

**FACTORS INFLUENCING RURAL YOUTHS' ASPIRATIONS TOWARDS
AGRICULTURE IN RORYA DISTRICT, TANZANIA**

NYAKIEMA, IRENE ODIRA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE IN
AGRICULTURAL EDUCATION AND EXTENSION AT SOKOINE
UNIVERSITY OF AGRICULTURE. MOROGORO, TANZANIA.**

ABSTRACT

The study was conducted in Rorya District to investigate factors influencing rural youths' aspiration towards agriculture, specifically to: assess the rural youth's occupational aspirations; determine rural youths' perception of agriculture as an occupation; determine the influence of parents, peers and school on the rural youth aspirations and identify factors that determine rural youth engagement in agriculture. Data were collected from 120 randomly selected rural youth who were out of primary and secondary school but had failed to pursue further studies. Questionnaires, Focus Group Discussion and key informant interviews were the main data collection tools. Quantitative data were analyzed through SPSS where descriptive analysis technique was used while content analysis technique was used to analyse qualitative data. The study revealed that although most of the rural youth had a positive perception towards agricultural activities, they aspired to non-agricultural occupations. Parents were found to be the most influential in youth's career choices and aspiration in general. Among factors discouraging the youth from engaging in agriculture in the study area were low income from agriculture, lack of agricultural knowledge and experience from parent's hard life living from agriculture. Others factors were high cost of agricultural inputs, lack of credit, attitudinal problem, and backwardness of agricultural tools. Therefore, the study recommends the use of modern equipment, improvement of extension services programs to enable parents and youth to become aware of the potential of agriculture and to provide employment opportunities to rural youth.

DECLARATION

I, **NYAKIEMA, IRENE ODIRA**, do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my original work done within the period of registration and that it has neither been nor concurrently being submitted in any other institution.

Nyakiema, Irene Odira

(MSc. Candidate)

Date

The declaration above is confirmed by;

Prof. Amon Mattee

(Supervisor)

Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the Author or Sokoine University of Agriculture in that behalf.

ACKNOWLEDGEMENTS

I give glory to the Almighty God for his guidance, protection and love throughout my life and during the period of study. My heartfelt and sincere gratitude first goes to my advisor Prof. Amon Mattee, who inspired me in the topic. His understanding, constructive criticisms and suggestions made this work possible. Surely, I am thankful for his critical and meticulous intellectual comments, which shaped and focused my work. May God richly bless him for his wonderful support, guidance and directive.

My sincere thankfulness goes to Dr. Athman Kyaruzi Ahmad, who acted on behalf wherever my supervisor was not around to make sure that my work was improved. Thanks so much for sparing your time from your busy schedules just to read my work for improvements. Also, I would like to thank Dr. Siwel Nyamba, Prof. Zebedayo Mvena, Prof. M.R.S Mlozi and all teachers from the department of Agricultural extension and community development who in one way or the other contributed to the success of this research.

My sincere thanks go to the departments of livestock and fisheries of Rorya District, especially the acting Heads of departments; Jumbe Mashulule and Pius Kimario respectively and all workers for their support throughout my studies. Also, my sincere thanks go to all study participants including youth, teachers and parents who generously devoted their time in providing information.

Finally, I would like to express my due appreciation to my Mother Kezia Richard, My uncle Dr. Ezekia Ranga, Brother Mr. Godwin Elphace and young sister Dr. Evelyne Ranga for their encouragement and support. Lastly, I would like to express my gratitude to my friends Dickson Kikoti, Salum and classmates. Thank you all for making my studies enjoyable.

DEDICATION

I dedicate this thesis to the Almighty God for His grace and guidance throughout my academic pursuit and also to my Mother, Kezia Richard for her understanding, support and prayers during the period of study.

TABLE OF CONTENTS

ABSTRACT.....	ii
DECLARATION.....	iii
COPYRIGHT.....	iv
ACKNOWLEDGEMENTS.....	v
DEDICATION.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER ONE.....	1
1.0 INTRODUCTION, PROBLEM STATEMENT, JUSTIFICATION AND	
OBJECTIVES.....	1
1.1 Introduction.....	1
1.2 Problem Statement.....	5
1.3 Justification.....	5
1.4 Study Objective.....	6
1.4.1 General objective.....	6
1.4.2 Specific objectives.....	6
1.5 Research Questions.....	6
CHAPTER TWO.....	7
2.0 LITERATURE REVIEW.....	7
2.1 Operational Definition of Terms.....	7
2.2 Theoretical Review.....	8

2.2.1 Achievement Motivation Theory (AMT).....	8
2.2.2 Ecological systems theory.....	9
2.3 Empirical Review.....	9
2.3.1 Rural youth’s occupational aspirations and agriculture.....	9
2.3.2 Youths’ perceptions of agriculture.....	10
2.3.3 Parents’ influence on youth’s aspirations.....	11
2.3.4 Influence of peers (friends) on the decisions of rural youths.....	12
2.3.5 Influence of schools on the decisions of rural youths.....	13
2.3.6 Factors that discourage rural youths from aspiring towards agriculture.....	13
2.3.7 Research gap.....	14
2.3.8 Conceptual framework.....	15
CHAPTER THREE.....	17
3.0 RESEARCH METHODOLOGY.....	17
3.1 Description of the Study Area.....	17
3.2 Research Design.....	18
3.3 Study Population and Sampling Frame.....	19
3.4 Sampling Procedures and Sample Size.....	19
3.5 Data Collection and Data Collection Instruments.....	20
3.5.1 Primary data collection.....	20
3.5.1.1 Secondary data collection.....	21
3.5.1.2 Semi-structured questionnaire.....	21
3.5.1.3 In-depth interview with key informants.....	21
3.5.1.4 Focus Group Discussions (FGDs).....	22
3.5.2 Research instrument pre-test.....	22
3.6 Data Processing and Analysis.....	23

CHAPTER FOUR.....	25
4.0 RESULTS AND DISCUSSION.....	25
4.1 Respondent’s Demographic Characteristics.....	25
4.1.1 Type of agriculture practised.....	26
4.1.2 Owner and benefit from agriculture.....	27
4.1.3 Access to agricultural information and means of access.....	28
4.2 Rural youth’s Occupational Aspirations.....	30
4.2.1 Youth occupational aspiration.....	30
4.2.2 Respondents current occupations.....	35
4.2.3 Respondents views on agriculture as a possible occupation and reasons.....	35
4.3 Youth’s Perception of Agriculture.....	38
4.4 Social Influences on Youth’s Aspiration towards Agriculture.....	43
4.4.1 Parents’ influence on agriculture.....	43
4.4.2 Respondents' opinions on whether their parents encouraged them towards agriculture.....	43
4.4.3 Who discouraged/ encourage respondents to engage in agriculture and reasons.....	45
4.4.4 Support from parents who are not in Agriculture.....	48
4.4.5 Friends’ influence.....	49
4.4.5.1 Friends’ influence on aspiring for agriculture.....	49
4.4.5.2 School and teachers’ influence.....	51
4.5 Factors discouraging/encouraging youth’s aspirations towards agriculture.....	55
CHAPTER FIVE.....	60
5.0 CONCLUSION AND RECOMMENDATIONS.....	60
5.1 Conclusion.....	60
5.2 Recommendations.....	61

REFERENCES.....63

APPENDICES.....70

LIST OF TABLES

Table 1: Respondent’s demographic characteristics.....	26
Table 2: Distribution of owners, and benefits from agriculture.....	28
Table 3: Distribution of Access to right agricultural information and means of access.....	30
Table 4: Respondent’s occupational aspiration.....	31
Table 5: Reason for respondent’s occupational aspiration.....	34
Table 6: Current occupations.....	35
Table 7: Distribution of respondents by their opinion on Agriculture as a possible occupation and a way of achieving dreams and reasons.....	38
Table 8: Respondents’ perception towards agriculture.....	40
Table 9: Distribution of respondents according to their response to perception statements score.....	42
Table 10: Distribution of parents’ influence on agriculture.....	43
Table 11: Respondents opinions on parents’ encouragement towards agriculture.....	44
Table 12: Who encourage respondents to engage in agriculture and reasons.....	46
Table 13: Support from parents who are not engaged in agriculture.....	48
Table 14: Friends’ influence.....	51
Table 15: Teachers’ influence.....	52
Table 16: Factors discouraging youth’s aspirations towards agriculture.....	56
Table 17: Factors encouraging youth’s aspirations towards agriculture.....	59

LIST OF FIGURES

Figure 1: Conceptual framework.....16

Figure 2: The map of the Mara region showing study areas.....18

LIST OF APPENDICES

Appendix 1: Questionnaire for youth.....70

LIST OF ABBREVIATIONS

ASDP	Agriculture Sector Development Programmes
AY	Advancing Youth programme,
BOT	Bank of Tanzania
FAO	Food and Agriculture Organization
FGD	Focus Group Discussion
FGDs	Focus Group Discussions
GDP	Gross Domestic Product
KIIs	Key informants interviews
KIIs	Key Informant Interview
MIVARF	Market Infrastructure, Value Addition and Rural Finance
MVIWANYA	<i>Mtandao wa Vikundi vya Wakulima Nyancha</i>
NGOs	Non-governmental Organisations
NSYIA	National Strategy for Youth Involvement in Agriculture
PHC	Population and Housing Census
RDC	Rorya District Council
SPSS	Statistical Package for Social Sciences
UNDP	United Nations Development Programme
URT	United Republic of Tanzania
USAID	United States Agency for International Development
WPAY	World Programme of Action for Youth

CHAPTER ONE

1.0 INTRODUCTION, PROBLEM STATEMENT, JUSTIFICATION AND OBJECTIVES

1.1 Introduction

Agriculture involves producing crops (food, fiber and other products), livestock, fisheries and forestry (FAO, 2014b). It is an important sector in the economies of many developing countries. On average, agriculture contributes approximately 15% of the countries' GDP, although in African countries the contribution ranges from below 3% to more than 50% (FAO, 2014a). Tanzania's agricultural sector contributes more than one-quarter of the gross domestic product (GDP), 85% of exports and employs about 65% of the workforce, and providing livelihood to masses of small- and large-scale producers although growing at a slower pace of 5.3 per cent in 2018 compared with 5.9 percent in 2017 (BOT, 2019). However, the contribution of agriculture as a source of income and food security depends on the active participation of people in agriculture. According to Leavy and Hossain (2014) income growth in agriculture is easier than in other sectors, as the agricultural sector has a greater potential to reduce poverty than non-agricultural activities. Due to its potentiality, agriculture employs over one billion people globally (Sergo, 2014). Agriculture remains a key sector where the surplus unemployed youth labour force can be employed (NSYIA, 2016/2021).

However, in Tanzania most farmers are over 50 years old, implying ageing farming populations as youths are not generally attracted to agriculture. Instead, they engage themselves in petty trade and informal businesses (Kimaro *et al.*, 2015). At the same time, it is claimed that youth are more open to new ideas and practices and have more potential to overcome some major constraints in agricultural development than adult farmers

(Daudu, 2009). Integrating them in agricultural activities is necessary for the development of the sector in rural-based economies (URT, 2016) as well as the development of their incomes which may reduce jobless youths on the streets.

According to UNDP (2014), youths are people aged between 15 to 24 years old. Globally, the youth population of this age is more than one billion and estimated to be 85% of the population in developing countries (WPAY, 2012). About 70% of young people reside in rural areas and are mostly affected by extreme poverty, lack of employment and poor health (Sumberg *et al.*, 2017). In Tanzania, youths are people aged between 15 to 35 years old (URT, 2016). They constitute about 67% of the Tanzanian population, with an unemployment rate of 13.4% but increasing with time (URT-PHC, 2014).

Hence, Tanzania, like many other developing countries, is experiencing steadily increasing rural-urban migration of youth perhaps due to their aspirations and challenges they encounter. Such challenges include poverty and low income, low self-esteem, low status attached to farming and lack of growth in an occupation (Bajema *et al.*, 2002; Haji, 2015). Similarly, rural-urban migration increases problems in urban areas by leading to overcrowded cities, unbalanced distribution of resources and a heavy load for those remaining in agriculture (Kimaro *et al.*, 2012). Due to lack of education and appreciated skills to run their lives in cities, the majority of the youth migrating, they cannot gain formal employment hence they migrate to the cities to participate in informal and petty enterprises (Aguado *et al.*, 2016). Scholars have associated the rural-urban migration of youths with their negative perception of agriculture (FAO, 2014b; Aguado *et al.*, 2016). According to Spielhofer *et al.* (2011), youths do not aspire towards agriculture as a way of achieving their life goals.

Aspiration is a hope or desire of achieving something (Leavy and Hossain, 2014). Aspirations may mean different things to different people and they are formed and develop in response to different environmental contexts and circumstances. The formation of aspirations tends to begin early in childhood and aspirations are adapted and changed in light of new experiences, choices and information, including an individual's awareness of their abilities and the opportunities open to them (Gutman and Akerman, 2008).

