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GENDER ANALYSIS OF ENTREPRENEURIAL SKILLS NEEDED BY FARM YOUTHS IN NORTH-CENTRAL NIGERIA: EVIDENCE FROM KWARA STATE

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Abstract

Agricultural productivity is believed to be enhanced by the incorporation of strategic entrepreneurship skills. This study assessed gender gap in entrepreneurial skills needed by farm youths in Kwara State, Nigeria. A two-stage sampling technique was used to select 158 male and 142 female farm youths. Both descriptive and inferential statistics were employed for data analysis. The findings revealed that the mean age of male farm youths was 37±6.4 years while that of their female counterparts was 33±5.2 years with more non-literates in female category (39.5%) compare to male (32.1%). Findings revealed that female farm youths had very low proficiency that required more technical skills than their male counterparts in the study area. Also, there was positive and significance difference (P≤0.05)in entrepreneurial skills needed by male and female farm youths to strengthen their knowledge in entrepreneurial activities. In conclusion, both male and female farm youths require entrepreneurial skills to broaden their knowledge but female farm youths need more entrepreneurial skills than their male counterparts. Fostering entrepreneurship education among male and female farm youths especially where they had low proficiency skills to ensure capacity building for diverse enterprises in agriculture was highly advocated.

Key words: entrepreneurial skills; farm; gender; youths

Introduction

Agriculture can and should be a sector of opportunity for Sub-Saharan Africa's youth with 89 percent of them are self-employed on their farms, with only 30 percent having completed primary school (Brooks, Karen *et al.,* 2012). Many of the rural entrepreneurs come from agricultural families, but lack the advanced technical knowledge needed to get ahead either by cultivating new products; adding value to traditional raw products or by branching into related fields like small animal husbandry. In mapping out rural entrepreneurship programs, it is necessary to tap knowledge from both local and international expertise, this will provide effective technical trainings for young people. By doing so, youth gain the knowledge and perspective to build businesses whose innovative products or services fill an unmet need in a local market. Where appropriate, programs can coordinate their efforts with those agricultural vocational schools that play a role in training young people across the value chain for agricultural-related jobs. As a result, young entrants into the agricultural sector often require a mix of both technical and

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soft skills. The unique needs of rural youth can be addressed through a holistic approach that places high-quality small business and life skills training alongside relevant technical training. Life skills development plays a particularly important role to help youth hone competencies such as self-confidence, creative thinking, risk taking, and decision making, along with skills, such as project and money management, that let them re-think entrepreneurship and agriculture as viable, personally-meaningful, income-generating options.

Entrepreneurial agriculture is said to be the strategic cultivation of crops and the raring of animals. It can also be explained as the combination of entrepreneurship skills and models to the farming business. De Wolf and Schoorlemmer, (2007) define an entrepreneurial farmer as a person who is able to create and develop a profitable farming business in a changing business environment. For instance, the UNDP (2013) acknowledged the importance of entrepreneurial skills in the agricultural context as this has significantly improved the well-being of the rural poor's small scale farmers in Egypt. The program (Pro-poor Horticulture Value Chains in Upper Egypt), is established to improve small scale farmers' position in the chain–value-adding activities that comprise contract farming, which is a food production plans with existing demand and a market-driven technique. The UNDP (2013) stated that in 2012, 67 small farmers from AwladYahia Village joined hands and resources to establish their own shareholding agribusiness company named Salasel Co. over the years, the farmers were not only involved in production, but in business aspect to supply a major food processor of 1000 tones of onions with Gross Profit of 150 000 (UNDP, 2013). Hence, the life of these rural –small- scale youths farmers have improved as a result of applying strategic entrepreneurship skills in the farming business.

Gender differences in access to economic opportunities are often debated as regards differences in entrepreneurship participation among young men and women farmers. As compared to young men, there is a slightly lower number of young women worldwide engaged in entrepreneurial activity. An important resource of data is the Global Entrepreneurship Monitor project, which estimates that more than 187 million women are engaged in entrepreneurial activity (GEM, 2012). On a global scale, the gender gap does not seem to be that alarming. GEM data (2012) shows that men make up 52% of all entrepreneurial activity, compared to 48% of women entrepreneurs. Some data suggest that women have beaten men in the rate of new business they form (Minniti & Naudé, 2010). Gender gap varies widely across the world. It spans from 1.5% to 45.4% women of the adult population who actively operate a business as entrepreneurs or who are thinking about starting a business. In sub-Saharan Africa, the rates of men and women engaged in starting a business vary and the only economy currently with more females than male entrepreneurs is Ghana where 55 % of entrepreneurial activity is conducted by women (GEM, 2010). Though the youths possess a lot of energy and other inestimable assets for high productivity, there is limitation to what they can achieve without the required skills. MindTools.com (2016) noted that what makes someone a successful entrepreneur are some skills that are needed to build a great business. Acquiring correct entrepreneurial skills is an important part of designing a person's life and the way that person wants it to be. It certainly helps to have strong technological skills or expertise in a key area, but these are not defining

