



**AN ANALYSIS OF GRADE 12 STUDENTS' ATTITUDES TOWARDS AGRICULTURE AS A
CAREER CHOICE IN NKONKOBÉ MUNICIPALITY, EASTERN CAPE**

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DECLARATION

I, Tenjiwe Ndema declare that this thesis is my original work, and has not been submitted in partial or entirely for degree purposes to any other University. All the work that was written by any other authors and used in this thesis is fully acknowledged.

Submitted for the Master in Agriculture (Agricultural Extension) at the University of Fort Hare, Alice.

Date at Fort Hare, on thisday of2016

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DEDICATION

To my family, all my friends who have been supportive in my entire life at the University of Fort Hare.

ABSTRACT

In South Africa there is a perception that the youth, particularly black youth, lack interest in agriculture as a career. The youth are perceived to be more drawn to white collar jobs, because they believe that these jobs are more pleasant and better paying. The literature moreover suggests that the youth perceive agriculture as dirty work which is more appropriate for uneducated or illiterate people. The main aim of the research was to analyse Grade12 students' attitudes towards agriculture as a career choice in Nkonkobe Municipality. Students from four high schools were interviewed using a structured questionnaire, and the total sample size was 100. Based on the results, about one third of students have a favorable perception of agriculture as a career choice, which is more than what had been expected based on the literature reviewed. Both students from non-agricultural schools and agricultural schools possess a positive attitude towards agriculture.

They indicated that agriculture offers a lot of financial gain, is not necessarily associated with poverty, nor is agriculture widely regarded as a last resort for those who have failed in other careers. Moreover, they believe that agriculture is as important as other sectors. However, of those learners who indicated an intention to pursue agriculture as a career, only 1 % specifically wished to become a farmer. The others rather wanted professional careers within the agricultural sector, such as veterinarians, agricultural economists, and so forth. Their interest in agriculture as a career related in large measure to a desire to live in a rural area and work with their hands; however this did not extend to actual farming.

KEY WORDS: Attitudes, students, agriculture, career choice.

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“The future belongs to those who believe in the beauty of their dreams”

God Bless.

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LIST OF ACRONYMS

ERD: Executive research division

FAO: Food and Agriculture Organization

NDP: National Development Plan

SASA: South African Confederation of Agricultural Unions

CHAPTER ONE

1. INTRODUCTION

1.1 Background

Many countries in the world face a serious problem of youth unemployment and underemployment; particular in rural areas (White, 2012). About 58% of young people in South Africa struggle to find jobs as well as getting the experience and skills that will contribute to their productivity in the future (Levinsohn, 2007). Collins (2007) indicated that unemployment is increasing at an increasing rate, while job opportunities are decreasing at an increasing rate. In other words there are more graduates but fewer jobs. This would then contribute to push factors from rural areas to urban areas, to search for a chance to secure a well-paid job in the city. White (2012) postulated that small scale agriculture has the potential to remain the developing world's single biggest source of employment if it survives in the future. Human beings have diverse abilities, talents, and interests, which translate into diverse careers (Collins, 2007).

The aim and attitude of an individual towards their career largely determines their success or failure in that career (Ezeji, 1998 cited in Collins, 2007). Therefore it is important to ensure that one follows a career path that they are interested in, so as to acquire success. In exploring solutions to the problem of youth unemployment, the South African government needs to come up with ways to encourage sustainable employment and self-employment. As a sector, agriculture offers much potential to accommodate self-employment in particular (Vink & Rooyen, 2009). Amongst others is the introduction of agricultural policies that motivate the youth to start farming as a business. Agriculture plays a significant role in the economics of developing countries and in respect of their food security (Adekunle, 2013).

Even though agriculture no longer makes a large contribution to South Africa's GDP, it is still an important sector in terms of employment and self-employment in rural areas and could conceivably be more so. Agriculture now accounts for less than 3% of GDP (Executive research division, 2010). An introduction of youth into agricultural sector

could thus increase the GDP of South Africa and also decrease the high rate of under and unemployment. However, for the government to implement such policies, it needs to understand the attitude of the youth towards agriculture as a career (Falaye, 2008). In South Africa, there is a perception that the youth, particularly black youth, do not prefer agriculture as a career, as a result there is a lack of attention being paid towards agriculture stimulating policies (Swarts & Aliber, 2013). In principle, one would expect that aged rural people would be replaced by the youth for food production and employment because the youth are the ones who are educated and physically fit to produce optimum yields (Ayanda *et al.*, 2012). Most of the aged people cannot read and write and this hinders their ability to adopt new technologies which could assist them to enhance agricultural production (Collins, 2007). Ayanda *et al.* (2012) concluded that there was a problem of low agricultural productivity in the former homelands caused by the lack of participation of the youth in the farming sector.

According to other studies, parental perceptions contribute to the decision of the youth to move from rural to urban areas and thus not taking agriculture as a career of choice (White, 2012). Many parents encourage their children to pursue careers as medical doctors, lawyers, journalists, accountants and thus to move to urban areas where it would seem to be a lot easier to make money, and this results in the decrease in the participation in agriculture (Zhiri, 1998 cited in Collins, 2007). The perception of most people especially the youth is that people who are engaged in agriculture are usually poor and spend long hours performing physical work when compared to other professions like law and medicine (Swarts & Aliber, 2013). Also, most youth perceive agriculture as dirty and more appropriate for uneducated or illiterate people (Ester & Bowen, 2005).

The youth are attracted to white collar jobs for they believe that they are more pleasant and well-paying, but the downside of this is that not every person can get this kind of work and thus their employment opportunities are limited. In Nigeria agriculture is looked down upon as a career as the youth state that it involves long hours of physical work with poor income (Okori, 1997 cited in Collins, 2007). However the youth's participation in agriculture is needed because they are energetic, creative, innovative

and productive (Baliyan, 2015). Kritzinger (2002) cited in Swarts and Aliber (2013) reported that in order for the youth's attitude to shift from negative to positive, they have to be encouraged at an early age (starting in secondary school) to increase their interest level towards agriculture as a career. "Studying agriculture in secondary school will not only enlighten youth but it will also orientate their minds to pursue a career in agriculture" (Collins, 2007).

1.2 Problem statement

Currently there is dearth of information about the attitudes of South African youth towards agriculture as a career choice. As a consequence, the South African government does not fully understand the attitude of Grade 12 learners with regards to agriculture as a career option. This is a problem that the government needs to fix in efforts to address youth unemployment. The migration of the youth from rural to urban areas has left the agricultural sector in the hands of old women and men who are illiterate and as a result they are not able to take advantage of new technologies in agriculture (Collins, 2007). This becomes a problem because the production levels are not maximised if the energetic youth are not involved.

The government needs to thus involve more youth in agriculture and the only way they can do that is by first understanding their attitudes towards agriculture. The negative attitude of the youth towards agriculture has resulted in them seeking white collar jobs and this has dangerous implications for food security and the development of the country. While some research has been done to try to understand what could be responsible for the youth's negative attitude towards agriculture, most of this research is out of date and very little is from South Africa. What is responsible for the attitude of the youth towards agriculture? Could it be that the youth think agriculture is a poor people's profession? Could it be that the youth are not encouraged early enough to develop an interest in agriculture? The researcher will seek to answer these questions by looking at the attitudes of Grade12 students' towards agriculture as a career.

1.3 Objectives and research questions

1.3.1 General objective

The general objective of the research is to understand and evaluate the attitudes of Grade 12 secondary school learners towards agriculture as a career choice.

1.3.2 Specific objectives

The specific objectives to be addressed by the research are the following

- i) To identify secondary school students' attitudes towards agriculture.
- ii) To find out what influences students' decisions in favour of or against a career in agriculture.

1.3.3 Research questions

The research questions to be addressed by the research are the following:

- i) What are the attitudes of secondary school learners towards agriculture?
- ii) What influences students attitudes towards agriculture?
- iii) What influences secondary school learners' decisions in favour of or against a career in agriculture?

1.4 Organisation of the thesis

Chapter one presents the background, the problem statement, objectives, and research questions. **Chapter two** presents the literature review, and covers such issues as attitude concept, perception concept, psychological dimension of youth towards agriculture, attitude of youth towards agriculture, the youth concept, importance of youth in agriculture, youth farmers' clubs as a strategy for agricultural development, career choice concept, factors affecting or influencing career choice, individual need and choice of vocation, parents' socio-economic status and career, and unemployment in

South Africa; it also offers a review of methodologies and identifies current gaps in literature.

Chapter three presents the research methodology by focusing on a description of the research area, the conceptual framework regarding internal and external factors that can influence an individuals' perception or attitude towards a career, furthermore the chapter offers a discussion of the research design. **Chapter four** presents the results of the study, by focusing on both descriptive and inferential statistics. **Chapter five** discusses the findings and **Chapter six** presents conclusions and the recommendations of the study.

The following chapter presents the literature review, which looks on three major concepts, the attitude concept, youth concept and career choice concept towards a career.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

This chapter looks on three major concepts, the attitude concept, youth concept, and career choice concept towards a career. The literature relating to these concepts and their effects on agricultural development is elucidated so as to give a clearer insight on the three different concepts as they closely relate to the research study. Furthermore, the literature review discusses broadly the various factors that affect youth's attitudes or perceptions towards agriculture and how these lead to a career choice.

2.2 Conceptual frame work

The conceptual framework guiding the study, albeit loosely, is taken from Collins, (2007), and can be presented as shown in Figure 2.1.

According to the conceptual frame work (Figure 2.1) attitudes towards a career are influenced by a number of factors such as:

- Anticipated financial gain where most people would prefer to pursue a career path that promises a high financial gain.
- Idealized view, meaning whether the career regarded as prestigious, as some people are concerned about their perceived social status, personal interest, meaning the person's innate interest in a sector or type of work associated with that career.
- Occupational aspiration, whereby some people want to pursue a career outside the rural sector and others want it inside the rural sector.
- Gender differences, whereby some people perceive agriculture as suitable career for one gender than for the other; and lastly socio-economic status of one's parents, which can affect one's career choice in various ways.

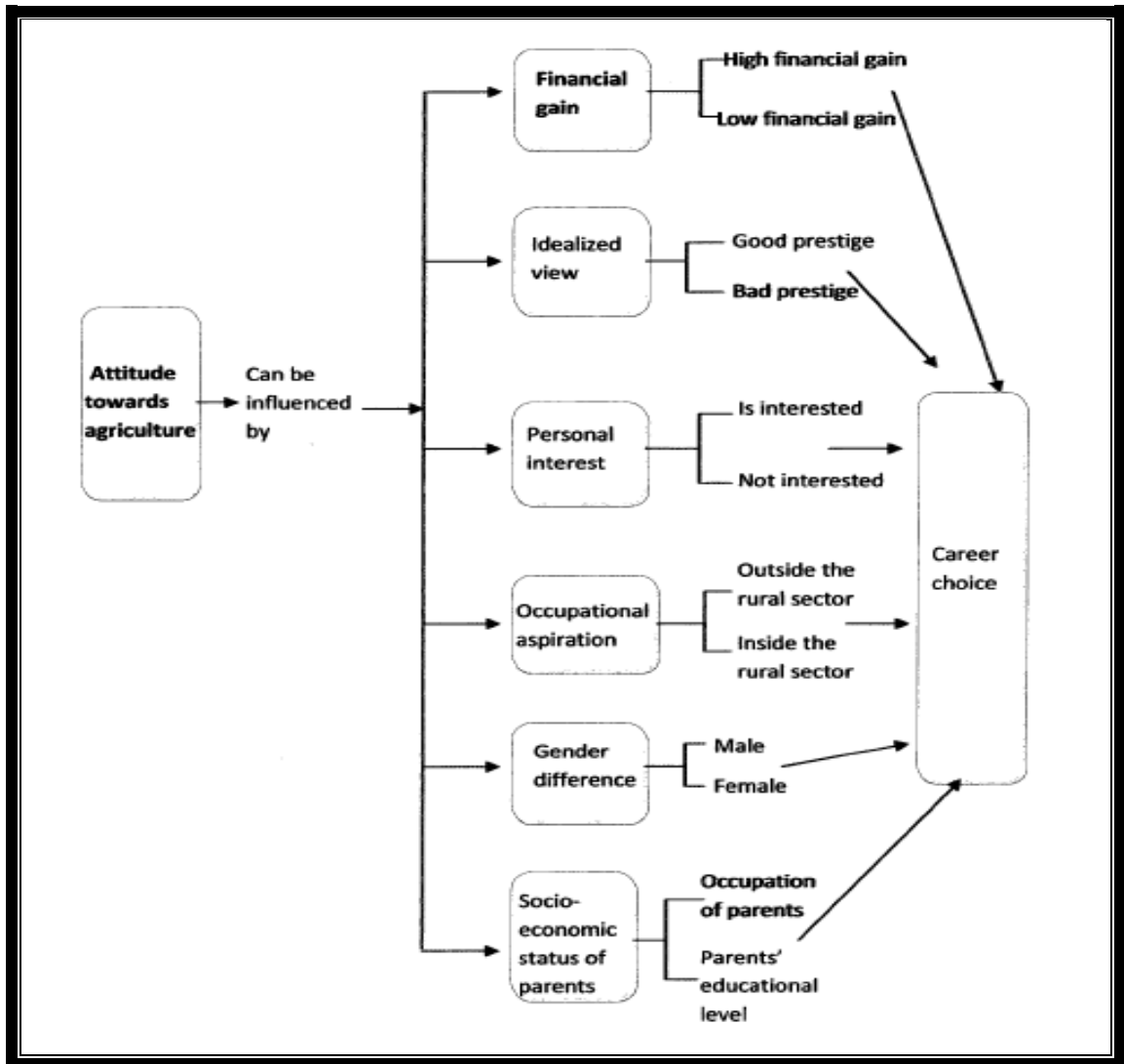


Figure 2.1 Conceptual framework
Source: Collins (2007)

