation of an immense network of new enterprises across the complete agricultural value chain. Moreover there should be commitment at the community, local and national levels where close collaboration is cultivated among the different stakeholders. This would create an environment which would motivate financial institutions and the private sector to engage and provide much required services. The bottom-line however, would be to make the various agricultural programmes to attract and inspire the youth. Therefore, the youth must be at the centre of all policies and programmes.
5.3.3 Strategies to Encourage More Youth to Venture into Agribusiness

The study sought to know strategies need to be put in place in order to encourage more youths to venture into agribusiness. Study results indicated several strategies to be adopted to enhance youth engagement in agriculture. These strategies included improvement in access to agricultural inputs, enhancing access to markets for agricultural products, and enhancing access to technical assistance and business know how. The study also established that improving access to mentors in agribusiness, access to affordable employees, education on agriculture/agribusiness, access to extension services, access to agricultural machinery and access to information on agribusiness are other interventions that can be applied to enhance youth participation in agriculture. The study also established that access to agricultural inputs, access to markets for your products, access to technical assistance and business know how are most critical needed by youth in Kiambu and Thika sub counties in order to encourage them to venture into agribusiness venture. According to Afande et al. (2015) rural youth can be redirected towards rural agribusiness, by changing their mindset through demonstrating to them the opportunities in agriculture. There are also other different models that have been developed by AGRA (2015), IITA (2015) and FARA (2010) which provide effective approaches and processes that can be applied to reorient the youth and strengthen their skills in agribusiness. Practices to actualize these approaches include providing networks of agropreneurs, engaging agribusiness champions and mentors, providing internship opportunities and providing incentives to enhance youth creditworthiness. Moreover, youth can be assisted in developing and executing feasible business plans and fruitful loan applications. However, Mugisha and Nkwasibwe (2014) warns that effectiveness of different mechanisms vary from one country to the next. This means that approaches that can be effective in one country can fail in another country based on the differences in the two countries. However, Kaneene et al. (2015) explains that a common factor in all approaches is collaboration among the various stakeholders and shared interests.

Furthermore, youth in Kenya need access to mentors in agribusiness, access to affordable employees, education on agriculture/agribusiness, access to extension services, access to agricultural machinery, access to information on agribusiness and access to business capital for them to be encouraged to enter in agribusiness venture. This is in agreement with Maalu et al. (2010) that the activities that can be undertaken to impart skills and know-how unto the youth include i) training on agribusiness and agriculture investment;
ii) expansion and exploration of innovative approaches toward youth enablement; iii) introduction of profitable and new agribusiness and agricultural ventures that support decent work to the youth; iv) collaborating with local and national governments, civil society, and private sector to arouse lucrative, viable and revenue-generating agribusinesses; v) Reproduce and expand models of agribusiness nurturing across Africa; vi) Introduce hands-on skills on market-oriented agribusiness and agriculture enterprises school and college curricula; vii) teaching on the use of social media and technology in agribusiness development; viii) Train youth and media personalities to specialize in agricultural undertakings that celebrate youth’s entrepreneurial enterprises and endorse their services; ix) reinforce youth connections with farmer associations; and xi) teach youth agripreneurs on financial management and relationship with financial institutions.

Further, Butt et al. (2011) posited that youth need to be incorporated into dialogues, discourse and any surveys centering on agricultural policies. Furthermore, the youth need not be lumped up as a single homogenous group but the different dynamics including age, location, social class, gender and many others need to be considered when thinking of effective interventions. Sulo, Chep'eno, Chumo, Tuitoek and Lagat (2012) observe that African countries cannot continue to marginalize the youth when they are formulating and implementing policies that affect the future of the youth. They have to acknowledge that youth form a very critical component of the current and future of the continent. They hence need to be incorporated in all aspects of development including agriculture. Further, Ndonye and Were (2014) suggest that African governments need to make a habit of implementing policies and recommendations working papers since there are a lot of policies that take much time to develop and they end up unimplemented.

5.4 Conclusion
The study concludes that youth in Kenya have positive perception on agribusiness venture. The positive perception is insinuated by the youth consider venturing into agriculture as cool, and perception of agriculture as an important sector in Kenya’s economy.
The study concludes that youth who venture in agribusiness faces various challenges. Businesses know how and access to affordable employees are the most significant challenge that face youth who venture into agribusiness. Other challenges that youth face include access to agricultural inputs, access to markets, access to agricultural machinery, access to technical assistance, access to capital, access to extension services, access to information about agribusiness, education on agriculture/agribusiness and access to mentors.