According to Leavy and Smith (2010), aspirations are formed, shaped and influenced by the social and economic context, the individuals' perception of their abilities and availability of opportunities, their expectation, gender relations, parents, teachers and peer influence. These expectations are formulated within a person's opportunity space linking with what is possible within their geographical, socio-economic and policy context, and given their qualities (Daum, 2018). Shumba *et al.* (2011) reported that aspiration is the most important factor influencing people's choices, how they think and feel about themselves and ultimately their life outcomes. Furthermore, Leavy and Hossain (2014) reported that young people are making decisions about plans or develop notions of what they like to do or feel at a very young age. Therefore, depending on the contextual understanding and the country's long-term plans, different initiatives are put in place to shape the development of positive aspiration according to the social and economic fabric of the society in question.

For example, after independence, Tanzania introduced the philosophy of Education for Self-Reliance (Nyerere, 1967) where agriculture became a prominent part of the school curriculum. The main aim was to influence student attitudes towards agriculture as a livelihood strategy for the majority. According to Msuya *et al.* (2014) and Mwakatoga (2016), the Tanzanian government introduced programs like school agriculture and out of

school programs to create a positive attitude towards agriculture and prepare youths to contribute to their communities through agricultural knowledge and skills. Youths were directly involved in farming activities through planting, weeding, livestock keeping and harvesting. Unfortunately, since the mid-1980s Self-reliance slowly faded out in education circles due to lack of support from policymakers although it helped to reduce unemployment among school-leavers with practical food production (Mattee, 1978).

Furthermore, in the past three decades, in recognition of the importance of agriculture to meet unemployment challenges, policy-makers have formulated the Youth Development Policy (2007) aimed at empowering youth and guiding the government and other stakeholders to provide an enabling environment for youth to participate effectively in agriculture (URT, 2016). Also, various agricultural programs have been initiated to attract the youth into agriculture, for example, the Agriculture Sector Development Program (ASDP I and II), USAID-funded Feed the Future Advancing Youth (AY) program, National Strategy for Youth Involvement in Agriculture (NSYIA, 2016/2021). Also, the Market Infrastructure, Value Addition and Rural Finance (MIVARF) project introduced loans to youth groups and support to small business, including training in entrepreneurship skills, business management, technology upgrading and value chains to increase employment opportunities for youth in Tanzania (Leyaro and Morrissey, 2013; FAO, 2014b). Furthermore, NGOs like *Mtandao wa Vikundi vya Wakulima Nyancha* (MVIWANYA) and the Swiss Foundation for Technical Cooperation trained 3000 young people on leadership skills, agribusiness skills, farming and value chain in Rorya District (Björnliid, 2014; RDC, 2016). However, youth involvement in agriculture has been declining nationally, especially in rural areas with few youths who are willing to join farming as an occupation. The Rorya District Report (RDC, 2016) for example shows that the district has a large population of youth, adequate arable land, and water for irrigation

and extension services and hence has a high potential for agriculture, still the youth do not aspire towards agriculture.

1.2 Problem Statement

Although the government in collaboration with different organizations have taken initiatives to attract the youth into agriculture, still over 70% of the youths are looking for formal employment opportunities in cities which are very few and yet competitive (Kimaro *et al.*, 2015; URT, 2016). Similarly, the Rorya District Annual Report (RDC, 2017), shows that only 20% of young people are engaged in agriculture in the district. This indicates low engagement of the youths in the sector something that warrants an analysis of the factors that influence youth's aspirations towards agriculture in Rorya District. Since available literature (for example Kintrea and Clair, 2011; Boateng and Löwe, 2018; Daum, 2018) on youth aspirations towards agriculture is based mostly on contexts different from Tanzania.

1.3 Justification

Youth aspirations towards agriculture might be improved when factors influencing them will be noted and taken into consideration (Leavy and Smith, 2010). The aspirations of rural youths and the factors contributing to their formation should, therefore, be of interest not only to the young people themselves, their families and communities but to all those with an interest in agricultural and rural policy and development (Leavy and Smith, 2010). Therefore, this study collected precise data on what influences the rural youths' aspirations towards agriculture as an occupation. Also, it provided useful information on how to minimize some negative perceptions of agriculture. Similarly, the formulation of relevant policies, strategies and programs to educate and properly orient the youths towards agriculture may benefit from these findings.

1.4 Study Objective

1.4.1 General objective

The overall objective of the study is to investigate factors influencing rural youths' aspirations towards agriculture as an occupation in Rorya District.

1.4.2 Specific objectives

- i. To assess rural youth's occupational aspirations.
- ii. To assess how rural youths in Rorya District perceive agriculture as an occupation.
- iii. To determine the influence of parents, peers and school on the rural youth aspirations towards agriculture in Rorya District.
- iv. To identify factors that determining rural youths engaging in agriculture.

1.5 Research Questions

1. What are the rural youths' occupational aspirations?
2. How do rural youths in Rorya District perceive agriculture as an occupation?
3. How do parents, peers and school influence the rural youth aspirations?
4. What are the factors that discourage or encourage rural youth from engaging in agriculture?

CHAPTER TWO

2.0 LITERATURE REVIEW

The chapter reviews the theories and empirical literature on rural youths' aspirations and factors influencing aspiration towards agricultural activities as an occupation, supported by Achievement Motivation Theory and Ecological Systems Theory.

2.1 Operational Definition of Terms

Rural youth: With regards to the social category that is historically and culturally constructed, youth is normally perceived to be the period of adolescence during which young people make the transition from childhood to adulthood and become sexually mature and experience self-sufficiency (Anyidoho *et al.*, 2012). Social or cultural events are understood to define the transition from childhood to adulthood which draws attention to the adolescent's age of which can change over time and from one social context to the next (Leavy and Smith, 2010).

In policy, youth is commonly defined with regards to age, for instance, UNDP (2014), defined youth as all people aged between 15 to 24 years old. Similarly, the differences in age limits also vary in sub-Saharan African countries about age groups. For example, in Ghana and Senegal, the youth age range is considered to be 15 – 35 years, Kenya 15 – 30 years, Malawi 14 – 25 years (Anyidoho *et al.*, 2012). In the Tanzania context youth are people who cover the age group between 15 and 35 years (Kimaro *et al.*, 2015).

Therefore, the study targeted youth people aged between 13 to 24 years to acquire information from these younger people who are still young, and most of them are thinking of what to do to earn a living. According to our educational system, this is the group that

would have finished primary/secondary school but have not been able to proceed to a higher level so that options left for them are available opportunities such as agriculture and others. The terms youth and young people are used interchangeably.

Aspiration: is the hope or ambition of achieving something. Usually, it is used to refer to the various desires and ambitions held by people about their future (Sergo, 2015). Aspirations may mean different things to different people and they are formed and develop in response to different environments and circumstances (Ray, 2006). Therefore, this study measured youth aspirations towards agriculture as an occupation.

Agriculture is considered as the process of producing crops (food, feed, fiber and other products), livestock, fisheries and forestry (FAO, 2014b). The study considered agriculture as the act of producing crops, fish farming, flowers, growing forest, livestock keeping, and dealing with agro-business activities which the youth can engage in to improve the agricultural sector and their standard of living.

2.2 Theoretical Review

2.2.1 Achievement Motivation Theory (AMT)

The study is based on the Achievement Motivation Theory proposed by McClelland (1961). In motivation, aspirations are a subset of the desire to perform to high standards. Youth aspirations are defined as their ability to set goals and work toward those goals since it has been assumed that teachers, parents, peers, and others influence an individual's desire to set goals and achieve excellence (Quaglia and Cobb, 1996). Therefore, this study builds its foundation from the AMT because of its major assumption that aspiration is an influencing factor on youth to achieve something and that paves the way for aspirations toward agriculture.

2.2.2 Ecological systems theory

Ecological systems theory states how human development is influenced by different environmental systems and helps to understand the aspirational influences of rural youths. Bronfenbrenner (1994) proposed that youths encounter different environments throughout their lifespan that may influence their behaviour to a varying degree. Systems include the micro-system (family, friends, classmates, teachers, and community), the exo-system (positive or negative feelings involved with the interaction within the system), the macro-system (cultural contexts, customs, and laws), and the chrono-system (socio-historical contexts). This study collected data based on these systems as possible influencers of occupational aspirations.

Therefore, the usage of two theories arose to capture both aspirations and factors that influence aspiration. Ecological system theory paved the way for factors influencing human developments and Motivational theory provided room for aspiration as an individual's motivation or desire to achieve something in life.

2.3 Empirical Review

2.3.1 Rural youth's occupational aspirations and agriculture

Aspirations are hopes or ambitions of achieving something. However, the concept can be used in many different ways. For instance, aspiration is usually used to refer to the career and educational ambitions of young people, but also can be used to refer to general life ambitions, such as wanting to start a family or live in a particular area (Leavy and Hosain, 2014). The individual aspirations influenced by the environment are close to the individual that includes exposure to information, media and parental education (Kartin *et al.*, 2012). According to Armstrong and Crombie (2000), occupational aspirations are formed through limitation and negotiation of which individuals are seen as forming within

the limits of acceptable alternatives. But still, with alternatives, the individual should narrow the aspiration to realistic choices. According to Yisak and Tassew (2012) farming is an outcome of failed aspirations. This is due to the failure of childhood aspirations mainly because they could not achieve their educational goals, and they end up being farmers. Despite agriculture being with vast opportunities for livelihood but many youths view it with significant distrust and fear. However, Elias *et al.* (2018) reported that rural youths have the interest to engage in agriculture as a means of their livelihood if agricultural services are available and modernized.

2.3.2 Youths' perceptions of agriculture

Studies on youths' perceptions of agriculture have produced mixed results. Ball and Wiley (2010) reported that young people involved in rain-fed farming had a more negative perspective of agriculture, as they complained that farming portrayed as a labour-intensive, unattractive, burdensome occupation with a little reward that does not guarantee a regular income. They added that agriculture is not enough to make a living. Youths argue that they need to take up any work other than farming, whatever helps them to earn as little and not agricultural activities as it takes over one to two months of periods. Again, the young people interviewed in Tanzania on agriculture considered farming to be dirty and undesirable and regarded agriculture as the last option (Juma, 2007).

Similarly, Daum (2018) studied what young people think about farming and reported that rural youths find farming as a labour-intensive and burdensome occupation with a little reward that does not guarantee a regular income and is of high risk. While Elias *et al.* (2018), studied gendered aspirations and occupations among rural youths in agriculture, expressed that in Nigeria and the Philippines, young men consider that the tedious jobs are meant for men while the easy ones are for women like land preparation

women cannot do, while women commonly have some other livelihood activities like cooking and taking care of children at home.

In another study young people indicated that farming has low social status, seen as dirty work, made their skin darker and associated it with sewage smell (Aguado *et al.*, 2016). However, Giuliani *et al.* (2017) reported that youths see agriculture as the only source of income and the only profession in which they see themselves as experienced. Similarly, young people expressed interest in farming and joy in living in their villages, since to continue farming they may become good experts in farming and improve their lives (Daum, 2018). Also, rural youths believe that they can get their socio-economic needs through agricultural activities and can also provide employment (Kimaro, 2015). Despite the negatives, youths also viewed agriculture as being the only profession in which they see themselves as experienced and knowledgeable.

2.3.3 Parents' influence on youth's aspirations

Parents are a key influence on their children's aspirations in both rural and urban areas. Bajema and William (2010) and Boateng and Löwe (2018) indicated that parents emerge as one of the most significant influencers on young people's aspirations in both supporting and, in some cases, preventing the chase of high aspirations. Parents can encourage or discourage the aspiration of their children. However, Spielhofer *et al.* (2011), reported that young people often do not consider their parents as a major influence, but it is evident that they consult them directly and are frequently influenced indirectly by their parents' experiences and lifestyle.

Ball (2005) reported that parents who openly discouraged farming stated that, they noted the disadvantages of farming as a career with low pay, long hours and lack of insurance.

This shows that while parents support personal choice among their children, but they externally encouraged children to escape or pursue a better way of life. The author added that several families, especially homes where farming has been the main occupation tend to discourage their children from taking measures that will lead them in farming as their occupation. Ball and Wiley (2010) added that some parents encouraged their children to take farming as a career choice and some discouraged their children from farming as a career choice. They focused on informing children about the disadvantages related to farming as a career and encouraged them to explore activities that would remove them from farming. According to the author, the youths suggested that they are more often influenced by the views and opinions of family, friends and other contacts.

2.3.4 Influence of peers (friends) on the decisions of rural youths

Friendship refers to a close, related and intentional relationship. Friends have been described most often concerning their qualities and functions and shown as promoters of individuals' well-being and academic success (Leka, 2015). Blaževi (2016) reported that when young people move to self-reliance and away from parents, peers become increasingly important sources of aspirations.