2.3 Attitude concept

'Attitude' describes either a positive or negative view towards something, whether a person, place, or an event; it can be considered or measured based on persons like or dislike on something (Bahaman *et al.*, 2010). Jowell (2005) defines attitude as a psychological tendency to understand a particular object or behaviour with a degree of favour or disfavour. Ayodapo (2013) has viewed attitude as the customary opinion that the object is good or bad, or the tendency to act towards an item so as to free it or to retain it. The logic of attitude is a mental character of individual's towards an idea (Collins, 2007). Collins (2007) further states that attitude is a specific act that is

expressed by people in power, for example elders, leaders in school, churches or even peer groups. However, Collins (2007) states that the logic of attitude is simple determining ones' personality and it is very important because it helps a person to better understand things around them. Attitude today is allied to long remembered mental impressions of pleasant or unpleasant expressions and when viewed critically could show how it affects a person's perception towards a profession (Collins, 2007).

Attitude is also allied with learning ethics. When a student does not like the subject or teacher, he develops an attitude towards that subject (Gulbertson, undated). On the other hand, a clear explanation of attitude merely comes from a personal experience and a response to an event. Normally, attitudes express how we see things or situation and how we behave towards it (Rashid, 2012). An attitude could turn out to be personally important to an individual if he or she comes to view the object as related to his or her basic social and personal values (Boninger *et al.*, 1995). The way people view an idea is termed attitude, and it could be positive or negative. With regards to students and their career choices, Collins (2007) further explains that attitude is theorized as the feeling and knowledge students have towards a specific career, such as agriculture, whether be it simple or difficult for a particular sex or not or school type, or if there exist any benefit in studying it at all in school or worth pursuing after leaving secondary school.

2.4 Perception concept

Connolly (2011) defines perception as to become alerted of that necessarily mean to comprehend or to see. According to Kelly (1965) cited in Collins (2007:19): "The recognition of educational tasks and the identification of an individual's goals is not sufficient to make an individual be involved in education, but the individual must have had a clear perception of the value of the education before venturing into it so as to be able to have a value for solving problems which can be means of greater happiness and success".

It is believed that perception becomes more and more perfected with age, education and mental development because its evolving characteristic nature transforms with more precise and complete knowledge of the perceived object (Collins, 2007). An

individual's experience and the way one feels about others and him/ herself is termed perception (Akinboye, 1986 cited in Collins, 2007). Akinboye (1986) also acknowledges social factors which influence perceptions such as family and peer groups. These influences affect an individual's personality, study habits, academic achievements, social, and emotional adjustment (Akinboye, 1986 cited in Collins, 2007). An individual's choice is based on perception because it deals with being aware of responsibilities, attitude, duties and expectations. People may develop an attitude towards a career choice because of the perception they have about the subject; as a result some may decide to study agriculture, while others may treat it as a last resort (Lawa & Ndungu, 2012).

2.5 Psychological dimension of youth towards agriculture

In Nigeria the neglect of the agricultural sector brought untold hardship (Collins, 2007). The attitude that other parents have towards agriculture tends to extend to their children, therefore the ugly trend escalated towards agriculture usually influences agricultural sustainability of the country (Rocca, 2008). The important factors that affect agricultural activities are misperception of agricultural related activities and inappropriate attitude (Dyer & Osborne, 1999).

2.5.1 Misperceptions

Misperception can explain the problems hindering agricultural activities (Noorani, 2015). Agriculture has been misperceived as an activity for the poor, illiterate people and those who do not have an alternative to do. Newman and Newman (1981) cited in Collins (2007) have elucidated how agriculture is considered to be an offensive career when linked to other careers in the country. The less interest or negative attitude towards agriculture could be caused by many aspects including school curricula where agriculture appears to be more theoretical than practical. Humphrey (undated) noted that less interest showed by agricultural science teachers in practical agriculture results to students developing a negative attitude in agriculture and they tend to limit teaching students to a point that students pass examination without any form of practical demonstration. The result of that must be taken into consideration because the negative

thought students have about agriculture has escalated, the government or school principal should consider this trend, interpret and understand it because positive actions yield positive perceptions (Frick, 1995).

2.5.2 Wrong values and attitudes

The less interest showed by youth in agriculture has been proved by the age of farmers in Malaysia which exceeds 46-years old (Uli *et al.*, 2010). Zaleha (2007) cited in Uli (2010), discovered that most farmers were 55 years and above and only fewer than 26% of farmers were among those whose age ranged between 18-40 years. This is a huge problem and it requires urgent intervention in order to attract the youth's interest to agriculture, without doubt the only way to reduce the unemployment problem is by being involved in agriculture.

In Nigeria, Maduka (1987) cited in Collins (2007) has discovered that foreign ideas were overvalued by Nigerian society, thus establishing a negative effect on national development. Foreign goods imported into the country were overvalued as well without control and priorities, which affect locally produced agricultural products, because goods made within the country were not preferred (Collins, 2007). Maduka further explains that the confidence in youth to be creative is lacking because they now imitate foreign ideas, which in turn prevents their creativity and self-confidence.

2.6 Attitude of youth towards agriculture

The agricultural sector is seriously undermined and under developed compared to other sectors and the cause of this is the lack of technological investments, thus making a long lasting impression or creating a poor image of the whole agricultural career (Collins, 2007). Youth develop an attitude towards a career in agriculture and because of this trend they tend not to participate in agricultural development and sustainability. Nenty and Baliyan (2015) further explains that students have an ugly image of agriculture, they do not prefer it as a career, because of the negative perception they have which it involves long physical hours and poor income. Relating to other careers, the value of agriculture has been reduced because it was taken as a last resort for those who might have failed in other professions (Okorie, 1977 cited in Collins, 2007).

Youth in Malaysia still believed that agriculture can produce more money for them if it is accompanied with hard work and good efforts. Yet, Gidarakou (1999) cited in Uli (2010) has noted that it's the females that have a negative acceptance towards agriculture including contract farming, they perceive agriculture as a low income occupation and is only an undesirable solution to one's unemployment problem until a better solution can be found. Thus Rocca *et al.* 2005 argue that new developments and ways to operate agriculture are needed to increase the interest of youth involvement in agriculture. A major attraction can be presentation of all sides of agriculture to capture the interest of youth and this without doubt can initiate more positive attitude among youth towards agriculture (Uli *et al.*, 2010).

People refuse to understand what agriculture can offer because of the knowledge they have. Because of the youth attitude towards agriculture, they prefer white collar jobs; they perceive agriculture as a dirty activity and is more appropriate for uneducated people (Nenty & Baliyan, 2015). Nenty and Baliyan (2015) further explained that youth looked at agriculture as career that is meant for the poor and uneducated people, involving manual labor, long hours with no financial gain. Low standard of living attached with long hard physical working hours is the result of youth negative attitude towards agriculture, because it's what they had observed around them.

Collins (2007) indicates that the way agriculture was taught in secondary school is one of the aspects that resulted to their attitude, because teachers used it as a punishing subject, where by a student had to go to the garden if he/ she had done something wrong. However, Nenty & Baliyan (2015) noted that the other factor that results to youth's attitude towards agriculture is parental influence; other parents do not encourage their children to study agriculture they prefer to see their children as lawyers, doctors and journalists. Another thing is poor prestige associated with agriculture, they care more about their status and perceive agriculture as a career for those who are illiterate, and they see it as it has a slow cash return (Murphy *et al.*, 1996).

There are several factors that influence youth's attitude towards agriculture, these factors involve occupational aspiration of youth, perceived financial gain, status related with occupation, personal interest, socio economic factors of parents (Collins, 2007).

The negative attitude is an outcome of these factors, financial gain, idealized view, parental influence, peer group influence, but most especially low interest level in agriculture as a career. The choice of career of an individual depends on the interest level toward a particular profession (Collins, 2007). The neglect of agriculture by young people increases the ongoing rural poverty, the unacceptably high levels of joblessness. The South African government should implement policies that would attract attention of youth to partake in agriculture, which will encourage them to take it as a career. Agriculture has the potential to make close to 1 million new jobs by 2030, according to the vision of National Development Plan (2030) as cited in Swarts and Aliber (2013) half would be in the smallholder sector, largely meaning self-employment. Youth are trapped in poverty and unemployment, and their other way out is through farming, although Rocca (2008) described that youth viewed agriculture as a male field.

Not all young people have a negative attitude towards agriculture, some have positive attitude of agriculture and some students indicated that they would love to engage in agriculture but build a career in some other fields (Sommer & Mallory, 1986). Youths are the key to African agriculture development, but they are not able to accomplish their potential because of hunger, poverty, and lack of education. Youth involvement is very vital in agriculture (Mathivha, 2012) reports that youth must be regarded as critical agricultural players who need and deserve special attention, support and follow up. There are several studies that reveal evidence of youth possessing positive attitude towards agriculture.

Frick *et al.* (1995) agree that about 95% percent of the respondents had been involved in raising animals and plants, gardens, or crops. Another disadvantage is that qualified graduates in agriculture, approximately 20% did not want to teach while 20% wanted to teach but did not enter teaching (Roberts *et al.*, 2006). Roberts (2006) further proposed that the solution to the problem was to increase the percentage of those currently enrolled who chose teaching. About 88.6% of the students' in Balschweid's (2001) study agreed that agriculture is very important and they value those who participate in it. Scott (2004) indicates that students' reason for not enrolling in agriculture is that they think chances of getting employed in agricultural sector are few. Whereas Bahaman (2010)

confirms that agriculture can improve the standard of living of the poor and thus increase the money of the poor through employment opportunities. Today agriculture has become more complex and technologically advanced, therefore Cannon *et al.* (2006) suggests that the youths should participate in it as production today requires few people.

2.7 The concept of youth

The youth are viewed as the young people, a state or time of being young, a transition period between childhood and adulthood (Spence, 2010). A youth is regarded as anyone from the age of 12 to 29 years old (Food and Agriculture Organization, 2004). Youths are characterised as energetic, intelligent, hopeful and have a 'fresh mind' to such an extent that they are capable of development. Collins (2007) describes youths are high risk takers, desire quick results and they adjust easily to change.

Youth depends on who explains it and in what context, could be whether educational, social, religious, legal and cultural. Some people categories youth as individuals from 15 to 24 years (Leavy & Smith, 2010). The period of an individual's life that ends from childhood and the other one begins between 15 to 24 years is regarded as youth (FAO, 2013b). In some other countries they go up to 30 years as long as a person or a group of young people in a society has a lot of energy, new ideas, have a way of solving problems, and understands reality (Collins, 2007).

Uddin *et al.* (2008) postulated that the youth are very energetic young people who play a very vital role in building global food security and development. Youths feature as a government priority because they are regarded as energetic, intelligent and able to improve existing knowledge, and they have the skills required for development (Roberts, 2005). Collins (2007) clarifies that the youth are usually high risk takers, who desire quick results and are more geographically mobile and able to adjust easily to change.

2.8 Importance of youth in agriculture

It is a global challenge to absorb youth and attract them into the agriculture sector. Many developing countries are facing a challenge of ensuring food security for their rising populations and a decline in youth engagement in agriculture. “Although the employment opportunities available in the sector continue to escalate for graduates in agriculture, in various countries, too few youth have embraced food production as a career field” (Mukembo *et al.*, 2014). Youth are a group of people that are needed for agricultural change. Programmes and policies of the country need to be designed by youth. Youth were found working on approximately 90 percent on farms or involved in agricultural activities after school hours and during holidays especially in the rural areas (Abdullah & Sulaiman, 2013).