The study finally concludes that Kiambu and Thika sub counties have developed some strategies which are source of encouragement to youth to involve more in agribusiness. The strategies adopted included enhancing access to agricultural inputs, access to markets for agricultural products, access to technical assistance and business know how. Moreover, to enhance youth engagement in agriculture, youth in Kenya need access to capital, technical knowhow, information and mentorship.

5.5 Recommendations

5.5.1 Recommendations for Improvement

The findings showed that; youths have a positive perception on agribusiness venture. Youth who venture in agribusiness are faced with various challenges and there is a need to develop strategies which will encourage more youth to venture into agribusiness. The study however suggests the following recommendations.

5.5.1.1 Perception of Agribusiness among Kenyan youth

In order to change the negative perception of agribusiness venture in some youths the government should educate the youth about the benefit of venturing into agribusiness particularly in agricultural sector which is the back bone of Kenyan economy.

Schools can play a great part in determining the perceptions of youth towards agriculture. Teachers could inculcate a more progressive image towards agriculture by elucidating to their students the many facets of agriculture; its significance to everyday life; and how it meets career opportunities.
Formation of workshops and teaching courses intended for youth attending and those not attending school is important in efforts to address youth participation in agriculture and improve agricultural education. In particular, courses and workshops ought to be designed to cater for the formal and informal educational needs of the populations targeted. This will ensure that some of the constraints imposed on agricultural education by the formal education system are not reproduced. Youth ought to be trained on financial sustainability and management of membership-based organizations in order to encourage the creation of strong and sustainable young farmers’ organizations.

There is need to create youth-in-agriculture policies and integrate them with other policies on youth matters such as education and investment. This will empower the youth and change their perception towards agriculture thus igniting their interest in agricultural activities.

5.5.1.2 Challenges faced by Youth in Kenya who venture into Agribusiness

The government should minimize the challenges that youth who venture in agribusiness faces. This challenge includes; challenge of accessing to affordable employees, agricultural inputs, markets, agricultural machinery, technical assistance, capital, extension services, information about agribusiness and access to education on agriculture/agribusiness as well as access to mentors.

The government should also aim at developing skills and capacity among the youth which includes activities such as exploration and expansion of the novel approaches toward youth empowerment, training on returns to agriculture and agribusiness investment; introducing trained youth to new, profitable agricultural and agribusiness ventures that sustain decent work good practices; assistance in business plan development, agribusiness proposal and loan application, including the development of departure incentives that interface with lending institutions, collaboration with national and local governments, and the private sector to stimulate profitable, sustainable and wealth-generating agribusinesses; introduction to practical skills on market-oriented agriculture and agribusiness enterprises in curricula of educational institutions using readily available frameworks; replicate and scale-up models of agribusiness incubation across Africa; train journalists and youths to become specialized in agricultural affairs that document youth’s entrepreneurial initiatives and promote their services; training on the use of ICT and
social media in agribusiness development; strengthen youth linkages with farmer organizations; and train youth agripreneurs in financial services provisions and management linked to banking institutions.

### 5.5.1.3 Strategies to encourage more Youth to venture into Agribusiness

Various strategies should be adopted to motivate and encourage more youth to venture in agribusiness. The study recommends such strategies as provision of free or subsidized agricultural inputs, looking for the markets for the products that the youths deals with, provision of technical assistance and business know how.

Youth should be allowed to participate in policy and programme planning. The consultation process is critical and has to be carefully planned as its quality and participatory nature will strongly affect ownership and of commitment. As youth are often marginalized in these processes, platforms and mechanisms for their engagement need to be put into place to enable them to fully participate in the policy dialogue, make their voice heard and give recognition to their status. This will strengthen their position in negotiating for specific support or policy instruments.

The government should aim at building a new generation of agricultural entrepreneurs (Afri-agripreneurs). This will be achieved by changing the vision of youth towards agriculture and their perception of the limitations of a rural way of life are, however, clear prerequisites to achieving this impact. Youth focused policies and programmes cannot stand alone. They need to become part of an overall development strategy which must recognize the tremendous diversity or heterogeneity of African youth in terms of the economic, social and institutional environment in which they live, their asset endowments and the particularities of the agri-food system in which they work or could work in the future.

Innovative application of ICT is a key element of the strategy to attract youth into the agricultural sector. ICT has great youth appeal but also has excellent potential to improve agricultural and agribusiness efficiency, such as: a) real-time market information and price transmission; b) provision of up-to-date technical knowledge; c) networking (including use of social media) and creation of new marketing channels; and d) design of attractive packaging and labelling. The African Union Summit noted in its declaration
that ‘the African private sector is an under-utilized resource that needs to be mobilized to fully participate in Africa’s agricultural transformation.’ Improving the business environment to stimulate private sector investment is thus of critical importance to create a modern and dynamic agricultural sector that will provide employment opportunities for both smallholder farmers and youth.

