

**Students' Perceived Agricultural Entrepreneurship
(*Agriprenurship*) Competence after a Project-based
Learning Experience and their Intent to Become
Agripreneurs**

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Introduction

- ❖ Globally, youth unemployment (15 to 24 years) is about 43% (International Labor Organization [ILO], 2015).
- ❖ Even though more African youth are graduating high school and college, a majority cannot find employment or remain underemployed (Gough, Langevang, & Owusu, 2013).

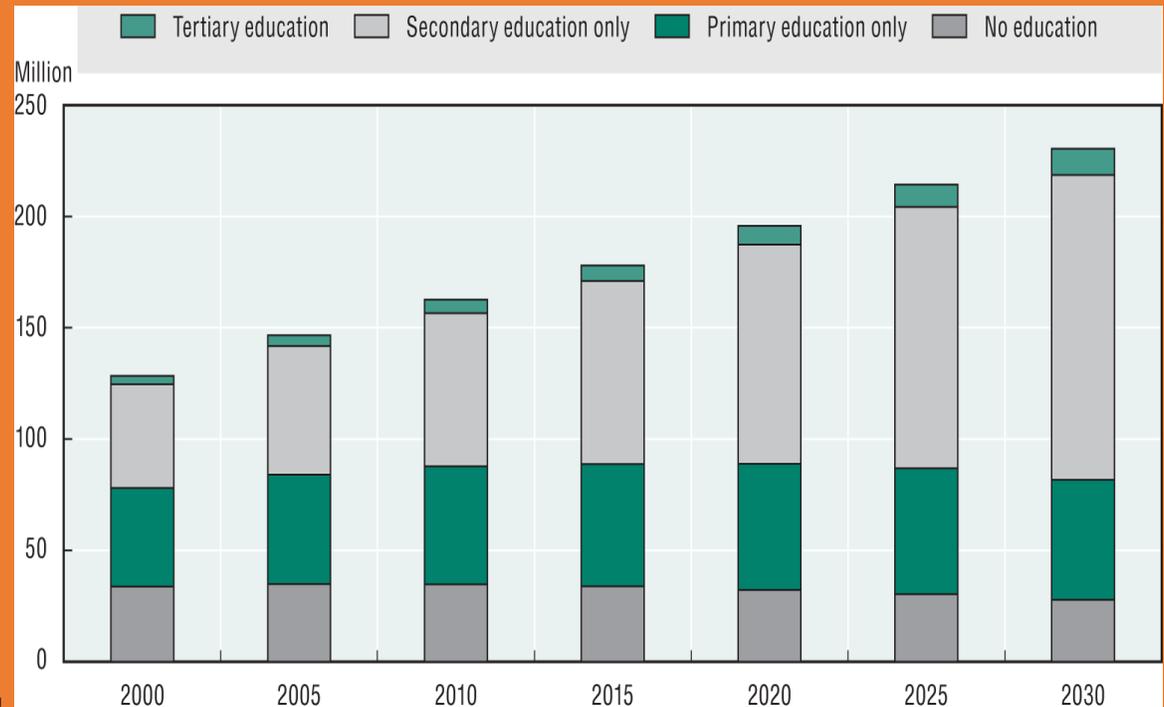


Figure 1. Africa is experiencing rapid growth in educated young people (20 to 24 year-old cohorts by education, 2000-2030) [Africa Economic Outlook, 2012, p. 24].

Introduction

- ❖ However, these challenges can be overcome through skills development in agricultural entrepreneurship, i.e., *agripreneurship* (ILO, 2014).
- ❖ It is “the application of entrepreneurial principles to identify, develop, and manage viable agricultural enterprises/projects optimally and sustainably for profit and [or] improved livelihoods” (Mukembo & Edwards, 2015, p. 5).