D’Silva *et al.* (2010) postulated that youth are known to be naturally energetic and most of the hard physical work is done by them. Even a great percentage of labor force in the country, yet there has been a reduction of this youthful labor force in agriculture which was caused by some other factors, among which include rural-urban migration. The motivation of training youth in agriculture was for them to follow a career in agriculture to replace the old subsistence farmers, but many youths show hatred towards agriculture. Leandra (2008) trusts that our youth are the future of this country. Most of the rural youth migrate to urban areas to search for better employment opportunities; they leave the rural to search for white collar jobs which are limited (Collins, 2007).

Many of them are not keen to practice agriculture because they have associated agricultural activities with hard physical work, long hours and low income gain over a period of years through continuous involvement in household subsistence farming. The country needs the view of youth therefore they need to participate in agriculture to improve the countries production and economy. Government need to come up with programs for youth in schools, whose aim is to assist students gain a greater consciousness of the role of agriculture what it plays and in the economy and society as a whole so that they may become citizens who support wise agricultural policies (Uddin *et al.*, 2008). By doing so, bringing awareness to younger groups is to promote an understanding of agriculture. They also motivate youth to pursue a career in

agriculture, hold workshops and state programs each year for public and private school teachers, curriculum coordinators, school counsellors, pre-service teachers and other officials to participate in the workshop (Wiley, 2009).

The strong involvement of Africa's youth in rural development, agriculture and natural resources management will enhance food security in the continent. Yet, youth involvement in land-based sectors in many African countries is very low, mainly because of the perception youth have- that activities in the primary production sector (agriculture) are characterized by physical hard labor, with low financial returns and that is meant for the illiterate in society (FAO, 2013a). The youth not participating in agriculture is a serious threat to the continent's food security. It must be addressed immediately. Youths are looking for opportunities in other fields such as in Information Technology. What our youth needs to understand is that even in agriculture there is money.

The majorities of farmers are in the rural areas and are poor with low yields they produce from their farms that are vulnerable to climate change. Universities have an important duty to play in preparing the youth for tomorrow's employment, and to do this their graduate students require to have skills to create jobs rather than being job seekers. The graduates on their part need to be imaginative, innovative risk-takers who are motivated to assist smallholders to overcome their constraints, increase productivity and connect to markets. Youth need train rural people so as to provide rural employment opportunities and contribute to sustainable rural development (FAO, 2013b). The endless movement of youth to the urban zones has increased the level of unemployment in the urban areas, the over populated communities results to the level of crime existing in the country (Collins, 2007). Food and Agriculture Organization (2014) indicate that the core reason for youth to be involved in agriculture is to increase levels of nutrition, improve agricultural productivity, improve the lives of rural people and contribute to the growth of the economy of the world. Youth's success or failure may have something to do with their behavioral change; failure in agricultural productivity would be a result of a negative attitude of youth towards agriculture (Saunders, 2008). Students do not understand that agriculture is a tool and engine of growth in an

economy of the country and youth employment (FAO, 2013b). Agriculture is full of ageing farmers, which are not able to utilize the new technology disseminated to them by extension officers. This results to low production and unemployment, the solution to the problem is increasing the youth involvement in agricultural activities, which will help reduce the problem of ageing farm population and rural unemployment (Akpan, undated). Youth are more educated than the elders that are being left on the land, if they were participating in agriculture, Southern African Confederation Agricultural Unions (2013) explained that the youth would have larger capacity to learn and apply modern yield-enhancing technologies, technologies for processing, and new century management methods to apply to the entire value chain from the farm to the market, this explains the importance of the youth in agriculture.

SACAU (2013) further explained that:

“A loss of youth means also a loss of the future and of chances to modernize, to become more productive and to compete successfully in a globalised world. To fail in having youth excited about agriculture and energetically involved in it is to condemn Africa to food insecurity, poverty and continued reliance on costly imports (which continue to grow) and charitable food aid” (SACAU, 2013:6).

What really explains the low involvement of youth in agriculture is the image it has, youth perceive it as dirt which makes young people to be unwilling to be associated with the sector and to join it only when all other options fail, and they tend to treat it as a last resort. They do not want their peers to see them in the sector and even their parents pray that their children will not be educated only to end up in agriculture, as it involves hard physical work and long hours. Now the problem is that youth who studied agriculture, who now work in the sector, do not work as farmers but as “technicians” giving advice to others (SACAU, 2013).

2.9 Youth farmers’ clubs as a strategy for agricultural development

There must be strategies invented to introduce new ideas into rural life and train leaders and citizens for future such strategies such as Rural Youth Agricultural extension programs (Collins, 2007). Collins further stated that a number of countries about 74

countries have organised rural youth programs with more than 364 000 clubs, therefore having a total of eight and a quarter million people involved in the different agricultural projects. In other countries youth clubs involves the following: Livestock Clubs, Poultry Clubs, Crop and Horticultural Clubs and Tree Clubs, where these clubs are directly concerned with agriculture. In other countries, particularly in the United States and Kenya, they are called the 4-H Clubs and the 4-K Clubs respectively, which are youth organizations sponsored by their Ministry of Agriculture and offers instructions in agriculture and home economics (Collins, 2007).

Members of these clubs are under extension supervision and agricultural teachers. These clubs are constituted by young people who are between the age of 9 to 20 years old, who are eager to learn about farming and home making techniques. It is important to implement these youth programs at secondary level so that youth would be able engage in agriculture by themselves or their own or can join agricultural clubs in their surrounding where they would get proper guidance and training (Aphunu & Akpobasa, 2010). Youth's response would be positive to agricultural extension programs and would definitely increase their level of participation in agricultural technology information if these programs are done at secondary level and after school at community level. The intention or the main objective of these clubs is to develop and equip youth with skills and techniques that are required to participate in agriculture effectively (Collins, 2007).

2.10 Career choice concept

An individual's work description which includes occupation, vocation and profession is termed a career. Any job position an individual is engaged in throughout their life time is described as a career. Choice is usually made from a selection of possible opportunities; therefore it is a possibility of choosing from many options. Murphy (1996) explains a developmental theory "As individuals reach late adolescence, they are faced with the task of establishing their personal identity", where they are obligated to choose a career path they would like to follow. There are many notions that try to explain what a career choice is, trying to understand how individuals decide to choose a career path. A career choice happens when one decides to choose a career based on their personal ability (Collins, 2007). Career choice depends on an individual's personal interest,

personal ability, different work experience and intelligence, a personality decides whether one would fit in to an occupation (Berman & Bentell, 2009). Background nor how one grew up also determines ones career of choice, and determines how one develops to satisfy his or her own needs in life. In other cases it happens that one chooses a career accidentally, meaning one was not intended to choose that career but because of circumstances he/ she had to, and other factors that influence a career choice are parents influence, occupation, prestige, peer group, financial gain, and sometimes religious affiliation (Collins, 2007).

2.11 Factors affecting or influencing career choice

Choosing a lifelong career is one of the fundamental decisions one has to make especially young people (Falaye & Adams, 2008). Pressure from parents is one of the identified factors that guide job decisions. Parental influence is the key factor that leads to children's decision making about what career to follow, this is influenced by their experience or interest towards that career (Esters & Bowen, 2005). Children would go for a career they are not interested nor have skills for just for the purpose of fulfilling their parents' wishes; they are influenced by family roles, emphasis on money, religion, and prestige (Bracher, 1982 cited in Collins, 2007). In addition, other determinants include personality, self-concept, interests and values. Dissatisfaction and frustration are the results of a wrong career choice; children should be allowed to choose what they want to study as it is an individual's lifetime career (Falaye & Adams, 2008).

It happens sometimes that a child's occupation be chosen by their peers, sometimes they turn to their friends for advice (Wildman & Robert, 2001). Children do not think carefully when they choose a career they chose based on parental influence; they do not consider why they want a particular career. Youth needs to be educated about the career they want to pursue, being educated about career is the most important function of education to prepare them for future career (Lemkea, 2012). The problem of not knowing how to choose a career, they find it difficult to make career choice that will satisfy their personal, economic, and intellectual goals, because they lack knowledge to explore different career options and possibilities, sometimes they make a career based on social status attached to certain career (Ferry, 2006). A career in agriculture is

influenced by the negative attitude, children have towards agriculture. They perceive it as dirty and appropriate for uneducated people (Yueh *et al.*, 2013). In some cases one ends up studying or pursuing a career in a field he/ she never wished for, such are caused by problems one overcome at university level. One must keep an open mind before choosing a career; the current job is for development (Falaye & Adams, 2008).

2.12 Individual need and choice of vocation

An individual's choice of profession rest on the achievement of social status, self-esteem, job satisfaction, and success in the future. Collins (2007) further mentioned that a choice of aptitude are usually personal interest, attitude, values and opportunities available to the individual in terms of a profession, yet Falaye and Adams (2008) explained that youth take a career they are unsuited to their personal interest, capabilities and this results to a rise in poverty, and corruption. Falaye and Adams (2008) also described that the taking up a career/ job that one is not interested in just as a basic means of survival, badly affects the level of motivation to work, which then lessens productivity, causes conflict with supervisors and later lead to common changes in jobs which negatively affects a country's economic output (Collins, 2007). The determinants of job-related choice as attitude, personal interest, and temperament are normally considered as the psychological factors in the choice of a vocation.

According to Collins (2007) other factors which he named "economical factors" affect career choice such as wages and salaries, the number of workers in that particular field, the general appeal of a kind of work, the consistency of employment and the chance for advancement. An individual's perception toward a profession is also influenced by these factors (Collins, 2007). Hichlife (1973) cited in Collins (2007) conducted a study where he explained that financial gain, prestige, job satisfaction, and better working conditions were the most important factors that influenced the students choice of vocation. Hichlife (1973) cited in Collins (2007) also noted that parent's educational level, parent's occupation, and previous work experience appeared to have slight or no influence on the occupational choice of students.

2.13 Parents' socio-economic status and career choice

Some students' rather than taking their own choice of aptitude chase after their parents occupational choice. Parents work-related level generally manifest greater influence both directly and indirectly on the occupational status of children (Falaye & Adams, 2008). Sometimes parents put their children in a difficult situation to actually tell them what career should they choose, and you find students and children feel pressurized, and this makes it difficult for them to develop their own personal interest in an area of specialized study because they are sometimes obligated to take up a career they are not interested in, and this leads to them being forced to meet or live up the laid down expectations. Children from high socio-economic families prefer to study medicine, law and business administration, whereas children from low socio economic families prefer jobs such as nursing, teaching and engineering (Awujo, 2007 cited in Collins, 2007).

According to Nanty and Baliyan (2015), over 50% of students are influenced by their parents and friends in choosing a career. Nanty and Baliyan (2015), noted that most children of farmers are more likely to choose a career and see social prospects in agriculture than children with a different background. Children from low socio-economic families prefer to go for skilled jobs which are capable of offering more remuneration because of their background (Msuya *et al.*, 2014). Parents with high socio-economic status expect their children to go for high educational and occupational aspiration because of their financial security (Collins, 2007). As well as parents with low socio-economic status strive to give their children the life they did not have and would like them to go for a career with a high socio-economic status. They would do anything to see their children have a higher education they did not have; they would sell their belongings, animals, crops and small lands. Even children themselves with low class status desire to reach high educational goals and occupational status than their parents (Collins, 2007).

2.14 Unemployment in South Africa

The rate of unemployment in South Africa is high, that is the job situation in South Africa is really bad and it speaks poorly of the country as a whole. It is hard for South Africans

to find a job and about 58% of the young active young struggle to find jobs (Mlatsheni & Rospabe, 2002). Not only does the South African labour market exhibit a high unemployment rate for the young, according to international standards, but it also shows evidence of large inequalities between age groups, races and genders (Mlatsheni & Rospabe, 2002). There is high unemployment rate in South Africa especially youth unemployment, Mlatsheni and Rospabe (2002) revealed that in 1996 it was estimated to be around 36%, but now it escalated to 72%; individuals from 16 to 24 years could not find jobs. The lack of unemployment is more severe for women than for men as 63% of economically active women are unemployed whereas 53% of men remain without jobs (Mlatsheni & Rospabe, 2002).

Dantwala (1971) cited in Collins (2007), defined a state in which people who can work are without jobs and are seeking for pay or profit is termed unemployment. Long (1958), further stated that people who are not able to work but they would love to work should not be characterized as unemployed. Other individual's ability to work depends on the wages. Long (1958), "defines the unemployed as those who term themselves willing and able to work, but the writings vary according to the test applied by the writer himself. However, some apply no test at all, then there are those who use as the criterion the fact that the person is usually working or would be if jobs were available". Unemployment is where by a person during the week is available for work but had no employment, and has made efforts to get a job. Most people understand unemployment as simple as "people do not have a job" (Levinsohn, 2007).