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characteristics of an entrepreneur. Instead, the key qualities or traits such as creativity, the ability to still forge ahead in the face of hardship, and the social skills needed to build great teams.

Entrepreneurial skills are a wide range of competencies that are seen as useful to rural youth entrepreneurs. These include attributes like knowledge, skills and personal traits. Entrepreneurial activities vary depending on the type of organizational activities involved. Studies have shown that certain skills seem to be associated with entrepreneurs. According to Howkins (2001), entrepreneurs in the creative industries need a specific set of traits such as the ability to prioritize ideas over data, to be nomadic and to learn endlessly. Laura (2005), Marsan (2009) identified some essential skills needed to build a great business and become a successful entrepreneur. These skills are grouped into six categories namely: personal characteristics, interpersonal skills, critical and creative thinking skills, practical skills, technology skills, and financial literacy skills. Entrepreneurship in the agricultural context has been neglected by several scholars. In recent times, entrepreneurship has gained value in the farming context. Matters of gender have also emerged as a cornerstone of public policy yet not much has been done in terms of assessing the linkages or a relationship that exists between entrepreneurial agriculture and gender composition. A search through the literature revealed that empirical evidence remains largely scanty, isolated and devoid of in-depth analysis of entrepreneurial skills needed by male and female farm youths. This, therefore, creates a dearth in research, knowledge, and literature. Hence, this study examined the gender issues as it relates to entrepreneurial skills needs among farm youths in Nigeria, case study of a north-central state, Kwara state, in Nigeria.

Specifically, the study:

i. described the socioeconomic characteristics of farm youths by gender;
ii. identified entrepreneurial activities engaged in by male and female farm youth;
iii. examined the knowledge level of farm youths on entrepreneurial skills;
iv. determined the technical skills required by male and female farm youths to carry out entrepreneurial activities; and
v. identified the constraints limiting entrepreneurial skills among farm youths in the study area.

Materials and Methods

The study was conducted in Kwara State, Nigeria. It is one of the 6 states in North-central Nigeria. It is located between latitude $8^{o}\ 5^{l} - 10^{o}\ 4^{l}$ N and longitude $4^{o}\ 55^{l} - 6^{o}\ 5^{l}$ E covering an estimated land area of 32,500 km with a projected population of about 3.2 million (National Population Commission, 2016). The state which was created in 1967 has a total of sixteen (16) Local Government Areas.

A two-stage sampling technique was used in the selection of respondents. First, a proportionate random sampling technique was used in selecting 15% of male and female farm youths from the list of registered youth farmers (3,200) under the aegis of Kwara Youth Integrated Farmers Organization making a total of 480 respondents where 260 male and 220 female were used to determine the sample size. Second stage involved the determination of suitable sample size using Yamane's formula:

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$$n = {}^{N}/_{[1 + (Ne^2)]} \text{ ..... (1)}$$

From equation (1), the suitable sample size for male and female smallholder crop farmers would be:

$$\mathbf{n_{mf} = n_m + n_f \text{..... (2)}}$$

$$\mathbf{n_{mf} = {}^{N_m}/_{[1 + (N_m e^2)]} + {}^{N_f}/_{[1 + (N_f e^2)]} \text{ ... (3)}}$$

Where, n_{mf}= Suitable sample size for male and female farm youths

N_m= Total population derived for male farm youths

N_f = Total population derived for female farm youths

n_m = suitable sample for male farm youths

n_f = suitable sample for female farm youths

e= Error level or percent confidence interval or alpha level (0.05)

For 0.95 confidence interval, e=0.05; putting all values in Yamane's formula, the suitable sample size for male and female ***"n_{mf}"*** would be:

nmf=nm + nf

For male **(n_m)**,

$$n_m = {}^{260}/_{[1 + (260x0.05^2)]}$$

$$n_m = {}^{260}/_{1.65}$$

$$n_m = 158$$

For female **(n_f)**,

$$n_f = {}^{220}/_{[1 + (220x0.05^2)]}$$

$$n_f = {}^{220}/_{1.55}$$

$$n_f = 142$$

Therefore, the total sample size of 300 respondents (158 males and 142 females) farm youths were eventually used for the study. Data were collected and analysed using both descriptive and inferential statistics.