Blaževi added that the influence is of great importance to young people in the period of middle childhood development because it is the period of creating friendships. David *et al.* (2014) indicated however that, friends' influences contribute to the value orientation and identity formation but some influence can be either positive and leads to achievements or negative and lead to negative behaviour. Good friends can influence their peers to make better choices for their lives.

Asghar et al. (2016) noted that 40% of the respondents in their study on analysis of the relationship between the components of entrepreneurship education and the antecedents of the theory of planned behaviour (TPB), mentioned friends and family to influence youths' decision to choose entrepreneurship as a career choice. Similarly, *Chenoweth and Galliher* (2004) reported that the majority of males were not planning to go to college but the decision changed as their primary friends were going to college. However, *Harris* (2002) reported that peer groups have an even stronger influence than that of parents.

2.3.5 Influence of schools on the decisions of rural youths

Teachers or school have a role to prepare the students for the future profession, but also to work in the community. According to *Blaževi* (2016), teachers and parents together represent the important persons in a child's life in the development age. *David-kacso et al.* (2014) stated the school results play an important role in shaping the aspirations of students and influence their children's self-perceptions of ability and therefore career choice. *Shumba and Naong* (2017) reported that some teachers encourage students to take certain subject options that are similar to the skills and abilities that they identify. They added that teachers like parents are viewed as key players in the career paths that young people eventually pursue. Thus, parents and teachers' beliefs influence their children's self-perceptions of ability accordingly.

2.3.6 Factors that discourage rural youths from aspiring towards agriculture

Youths show a lack of interest in agricultural activities as occupational aspirations. This could be endorsed with different factors including personal and family attitudes towards agriculture. *Aguado et al.* (2016) showed that many people are discouraged from participating in agriculture due to the intensive capital requirements and low wages from the labour market. This implies that some structural problems can discourage youth

engagement in agriculture. According to White (2012), several problems that turn young people away from agriculture include the lack of agricultural skills among rural youths, access to land, the decline of farming and quality of rural life, and the government neglect of small-scale agriculture and rural infrastructure. However, factors influencing the youths to participate in farming are diverse with a difference in geographical and weather conditions, opportunities available in an area and others.

Leavy and Smith (2012) reported that the environment close to the individual and societal context, including socio-cultural factors, and geography may discourage or encourage young people in making their life choices. They added that young people in areas of high agricultural growth are likely to be inspired in adopting farming for their livelihood than those living in low growth areas. The usage of opportunity spaces depends on knowledge and skills, which a high level of knowledge and skills may raise the chances of utilizing an opportunity space (Sumberg *et al.*, 2012). Due to the differences among factors that discourage youth's participation in agriculture, this study focused on exploiting factors discouraging youths' aspiration towards agriculture in the Rorya context to add on available literature.

2.3.7 Research gap

Literature indicates that aspirations for rural youths are much influenced by social classes (Social Exclusion Task Force, 2008; Kintrea and Clair, 2011; Thomas and Palermo, 2011; Program, 2016). While this finding is important, there is limited research on the aspirations of rural youths towards agricultural careers, particularly of younger people in Tanzania while aspiration is a contextual issue. The sum of research on youth's retention in rural communities and farms have mostly been done focusing on issues related to adolescents, social support, thinking about work, deprived communities, educational

attitudes, parental expectations, academic involvement and aspirations of youths (Kintrea and Clair, 2011; Leavy and Hossain, 2014; Boateng and Löwe, 2018; Daum and Daum, 2018). There is a need for research regarding rural young people's aspirations towards agriculture which could serve as the transformation of aspiration toward an agricultural career in Rorya District.

2.3.8 Conceptual framework

The conceptual framework for this study was derived from further Achievement Motivation Theory (AMT) and Ecological Systems Theory. AMT assumes that aspiration is an influencing factor on youths to achieve something which paves a way for aspirations towards agriculture. However, empirical studies on the youth's aspirations in Africa are very few and even less for youth in rural areas (Leavy and Hossain, 2014). Similarly, in the Tanzania context, few studies address aspirations on agriculture of rural youth. Most existing literature related to youth aspirations and agriculture has come from studies apart from Africa and western Africa which is different from Tanzania context. Therefore, Ecological Systems Theory shows how environmental systems influence human development, which will help to understand the influences of different environmental systems on rural youth's aspirations as described in the diagram below (Fig. 1).

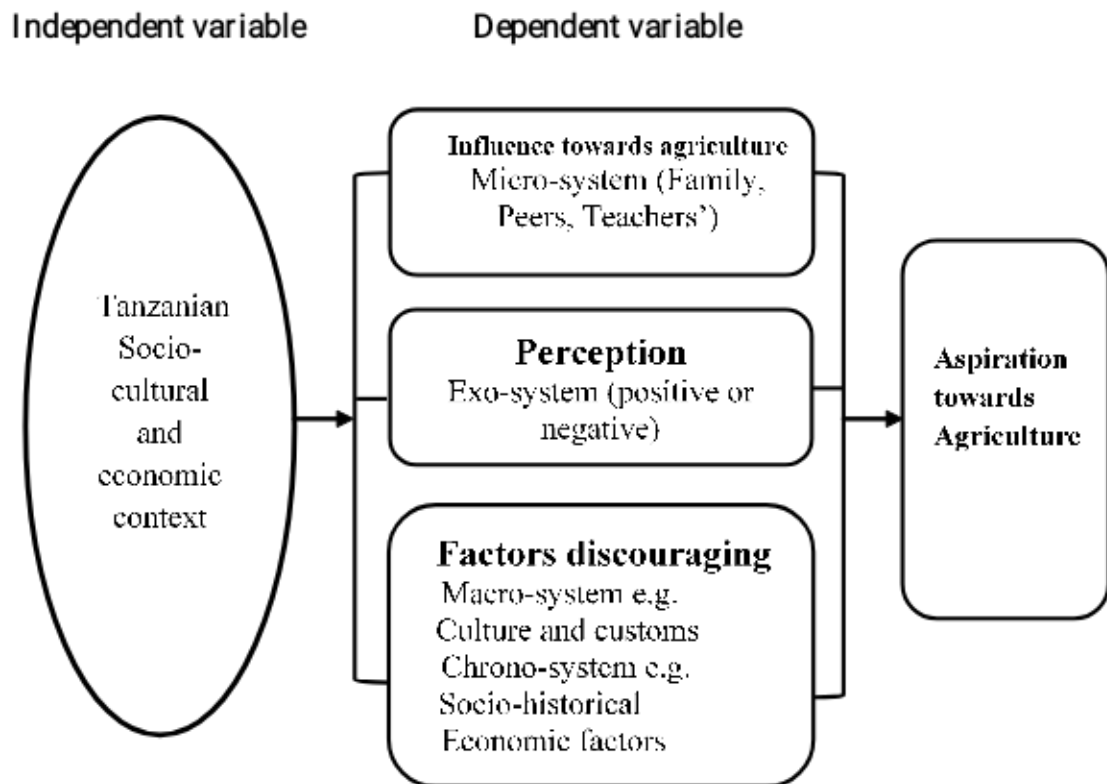


Figure 1: Conceptual framework

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Description of the Study Area

The study was done in Rorya District, Mara Region situated in the north of Tanzania. It is bordered by Tarime District to the East, Butiama District to the South, Lake Victoria to the West, and the Republic of Kenya to the North. The district is dominated by the Luo tribe. According to NBS (2012), the district had a population of 265 241 people where youths constituted 153 521. The average temperature ranges between 140C to 300C. There are two rainy seasons with an average total annual rainfall of 1250 to 2000 mm/year with two agro-ecological zones which are midlands and lowlands. The midlands have an area of 2235 km² situated at an altitude of 1300 m - 1500m with annual rainfall between 900mm - 1250mm and the lowlands have an area of 1101 km² situated at an altitude of 800m -1200m with annual rainfall between 700 mm - 900 mm. The main sources of livelihood are crop farming, livestock keeping and fishing. Major grown crops are maize, millet, sorghum, sweet potatoes, sunflower and cotton. Despite the district having adequate arable land and a good climate, there is a recurrent food shortage, persistent poverty and significant rural-urban migration. Conversely, Rorya was chosen among other districts simply to recognize how youth living along the seas think of agriculture as an occupation despite the availability of other resources for agriculture in the district.

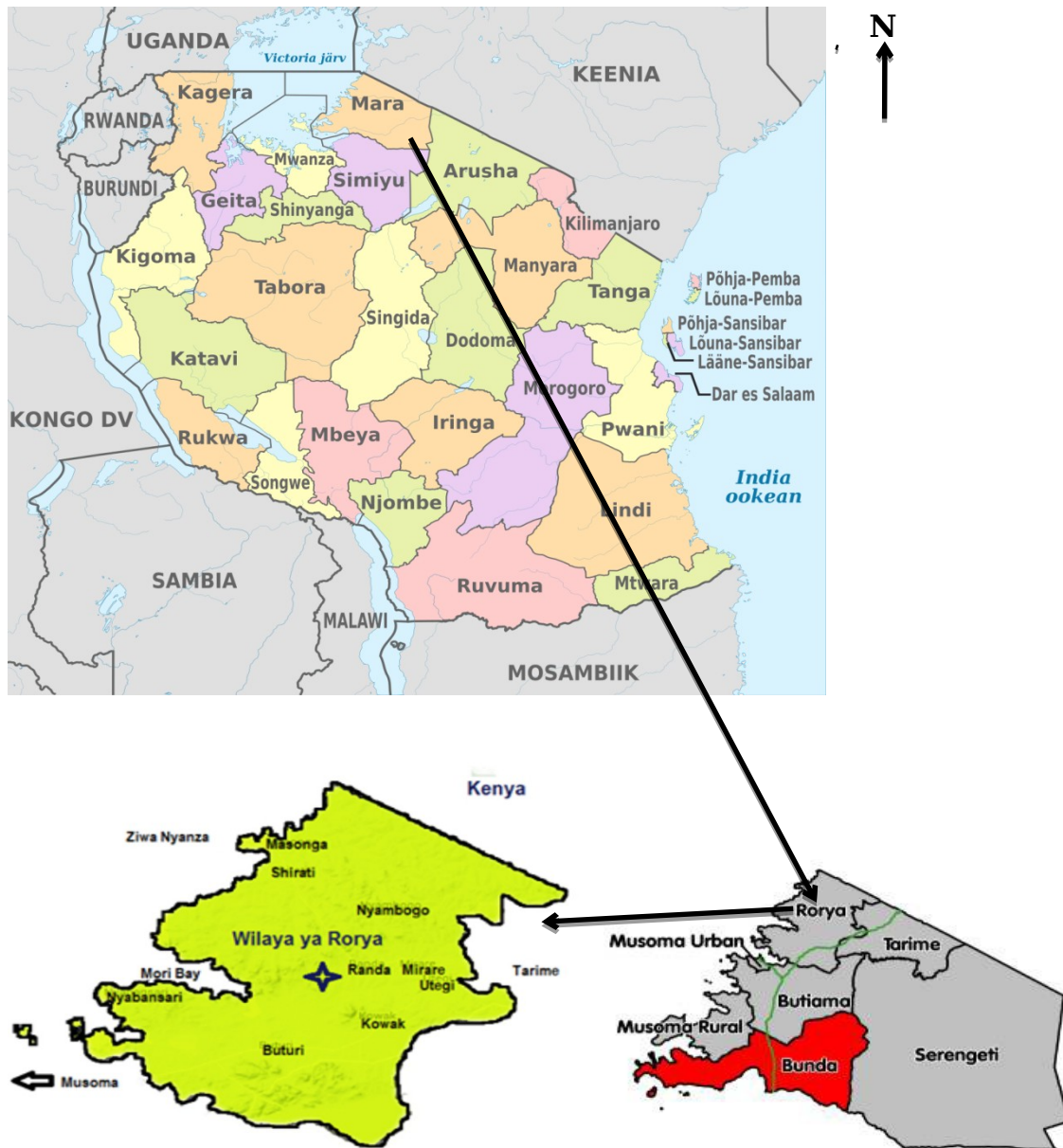


Figure 2: The map of the Mara region showing study areas

3.2 Research Design

The study employed a cross-sectional survey research design that allows the collection of information at a single point in time from the group of people selected to represent the entire population (Kothari, 2004). It was then fit for this study because the data were collected from villages at one point in time.

3.3 Study Population and Sampling Frame

The study population was all the male and female youths aged between 15 and 24 in Rorya District, which comprised out of school youths engaging or not engaging in agriculture. Out of school youths consist of those who had completed primary and secondary school during the last four years but have failed to pursue their studies further or those who had dropped out of school and were engaged or not engaged in agriculture. Because this category of participants was not attending school instead of engaging in other work for livelihood, therefore could help in understanding youth's aspirations towards agriculture.