Unemployment has become a huge problem because South Africa's high unemployment reflects the dynamic aspects of unemployment. Workers who are unemployed today are not getting the experience and skills that will contribute to their productivity in the future (Levinsohn, 2007). The problem of unemployment is that, the population is very high and is still on the rise, and this population growth rate is increasing even with the availability of jobs in the country are also increasing. Unemployment is increasing at an increasing rate while the job opportunities are decreasing at an increasing rate (Collins, 2007). There are more graduates but less jobs, this would then contribute to push factors from rural areas to urban areas, to

search for better living and a chance to secure a well-paid job in the city. Unemployment is a problem in all countries because people are unemployed they do all sorts of things for survival especially youth. They involve themselves in all kinds of unlawful activities that they feel will make them money, such as robbery, fraud, and prostituting. High crime rate has escalated in urban areas because youth migrate to the urban once they do not get to find jobs (Machethe, 2004). Graduates who graduated and hoped to get employment after completing their studies have been discouraged, even their siblings that they were supposed to support are discouraged, and they are frustrated because their hopes and dreams are delayed (Collins, 2007).

2.15 Chapter summary

This chapter reviewed the different views of various researchers on the perceptions of the youth and their importance to agriculture, together with the concept of attitude and career choice with regards to agricultural development. Literature gives a background of the knowledge on many issues that impact attitude of the youth towards agriculture and their future career choice. Attitude, perception and career choice are the key variables underlying the choice of a career amongst other things.

An attitude concept shows possibility of an individual towards obtaining that particular career, perception solely deals with needs, values and past experience while career choice shows accessible opportunities open to an individual. The combination of these concepts concludes the possible career of an individual. Students' did not choose agriculture as a career from the studies used in literature review, it was noted that students did not show any interest in agriculture as their future career choice after high school, even those that possess a favorable shift in the attitude and a better interest in agriculture yet they have no interest in taking it as their career choice.

The following chapter presents research methodology, it will offer basis behind field work, research design and use of methods of data collection and data analysis.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the background of the study area. It offers basis behind field work, research design and use of methods of data collection and data analysis. This chapter also explains the different methods of research used in determining the attitude of the students' in Nkonkobe Municipality towards agriculture as a career choice.

3.2 Description of the study site

Nkonkobe Local Municipality is located in the Eastern Cape, the second largest province of South Africa. Nkonkobe falls under Amathole District Municipality and includes the following towns: Alice, Fort Beaufort, Hogs-back, and Middle-drift. The Municipality has a high potential for agriculture. Citrus farming, beef and dairy production are some agricultural activities that are practiced within the municipality (Pote, 2008). The municipality has 59 government secondary schools having approximately 12000 students. According to Pote (2008) Nkonkobe Municipality has an annual rainfall range between 700 and 500mm.

The map presents Nkonkobe municipality that covers six towns, which are Seymor, Hogsback, Fort Beaufort, Alice and Middledrift. For this study, three towns were calculatedly selected because both the agricultural and non-agricultural schools are situated in the mentioned towns. Figure 3.1 is a map of Nkonkobe Municipality.

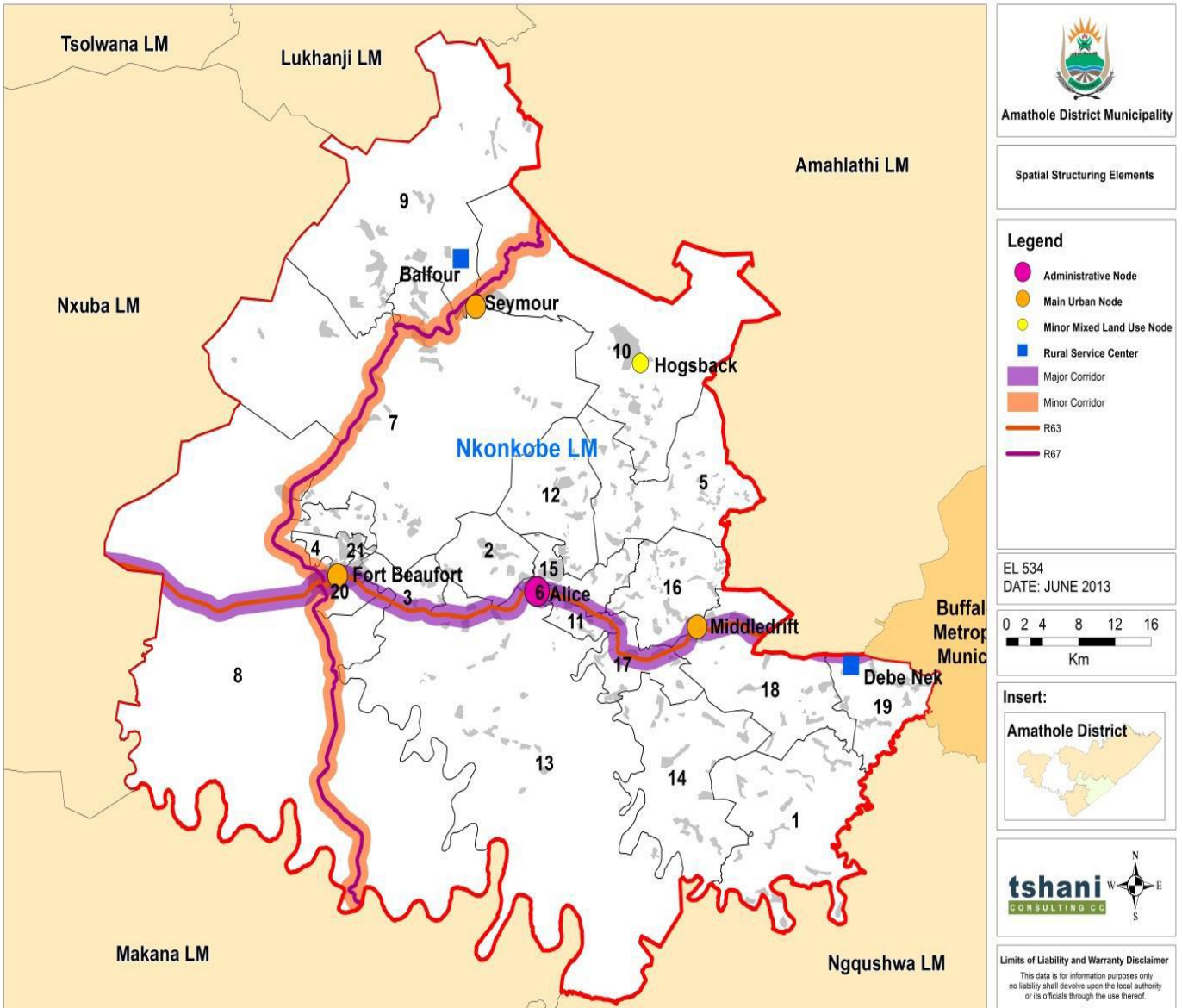


Figure 3.1 Map of Nkonkobe Municipality
Map Source: Amathole District Municipality

3.3 Sampling method

The research was conducted in secondary schools situated within the Municipality (Alice, Fort Beaufort, and Middle-drift). Students from four schools were interviewed, one agricultural schools and three non- agricultural schools. A total number of 100 students were interviewed, 25 from each of the four schools. There are two agricultural schools that exist in Nkonkobe Municipality, and one is a mixed school of both black and white students'. The researcher chose the one with black students', since there's only

one school dominated with white students. Systematic sampling was used due to the high number of students'; for example if the list contained 10.000 elements and one wants to sample 1000 one would select every tenth element of the sample. To ensure any human bias in using this method one should select the first element at random like selecting a random number between one and ten, the element having that number is included in the sample plus every tenth element following it.

3.4 Research Design

This study employed a cross-sectional research design, in that data were collected at one point in time. Only a subset to represent the population thereof was selected. Both qualitative and quantitative data were gathered. The motive of using qualitative data (i.e. from the open ended questions in the questionnaire was for the respondents to voice out freely what they understand about the question) as well as to assist the researcher to easily breakdown the qualitative data first into different separate parts before grouping them into similar related meanings. The descriptive statistics were used to summarize and describe gender issues and other characteristics of secondary school students. The study was carried out in two phases: orientation and a survey.

3.5 The orientation stage

The orientation stage involved a visit to the study area. During this phase, informal discussions with the students' were done. The main objective of the research project was outlined to the respondents.

3.6 The survey

The second stage was the actual survey being conducted whereby data were collected. The use of structured questionnaires was the quantitative method used in this research. This technique was used to obtain primary data. The questionnaire was used to reveal information on respondents' demographic characteristics such as gender, agricultural background, and occupation choice.

3.7 Data collection

A structured questionnaire was drafted and refined through a small pilot; four point likert scale format were used for attitudinal questions. Both qualitative and quantitative methods were employed in the data collection process and these methods includes a questionnaire with both open and closed ended questions. The questionnaire was pretested to ensure reliability and validity as well as to alleviate the misinterpretation of words by respondents'. Students' from four schools were interviewed; one from agricultural school and three from non-agricultural schools. The interviews were face to face interviews.

3.8 Data analysis

For the purpose of this study unit of analysis, graphs and tables were used to present the analyzed data. Data were entered in Microsoft Excel and then exported to SPSS (Statistical Package for Social Scientists) for analysis. Descriptive statistics were used in the analysis of personal details while graphs and tables were used to analyse other relevant information. Some statistical tests were used, in particular to appreciate the factors (financial gain, gender, societal idealized view, and prestige) that distinguish those students' who anticipate a career in agriculture versus those who do not. These tests include a chi-square test, to determine whether the fact of preferring versus not preferring a career in agriculture is related to other categorical features of the respondent, for example, where they grew up, their attitudes and beliefs towards agriculture. In general the chi-square test compares the actual frequencies to the frequencies one would predict if indeed the two categorical variables were truly independent (The latter are calculated from the products of the row and column probabilities). A chi-square value is calculated based on the standard formula

$$\chi^2 = \sum_{i=1}^r \sum_{j=1}^c \frac{(A_{ij} - E_{ij})^2}{E_{ij}},$$

Where A_{ij} is the actual frequency for row i and column j , E_{ij} is the expected frequency for row i and column j , and r and c are the numbers of rows and columns, respectively. This is then compared to an appropriate critical value based on the chi-square distribution.

The second test used is the Z-test for non-difference in proportions, whereby

$Z = (p_1 - p_2) / SE \sim N(0,1)$, $SE = [p \cdot (1-p) \cdot (1/n_1 + 1/n_2)]^{0.5}$, $p = (p_1 n_1 + p_2 n_2) / (n_1 + n_2)$, and p_1 and p_2 are the proportions of the two categories of respondents, while n_1 and n_2 are their respective sample sizes.

3.9 Ethical considerations

Ethical principles were considered in this study to conform to the national and international standards governing research of this nature with the usage of students'. The participants were educated about the research and were given a chance to ask questions for clarity where the questions were not understood. A confidentiality and informed consent form accompanied the questionnaire and the participant had to sign the form before the interview, as an agreement to participate freely and without being forced in any way to do so. Permission to use students was also obtained from the Ethical Clearance Committee of the University of Fort Hare.

Privacy and confidentiality: Information provided by participants' particularly sensitive and personal information, should be protected and made unavailable to anyone other than researchers. Data collected from participants should all be kept under secured conditions.

Consent to participants in research: Participants were informed that they had a right to know what the research is all about, how it will affect them, the risk and benefits of participation and the fact that they have a right to decline participation if they choose to do so.

Anonymity: The respondents were informed that the data will not be linked with their name or any identifier.

Discontinuance: Participants were told that they are free to discontinue their participation at any given time without being required to offer any explanation.

Research participants: Participants have read the information provided for the study “Analysis of Grade12 students’ towards agriculture as a career choice in Nkonkobe Municipality”. They indicated that their questions have been answered to their satisfaction, and agree to participate in the session and have been given a copy of the form where they had to write their names and put in signature.

3.10 Limitations of the study

The study focuses in Nkonkobe Municipality in Eastern Cape. Due to unavailability of resources the study inclined to few respondents are in neighbourhood of Fort Hare.

3.11 Chapter summary

This chapter has presented the basis behind field work, research design, and the use of specific methods of data collection and data analysis. This chapter has provided the study area and explained different methods of research used to analyze the attitudes of Grade12 students’ towards agriculture as a career. Both qualitative and quantitative data collection and data analysis techniques were used to analyze data gathered from field research.

CHAPTER FOUR

4. RESEARCH FINDINGS

4.1 Introduction

This chapter presents the findings of the study. For the purpose of addressing the first objective, the chapter summarises students responses to a series of questions designed to elicit their attitudes towards agriculture.