The knowledge level of the respondents on entrepreneurial skills were examined on a 4 point rating scale of No knowledge (1), Little knowledge (2), Average Knowledge (3) and High knowledge (4). A mean score of 2.5 was set as a benchmark. Decision rule: mean score of 2.5 and above was regarded as High knowledge, while a mean score below 2.5 was regarded asLow knowledge. To determine technical skills needed on entrepreneurial activities engaged in by male and female farm youths, the Food and Agricultural Organization (1992) model of conducting training needs analysis was adopted. In this model the needs analysis can be divided into job analysis, task analysis and knowledge/skill-gap analysis.

Procedure for conducting job and task analysis

The following steps were used for job and task analysis.

Step 1: Several "Task Analysis Work sheets" were duplicated and the name of the job was written at the top of each.

Step 2: One task each on the "Task Analysis Worksheets" was written.

Step 3: All component parts of each task on the respective Task Analysis work sheet were listed.

Step 4: How frequent each part of the component is performed was determined using a five point likert type scale of Seldom=1, Occasionally =2, Weekly to monthly=3, Daily to weekly=4 and Daily=5

Step 5: to determine the relative importance of each step or component, components that are performed seldom may be very critical to one job. Therefore, it is important to gain both an importance rating as well as a frequency rating by using a 3 point likert type scale of Marginally important=1, Moderately important=2 and Extremely important=3.

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Step 6: Difficulty of learning the task component or step were estimated. An estimate of learning difficulty is one other dimension of the analysis. Therefore, the Task Analysis Worksheet was used with the following scale: Easy=1, Moderate difficulty=2, Very difficult=3, Extremely difficult=4.

Step 7: Total score for each task component or step were tallied by simply adding the scores for frequency, importance and learning difficulty for each component.

Procedures for estimating Skill and Gap Analysis

The following steps were used to estimate the skill levels of the respondents.

Step 1: The "steps or components" that were identified on the task analysis worksheet were listed on the Gap Analysis Worksheet.

Step 2: Each "step or component" in terms of the trainees' current proficiency were rated on a scale of 1 to 5, with the following descriptors.

1= cannot complete any part
2= can complete less than half the task
3= can complete more than half but less than the total
4= can complete the entire task but takes too long
5= complete the task within time standard.

Step 3: The proficiency ratings was done and those tasks that appear to have low proficiency were reviewed. Low proficiency means that there is a gap between what is desired and what the situation is currently.

Decision rule:

i. Is proficiency a problem? Total number of numeral assigned to scales / Number of scale (i.e 1+2+3+4+5=15/5=3) Therefore, the mean score of 3 is the benchmark. Any mean scores below 3 were considered "YES" as area where proficiency is a problem. Any mean score of 3 and above were considered ''NO'' as area where proficiency is not a problem.
ii. Can it be solved by training? Average of the number of scale (i.e 5/2) =2.5 was used to decide if skill gap can be solved through training. A scale of 2.5 was therefore considered as threshold. Scale below 2.5 could be regarded as "YES" for skill gaps that can be solved by capacity building.

Results and Discussion

Respondents Socio-economics

Results in Figure 1 showed that the mean age of male farm youths was 37 years with standard deviation of 6 years while that of their female counterparts was 33 years and standard deviation of 5 years. This suggests that male farm youths were averagely older than their female counterparts in the study area. This corroborates the findings of Daudu, Oladipo and Kayode (2017) that male farmers are usually older than their female counterparts in Kwara State.

Figure 2 showed that most (56.7 and 69.5%) of male and female farm youths respectively were married with 43.3% of male and 30.5% of female farm youths were single. This indicate that there are more married farm youths in female category compare to their male category and this may be as a result of socio-cultural and religion life of the respondents. 67.9% and 60.5% of male and female farm youths respectively had one form of education or the other with more non-literates in female category (39.5%) compare to male (32.1%). This corroborates Daudu, et al.,, (2017) who asserted that vast majority of rural female farmers had no formal education in Kwara State.