Again, those in agriculture composed of young people who had entered into agriculture as their main means of livelihood. The focus of the study with this category was to explore the factors that encouraged them to adopt agriculture as their livelihood occupation and more importantly, to identify factors that encourage or discourages their entry into agriculture. The decision to focus on these categories of participants was made with the hope that it would reveal not only how the hopes and aspirations of each group are formed, reformed and influenced but also factors that influence their aspirations. This is another way of exploring aspiration and realities bound to youth occupation and the transition from childhood to adulthood. The sampling frame was the lists of youths' information obtained from Village Executive Officers (VEO) in the four selected villages.

3.4 Sampling Procedures and Sample Size

A multi-stage sampling technique was used with a self-administered questionnaire. Whereby four wards which were Tai, Koryo, Bukwe and Komuge were purposely selected from the 21 wards in the district to be representative of the different agro-ecological zones which are midlands and lowlands. These two agroecological zones

differed in the amount of rainfall received in an area per year as mentioned on page18, that in determines agricultural activities to be undertaken and their productivity. This in turn may have varied influences on youths' aspiration towards agriculture.

A simple random sampling technique was then used to select one village from each of the selected wards. The villages selected were Masonga, Ingri, Bukwe and Komuge. Simple random sampling is a type of probability sampling is where a researcher randomly selects a subject of participants from a population. A sample is random if the method for obtaining the sample meets the criterion of randomness (each element having an equal chance at each draw. According to Larry *et al.* (2011), if the goal is to generalize from specific samples to a population, random sampling methods are preferred because they produce representative samples. Self-administered questionnaires were distributed to 120 randomly selected rural youth with 60 males and 60 females to reduce gender bias. To obtain these 120 respondents, the simple random sampling technique was again used to select 30 youths from each village based on the sampling frame developed by the researcher in collaboration with VEOs.

3.5 Data Collection and Data Collection Instruments

3.5.1 Primary data collection

Primary quantitative and qualitative data were used. According to Kothari, (2004) primary data are data collected afresh and for the first time. In this study, data were collected using a semi-structured questionnaire, interviews and Focus Group Discussions to obtain in-depth information. The use of mixed methods has the opportunity to exhaust information in different ways and increase the validity and reliability of the study. According to Johnson *et al.* (2007), mixed research is the type of research in which researchers or a

team of researchers combines elements of quantitative viewpoints, data collection, analysis and inference.

3.5.1.1 Secondary data collection

Secondary data are those data that have already been collected by someone else and have already been passed through the statistical processes. In this case document reviews were done and data were obtained from district annual reports, different journals and extension agent's reports. This information assisted in reinforcing and improving the findings and subsequent discussion.

3.5.1.2 Semi-structured questionnaire

A self-administered questionnaire was used. According to Johnson *et al.* (2007), a self-administered questionnaire is a structured form that consists series of closed and open-ended questions, which respondents fill in their own. After preparing and pretesting questionnaires, they were then distributed to 120 randomly selected rural youth with 60 males and 60 females to reduce gender bias. After data collection questionnaires were rechecked to condemn uncompleted questions where 10 questionnaires were removed and the remaining 110 were filled accordingly. Meaning that the response rate was 90%, according to Johnson *et al.* (2007), which is considered enough.

3.5.1.3 In-depth interview with key informants

In-depth interviews were held with 40 teachers to explore issues concerning young people in schools and understand childhood interest and aspirations. Thus, in-depth interviews were carried out with 10 teachers as key informants in every primary and secondary school in four schools. Schools were Masonga primary, komuge, Ingri and Bukwe primary and Tai secondary. The interviews with these teachers enabled the researcher to

understand the agricultural aspiration of young people from the perspectives of the teachers as significant influencers or motivators.

3.5.1.4 Focus Group Discussions (FGDs)

A total of FGDs discussions were conducted with the group of youths who were in agriculture and those who were not in agriculture, as well as with four groups of parents in each of the four villages. In each session, the FGDs were composed of 8-10 youth members, while other sessions consisted of 8-10 parents to understand issues on agriculture as an occupation for their kids. The discussion consisted of both male and female participants which paved the way to understand the issue across gender.

3.5.2 Research instrument pre-test

Data Validity and Reliability

Validity refers to the accuracy and meaningfulness of inferences. Content and face validity was done for clarity and accuracy of the data. Content validity was checked through the systematically arranged objectives of the study where the questions answered the objectives. Face validity involves the experts looking in the questionnaire and agreeing if the test is a valid measure of the concept.

To improve the face validity of the research, experts in the department like supervisors scrutinized the instrument to ensure that questions concentrated on issues essential to research objectives. This ensured that the right questions with proper ingredients were asked because of minimizing errors when it comes to writing the findings.

Reliability is a measure of the degree to which a research instrument provides consistent results (Kothari, 2004). To make the instrument more reliable, pre-testing of the data

collection instruments was done in Rorya District before data collection, whereby ten youths who engage and those who did not engage in agriculture were randomly selected for testing but they were not included in the final study. This was to check for ambiguities or any wording problems that might lead to misunderstanding or misinterpretations. The supervisor checked the validity and reliability of the questionnaires about the objective and research questions of the study. After pre-testing, the questionnaire was revised accordingly for data collection to obtain the information intended.

3.6 Data Processing and Analysis

Quantitative data from the questionnaire were verified, coded and analysed using descriptive statistics in the Statistical Package for Social Sciences (SPSS). This is to mean that data from the questionnaire were analysed descriptively and presented using tables, frequency and percentage.

Respondents' perception of agriculture was measured using a Likert scale. The scale had fourteen attitudinal statements, in which the respondents were asked to respond on each statement as agree (3), uncertain (2) or disagree (1). Then the cut-off point was established to measure the perception category with 14 as the expected minimum score and 42 as the maximum score. The one disagreed on all 14 statement the score was 1×14 which is 14 minimum score and one agrees on all 14 statements was 14×3 which is 42 maximum score and if undecided was 2×14 which is 28. For the sake of data interpretation, the score that was ranging from 29 to 42 was regarded as a positive perception, while 14 to 27 regarded as negative perception and 28 uncertain or neutral or undecided.

Qualitative data were analyzed using a content analysis procedure. Data analysis was done following a content analysis procedure (Braun and Clarke, 2006). After information-gathering, the audio and written data recorded was sorted. Then translated from Swahili to English followed by categorization of data into words and phrases to develop codes.

The data was then interpreted into codes in line with the study objective for consistency and relevance. After coding, the researcher read the transcripts and field notes thoroughly to gain an overall impression of the research questions, making deep interpretations for specific statements and content. Data were interpreted to identify themes, patterns, and relations. Combination of techniques such as word and phrases repetitions and comparing primary data with literature review findings and discussing the differences between them were used. Therefore, themes were summarized for presentations for further interpretations and development by identifying recurring themes throughout and highlighting any similarities and differences in the data. The data set was then analysed, categorized and organized into final themes and sub-themes which emerged through the coding process. Finally, data verification, checking the validity of understanding through rechecking the identified codes was done.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Respondent's Demographic Characteristics

The findings of the study (Table 1) indicated that nearly equal numbers of males (52% and females (48%) youths participated in the study. Concerning age, the majority (61%) were in the age category of 19 to 24 years. Of all the respondents, more than half (60%) completed primary school and the remaining (40%) completed secondary school. For marital status, almost half of the respondents were married while 49% were single and less than one per cent was divorced. Of all the married respondents, most of them were female because the study targeted age category which is between 13 and 24. Culturally in the study area, females get married at a young age compared to their counterpart male youth. On the other hand, according to the legal framework in the Tanzania mainland, for example, the 1971 Marriage Act defines the minimum age of marriage as 18 for males and 15 for females, the law also allows courts to permit the marriage of females who have reached 14 years of age (URT, 2007) which permitted the marriage of 15-year-old girls, while the minimum age of marriage for boys is 18. Also, findings indicated that married respondents in rural areas are more likely to participate in agricultural activities than single ones. This is because married respondents have more family responsibilities than their counterpart. Hence, they normally choose to participate in agricultural activities to fulfil their family daily needs. The finding is in agreements with that of Kimaro *et al.* (2015) who reported that married youth with responsibilities participate more in agriculture on their farms.

Table 1: Respondent's demographic characteristics (n=110)

Variable	Frequency	Per cent
Sex of the respondent		
Male	58	52.7
Female	52	47.3
Age (Years)		
14- 18	43	39.1
19- 24	67	60.9
Education level		
Completed primary school	66	60.0
Completed secondary school	44	40.0
Marital status		
Single	53	48.2
Married	56	50.9
Divorced	1	0.9
Total	110	100

4.1.1 Type of agriculture practiced

Information from FGD indicated that the respondents practiced both crop farming and livestock keeping. The main categories of crops grown in the area are food crops, cash crops such as cotton, fruit crops, and vegetables. Food crops grown include maize, beans sorghum, peanut, potatoes, cassava where cassava production seems popular as large percentages of respondents indicated cassava production more than other crops due to the low cost in production. However, low cultivation of vegetable fruits was observed among youth due to the high requirements of diseases management and capital. This show that youth normally engage in agricultural production of which does not require a large amount of capital. This is in line with Kimaro *et al.* (2015) who reported that large percentages of respondents cited involvement in maize cultivation more than other crops like beans and vegetables due to its low cost of production. Mainly agricultural production is rain-fed agriculture as irrigation infrastructure is still underdeveloped.

Also, in FGDs, parents indicated that animal poaching and disease have rendered them in crop farming more than in livestock keeping as they had experienced the big loss of their animals through poaching at night. Animals being stolen by unknown people led them to shy away from keeping animals. They added that this gives them hard time advising their sons to invest in animals as their parents advised them those days during their childhood.

4.1.2 Owner and benefit from agriculture

Table 2 indicated that families are mainly (41.8%) the owners of the agricultural enterprise in this study while only a few respondents (10.9%) own the enterprise. The majority of respondents' farm in their family farm and this is because the respondents interviewed are still young and had no family responsibilities. Therefore, they could not be given a farm since farms were given to mature and married youth in the community as they assume that married youth have more family responsibilities and focus. This is in line with Kimaro *et al.* (2015) who indicated that youth who are working on family farms are younger and directly from farmers who rely their income on agriculture and depend on agricultural activities for their daily social and economic needs.

In case of agricultural benefits derived from farming activities, 12.7% of respondents indicated insurance of food security at home, 10.9% upgraded their homes, 10.0% afforded school fees and other tasks, 7.3% bought modern tools, 6.4% were able to start a family and lastly 5.5% acquired cell phones and televisions. This means that the majority of those who were engaged in agriculture was only aiming for food and not as a source of income while only a minority was able to accumulate assets from agriculture. This is in line with Lewa and Ndungu (2012) in Kenya who reported that respondents chose farming as their ideal occupation for the reason that farming provides food and non-

agricultural occupation were seen to be more profitable and were more stable for regular income.

Table 2: Distribution of owners, and benefits from agriculture (n=110)

Variable	Frequency	Percent
Owner of the agricultural enterprise		
Family	46	41.8
Myself	12	10.9
Not applicable	52	47.3
Total	110	100.0
Benefits you have got from agriculture so far		
Upgraded my house	12	10.9
Have acquired a Cell Phone/TV	6	5.5
Have bought modern tools	8	7.3
Started a family	7	6.4
Food security at home	14	12.7
school fees/ other business	11	10.0
None	52	47.3
Total	110	100.0

4.1.3 Access to agricultural information and means of access

Table 3 shows that 30.0% of respondents claimed to have access to the right agricultural information while 22.7% reported having no access to information. Means of access to agricultural information were 16.4% TV/Radio, 12.9% social media, 3.6% Magazines/Newspapers. This indicates that the only accessible means of agricultural information is radio as other means such as magazines/newspapers are not available, however, having adequate information from different areas specifically in agricultural issues might enable youth to aspire for agriculture. Other rural areas and even other families have no Television, access to smartphones although young people may not watch non-agricultural programs even when they have them. This is similar to Sergo (2018)

reported that youth have the opportunity to listen to the radio either occasionally in most of the cases or regularly in some aspects though, but this exposure to radio programs or news was to any kind of non-agricultural programs.

Similarly, for agricultural advice, 31.8% of respondents indicated that parents were the main advisors on agriculture, while extension agents were 13.8% and friends (7.5%). Therefore, the parents have been mentioned as pick advisers in agricultural practices in this study, although this advice is only based on local agricultural technologies where extension agents have a little portion. This is similar to the study of Kimaro *et al.* (2015) which reported that most of the children know about agricultural activities acquired from their family farms. However, this contradicts with the study on aspirations of rural youths towards rural development activities as pointed by Parmar (2015) that most of the rural youths in his study acquired knowledge from extension agents to get appropriate information concerning agriculture, and that has a significant influence on youth's aspiration towards agriculture.