4.2 STUDENTS' ATTITUDES' TOWARDS AGRICULTURE

Several studies suggests that students do not view agriculture in the best light, they do not prefer it as a career, because of the negative opinion they have that it involves long physical hours and poor income (Collins, 2007). Relating to other careers, the value of agriculture has been reduced because it was taken as a last resort for those who might have failed in other professions (Okorie, 1977 cited in Collins, 2007). Youth look at it as a profession that is meant for poor, uneducated people, involving long hours of manual labour with little financial gain.

Table 4.1 gives an overview of students' attitudes towards agriculture, based on a series of questions in which students were asked whether they agree or disagree with various statements such as (Agriculture has a lot of financial gain). For purposes of presentation and analysis, the results from these questions have been clustered according to theme, e.g. 'financial reward', 'prestige', and so on.

Table 4.1: Attitudes of Grade 12 students' towards agriculture in respect of the theme of financial reward

	Agree %	Uncertain %	Disagree %	Sum %
Agriculture has a lot of prospects	62	21	17	100
Agriculture has a lot of financial gain	84	10	6	100
Agriculture is associated with poverty	27	7	66	100
Agriculture is a lucrative or profitable job	71	7	22	100

Table 4.1 somewhat surprisingly shows that, students' tended to disagree with previous research for example by Collins (2007), which claims that agriculture has no financial gain. In the current study, eighty-four percent (84%) of the respondents are in

agreement with the statements to the effect that agriculture offers a lot of financial reward, and sixty-six percent (66%) disagree with the notion that agriculture was associated with poverty. This indicates a positive attitude towards agriculture; it likewise shows that students are aware of the benefits that an agricultural career has to offer. This also means that any career decision made by the learners not to pursue agriculture as a career will not be based on the perception that agriculture is not monetary satisfying or for the poor.

Table 4.2: Attitudes of Grade 12 students towards agriculture in respect of the theme of prestige

	Agree %	Uncertain %	Disagree %	Sum %
Agriculture is a high class occupation	48	22	30	100
My friends will have no respect for me if I become a farmer	13	9	78	100
As an educated person I cannot take agriculture as a career	15	11	74	100
Agriculture is the last resort for those who have failed in other careers	19	8	73	100
Agriculture is a demeaning job for unfortunate, dirty and uneducated	30	4	66	100
Agriculture is glamorous	39	23	37	100

According to Table 4.2, seventy-eight (78%) of respondents indicated that they are not in agreement with the statement that their friends will have no respect for them if they pursue a career in agriculture. On the contrary, most students show a favorable attitude towards agriculture. This result reveals that respondents do not see agriculture as a less prestigious career.

Table 4.3: Attitudes Grade 12 students towards agriculture in respect of the theme of physical strength

	Agree %	Uncertain %	Disagree %	Sum %
Agriculture can only be practiced by strong individuals	36	6	58	100
Agriculture is a strenuous or hard field work	41	14	44	100
Agriculture makes person age quickly	28	7	65	100

A total number of fifty-eight (58%) of students are in disagreement that agriculture can only be practiced by strong individuals; with regards to the theme physical strength, sixty-five percent (65%) of students do not see it as a career that makes a person age quickly.

Table 4.4: Attitudes of Grade 12 students towards agriculture in respect of the theme enjoyment

	Agree %	Uncertain %	Disagree %	Sum %
Agriculture gives satisfaction to those who practice it	69	5	26	100
Agriculture is a job to be appreciated	70	5	25	100

According to Table 4.4 sixty-nine percent (69%) of respondents are in agreement that agriculture gives satisfaction to those who practice it, and it is a job to be appreciated.

Table 4.5: Attitudes of Grade 12 students towards agriculture in respect of the theme of education and

	Agree %	Uncertain %	Disagree %	Sum %
Individuals who take agriculture as a career lack initiative or ideas	32	0	68	100
Agriculture does not make me feel intelligent	31	6	63	100
The uneducated take up agriculture as a profession	44	11	44	100

Table 4.5 in respect of the theme education and intelligence, sixty-eight percent (68%) of respondents indicated that individuals who take agriculture as a career do not lack initiative, sixty-three percent (63%) disagree that agriculture does not make them feel intelligent as well as a profession to be taken by uneducated people.

Table 4.6: Attitudes towards agriculture in respect to theme miscellaneous

	Agree %	Uncertain %	Disagree %	Sum %
Agriculture is only good as a part time occupation	31	10	59	100
The risk in agriculture is more than the benefit	35	15	49	100
Agriculture enhances human and material development	48	18	33	100
Agriculture is not appropriate for young people	20	6	74	100
Agriculture provides lots of employment opportunities	84	6	10	100
Agriculture as a career is for the old fashioned	28	3	69	100
I will recommend agriculture as a career to my children	57	19	24	100

According to Table 4.6 seventy-four percent (74%) of students are not in agreement that agriculture is not appropriate for young people, while eighty-four percent (84%) reveal that agriculture provides a lot of employment and they would recommend it as a career to their children.

4.2.1 Summary of the first specific objective

The research reveals that Grade 12 students have a far more positive perception on agriculture than is suggested by the literature or than is commonly supposed among South African policy-makers. While there is no consensus that agriculture is lucrative, prestigious or satisfying. Many students possess a positive attitude towards agriculture. Literature however suggests that youth see agriculture as good for uneducated people and has a slow cash return but the results indicate otherwise. A number of respondents share the same sentiment, they revealed that they would recommend agriculture as a career choice to their children as it is a job to be appreciated and appropriate for the young people.

4.3 INFLUENCES ON LEARNERS' DECISIONS IN FAVOUR OF OR AGAINST A CAREER IN AGRICULTURE

In the course of the interview, learners were posed the following open-ended question: “What would you like to be in future, and why?” It is on the basis of this question that learners were sorted into those who anticipate a career in agriculture and those who do not.

The findings were that 35% of the respondents envisage a career in agriculture while 65% of them would prefer to pursue other careers (see Figure 4.1). However, of the 35 respondents who prefer a career in agriculture, only 1% expressed interest in actual farming, whereas the other 34% preferred to work as veterinary scientists, agricultural economists, and so forth. This reflects that although students prefer want a career in agriculture, farming to them is not an attractive prospect hence they turn to being professionals of some kind within the area of agriculture.

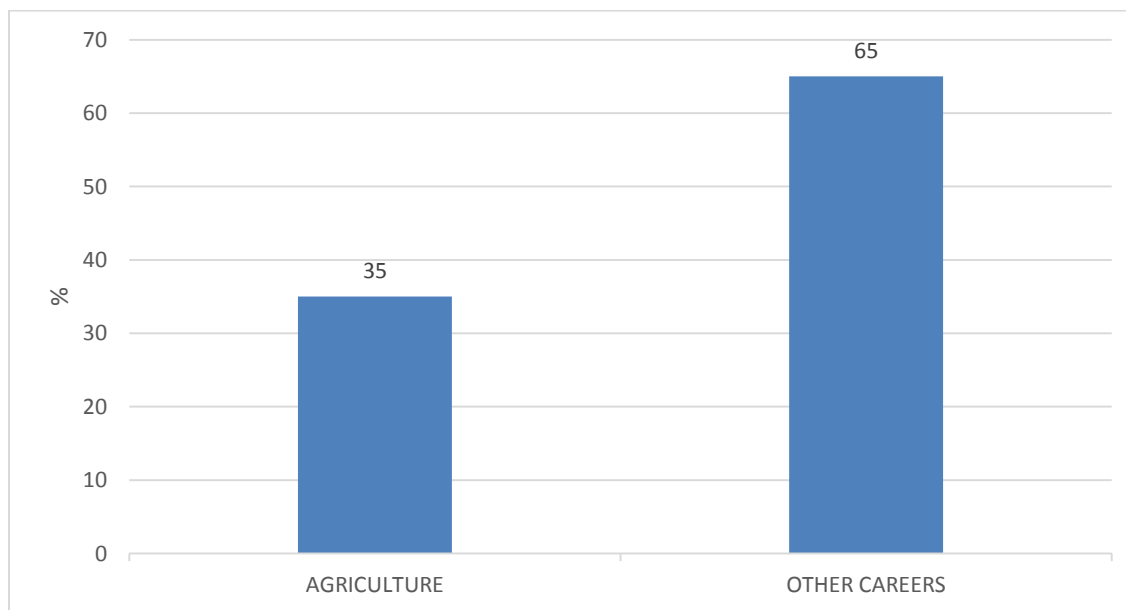


Figure 4.1: Future career choice
Source: Field survey (2015)

The subsections that follow seek to identify what distinguishes those who wish to pursue a career in agriculture from those who do not. The results are organized according in three clusters: the learner's experience and personal characteristics; the

learner's educational background and aspirations; and the learner's attitudes and values.

4.3.1 Respondents' experience and characteristics

Agricultural awareness/ education and experience helps in secondary school. It inculcates a positive attitude towards agriculture by making sure that students understand that agricultural work is more than just a common perception of being a manual job or some form of physical labor. This subsection reveals the experiences of respondents and their characteristics, based on the living environment, focusing on gender and on what influences students towards obtaining a career in agriculture.

4.3.1.1 Respondents' gender and their future career choice

Several studies reveal that males are more likely to choose a career in agriculture than females (Collins, 2007); they tend to engage their male counterparts or hire labor to carry out the duty. Figure 4.2 illustrates that seventy-nine percent (79%) of females envisage other careers, versus fifty-two percent (52%) of males. These results show that females have a very high negative attitude level towards agriculture than their male counterparts. However, Ayodapo (2013) conducted a similar study and in his results he discovered that females dislike farm work because they consider it as laborious that involves a lot of work and very strenuous.

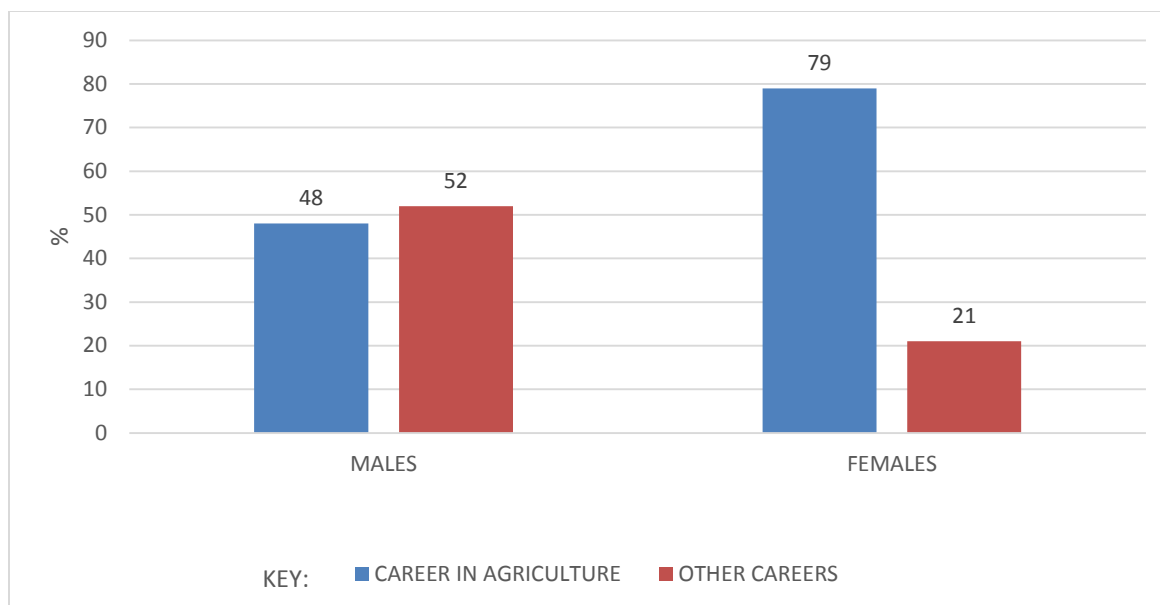


Figure 4.2: Future career choice by gender
Source: Field survey (2015)

There is a gender difference in the respondents' attitudes towards agriculture as a career. For the case at hand, the chi-square value is 8.143; which is far greater than the critical value for the five percent (5%) significance level of 3.843; we therefore reject the null hypothesis to the effect that gender difference is dependent of whether or not one prefers a career in agriculture.

Chi-square = 8.143
Degrees of Freedom = 1
Critical Value ($P \leq .05$) = 3.843
Conclusion: Reject null hypothesis

Probability: 0.004322

4.3.1.2 Agriculture is equal for men and women

Figure 4.3 reflects students' perceptions as to whether agriculture is equally suitable for men or women. Almost all respondents, seventy-nine percent (79%) of females and fifty-two percent (52%) of males indicated that agriculture is equal for men and woman, and there's not much difference from those from Kama while all students from Jabavu reflected that agriculture is equal for both men and woman as long as one is passionate

about it. However respondents' revealed that they find agriculture more attractive and successful especially with co-operatives that are organized and managed by women.