Results in Figure 3 showed that the mean household size among male farm youths was 8 persons with standard deviation of 6 while the mean household size among female farm youths was 7

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persons and standard deviation of 6. The finding implies that the household size in male category is comparatively larger than their female counterparts in the study area. As indicated in figure 3, the mean farm size in male category was 1.64ha while that of the female farm youths was less than an hectare (i.e. 0.89ha). This suggests that male farm youths were more involved in farming activities than their female counterparts.

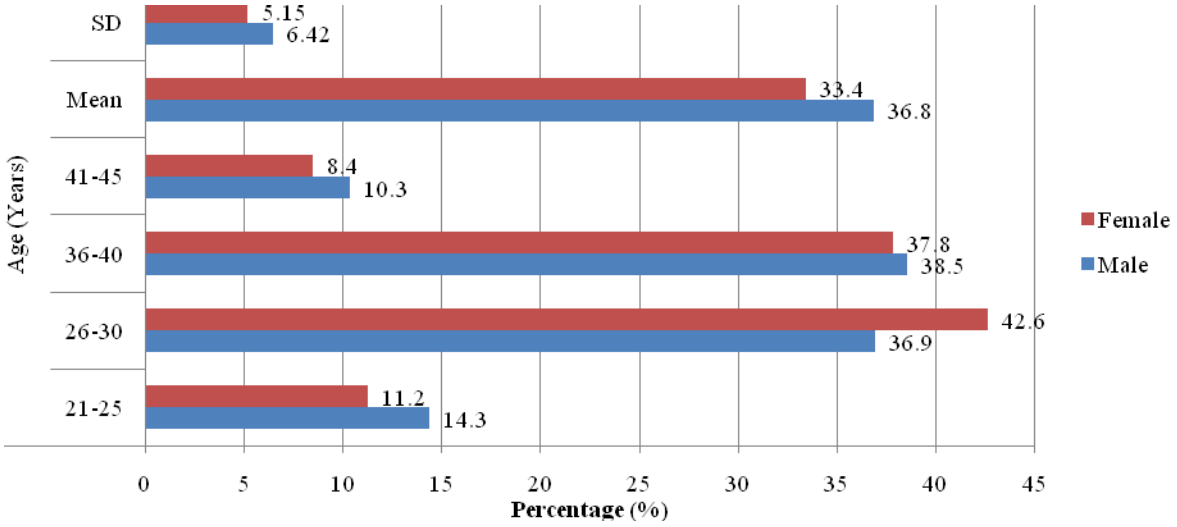


Figure 1: Age distribution of farm youths
Source: Field survey

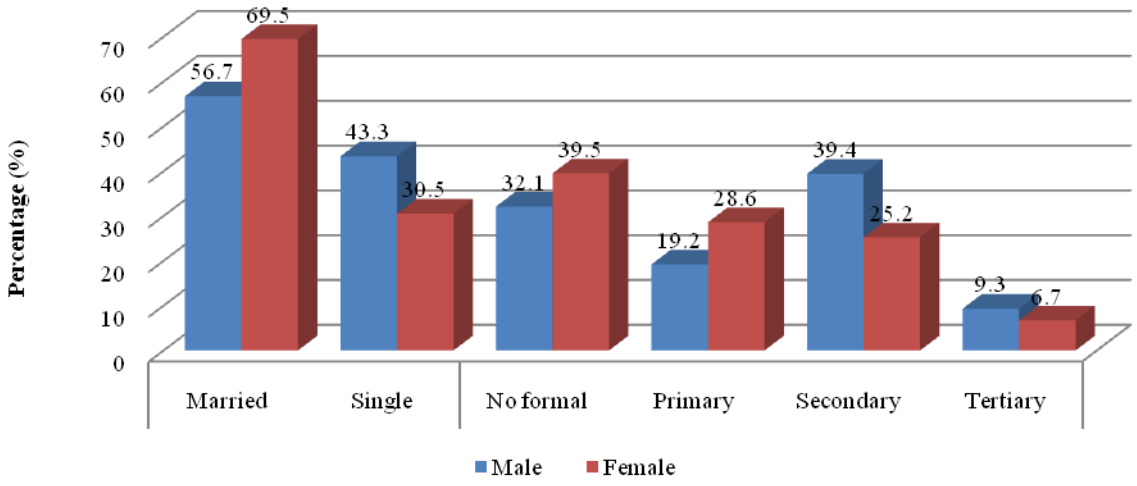


Figure 2: Distribution of farm youths according to marital status and level of education
Source: Field survey