**Table 3: Distribution of Access to right agricultural information and means of access
(n=110)**

Variable	Frequency	Percent
Access to the right agricultural information		
Yes	33	30.0
No	77	7.0
Total	110	100.0
Means of access to agricultural information		
Social media	14	12.7
Radio/TV	18	16.4
Magazines/newspapers	4	3.6
Never	74	67.3
Total	110	100.0
who advisers you on agriculture		
Friends	6	5.5
Extension agents	13	11.8
Parents	36	32.7
Social media	3	2.7
Not in agriculture	52	47.3
Total	110	100.0

4.2 Rural youth's Occupational Aspirations

4.2.1 Youth occupational aspiration

Study findings in (Table 4) indicated that the majority (86%) of respondents aspired for non-agricultural occupations such as doctor, teachers and nurse and businessmen where the minority (14%) aspired for agricultural occupations. However, differences in occupational aspirations were observed among youth from FGDs. The difference was mainly due to the education level one had attained. For example, almost all respondents with primary education aspired for professional occupations such as doctors, teachers, soldiers non-agricultural. While half of the respondents with secondary education aspired

to non-agricultural such as business and crafts occupations and the remaining aspired for agricultural occupations. This is in line with Bajema (2010) and Sergo (2014) who reported that the aspiration of youth towards agriculture is very low and nobody had chosen agriculture as an ideal career from primary school respondents. Analysis of data from the Focus Group Discussion (FGDs) revealed that for most respondents, teachers, doctors, engineers, and government employees were their role models as described below with numeral of youth.

I want to be a doctor because it's the only way I will manage to get money and provide for my family. Through engineer, I can earn a good amount of salary.

These were the people perceived by youth to be living a better life in their community and able to provide for their families sufficiently. Since they had a good amount of money at the end of the month and they could manage to buy anything they wanted in life. Similar findings obtained from key informants (teachers) interviewed revealed that youth were not ready to choose agriculture as their occupation. Instead, they prefer to employ themselves in business, music, fishing, sports and employment in informal businesses such as saloon, food vending, *boda-boda*. Since young people believe that it's easy to earn money faster in business or other non-agricultural activities compared to agricultural activities.

Table 4: Respondent's occupational aspiration (n=110)

Variable	Frequency	Percent
Occupational aspiration		
Non-Agricultural occupation	95	86.4
A farmer/livestock keeper	15	13.6
Total	110	100

Reasons for occupational aspiration

To understand occupational aspirations, respondents were asked to describe the reasons for choosing a particular aspiration (Table 5). Respondents who aspired for non-agricultural occupations indicated that reasons for aspiring for their aspirations were faster income and paying (40%) and regular income (38%). Meaning that youth participate in an occupation that would bring faster income to them, otherwise they would not take it as an occupation for income generation. This is in line with Noorani (2015) and Sergo (2014) who reported that youth believed that they need to get richer fast which they feel is not possible working in the agricultural sector but engaging in some professional occupations such as doctor, teachers and profitable business. On the other hand, the current finding contradicts that of Muhammad (2011) who pointed out that those youths with a background in agriculture, only a few who have no option engage in agricultural production as a means of livelihood.

While those respondents who aspired for agricultural occupation indicated that the reasons for aspiring for agriculture occupation were getting food and at the same time earning an income (19%). Another reason mentioned was that there was no other work to do apart from agriculture (3%). This means that assured income regularly to support their families was the main driving force for their occupational aspiration. It was also claimed by the key informant (a teacher) that many youths do not aspire for agriculture because it is linked with a high level of poverty. This is in line with Daum (2018) who reported that youth claimed to enjoy agricultural life as farming is a profitable business, and would bring food to fight against hunger.

These were the themes obtained from key informants concerning reasons for youth's occupations, non-agricultural;

The majority of young people think that professional occupations such as soldiers, teachers, doctors and others are having much, regular income and better life than other occupations, and so getting employment is very easy (KIIs, Ingri primary school 22nd March 2020).

What we can understand from the above quote, for most occupational aspiration rural youth are more related to the ideas of living a good life. As they perceived better life could be achieved by adopting the lifestyle of individuals who are out of agriculture. This confirmed too by other participants who had the following remarks;

Youth trust in non-agricultural business because they believe it will provide regular income and achieve their goals easier than agriculture as most of them have short goals so they need the money that will meet those goals immediately (KIIs, Masonga primary school 16th March 2020).

During the discussion with key informants, it was revealed that some youths are in agriculture because it is the only activity they are used to at home and others. After all, they have no other alternative job to do for earning income. This is verified by the following;

Agriculture is the only activity they are used to at home (KIIs, Ingri primary school 22nd March 2020). Earning income and food security are the main reasons for youth engagement in agricultural occupations, however, others engage in agriculture because they have no job alternatives (KIIs, Bukwe secondary school 21st March 2020).

On the other hand, others were in agriculture because they perceived it as having several opportunities provided one has land and starting capital. This is verified by the following remarks;

Agriculture has so many opportunities as long as the land is available and starting capital is any amount you have, and then some decide to engage in agriculture.

Other key informants indicated that other youth engaged in agriculture simply because it is the only thing, they were familiar with, therefore doing other things out of agriculture would be hard to thrive in.

Agriculture is like part of their life as they grew up as a source of income and food, then trying things out of agriculture might be difficult for them (KIIs, Komuge primary school 2nd march).

Also, agriculture was linked with poverty as demonstrated by the following remark;

You know, for many years my parents have been pursuing agriculture as their permanent occupation but we are still among the poor families in our village (FGD, Ingri village on 22nd Feb 2020).

This quote shows that the perception rural youth have towards agriculture is connected to their background such as their parent's hard life living from agriculture, which might be caused by local agriculture methods used.

Table 5: Reason for respondent's occupational aspiration (n=110)

Variable	Frequency	Per cent
Reasons		
Faster income and paying	47	40.1
To create a regular income	42	38.1
Through agriculture, you get food and earn income for the same time	18	19.1
No other work to do apart from agriculture	3	2.7
Total	110	100

4.2.2 Respondents current occupations

Table 6 shows that out of 110 respondents interviewed, 47% were engaged in non-agricultural occupations such as crafting, hairdressing, petty business, *boda-boda*, while 53% were engaged in agriculture. Findings indicate that what youth was doing for a living is not necessarily in line with their aspirations as clearly indicated in section 4.2.1 above. However, it should be noted that many of those who were engaged in agriculture were still under the care of their parents meaning that they were engaged in the family farms. They are forced to work on the family's farm for food as family obligations, which is not their aspirations and they had no choice. The findings are in line with Kimaro *et al.* (2015) who reported that most of the youth who participate in agriculture through working in their family farms are younger since younger youth are more dependent on their families.

Table 6: Current occupations (n=110)

Variable	Frequency	Per cent
Work is currently done by youth		
Agriculture	58	52.7
Non-Agricultural occupation	52	47.3
Total	110	100

4.2.3 Respondents views on agriculture as a possible occupation and reasons

Study findings (Table 7) shows that the majority (71%) of respondents had the view that agriculture could be one of their possible occupations and few (29%) disagreed. Those who did not view agriculture as an occupation gave several reasons. They included agriculture has a low return (16%), it is too laborious (6%) and it is full of risks (5%). Contrary to the above narrative, findings show that the majority of youth (69%) were confident that they can achieve their dreams through agriculture and a few (31%) were not confident that they can achieve their dreams through agriculture. This is similar to Ball and Wiley (2010) and Daum (2018) who reported that young people involved in rain-fed

farming had a more negative viewpoint of agriculture, as they complained that farming was portrayed as labour-intensive and unattractive.

The reasons for lack of confidence to achieve their dreams through agriculture were mentioned as lack of success for those who are engaged in agriculture (17%), just disliking agriculture (6%), it is an insecure enterprise (5%), and unreliable rainfall (4%). This implies that agriculture is seen as work that cannot achieve its dreams due to its susceptibility to climate stresses and having a long gestation period. As found out by Elias et al. (2018) youth prefer quick cash-generating enterprises which of course are less drudgery. In their study on gendered aspirations and occupations among rural youth in Morocco, they found out that young men did not aspire to farm using traditional, labour-intensive methods.

During FGDs participants (youth) confirmed that;

Sometimes you can plant and the crops fail due to drought. I just want something that will give me money as soon as I want it ... and mostly I want the money that comes easy and fast and not sweating that much (FGD, Komuge village on 2nd March 2020).

Similarly, most of the key informants (teachers) claimed that students do not go for agriculture because they consider agricultural activities as gambling work and difficult occupation. Also, as jobs that need a lot of patience that youth lack. Therefore, encouraged to focus on schooling and leave agriculture to uneducated people. The following remarks this position;

In this community people dislike intensive work as they take agricultural activities as hard work, so youth cannot prefer agriculture as a good occupation for them since returns from agriculture are not equal to the energy used (KIIs, TAI secondary school 16th March 2020).

Other participants had the following remarks;

Youth do not aspire for agriculture as an occupation sometimes due to lack of incentives from agriculture and lack of agricultural modern tools, lack of agricultural knowledge and benefits of engaging in agriculture (KIIs, Tai secondary school 16th March 2020).

This implies that to make agriculture attractive we should focus on promoting youth-friendly technologies such as the use of tractors and equipment that reduce drudgery in agriculture.

Table 7: Distribution of respondents by their opinion on Agriculture as a possible occupation and a way of achieving dreams and reasons (n=110)

Variable	Frequency	Percent
Consideration of agriculture as a possible occupation		
Yes	78	70.9
No	32	29.1
Total	110	100
Reasons for not considering agriculture		
Too laborious	9	8.2
Agriculture is a very risky enterprise	5	4.5
Low return in Agriculture	18	16.3
Not applicable	78	70.9
Total	110	100
Can you achieve your dreams through agriculture		
Yes	76	69.1
No	34	30.9
Total	110	100.0
Reasons if no		
No success to those who are in agriculture	19	17.2
I don't like agriculture	6	5.5
Risky enterprise	5	4.5
Unreliable rainfall	4	3.6
Not applicable	76	69.1
Total	110	100.0

4.3 Youth's Perception of Agriculture

To determine youth perception towards agriculture, a three-point Likert' Summated scale was used. The scale consisted of eight positive attitudinal statements and six negative attitudinal scores were then summarized to obtain general perception results. The respondents were asked to indicate for each statement whether they agree (3), uncertain (2) or disagree (1).

Then the cut-off point was established to measure the perception category. Then the cut-off point was established to measure the perception category with 14 as the expected minimum score and 42 as the maximum score. The one disagreed on all 14 statement the score was 1×14 which is 14 minimum score and one agrees on all 14 statements was 14×3 which is 42 maximum score and the undecided was 2×14 which is 28. For the sake of data interpretation, the score that was ranging from 29 to 42 was regarded as a positive perception, while 14 to 27 regarded as negative perception and 28 uncertain. Study finding (Table, 8), indicates that the majority (65%) of respondents had a positive perception towards agriculture while 26% had a negative perception and 9% were uncertain about agriculture as an occupation. This means that the majority of respondents had a positive perception of agriculture, although information was taken from those in agriculture and those who were not in agriculture. Giuliani *et al.* (2017) and Daum (2018) reported that youth see agriculture as the only source of income and the only profession in which they see themselves as experienced.

Further analysis of the findings shows that despite a positive attitude towards agriculture, there was a low engagement in agriculture among the respondents. Analysis of FGD revealed that the low engagement was due to agriculture being hard work with low return, unpredictable and which takes a long time to get income. This is in line with Ball and Wiley (2010) who reported that young people involved in rain-fed farming had a more negative perspective of agriculture, as they complained that farming portrayed as a labour-intensive, unattractive, burdensome occupation with a little reward that does not guarantee a regular income.

Table 8: Respondents' perception towards agriculture (n=110)

Condition	Frequency	Per cent
Positive	71	64.5
Uncertain	10	9.0
Negative	29	26.3

To understand which particular aspects of agriculture as presented in the attitudinal statements drive youth perception, a statement wise analysis was conducted. The result of the analysis based on the mean score is presented below (Table8).

The statement that *agriculture as an occupation is not for the non-educated* ranked the first (mean score 2.87). Meaning that respondents did not perceive agriculture as something for uneducated but for both educated and uneducated people. This position is further affirmed by the score of respondents on an attitudinal statement that *'aspiring for agriculture as an occupation is not for sons and daughters of low-class families* (mean score 2.83). Implying that, respondents did not associate agriculture occupation with the social status of a family. This contradicts with Sergio (2014) who reported that youth perceive agriculture as an occupation for those who have no education and from low families.

The differences in results might be from the type of youth sampled, the Woreda, east gojjam zone by Sergio dealt with both in and out of school rural youth where those who are studying can perceive agriculture as an occupation for non-educated youth while those with education are for white-collar jobs. However, this study dealt only with school rural youth. Besides, the differences might be due to the context of the research.

With regards to agricultural occupation and gender, respondents also perceived agriculture as not women's work. The statement that *agriculture is not women's work* was ranked third (mean score 2.80). This implied that respondents did not associate agriculture with gender. Also, the fourth-ranked statement was the statement that *'agriculture as the occupation has a high status in the community'* (mean score 2.75). Meaning that respondents understand that anybody can engage in agriculture no matter the education and family background, and accorded agriculture among the occupation with high status. This contradicts with Leavy and Smith (2010) who reported that low status given to agriculture has influenced youth to aspire beyond agriculture.