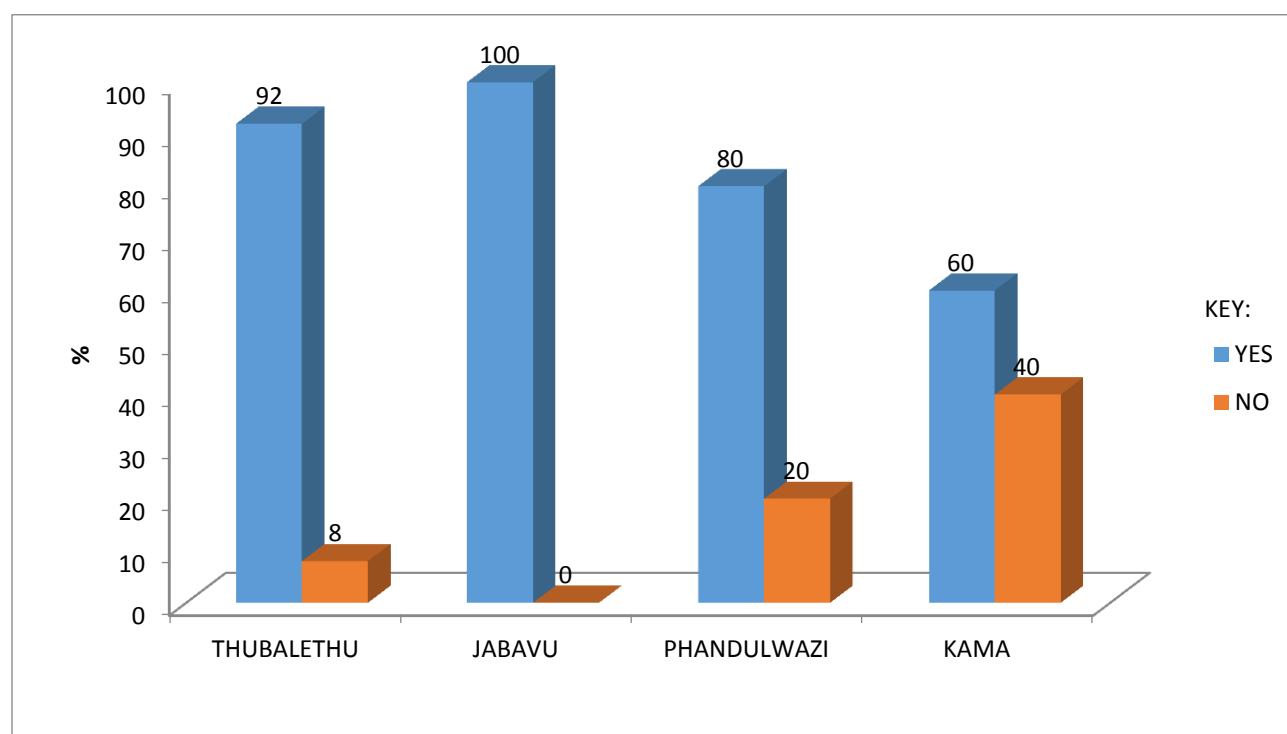


Figure 4.3: Agriculture equally for both gender
Source: Field survey (2015)

4.3.1.3 Respondents' living environment

The area in which individuals reside may influence their interest as well as their attitudes towards different possible careers (Collins, 2007). People who reside in rural areas may tend to appreciate agriculture more than people who live in urban areas, and the same applies to people who had the opportunity to interact with farmers and agriculturist. The results in Figure 4.3 indicate that forty-six percent (46%) of respondents who grew up in a rural village, twenty percent (20%) in a rural location, while thirty-one percent (31%) grew up in a township. These findings suggest that most of the respondents grew up in rural areas as their schools are based in rural areas.

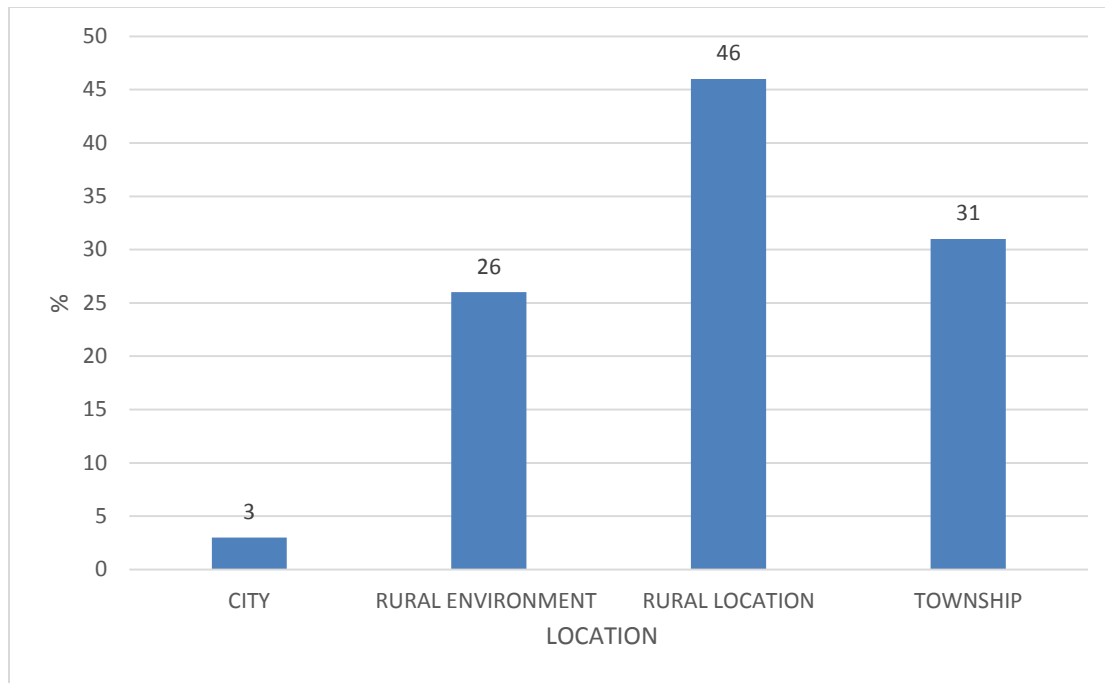


Figure 4.4: Living environment of respondents
Source: Field survey (2015)

A chi-square test was conducted to determine whether the type of place in which one grew up is independent of whether or not one prefers a career in agriculture. However, the chi-square value was 0.2718, which is far lower than the critical value for the five percent (5%) significance level of 5.991; we therefore accept the null hypothesis to the effect that where one grew up is independent of whether or not one prefers a career in agriculture. In other words, where one grew up appears to have little bearing on whether or not the respondent favors a career in agriculture. Perhaps one reason this is the case is because very few of the respondents in this particular sample are actually from cities.

Chi squared	0.271771	NB: This is less than the critical value so you accept null hypothesis
Degrees of freedom	2	
Critical Value ($P \leq .05$)=	5.991	
Conclusion	ACCEPT NULL HYPOTHESIS	
Probability	0.872942	

4.3.1.4 Where respondents' spend their holidays

It could be possible that those who want to pursue a career in agriculture are influenced by where they spend their holidays, or the work they normally do during holidays. Figure 4.5 illustrates that of students who want to pursue a career in agriculture; fifty-eight percent (58%) spend their holidays in rural areas, versus fifty-seven percent (57%) of those who want to pursue other careers.

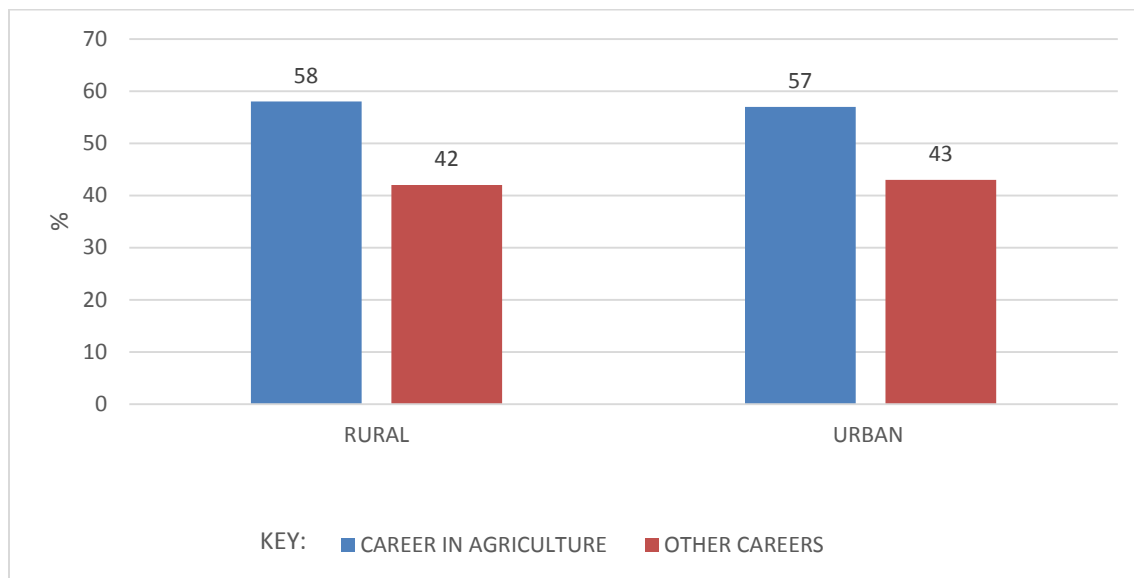


Figure 4.5: Distribution of where students spend holidays
Source: Field survey (2015)

Scrutinizing the graph above shows that there's not much difference between students who want a career in agriculture versus those who want other careers in relation to where they spend their holidays.

4.3.1.5 Respondents' parents' occupation

The problem of low interest in agriculture is not only observed amongst students but also parents (Nenty & Baliyan, 2015). Parental occupation might have a contribution to the youth moving from rural to urban areas and not taking agriculture as a career (White, 2012). Many parents encourage their children to become medical doctors, lawyers, journalists, accountants and move to urban areas where it is a lot easier to make money (Zhiri, 1998 cited in Collins, 2007).

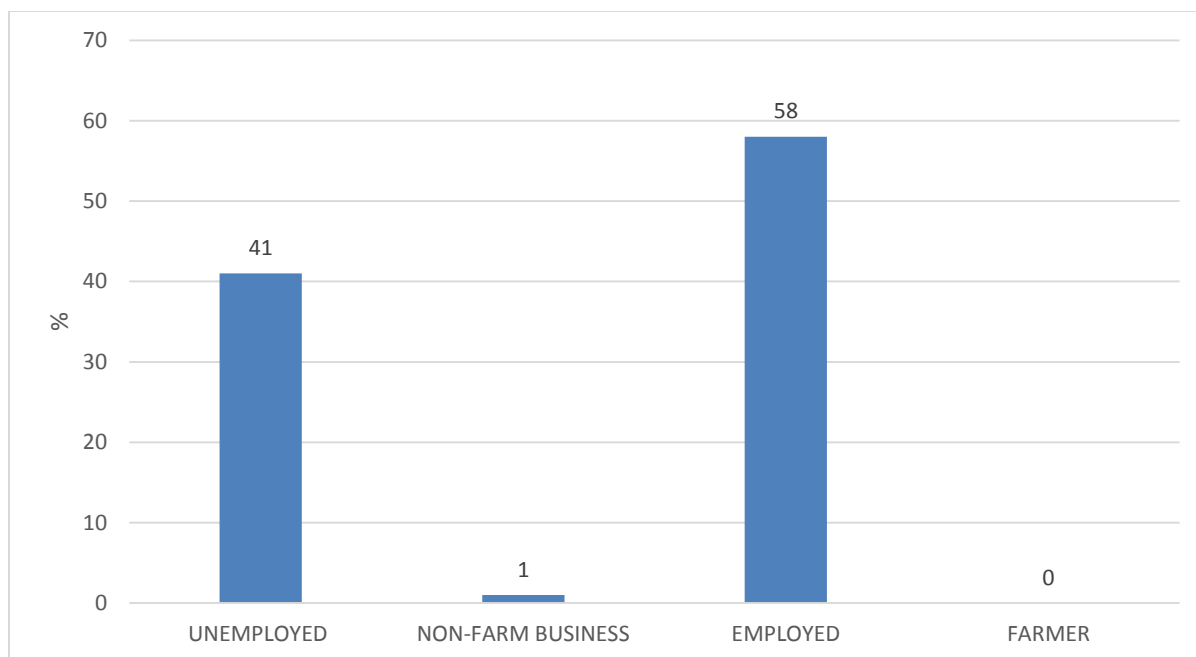


Figure 4.6: Parental occupation
Source: Field survey (2015)

Parents' socio-economic status was measured by using parents' occupation. Figure 4.6 shows that fifty-eight percent (58%) of parents are employed although many of them are involved in low paying jobs, while forty-one (41%) are unemployed and one percent (1%) is in a non-farm business. Later during the interview students stated that their parents are trying their best to educate them so that they get proper education and not face the struggles their parents faced. The findings suggest that parents have an indirect effect on their children's future career.