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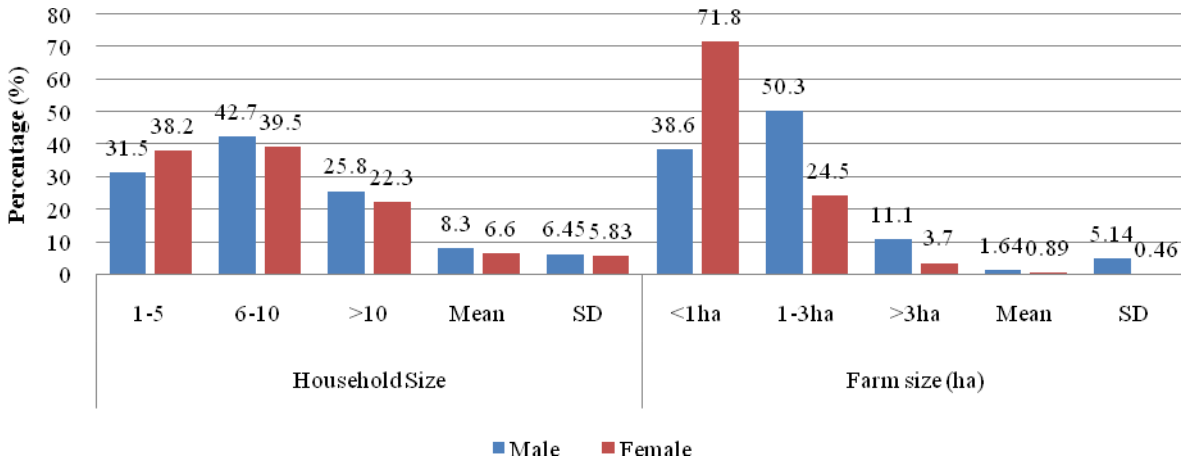


Figure 3: Distribution of farm youths according to household size and farm size
Source: Field survey

Table 1 revealed that the mean annual income of male farm youths was N238,043 with standard deviation of N14,644 while the mean income of female farm youths was N218,300 and standard deviation of N10,650 per annum. This finding suggest that an average male farm youth earn more than their female counterparts and this may resulted from their level of involvement in agricultural activities in the study area or diversifying to non-farm businesses.

Table 1: Distribution of farm youths according to annual income

Variable		(%)	Male Mean(±SD)	(%)	Female Mean(±SD)
Annual Income (000, Naira)	≤150	36.1	238,043±14,644	45.9	218,300±10,650
	151-250	56.4		49.7	
	>250	7.5		4.4	

Source: Field survey

Entrepreneurial activities engaged in by male and female farm youths

Entrepreneurial activities engaged into by male and female entrepreneurs in the study area as presented in Figure 4 shows that crop farming (23.1 and 18.4%), livestock production (12.5 and 16.3%) and agro-processing (5.7 and 19.4%) of male and female farm youths respectively engaged in these entrepreneurial activities in study area. Their level of engagement was differentiated along various activities. For instance, there were more male farm youth engaged in crop farming than their female counterparts and reverse is the case in livestock and agro-processing activities. Also, 9.2 and 19.6% of male and female farm youths engaged in marketing of produce, 10.5 and 4.4% engaged in aquaculture and only male farm youths were involved in feed milling (4.1%). Others included: 2.9 and 2.6% of male and female respectively engaged in tailoring/cloth weaving, hair dressing/weaving (3.8 and 6.7%), wage labour (8.4 and 4.2%), pottery (0.3 and 4.3%), teaching (6.9 and 4.1%) while only male farm youths were engaged in traditional medicine (0.6 %), wood carving (1.9%), carpentry (4.6%) and motorcycle

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riding/mechanic (5.5 %). The implication of the finding is that a very high proportion (53.9 and 60.9 %) of the male and female farm youths were involved in mostly non-agricultural related enterprises or activities. This corroborates Ekong (2010) who observed that about half (50 %) of the actively employed youths in South-eastern Nigeria dwelling in the rural areas were either involved in agriculture or non-agricultural activities.