On the other hand, the following attitudinal statements *agricultural enterprises are not very risky, agriculture guarantees regular income, agricultural as an enterprise does not take time to get returns and Agriculture as an occupation for income-generating activity is not labour-intensive* scored less than 2 mean scores. This indicates that respondents did not see agriculture's high economic returns meaning it is labour intensive and risky business that cannot guarantee a regular income. This is in line with Ball and Wiley (2010) who reported that young people involved in rain-fed farming had a more negative perspective of agriculture, as they complained that farming portrayed as a labour-intensive, unattractive, burdensome occupation with little reward and does not guarantee a regular income.

Table 9: Distribution of respondents according to their response to perception statements score (n=110)

Variable	Disagree F (%)	Uncertai n F (%)	Agree F (%)	Mea n score	Ran k
Agriculture as an occupation is not for the non-educated	9 (8.1)	5 (4.5)	99 (89.0)	2.87	1
Aspiring for agriculture as the occupation is not for sons and daughters of low-class families	6 (5.4)	6 (5.5)	98 (90.9)	2.83	2
Agriculture is not women's work	9 (8.2)	3 (2.7)	98(89.1)	2.80	3
Agriculture as occupation has high status in the community	7 (6.3)	7 (6.4)	94(85.5)	2.75	4
Agriculture is a profitable business	13 (11.8)	9 (8.2)	88(80)	2.68	5
Practicing agriculture contributes positively to life.	10 (9.1)	22 (20.0)	78(70.9)	2.56	6
To live as an agro-entrepreneur is very attractive	19(517.3)	15 (13.6)	76(69.1)	2.52	7
An agricultural enterprise is a good opportunity to start	20(18.2)	26 (23.6)	64 (58.2)	2.4	8
Engaging in agriculture would bring a great satisfaction	26 (33.7)	27 (24.5)	57 (51.8)	2.28	9
Agriculture as an occupation has high economic returns	56(50.9)	18 (16.4)	45 (40.9)	2.06	10
Agricultural enterprises are not very risky	51(46.4)	18 (16.4)	41 (37.3)	1.91	11
Agriculture guarantees regular income	61(55.5)	12 (10.9)	37 (33.6)	1.76	12
Agricultural as an enterprise does not take time to get returns	32 (30)	12 (10.9)	42 (34.6)	1.65	13

Agriculture as an occupation for income-generating activity is not labour- intensive.	82(74.6)	8 (7.3)	20 (18.2)	1.43	14
---	----------	---------	--------------	------	----

4.4 Social Influences on Youth's Aspiration towards Agriculture

4.4.1 Parents' influence on agriculture

Study findings (Table 10) indicated that the majority of the parents (80%) of study respondents were engaged in agriculture as their main economic activity. They were specifically involved in crop production only, agribusiness, animal keeping only and crop and animal keeping. A small proportion of the parents were doing business as their main activity for earning a living (15%) and about six per cent were formally employed.

Table 10: Distribution of Parents' influence on agriculture (n=110)

Variable	Frequency	Percent
Parents work for a living		
Employed	6	5.5
Business	16	14.5
Agriculture	88	80.0
Total	110	100

4.4.2 Respondents' opinions on whether their parents encouraged them towards agriculture

Table 11 indicates that 80% of the respondents reported that their parents were encouraging them to be successful in their life while 2% of respondents said their parents were not encouraging them. Further results from respondents revealed that the majority (65%) of the parents encouraged their children to pursue non-agricultural occupation and only 35% only 35% encouraged agriculture. This finding is similar with that of Sergio (2015) who reported that parents in Hulet Eju Inese Woreda wished their children to end up being a farmer and felt that it would be better if children were able to avoid the possibility of becoming a farmer.

Table 11: Respondents opinions on parents' encouragement towards agriculture**(n=110)**

Variable	Frequency	Percent
Parents encourage you for life success		
Yes	108	98.2
No	2	1.8
Total	110	100.0
What occupations do they encourage you to pursue		
Non-agricultural occupations	71	64.5
agricultural occupations	39	35.5
Total	110	100.0

However, During FGDs youth indicated that their parents encourage them to pursue agriculture due to several reasons. These were agriculture provides food, income and capital for investments in other businesses, and it is what parents do for a living. Other reasons were agriculture is the only option available due to lack of education, also is the only activity that transforms their lives. During FGDs participants said;

Since I was young to date, we never lack food at home simply because we engage in agriculture for food and income. This is different from those who are not in agriculture; they normally run out of food always with the high price of food challenge in some seasons (hunger) (FGD Masonga village, on 14th March 2020).

This implies that food security is the most important aspect that is at least attracting people to engage in agriculture. Other benefits are accorded a second priority. During a discussion with parents concerning how they influence their children, they said that although they encourage their children to pursue an occupation in agriculture, they prioritize education first. In case children fail then they give a chance for kids to choose what they like for their livelihood income. This is similar to that of Ball and Wiley (2010)

who reported that parents encouraged farming by telling their children the benefits of farming. As a part of encouragement, parents provided farms to youth especially married ones together with craft animals for farming. Also, inform youth on the profits of agriculture as an opportunity as well as engaging them in family agricultural projects.

Furthermore, data showed that for those parents who did not encourage their children to pursue agriculture as an occupation, it was because of the following reasons; Agriculture is hard work, not profitable, and requires high knowledge to practice, much capital. Other reasons are the use of poor agricultural tools, high cost of agricultural inputs, insufficient rainfall. The following extract from FGDs demonstrates the above assertion.

All the farming jobs are so hard, agricultural works make you old (FGD, Bukwe village on 21st March 2020).

Other respondents had viewed agriculture as a work that is tiresome and hard for them to aspire for agriculture as an occupation.

Working on the field the whole day is tiresome, especially during ploughing, weeding and harvesting time. But ultimately harvesting comes with a low yield that cannot match with the whole hustles in the farm (FGD, Masonga village on 14th March 2020).

4.4.3 Who discouraged/ encourage respondents to engage in agriculture and reasons

Table 12 indicates data on people who encouraged the youth to engage in agriculture as an occupation. The findings indicated that about half of respondents reported that they were encouraged by parents to engage in agriculture while (3.6%) were encouraged by friends. Similarly, for those who were not in agriculture, data indicated that 26% of respondents had no self-motivation towards agriculture, 16% were discouraged by parents, 5% were discouraged by friends and less than one per cent were discouraged by

teachers. Findings found that parents are more influencers of children's decisions than any other person.

Table 12: Who encourage respondents to engage in agriculture and reasons (n=110)

Variable	Frequency	Percent
For those engaged in agriculture		
Parents	54	49.1
Friends	4	3.6
Not in Agriculture	52	47.3
Total	110	100.0
Reasons		
It is more paying	11	10.0
Family activity	22	20.0
An employment	2	1.8
Source of food income	15	13.6
no other alternative	8	7.3
Not in Agriculture	52	47.3
Total	110	100.0
Those not in agriculture discourage		
Parents	17	15.5
Friends	6	5.4
Myself	29	26.4
In agriculture	58	52.7
Total	110	100.0

However, schooling experiences, friends, could play their important role here, this is because the child mindset is developed from an early stage of growth and people who teach or shape their mind through what is better and worse are parents and teachers. For instance, the youth indicated that their parents wanted them to study hard. Otherwise, they will face a hard life by doing agriculture. This is in line with Ball and Wiley (2010) who reported that some parents encouraged farming as a career choice for their children by

telling benefits of farming while those who discouraged farming focused on informing children about the disadvantages related to farming as a career and encouraged them to explore activities that would take them away from farming.

The same, teachers termed agriculture as activities done by failures and taken as a punishment. Therefore, the views of parents and relatives on agriculture have significantly influenced rural youth to aspire beyond agriculture;

Sometimes students are told things like if the school is hard, you can try agriculture, the word might sound normal but how do you tell these words to these students, how does it receive? This can create failure occupation to the heard of this student (KIIs, Masonga primary school, 16th March 2020).

This implies that creating an occupation for a student may need passion and good guiding as this deal with the mind, which involves perception and interpretation of the occupation, and sometimes reasoning and weighing about profits and challenges of an occupation. This is affirmed with these remarks below;

I think the way agriculture is taken in schools sometimes can affect the mindset of the student, for example, agriculture is used as a punishment for wrong dowers (KIIs, Komuge primary school, 2nd March 2020).

The school has a big chance to change student's mindset, it is really easy for them to make their students aspire for agriculture but only if agriculture will not be taken as a punishment. Also, other respondents added on the material used in schools that is outdated and of low quality to aspire students towards agriculture as indicated below;

Agriculture done in schools cannot make student aspire for agriculture, agriculture we are doing in schools is of poor tools, inputs ultimately poor yield (KIIs, Ingri primary school, 22nd March 2020).

This implies that for students to aspire and engage in agriculture farming should be available benefits with the availability of improved technology.

4.4.4 Support from parents who are not in Agriculture

The findings presented in Table 13 indicate that parents who are not engaged in agriculture 14% told their youth that agriculture is the occupation that suits them, while 8% said it is an option that cannot suit them. For those parents who convinced their youth to choose agriculture as their occupation, 7% provided capital and land for their kids, 6% provided no support and one per cent advised and took them to farm. This indicates that even though some parents are not in agriculture but still see agriculture as an important option for their children. Leavy and Hossain (2014) reported that parents seemed to encourage farming by both direct and indirect means.

Table 13: Support from parents who are not engaged in agriculture (n=110)

Variable	Frequency	Percent
Do your parents consider agriculture as an occupation for you		
Yes	15	13.6
No	9	8.2
Those in agriculture	86	78.2
Total	110	100.0
If yes, how do they support you towards agriculture		
Parents provided money and land	8	7.3
advice and took me to farm	1	.9
No support	6	5.5
Those in agriculture	86	78.2
Total	110	100.0

As revealed by the FGDs youths indicated that their parents encouraged them to engage in agriculture as a source of income through buying animals for them. However, they were the ones who do not aspire towards agriculture as an occupation.

My father bought me goats and sheep when I was young so that I can have assets for the future but because I am not interested in keeping those animals, I sold them all (FGD, Masonga village on 14th March 2020).

On the other hand, other respondent indicated that through agriculture or keeping animals someone would use as a means of saving money as they advised by their parents. The youth indicated that although someone is saving money through animal still the animal produces offerings that doubled the money saved. This described below;

My parents once advised me that, you cannot save money as money instead you have to save money in terms of buying animals such as cattle so that when you have a problem you can sell and get money (Ingri village 22nd 2020)

4.4.5 Friends' influence

4.4.5.1 Friends' influence on aspiring for agriculture

Findings (Table 14) indicate that 62% of respondent's friends were engaged in non-agricultural activities such as fishing, small business, informal jobs, Boda Boda, studying and tailoring. Only 39% of the friends were in agriculture. Those who were in agriculture perceived agriculture as a more paying undertaking than any other activities. For others, it was because agriculture was a family activity, for producing food for the family. This is confirmed by a discussion with youth as quoted below;

Agriculture is the only business that brings money, no matter how difficult the work is (FGD, Komuge village on 2nd March 2020).

This indicates that to some youth agriculture is the major source of income without fearing difficulties of the work, and is the only business they are into. Also, some added that agriculture is the only thing they learnt from their parents and they can even succeed or make life from agriculture.

Since I grew up in the village and my father was growing paddy, I was aware of succeeding in agriculture only when you can be committed to it. Then I later met friends who are doing tomatoes production and join, with so many obstacles but thanks to God we are making money (FGD, Masonga 14th March 2020).

This implies that it does not matter how hard agriculture is but still, some young people believe in it as a source of livelihood, however, others engage in due to lack of alternative livelihood opportunities as revealed by the following remarks;

My friends have no education so what else do you think they can do in this village? Otherwise, they would move to cities for other jobs like other friends of mine (FGD, Bukwe village on 21st March 2020).

A comparison between agriculture and non-agricultural occupations as which one has a good life: findings (Table 14) indicated that 50% of respondents opined that those in agriculture have a good life, while 44% said those in non-agricultural occupations. The findings here imply that there was a balance of opinions on the contribution of agriculture to a good life or otherwise. Despite the hardship in agriculture, respondents were of the view that their friends who pursue agriculture as an occupation had better life compared to those who were pursuing non-agricultural occupations such as craft, hairdressing and *Bodaboda*.