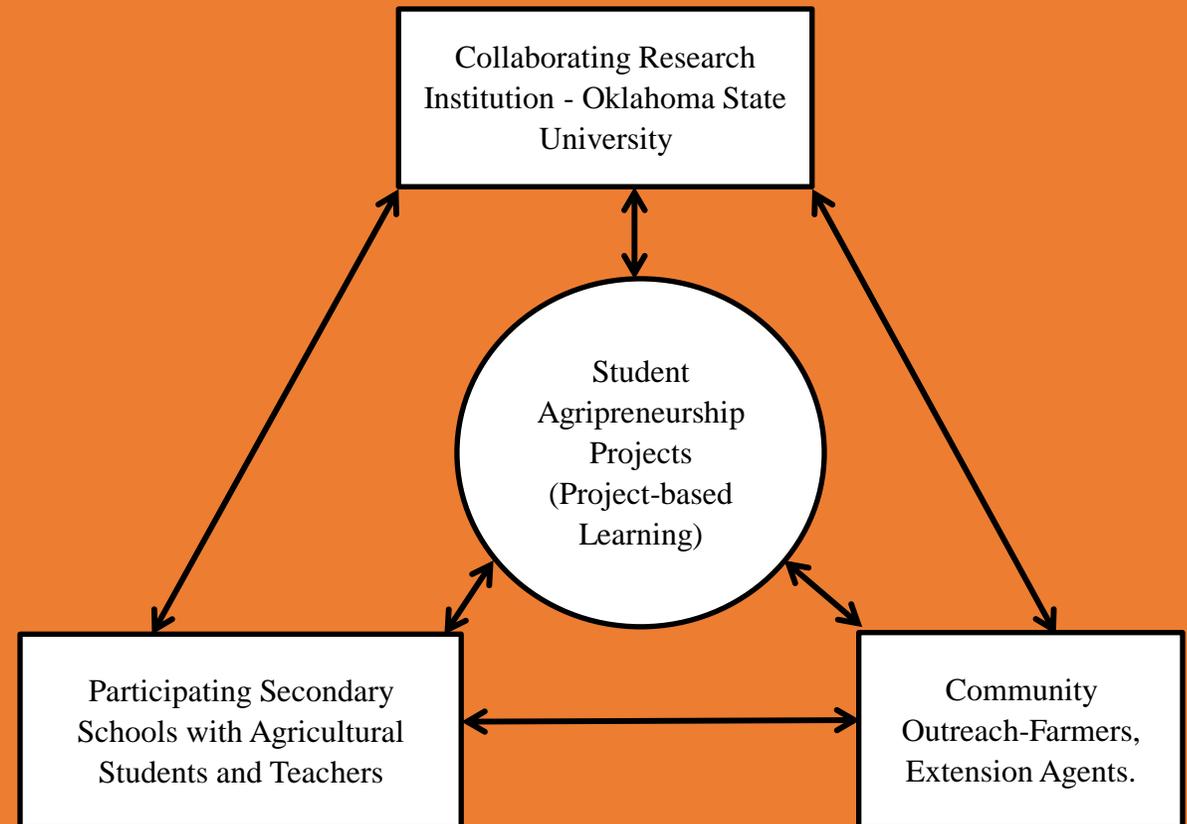
A group of youth in Uganda hold a demonstration about the high unemployment and poverty levels. Source: Chimp reports.

Purpose & Objectives of the Study

- ❖ To compare students' perceived agripreneurship competence and intentions to become agripreneurs before and after participating in a training in the context of poultry keeping using a project-based learning approach.
- ❖ Describe students' perceived agripreneurship competencies before and after the training experience;
- ❖ Describe students' intentions to become agripreneurs in the future before and after the training experience.

Theoretical Framework and the Training

- ❖ This study was grounded on the theory of planned behavior (Ajzen, 1991, 2002).
- ❖ Students received training about agripreneurship in the context of poultry keeping.
- ❖ Training was conducted by teachers of entrepreneurship, agriculture, extension workers and students interacted with entrepreneurial farmers keeping poultry in the community.
- ❖ Students implemented a supervised agripreneurship project related to poultry for 8 weeks.



Diagrammatic representation of the synergy and reciprocal flow of information about the study between researchers' Institution, participating institutions, and the community.

Ranking of Participants' Agripreneurship Competencies Based on Mean Differences (*MD*) Pre- and Posttest

1. Endurance and risk taking propensity (*MD* = 1.17)
2. Being visionary and futuristic oriented (*MD* = 0.98)
3. Marketing and communication (*MD* = 0.97)
4. Leadership and management of agricultural ventures (*MD* = 0.94)
5. Innovativeness and opportunity recognition (*MD* = 0.91)
6. A need for autonomy and control of agricultural ventures (*MD* = 0.83)



Likelihood of becoming Agripreneurs after Training

	Students' likelihood to become Agripreneurs after School - Pretest		Students' likelihood to become Agripreneurs after School - Posttest	
	<i>f</i>	%	<i>f</i>	%
<i>Not likely at all</i>	2	1.4	1	.7
<i>Unlikely</i>	7	5	2	1.4
<i>Not sure/Undecided</i>	33	23.6	18	12.9
<i>Likely</i>	51	36.4	54	38.6
<i>Highly likely</i>	40	28.6	62	44.3
<i>No response</i>	7	5	3	2.1
Total	140	100	140	100

***Highly likely* and *likely* increased from 65% to 82.9% after training; *uncertain or undecided* declined by almost one-half from 23.6 to 12.9%**

Conclusions/Recommendations

- ❖ Provision of hand-on, minds-on learning experiences in real world environments improved students perceived agripreneurship competencies (Alonge, 2015).
- ❖ Further, agripreneurship trainings are likely to have increased the likelihood of students' interest in pursuing of agripreneurship ventures after school.
- ❖ Exposure of students to agripreneurship opportunities and role models is likely to foment their interest in and pursuit of such later in life (Bell & Bell, 2016; Hynes & Richardson, 2007; Peterman & Kennedy, 2003).



Students from one of the participating schools vaccinating their broiler chicks

Questions & Comments

Thank you!



with Agripreneurship . . .