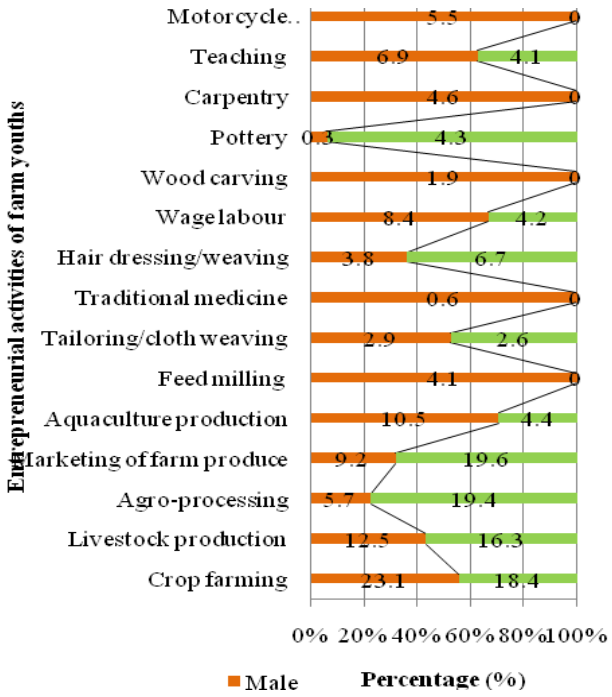


Figure 4: Distribution of farm youths according to their entrepreneurial activities
Source: Field survey

Knowledge level of farm youths on entrepreneurial skills

As revealed in the Table 2, the area where male and female farm youths had high knowledge were "business and strategic planning" (2.56±0.44 and 2.68±0.59) and "persuasive communication and negotiation skills" (2.55±0.62 and 2.57±0.49). Only male farm youths had high knowledge in "ability to set personal goals, reach them and set new ones" (2.51±0.26) and "day to day administration, managing yourself and your time" (2.41±0.64) while their female counterpart had high knowledge in "recognize market gap, exploit market opportunity" (2.53±0.61) and "managing financial resources, accounting, budgeting" (2.91±0.77). Furthermore, results in Table 2 showed that respondents mostly had low knowledge in the area of "identifying and reaching customers/distribution channels" (male=2.18±0.52 and female=2.38±0.81), "ability to reflect and be introspective" (male=2.46±0.93 and female=2.48±0.65), "co-operation with others, networking and utilising contacts" (male=2.39±0.81 and female=2.28±0.62), "ability to think critically" (male=2.52±0.83 and female=2.47±0.27), "emotional ability to cope with a problem" (male=2.44±0.59 and female=2.31±0.45) and "ability to take responsibility for solving a problem" (male=2.45±0.82 and female=2.36±0.74). This finding revealed some of the areas where male and female farm youths need technical skills to strengthen and broaden their knowledge level on entrepreneurial activities.

Technical skills required by male and female farm youths

As revealed in Table 3, tasks where the aggregate mean exceeded the threshold value (7.00) were considered as areas where technical skill is needed to strength the entrepreneurial skills of farm youths. In both categories, findings showed that technical skills are needed especially in the area of ability to take responsibility for solving a problem (male=7.64 and female=7.1), emotional ability to cope with a problem (male=7.23 and female=7.02), ability to think critically (male=7.71 and female=7.23), persuasive communication

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and negotiation skills (male=7.38 and female=7.20), day to day administration, managing yourself and your time (male=7.55 and female=7.21), identifying and reaching customers/distribution channels (male=7.59 and female=7.26), managing financial resources, accounting, budgeting (male=7.59 and female=8.04). Meanwhile, in male category technical skill is only needed in business and strategic planning (7.13) while in female category technical skills were needed in the area of recognise market gap, exploit market opportunity (7.53) and co-operation with others, networking and utilising contacts (7.02). This finding implies that female farm youths required more technical skills than their male counterparts in the study area.

Identification of tasks with low proficiency, and trainable skills by male and female farm youths

Results in Table 4 present the results of gap analysis indicating whether or not a task can be improved upon by training of the respondents. The findings revealed the magnitude of the requirement for training of each task; it revealed the gap between actual performance and the standard. Both categories of farm youths had low proficiency in the area of emotional ability to cope with a problem (male=2.85, female=2.38), ability to think critically (male=2.67, female=2.54), ability to reflect and be introspective (male=2.76, female=2.39), business and strategic planning (male=2.94, female=2.99), ability to set personal goals, reach them and set new ones (male=2.98, female=2.56) and Identifying and reaching customers/distribution channels (male=2.82, female=2.65). Also, further findings showed that male farm youths had low proficiency in recognizing market gap and exploit market opportunities (2.97) while female had low proficiency in ability to take responsibility for solving a problem (2.94), co-operation with others, networking and utilising contacts (2.73) and day to day administration, managing yourself and your time (2.84). This finding suggests that female farm youths had low proficiency in more area of entrepreneurial skills compared to their male counterparts in the study area. The results of gap analysis imply that all the task deficiencies can be solved or addressed through training of the respondents.