Table 14: Friends' influence

Variable	Frequenc y	Percent
What are most of your friends doing for a living		
Non-agricultural occupations	72	61.9
Agriculture	43	39.1
Total	110	100.0
Those in agriculture life to them is very good compared to others		
Those who are in other activities are better than agriculture	48	44.1
Uncertain	7	6.4
Total	110	100.0

Therefore, those respondents who have friends who are in agriculture seemed to have a positive view on agriculture which encouraged them to engage in agriculture such as agriculture pays and others indicated agriculture is the family activity. Yet for those friends who are not in agriculture seems to indicate the negative side of agriculture like agriculture is hard work that provides no income on time, said agriculture provides no regular money cycle like a business and so on. Kimaro *et al.* (2015) stated that youth in agriculture shows agriculture as the most income-generating activity for them in rural areas because there are very few opportunities in rural areas. Again, Leavy and Hossain (2014) reported that young people in their community did not choose to farm because it is dirty work, low returns from farming also profits from farming can be delayed.

4.4.5.2 School and teachers' influence

Findings (Table 15) indicates that most (86%) of respondents did not study agriculture in school while only 14% did. For those who never studied agriculture in school, the majority (63%) had a chance to practice and 28% did not practice at all. Again, in discussion with youth to respond on how practicing agriculture in school has influenced

their choice of occupation. Some indicated that practicing agriculture in school made them consider agriculture as a punishment, others that made them knew only how to farm, and only a few indicated that practicing agriculture in school made them opt for agriculture as an occupation. This is in parallel with a study in Kenya by Sandys (2011) indicated that agricultural activities are often used in schools as a punishment in sub-Saharan countries where those wrongdoers' students are taken to for penalty. This could portray agricultural-related activity as a punishment thing and limiting the youth enthusiasm to pursue livelihoods in agriculture.

Table 15: Teachers' influence (n=110)

Variable	Frequency	Percent
Did you study agriculture in school		
Yes	15	13.6
No	95	86.4
Total	110	100.0
If not did you practice agriculture in school		
Yes	66	62.5
No	29	27.5
Total	95	100.0

During FGD with parents, it was revealed throughout the discussions that the school can encourage youth aspiration towards agriculture only if there is an agriculture subject in the curriculum and be given priority as a mandatory subject to students. This will make them participate in agricultural activities in school, and directly benefit from the activities, for example, drinking porridge or lunch in schools from the products of the farm. Njeru *et al.* (2015) stated that if agriculture subjects would be included and compulsory and supported with appropriate resources, it would help to motivate youth towards having a more positive view of employment opportunities in the agricultural sector.

Other parents believed that schools can discourage young people from aspiring to aspire for agriculture if the teachers have no proper training and motivation. Another reason could be if schools have no improved agricultural equipment and inputs.

To understand how school activities can help youth aspiration towards agriculture, some themes from key informants (teachers), described;

Participation in agricultural activities and acquiring knowledge on agricultural activities and their benefits may improve youth's aspiration towards agriculture (KIIs, Masonga Primary School 16th March 2020).

Other key informants indicated;

If schools can produce more yields with the use of modern tools and modern techniques, then students too will borrow the ideas and use them in their farms and this might change the mind of young people towards agriculture (KIIs, Masonga School 16th March 2020).

From these quotes, agriculture would aspire youth as an occupation only if a school would provide required knowledge and profits of agricultural activities, practicing it with modern tools which would reduce the intensiveness of the work which ultimately will increase the yield. Whereby for now poor farming methods, the poor yield obtained in schools discourage youth's aspiration towards agriculture. Similarly, schools need to have farms and facilities that would enable them to direct and aspire youth towards agriculture; this was supported by other key informants;

Teaching young people, the importance of agriculture through demonstration since they are standard would help in orienting their aspiration towards agriculture (KIIs, Komuge Primary School 2nd March 2020).

Another key informant;

The school should have farms with different types of agriculture such as vegetables, chickens and crops to encourage students' aspirations (KIIs, Masonga Primary School 16th March 2020).

On the other hand, having an agricultural curriculum in schools is very important to give teachers the mandate of orienting youths towards agriculture as an important subject in school. The theme presented as described below.

Having a self-reliance curriculum and farming projects in schools might help students to aspire for agriculture (KIIs, Komuge Primary School 2nd March 2020).

Similar to that, agriculture should be considered as an important subject and not punishments as taken by some teachers in school or parents. Another key informant mentioned;

Most agricultural activities in schools are taken as punishment as they used to punish students sometimes (KIIs, Komuge Primary School 2nd march 2020).

The quote below implies that agricultural clubs have a great influence on youth aspiration in agriculture, in which youth will learn different things from their fellow youth and take the advantages of being in agriculture as an occupation;

Having agriculture clubs would help in shaping students' aspiration towards agriculture (Key informant, Komuge 3rd March 2020).

Similarly, FGDs with youth indicated that school can negatively influence them towards agriculture.

Again, agriculture in schools is mostly taken as punishments to students that whenever you go against or did wrong then you are taken to school farms, and this made me view agriculture as a punishment thing (FGD, Komuge village on 2nd March 2020).

4.5 Factors discouraging/encouraging youth's aspirations towards agriculture

Factors that discouraged youth

Study findings (Table 16) showed that factors that discouraged youth from aspiring for agriculture were: agriculture is a low income-generating activity (35%) lack of agricultural training support (26%), high cost of agricultural inputs (26%) hardship experience from their parents living from agriculture (25%), lack credit (20%) and parents' attitude towards agriculture (16%). Other factors were unstable weather conditions (14%), access to land (13%), unreliable markets for agricultural products (13%) and inefficient transport infrastructure for agricultural goods (11%). This means that those who are not in agriculture are discouraged by the fact that agriculture produces low income, lack of agricultural training support and cost of agricultural inputs.

The finding observed that those farmers in irrigation schemes get agricultural training support than those in rain-fed production. This is similar to Lyocks *et al.* (2013) and Sumberg *et al.* (2012) who reported that most pupils lacked access to training for skills gained in agriculture, and even the few youths that are involved in farming were traditional farmers and this reduces the chances of utilizing an opportunity space. This contradicts with Elias *et al.* (2018) who reported that young men considered agriculture as a desirable occupation when only performed under modern conditions.

Table 16: Factors discouraging youth's aspirations towards agriculture (n=110)

Variables	Frequency	
	y	%
Not agriculture		
Access to land	14	12.7
Unreliable markets of agricultural produces	14	12.7
Lack of credit	22	20.0
The high cost of agricultural inputs	28	25.5
Lack of agricultural training support	29	26.4
Unavailability of Transport for agricultural goods	12	10.9
Parent's attitude towards agriculture	17	15.5
Experience from your parent's hard life living from agriculture	27	24.7
Agriculture as an occupation is a low generating income activity	38	34.5
Unstable weather condition	15	13.6

Lack of training support and experience from parents' hard life was also mentioned by the youth during FGDs as factors that discourage youth engagement in agriculture, as shown by the following remarks;

We only know farming that our grandfathers and fathers have been doing for several years which demands a lot of energy with low yields, and that kind of production cannot take us from poverty (FGD, Ingri village on 22nd March 2020).

The above remark implies that among things that discouraged youth aspirations towards agriculture were the fact that agricultural activities require a lot of energy with low yield. Of with youth believed that that type of agriculture would not take them out of poverty. Other respondents had the view that;

The youth have changed. We have seen the hard life of our parents and we don't want to go do the same thus we want to work in the city or be involved in a business that will provide us with a better life (FGD, Masonga village on 14th March 2020).

This means that other youth did not want to engage in agriculture due to the experience they had with their parents living from agriculture. Agricultural activities seemed like an occupation that would not provide a better life for many youths instead they move to cities for petty business.

Those in agriculture mentioned a lack of extension support, whereby whenever they try to invest in vegetables and fruits production, they were failed by disease outbreak of which extension staff are not readily available to help. Thus, the unavailability of extension services may discourage aspiration towards agriculture due to failure of production or poor yield as shown below.

We have been producing tomatoes for four years now, but whenever plants are attacked by pests and diseases nobody helps out. Nobody is coming to us for help so we have to bear that risk and start afresh (FGD, Masonga village on 14th March 2020).

Similarly, teachers as KIIs indicated that agricultural activities require agricultural knowledge and experience that most youth lack. Also, youth require agricultural support because sometimes production cost increases while the price of produces become unpredictable in the market of which leads to farmers drop out of farms. Views on factors discouraging youth aspiration towards agriculture as described by teachers;

Without having any related experience, the occupation would get down anytime. They need intensive agricultural knowledge and support.

The rate of production cost is increasing, and the price of outputs is unpredictable in the market in such a way that the farmers are dropping out of agriculture (KIIs, Masonga Primary School 16th March 2020).

Factors that encouraged youth towards agriculture

On the other hand, those who were in agriculture mentioned the following factors for their encouragement (Table 17) towards agriculture. Access to land (42%), parents' positive attitude towards agriculture (36%), availability of transport for agriculture goods (19%), presence of agricultural training support (18%), availability of credit (16%); affordable cost of inputs (16%), and agriculture as a high-income generating occupation (16%).

Other factors mentioned were experience from parent's benefits from agriculture (15%); source of food and income (14%); and reliable markets for agricultural goods (10%). This implies that access to land, parents' positive attitude towards agriculture, availability of transport infrastructure and training are key factors that encourage youth to engage in agriculture. The findings are in agreement with Noorani (2015) who reported that parents' positivity towards agriculture may provide a supportive attitude such as providing land and encouraging their kids towards agricultural activities as an occupation. Aguado *et al.* (2016) on the other hand, showed that many people are discouraged from participating in agriculture due to the intensive capital requirements and low wages from the labour market.

Table 17: Factors encouraging youth's aspirations towards agriculture (n=110)

Variables	Frequency	Percent
Those in agriculture		
Access to land	46	41.8
Reliable markets of agricultural produces	12	10.9
Source of food and income	15	13.6
Availability of credit	18	16.4
Cost of inputs	17	15.5
Presence of agricultural training support	20	18.0
Availability of transport for agricultural goods	21	19.1
Parent's attitude towards agriculture	39	35.5
Experience from your parent's benefits from agriculture	16	14.5
Agriculture as an occupation is a high income generating	17	15.5

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study found that the majority of youth did not aspire for agricultural occupations instead aspired for non-agricultural occupations such as professional occupations and business. On the other hand, youth found to have positive perceptions towards agricultural activities, but still, only minority aspired and participated in agricultural activities

Similarly, among parents, peers and school, parents were found to be the most important influencers of youth's choices and aspirational occupations. This is because most of the parents who are farmers do encourage their children to aspire to other paying occupations and not tough jobs like theirs. However, the school also plays an important role in orienting students towards success but because agriculture sometimes is used as a punishment in schools, this can disorient youth towards agriculture.

Moreover, low income from agriculture, lack of agricultural knowledge, high cost of agricultural inputs, experience from parent's hard life living from agriculture, lack of credit, an attitudinal problem especially for both parents and youth, and backwardness of agricultural tools are among the drawbacks youth face to aspire for agriculture. Despite the factors, a few who participate in agricultural activities also believe agricultural activities as only a stepping stone for starting other aspirations, and factors encouraged them towards agriculture were related to be parent's attitude towards agriculture and availability of land and transport for agricultural goods.

5.2 Recommendations

Based on the study youth are perceived to be significant and more open to new ideas and practices, and also have more potential to overcome some major constraints in agricultural development than adult farmers. Therefore, there is a need for planning to situate an appropriate environment for youths so that to aspire them on agriculture as an occupation. Thus, any actor in the process should act appropriately to ensure that rural youth are utilizing available opportunities as described below.

- i) The government through the Ministry of Agriculture should look on strategies to encourage, educate and support youth to engage in agriculture. For example, creating clubs where teachers in collaboration with extension workers can use for attitudinal change and mind-set transformation of youth and parents towards agriculture, but also to provide appropriate agricultural knowledge.
- ii) The government through the Ministry of education should look for possibilities of reintroducing agriculture as a compulsory subject in curricular. The curriculum should be supported with a positive view and modern equipment to ease the work and provide a high yield. This will provide a big chance for teachers to tell their students the importance of agriculture as an occupation and its associated profits. Also, this might change the parent's attitude towards agriculture and view it as an important occupation to their kids. Similarly, the government should make an effort on changing parent's attitude towards agriculture to have the option of engaging and orienting their children in agricultural activities.
- iii) The government through the ministry of agriculture should look on the administrative mechanism that will give special attention to youth. For example, focusing on the provision of credit, loans with low interest and modern tools which will reduce a mentality that agriculture is a low-income

generation, hard work and drudgery. Again, government should look on developing many irrigation schemes to increase water availability of which might increase youth engagement in agriculture.