5.5.2 Recommendations for Further Studies
The study should be extended to establish the strategies employed to build agribusiness sector and other related sectors in the industry such as horticulture sector. Research should also be undertaken to determine what strategies other sector in different related sector use to build competitive advantage. Further research should also be undertaken to examining the role of agribusiness sector on Kenyan economy.
REFERENCES


International Fund for Agricultural Development (IFAD) (2014). *Youth and Agriculture: Key Challenges and Concrete Solutions.* Rome: IFAD.


UNFPA. (2012). *Adolescents and Young People in Sub-Saharan Africa: Opportunities and Challenges.* Nairobi: UNFPA.


APPENDICES

Appendix I: Introduction Letter

Dear Sir/Madam,

I am conducting a study to determine the challenges and opportunities for youth in agribusiness ventures Kenya in partial fulfillment of my Global Executive MBA program at USIU-Africa. I am pleased to notify you that you have been chosen to participate in the study. You are kindly requested to complete the questionnaire attached. The information that you will provide will only be used for academic purposes and confidentiality will be strictly observed.

Your input in the questionnaire will be highly appreciated as it will form a vital input into the study. Thank you in advance for your participation.

Yours faithfully,

Eric Muthomi
Appendix II: Research Questionnaire

Instructions

Please follow the instructions prescribed below as you answer the questions.

ABOUT YOU

1. Your Age ___________________ Years

2. Your Gender (Select only one.) □ Female □ Male

3. Location (tick one):
   - Kiambu sub county: __________________________
   - Thika sub county: ____________________________
   - Other/Specify: ______________________________

4. Level of education:
   - High school ________________________________
   - Undergraduate ______________________________
   - Graduate _________________________________
   - Other/Specify: ______________________________

On a scale of 1-5 where 1= strongly agree, 2=agree, 3=disagree, 4=strongly disagree and 5=N/A (Not Applicable), indicate (tick) if you agree with the following statements:

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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5N/A</th>
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<tr>
<td>5. I am seriously considering a career in agriculture</td>
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<td>6. I am seriously considering starting a business in agriculture</td>
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<td>7. Agriculture is a decent employer of youth in the Kenyan economy</td>
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<td>8. Agriculture is a lucrative sector in the Kenyan economy</td>
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<td>9. Kenyan youth should be actively involved in agriculture</td>
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<td>10. Agriculture is an important sector in Kenya’s</td>
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</table>
11. I consider venturing into agriculture as ‘cool’

12. Agriculture should be taught more in all our education levels in Kenya

13. Agriculture is important to Kenya’s food security

14. Rank which of the following areas in agribusiness interests you the most where 1 = most interested in to 5=least interested in.

   Dairy
   Poultry and livestock
   Cereals
   Vegetables and Horticulture
   Other/Specify

15. Rank which of the following sectors in the agriculture value chain interests you the most where 1 = most interested in to 5=least interested in.

   Inputs (e.g. Fertilizer/Agrovet/ Seedlings)
   Farming
   Processing/Value Addition
   Marketing
   Other/Specify:

On a scale of 1-4 where 1= most challenging, 2= moderately challenging, 3= least challenging, 4= No Challenge and 5=N/A (Not Applicable), indicate if the following challenges are preventing you from venturing into agribusiness.

15. Access to capital

16. Access to information about agribusiness

17. Business know how

18. Access to markets

19. Education on agriculture/agribusiness

20. Access to mentors

21. Access to technical assistance
22. Access to agricultural inputs
23. Access to extension services
24. Access to affordable employees
25. Access to agricultural machinery

On a scale of 1-4 where 1= most critical needed, 2= needed, 3= least critical needed, 4= No Challenge and 5=N/A (Not Applicable), indicate which areas of support you require in order to run a successful agribusiness venture

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<tr>
<th>Area</th>
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<tr>
<td>26. Access to business capital</td>
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<td>27. Access to information on agribusiness</td>
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<td>28. Business know how</td>
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<td>29. Access to markets for your products</td>
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<td>30. Education on agriculture/agribusiness</td>
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<td>31. Access to mentors in agribusiness</td>
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<td>32. Access to technical assistance</td>
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<td>33. Access to agricultural inputs</td>
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<td>34. Access to extension services</td>
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<td>35. Access to affordable employees</td>
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<td>36. Access to agricultural machinery</td>
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THANK YOU