Constraints to entrepreneurial skills acquisition by farm youths

From the analysis of the result in Table 5, it was shown that the acquisition of entrepreneurship skills among the farm youths was constrained by lack of training and managerial skills on entrepreneurial activities (2.99±0.73), poor access to capital (2.98±0.65), poor access to entrepreneurship information (2.96±0.47), limited availability of farmland (2.89±0.69), inadequate government support for entrepreneurs (2.88±0.64), poor enabling environment (2.85±0.83), inability to withstand competition (2.84±0.56), bad road network (2.78±0.21) and poor access to market information (2.64±0.53). This finding conformed with Mandama (2010) who reported that in Nigeria, lack of credit facilities, inadequate management skills, poor infrastructure, and poor access to information deter both youths and farming households from venturing into entrepreneurship world. This justifies poor access to credit facilities as a constraint to entrepreneurial skill acquisition. Duniya (2010), inferred that low productivity in agriculture has led to limited market surplus which prevents the prospective entrepreneurs in agriculture from having enough cash toprocure farm input and services.

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Test of hypothesis

Results in Table 5 revealed that there was positive and significance difference (P≤0.05) in entrepreneurial skills needed by male and female farm youths to strengthen their knowledge in entrepreneurial activities in the study area. T-test value was 261.47 for male and 212.05 for female with a p-value of (P≤0.001). The male farm youths had a mean of 6.26 and standard deviation of 1.13 while female farm youths had a mean of 5.84 with a standard deviation of 1.04. This suggests that female farm youths require more entrepreneurial skills than their male counterparts. The mean difference between the two categories of farmers was 0.42. This high mean difference may accounts for significant differences that existed between male and female farm youths in entrepreneurial skills acquisition.

Conclusion

Based on the findings of this study, it was concluded that both male and female farm youths require entrepreneurial skills to broaden their knowledge but female farm youths needs more entrepreneurial skills than their male counterparts. Fostering entrepreneurship education among male and female farm youths especially where they had low proficiency skills to ensure capacity building for diverse enterprises in agriculture was highly advocated. Also, there is urgent need by government and polices maker to provide adequate entrepreneurship development programme for farm youths while addressing factors that hinder the growth and development of youth farmers entrepreneur in the study area

Table 2: Distribution of farm youths according to their perceived knowledge level on entrepreneurial skills

Respondents knowledge level on entrepreneurial skills	Male		Female	
	Mean (±SD)	Remark	Mean (±SD)	Remark
Ability to take responsibility for solving a problem	2.45±0.82	Low	2.36±0.74	Low
Emotional ability to cope with a problem	2.44±0.59	Low	2.31±0.45	Low
Ability to think critically	2.52±0.83	Low	2.47±0.27	Low
Co-operation with others, networking and utilising contacts	2.39±0.81	Low	2.28±0.62	Low
Ability to reflect and be introspective	2.46±0.93	Low	2.48±0.65	Low
Recognise market gap, exploit market opportunity	2.43±0.85	Low	2.53±0.61	High
Business and strategic planning	2.56±0.44	High	2.68±0.59	High
Ability to set personal goals, reach them and set new ones	2.59±0.78	High	2.51±0.26	Low
Persuasive communication and negotiation skills	2.55±0.62	High	2.57±0.49	High
Day to day administration, managing yourself and your time	2.57±0.73	High	2.41±0.64	Low
Identifying and reaching customers/distribution channels	2.18±0.52	Low	2.38±0.81	Low
Managing financial resources, accounting, budgeting	2.49±0.35	Low	2.91±0.77	High

Source: Field survey

Benchmark= Mean score of 2.5.