4.3.1.6 Respondents' previous agricultural experience

Agricultural experience helps provide awareness of all agricultural related fields. Practical experience or training in schools tries to build a positive attitude towards agriculture by making sure that students understand that agriculture is not only about hard physical labour and a job for uneducated people. Respondents were asked during their interview to indicate their past agricultural experience. The Figure below shows that all students had previous agricultural experience.

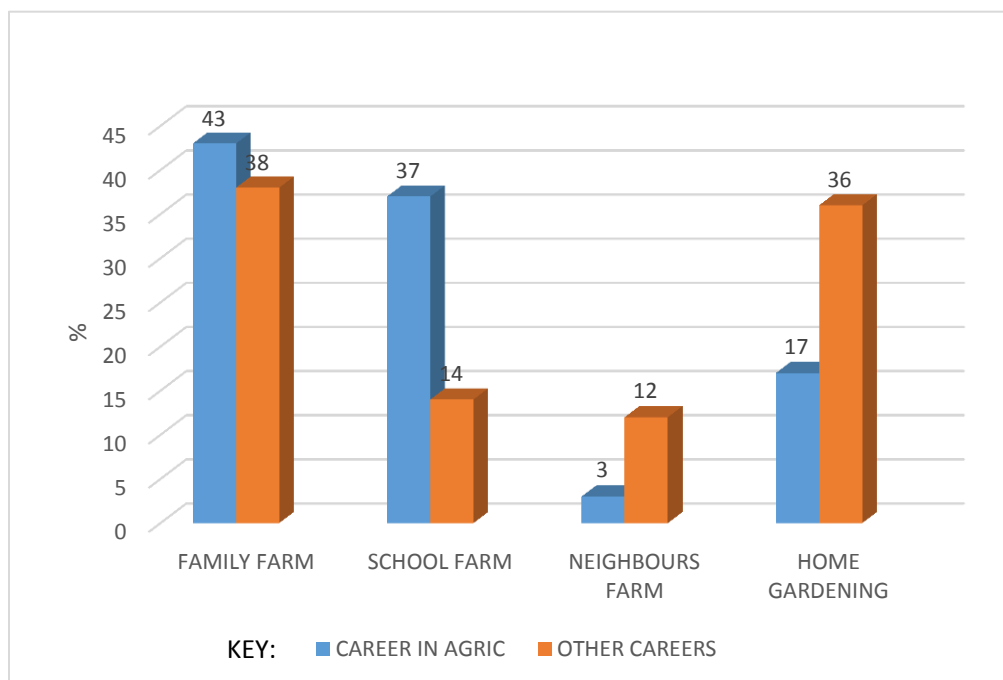


Figure 4.7: Distribution of respondents with regarding agricultural experience
Source: Field survey (2015)

Among both students who want to pursue a career in agriculture and those who want to pursue other careers, forty-three percent (43%) indicate that they got their practical experience from the family farm or home gardens, followed by thirty-seven percent (37%) of those from agriculture school who indicate that they got their practical experience from the school farm. However, those who wish to pursue a career in agriculture were more likely to cite their experience from the school farm.

4.3.2 Educational background and aspirations

Agricultural educational background in the secondary school helps offer awareness and practical training on instruction in agriculture. It tries to inculcate a positive attitude towards agriculture by making sure that students understand that agriculture is more than the common perception of being just a manual job or form of physical labor. This subsection reveals the agricultural background of respondents as well as reasons for studying agriculture in secondary school.

4.3.2.1 Whether and where respondents want to further their studies

Every individual is obliged to choose a career path they would like to follow. Collins (2007) postulated that a career choice happens when one decides to choose a career based on their personal ability. However a career choice depends on an individual's personal interests, personal ability, different work experience and intelligence (Berman & Bentell, 2009).

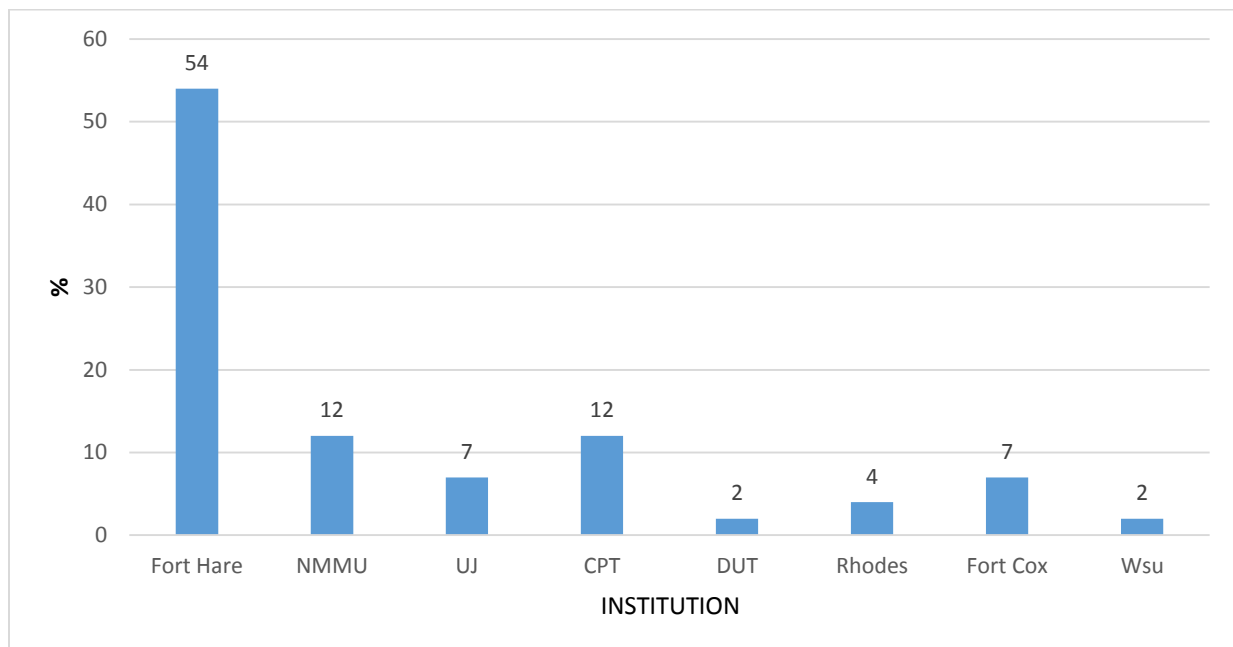


Figure 4.8: Where to further studies
Source: Field survey (2015)

As shown in Figure 4.8 all the respondents would like to further their studies. While the bias in favour of Fort Hare probably reflects the fact that most of the respondents grew up close to Fort Hare, it is nonetheless revealing that only seven percent (7%) of them showed an interest in studying at Fort Cox Agricultural College which is not far from Fort Hare. This probably reflects the fact that Fort Cox Agricultural College is too rural compared to the University of Fort Hare, and that Fort Hare is regarded as a more prestigious institution. More interesting that respondents preferred a more prestigious institutions, is the fact that all of them would like to further studies after completing Grade12. This tends to reinforce the point made above; whether or not Grade12 learners envisage a career in agriculture, they envisage a white collar or professional career for which tertiary education will be required.

4.3.2.2 Studying agricultural science as a subject

The subjects offered by students' at secondary level usually influence their choices during post-secondary education. A total number of seven-five percent (75%) of respondents study agriculture while 25% do not study agriculture as a subject.

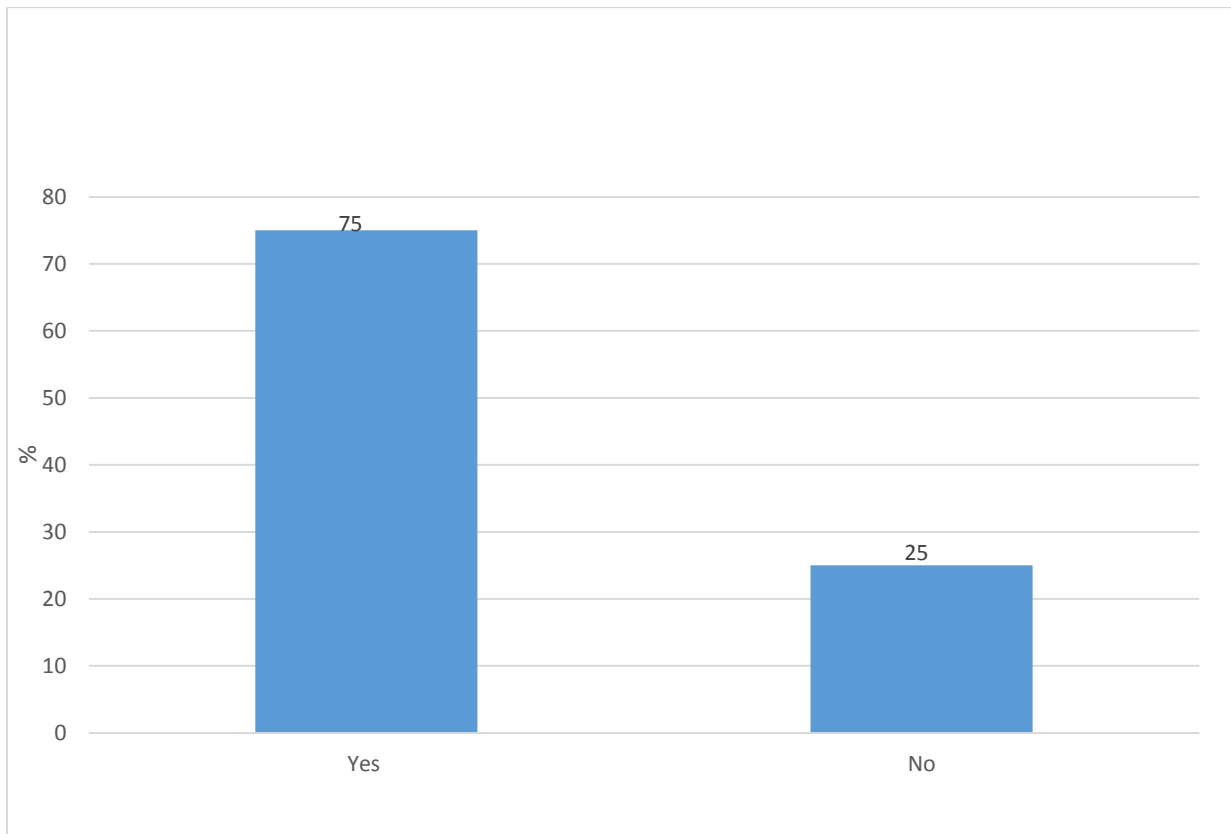


Figure 4.9: Whether respondents study agriculture at school
Source: Field survey (2015)

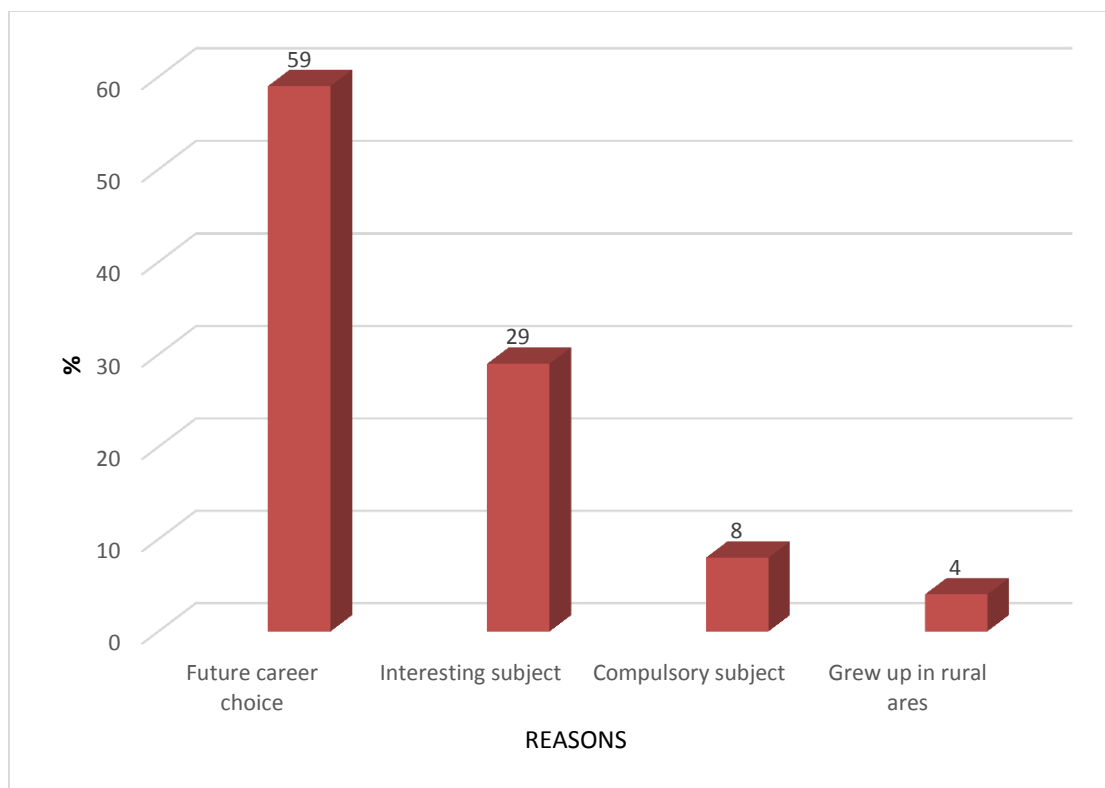


Figure 4.10: Reason for studying agriculture as subject
Source: Field survey (2015)

The researcher asked students' to indicate and give their reasons for studying agriculture at secondary school. A total number of fifty-nine percent (59%) of students study agriculture because it is their future career choice, while twenty-nine percent (29%) are interested in it, eight percent (8%) study agriculture because is a compulsory subject, and four percent (4%) indicated that they study it because they grew up in rural areas. Moreover from the remaining twenty-five percent (25%), who do not study agriculture, they indicated that agriculture was not relevant to their preferred choice of study at tertiary level.