REFERENCES

- Aguado, I., Echebarria, C. and Barrutia, J. (2016). Youth Participation in Agriculture in the Nkonkobe District Municipality, South Africa: <https://Mpra.Ub.Uni-Muenchen.de/77358/>, (46733), pp6–25.
- Armstrong, I. and Crombie, G. (2000). Compromises in Adolescents 'Occupational Aspirations and Expectations from Grades 8 to 10. *Journal of Vocational Behavior* 2000: 1-9.
- Asghar, M. Z., Seitamaa-Hakkarainen, P. and Nada, N. (2016). An Analysis of the Relationship between the Components of Entrepreneurship Education and the Antecedents of Theory of Planned Behaviour, *Pakistan Journal of Commerce and Social Sciences* 10(1): 45-68.
- Bajema, D. H., Miller, W. W. and Williams, D. L. (2010). Aspirations of Rural Youth. *Journal of Agricultural Education* 43(3): 61–71.
- Ball, A. L. and Wiley, A. (2010). The Aspirations of Farm Parents and Pre-Adolescent Children for Generational Succession of the Family Farm. *Journal of Agricultural Education* 46(2): 36–46.
- Björnli, H. (2014). It's like liberation. Uppsala. Retrieved from [<http://stud.epsilon.slu.se>] site visited on 12/08/2019.
- Blaževi, I. (2016). Family, Peer and School Influence on Children's Social Development. *World Journal of Education* 6(2): 42-49.
- Boateng, E. S. and Löwe, A. (2018). Aspirations matter: what young people in Ghana think about work: Overseas Development Institute UK. 73pp.

- BOT (2019). Annual report 2018/19. Government Printers -Tanzania pp264.
- Bronfenbrenner, U. (1994). Ecological Model of Human Development. *Journal International Encyclopedia of Education Vol. 3, 2nd. Ed.* Oxford. Elsevier. Reprinted in: Gauvain, M and Cole, M (Eds) *Readings on the Development of Children*. 2nd Ed (1993), N. Y. Freeman. pp. 33-45.
- Chenoweth, E. and Galliher, R. V. (2004). Factors influencing college aspirations of rural West Virginia high school students. *Journal of Research in Rural Education* 19(2): 1–14.
- Daudu, S. O. and Adegboye, O. G. (2009). Role of Youths in Agricultural Development in Makurdi Local Government Area of Benue State. *Journal of Agricultural Extension Vol. 13(2)*.
- Daum, T. (2018). Aspirations and perceptions of rural youth in Zambia: (ZEF) Centre for Development Research. Working Paper 171. 40pp.
- David-kacso, A., Teodor, P. and Roth, M. (2014). Peer influences, learning experiences and aspirations of Romanian high school students in their final school year. *Procedia - Social and Behavioral Sciences* 141: 200–204. <https://doi.org/10.1016/j.sbspro.2014.05.035>
- Elias, M., Mudege, N., Lopez, D. E., Najjar, D., Kandiwa, V., Luis, J. and Njuguna-mungai, E. (2018). Gendered aspirations and occupations among rural youth, in agriculture and beyond: A cross-regional perspective. *Journal of Gender, Agriculture and Food Security* 3(1): 82–107.
- FAO (2014a). Tanzania Operational Plan; Alliance for a Green Revolution in Africa, Growing African's Agriculture. 38pp.

- FAO (2014b). Youth and agriculture: key challenges and concrete solutions. Food and Agriculture Organization (FAO), [www.fao.org/3/a-i3947e.pdf] site visited on July 2019.
- FAO (2017). Country Programming Framework for the United Republic of Tanzania. Food and Agriculture Organization of the United Nations. pp15.
- Giuliani, A., Mengele, S., Paisley, C., Perkins, N., Flank, I., Olivero's, O. and Wongtschowski, M. (2017). Realities, Perceptions, Challenges and Aspirations of Rural Youth in Dryland Agriculture in the Midelt Province, Morocco. *Sustainability* 9(871): 1-23.
- Groenbech, M., Aarons, A. and George, V. (2016). Cracking Tanzania's Youth Employment Conundrum. International Labour Organization. 211pp.
- Haji, M. (2015). Youth employment in Tanzania: Taking stock of the evidence and knowledge gaps. International Development Research Centre. Canada. 30pp.
- Harris, J. R. (1998). The nurture assumption: Why children turn out the way they do. New York: Teacher College Press. 78pp.
- Johnson, B., Onwuegbuzie, A. and Turner, L. (2007). Toward a Definition of Mixed Methods Research. Sage. *Journal Mixed Methods Research* 1(2): 112 -133.
- Juma, A. (2007). Promoting Livelihood Opportunities for Rural Youth: Some Lessons from Tanzania, paper for IFAD Governing Council Roundtable 'Generating Remunerative Livelihood Opportunities for Rural Youth', Rome. 68pp.

- Kartina, K., Madeeha, H. and Stephanie, H. (2012). Aspirations in Rural Pakistan: An Empirical Analysis. Retrieved on October 8 from [<http://www.ifpri.org/sites/default/files/publications/psspwp9.pdf>] site visited on 1/08/2019.
- Kimaro, P. J., Towo, N. N and Moshi, B. H. (2015). Determinants of Rural Youth's Participation in Agricultural Activities: The Case of Kahe East Ward in Moshi Rural District, Tanzania. *International Journal of Economics, Commerce and Management* III(2): 1–47.
- Kintrea, K., Clair, R. S. and Houston, M. (2011). The influence of parents, places and poverty on educational attitudes and aspirations. [<http://eprints.gla.ac.uk>] site visited on 10/11/2019.
- Larry, B., Christensen, R., Burke, J. and Lisa, A. T. (2011). *Research Methods, Design and Analysis*, Eleventh Edition, Education, Inc. 83pp.
- Leavy, J. and Hossain, N. (2014). *Who Wants to Farm? Youth Aspirations, Opportunities and Rising Food Prices*. IDS Working, 439(March). 45pp.
- Leavy, J. and Smith, S. (2010). Future farmers: youth aspirations, expectations and life choices. Future Agricultures Discussion Paper. 013. 15pp.
- Lewa, K. and Ndungu, J. (2012). Does educational level influence the choice of farming as a livelihood career? Results of an empirical study from coastal lowland Kenya. Retrieved, [<http://www.future-agricultures.org/educational-level-influence-as-a-livelihood-career>] site visited on 24/11/2019.
- Leyaro, V. and Morrissey, O. (2013). Expanding agricultural production in Tanzania. Scoping Study for IGC Tanzania on the National Panel Surveys, Working paper. 33pp.

- Mahjabeen, H. (2015). Youth employment in Tanzania: Taking stock of the evidence and knowledge gaps. International Development Research Centre. 26pp.
- Mattee, A. Z. (1978). Educational Transformation in Tanzania: Implementing the Policy of Education for Self-Reliance in the Secondary Schools. Dissertation for the award of the M.Sc. degree in Continuing and Vocational Education, University of Wisconsin-Madison. 125pp.
- Msuya, C. P., Ahmad, A. K., Kalunguizi, V., Busindi, I., Rwambali, E. G., Machinda, F. and Nziku, Z. (2014). Revitalization of education for self-reliance in education for enhancing youth involvement in agriculture in Tanzania. *South African Journal of Agricultural Extension* 42(2): 103-114.
- Nyerere J. K. (1967). Education for self-reliance. *The Ecumenical Review* 19(4): 382–403.
- Quaglia, R. J. and Cobb, C. D. (2016). Toward a Theory of Student Aspirations. *Journal of Research in Rural Education* 12(3): 127-132.
- Ray, D. (2006). Aspirations, poverty, and economic change. *Understanding Poverty*. [<https://doi.org/10.1093/0195305191.003.0028>] site visited on 26/062019.
- Rorya District Council - RDC (2016). Agriculture Annual Report. Government Printers Rorya -Mara. 32pp.
- Rorya District Council - RDC (2017). Rural Development Annual Report. Government Printers Rorya -Mara. 50pp.

- Sergo, A. (2014). Aspirations of rural youth towards agriculture: A thesis submitted for the award of the masters of art in sociology, Addis Ababa University-Ethiopia. 125pp.
- Shumba, A. and Naong, M. (2017). Factors Influencing Students' Career Choice and Aspirations in South Africa. *Journal of Social Sciences* 33(2): 169–178.
- Spielhofer, T., Golden, S. and Kelly, E. (2011). Young people's aspirations in rural areas. London: National Foundation for Educational Research. 40pp.
- Sumberg, J., Anyidoho, N. A., Leavy, J., Lintelo, D. J. and Wellard, K. (2012). Introduction: The young people and agriculture 'problem' in Africa. *IDS Bulletin* 43(6): 1-8.
- Sumberg, J., Yeboah, T., Flynn, J. and Anyidoho, N. A. (2017). Young people's perspectives on farming in Ghana. *Food Security* 9(1): 151-161.
- Tafere, Y. and Woldehanna, T. (2012). Rural youth aspiring to occupations beyond agriculture: Evidence from Young Lives Study in Ethiopia. Young Lives Ethiopia. [<http://www.futureagricultures.org/aspiring-to-occupations-beyond-agriculture-evidence-from-young-lives-study-in-ethiopia>] site visited on 12/12/2019.
- Thomas, A. M. and Palermo, F. (2011). Parent and peer influences: their role in predicting adolescent moral values and delinquent behaviour. Dissertation for the Award of the M.Sc. Degree of Science at Colorado State University. 79pp.
- UNDP, United Nations Development Programme (2014). UNDP Youth Strategy. Empowered youth, sustainable future. One United Nations Plaza New York, NY, 10017 USA. 56pp.

- URT, United Republic of Tanzania (2014). Basic Demographic and Socio-economic Profile: Key Findings, 2012 Population and Housing Census. Dar es Salaam. 44pp.
- URT, United Republic of Tanzania (2016). National Strategy for Youth Involvement in Agriculture. Ministry of Agriculture Livestock and Fisheries Dar es Salaam. 68pp.
- URT, United Republic of Tanzania (2007). National Youth Development Policy. Ministry of Labour, Employment and Youth Development. Dar es Salaam. 25pp.
- White, B. (2012). *Young People, Farming and Food*. FAC – ISSER Conference Accra. [http://www.future.agricultures.org/publications/researchandanalysis/doc_download/1524-] site visited on 24/11/2019.

APPENDICES

Appendix 1: Questionnaire for youth

SECTION A: GENERAL INFORMATION OF RESPONDENT

Name of the respondent (optional)

Village.....

Ward.....

Division.....

SECTION B: Youth demographic characteristics

Tick the correct answer for the following questions

1. What is your sex? 1. Male () 2. female ()
2. What is your age in years since your last birthday?
3. What is your marital status?
 1. Single ()
 2. Married ()
 3. Divorced ()
 4. Others specify
4. What is your highest education level attained?
 1. Completed Primary school ()
 2. Completed Secondary school (O-level) ()
5. What is your occupational aspiration?
.....
6. What are the reasons for considering that occupation?
.....
.....
7. What are you doing for a living currently?
.....
8. Are you aspiring for agriculture as an occupation? 1.Yes () 2. No ()
9. If no, why
.....
10. If yes do you think through agriculture you can achieve your future dreams? 1. Yes () 2. No ()
11. If no, why?
.....
.....

12. FOR THOSE IN AGRICULTURE, what type of agricultural enterprises are you doing?

1. Farming ()
2. Animal husbandry ()
3. Fish farming ()
4. Agribusiness ()
5. Others () Specify.....

13. IF FARMING, What are you growing?

1. Cash crops ()
2. Food Crops ()
3. Fruits ()
4. Vegetables ()
5. Trees ()
6. Others () please specify.....

14. What type of Agriculture production system are you using?

1. Rainfed ()
2. Irrigated ()

15. IF LIVESTOCK KEEPING, What types of livestock are you keeping?

1. Chicken ()
2. Pigs ()
3. Goats ()
4. Cattle ()
5. Others () please specify.....

16. Who is the owner of the AGRICULTURAL ENTERPRISE you are doing?

1. Family ()
2. Myself ()
3. Jointly with friends ()
4. A company

17. What is the reason for farming/keeping livestock/agribusiness?

1. As a source of income ()
2. For home consumption ()
3. For both income and home consumption ()
4. As an employment opportunity ()

18. For how many years you have been engaged in agriculture?.....

19. What are the reasons that made you decide to engage in agriculture?

1. Lack of other opportunities ()
2. I like agriculture ()
3. Agriculture pays ()
4. Family forced me to do it ()
5. Encouragement from peers ()

20. What is the Type of Farm Technology are you using in farm operations?

1. Hand Tools ()
2. Animal Traction ()
3. Machinery/Tractors ()

21. Do you access agricultural information to help you with production? 1. Yes ()

2.No()

22. Through which means do you access agricultural information?

- 1.Social media ()
- 2.Radio/TV ()
- 3.Cell phone ()
- 4.Magazines/newspapers ()

23. What benefits have you got from agriculture so far?

- 1.Upgraded my house ()
- 2.Have acquired a Cell Phone/TV ()
- 3.Have bought modern tools ()
- 4.Started a family ()
- 5.Others () Specify.....

24. How frequently do you visits/contact other farmers for learning?

1. Once a month ()
2. Twice a month ()
3. Thrice a month ()
4. Never ()

25. What is the size of the agro-enterprise do you own? (Farming acres and if animals number kept).....