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Table 3: Technical skills needed by male and female farm youths

Entrepreneurial skills	Male					Female				
	MFP	MI	MD	TMS	Technical skills	MFP	MI	MD	TMS	Technical skills
Ability to take responsibility for solving a problem	2.93	2.35	2.36	7.64	Needed	2.66	2.12	2.32	7.1	Needed
Emotional ability to cope with a problem	2.85	2.21	2.17	7.23	Needed	2.62	2.28	2.12	7.02	Needed
Ability to think critically	3.24	2.42	2.05	7.71	Needed	3.10	2.12	2.01	7.23	Needed
Co-operation with others, networking and utilising contacts	2.69	2.13	2.11	6.93	Not needed	2.54	2.16	2.32	7.02	Needed
Ability to reflect and be introspective	1.89	1.96	1.73	5.58	Not needed	1.76	1.93	1.46	5.15	Not needed
Recognise market gap, exploit market opportunity	2.48	1.98	1.99	6.45	Not needed	3.12	2.27	2.14	7.53	Needed
Business and strategic planning	2.65	2.09	2.39	7.13	Needed	2.96	2.11	1.89	6.96	Not needed
Ability to set personal goals, reach them and set new ones	1.85	2.07	1.89	5.81	Not needed	1.82	1.87	1.65	5.34	Not needed
Persuasive communication and negotiation skills	2.77	2.42	2.19	7.38	Needed	2.74	2.33	2.13	7.2	Needed
Day to day administration, managing yourself and your time	3.14	2.35	2.06	7.55	Needed	3.05	2.15	2.01	7.21	Needed
Identifying and reaching customers/distribution channels	3.06	2.39	2.14	7.59	Needed	2.94	2.27	2.05	7.26	Needed
Managing financial resources, accounting, budgeting	3.12	2.44	2.03	7.59	Needed	3.15	2.25	2.64	8.04	Needed

Source: Field survey

MFP= Mean of Performance, MI= Mean of Importance,

MD= Mean of Difficulty TMS= Total Mean Score

Threshold value: 7.00

Decision rule: Aggregate mean above threshold value of 7.00 is considered as "technical skills needed" area.

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Table 4: Distribution of male and female farm youths by tasks with low proficiency

Entrepreneurial skills	Male			Female		
	Mean	Is proficiency a problem?	Can problem be solved by capacity building	Mean	Is proficiency a problem?	Can problem be solved by capacity building
Ability to take responsibility for solving a problem	3.04			2.94	Yes	Yes
Emotional ability to cope with a problem	2.85	Yes	Yes	2.38	Yes	Yes
Ability to think critically	2.67	Yes	Yes	2.54	Yes	Yes
Co-operation with others, networking and utilising contacts	3.01			2.73	Yes	Yes
Ability to reflect and be introspective	2.76	Yes	Yes	2.39	Yes	Yes
Recognise market gap, exploit market opportunity	2.97	Yes	Yes	3.13		
Business and strategic planning	2.94	Yes	Yes	2.99	Yes	Yes
Ability to set personal goals, reach them and set new ones	2.98	Yes	Yes	2.56	Yes	Yes
Persuasive communication and negotiation skills	3.02			3.15		
Day to day administration, managing yourself and your time	3.41			2.84	Yes	Yes
Identifying and reaching customers/distribution channels	2.82	Yes	Yes	2.65	Yes	Yes
Managing financial resources, accounting, budgeting	2.95	Yes	Yes	3.10		

Source: Field survey, 2017

Table 4: Distribution of farm youths according to constraints to entrepreneurial skills acquisition

Constraints to entrepreneurial activities of farm youths	Mean (±SD)	Rating
Poor enabling environment	2.85±0.83	6th
Inability to withstand competition	2.84±0.56	7th
Poor access to entrepreneurship information	2.96±0.47	3rd
Inadequate government support for entrepreneurs	2.88±0.64	5th
Inability to cope with the task of entrepreneurship	2.59±0.35	10th
Limited availability of farmland	2.89±0.69	4th
Poor access to capital	2.98±0.65	2nd
Lack of training	2.99±0.73	1st
Bad road network	2.78±0.21	8th
Poor access to market information	2.64±0.53	9th

Source: Field survey

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Table 5: Results of independent sample t-test showing the significant difference in entrepreneurial skills needed by male and female farm youths

Variable	N	Mean	SD	SE	MD	*t-test*	*p-value*	Decision
Male	158	6.26	1.13	0.07	0.42	261.47	0.001	Significant
Female	142	5.84	1.04	0.05		212.05		

Source: Data analysis (P≤0.05)
SD=standard deviation, SE=standard error MD=Mean difference

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