4.3.2.3 Career preference of students' in agricultural vs non-agricultural schools

Figure 4.11 illustrates that a much higher proportion of fifty-seven percent (57%) of students in the agricultural school envisage a career in agriculture relative to students from the non-agricultural schools. Only twenty percent (20%) of students interviewed from the non-agricultural schools would like to take up agriculture as a profession versus fifty-seven percent (57%) of those interviewed from the agricultural school. The main reason for these results is probably that students from the agricultural school are more exposed to agriculture, in a way that they know how it operates and different careers associated with it, unlike those from non-agricultural schools. Another related possibility is that young people with an interest in agriculture choose to go to agricultural schools, meaning that the career choice might reflect a pre-existing interest in agriculture.

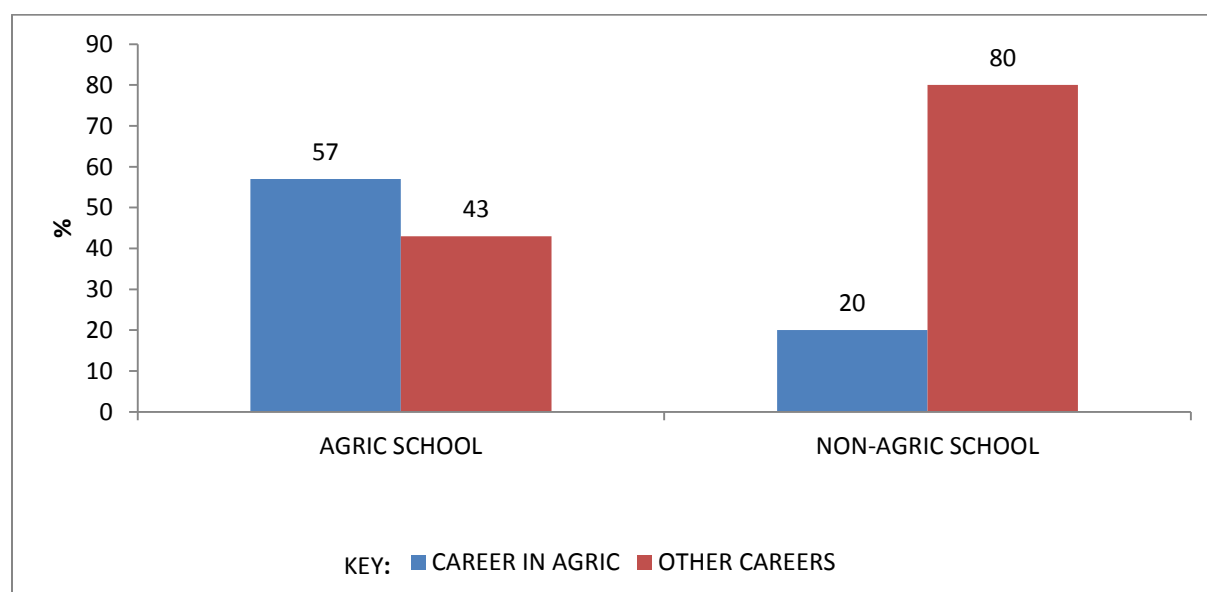


Figure 4.11: Distribution of respondents' with regards to career preference
Source: Field survey (2015)

4.3.2.4 Career preference of students by school

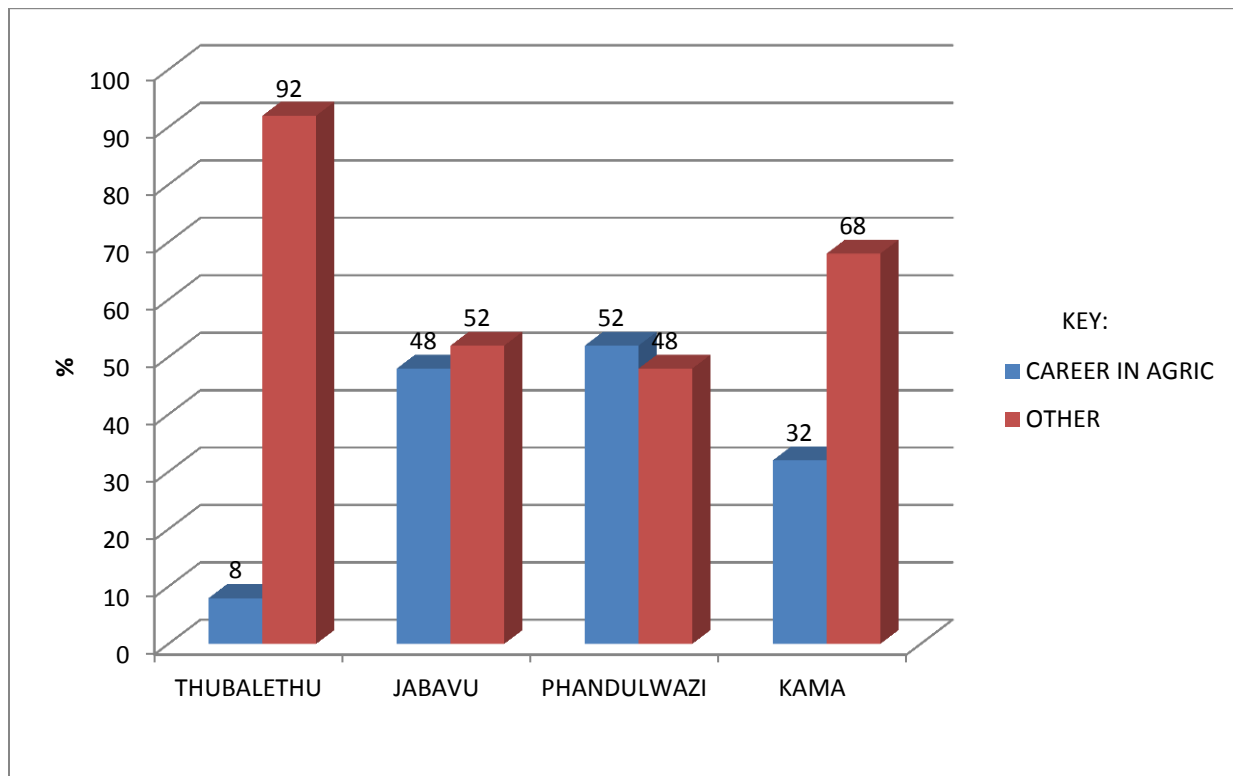


Figure 4.12: Respondents' career preference by school
Source: Field survey (2015)

Figure 4.12 shows that fifty-two percent (52%) of students from Phandulwazi would like to take agriculture as their future career choice, thirty-two percent (32%) from Kama, forty-eight percent (48%) from Jabavu and eight percent (8%) from Thubalethu. Those in non- agricultural schools showed little interest in agriculture as their future career choice, and show a lot of interest in pursuing other careers. This study reveals that there is not much difference between the students who seek a career in agriculture compared to those who seek other careers, this probably means that even if one goes to an agricultural school does not mean they would follow a career in agriculture, but going to an agricultural school raises the likelihood of wanting such a career.

4.3.3 Learners' values and attitudes

The logic of attitude is a mental character of an individual towards an idea. An attitude can be positive or negative as it depends on a person's likes or dislikes. This subsection will reveal the career choice of students in relation to core values and aspirations,

priorities in terms of core values and aspirations as well as attitudes towards agriculture as a career.

4.3.3.1 Career choice in relation to core values and aspirations

There is a perception that youth migrate to urban areas to seek better jobs, they do not want to study, practice or pursue agriculture as a career. They are perceived to be drawn more to white collar jobs for they believe that they are more pleasant and more paying, but the upside of this is that not every person can get this kind of work and thus their employment opportunities are limited. Another thing is poor prestige associated with agriculture, they care more about their status and perceive agriculture as a career for those who are illiterate, and they see it as it has a slow cash return (Collins, 2007).

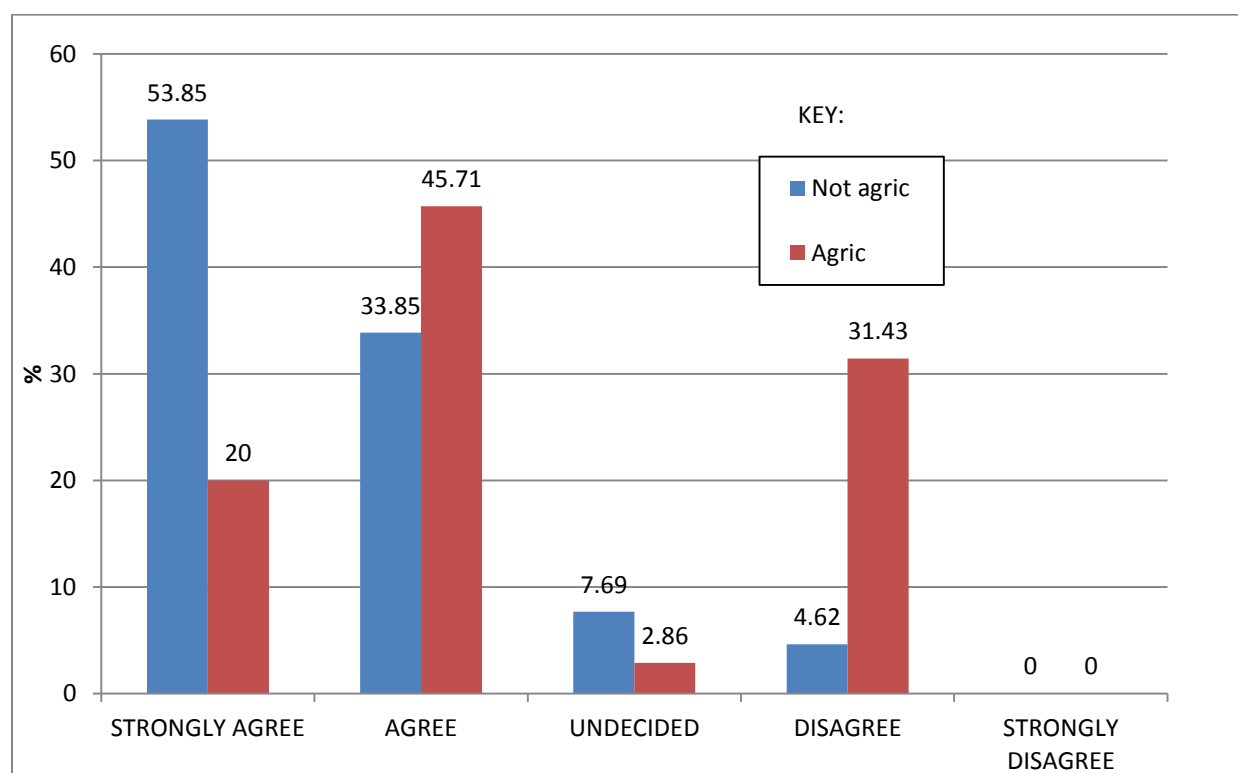


Figure 4.13: I want to live in a big city
Source: Field survey (2015)

With regards to respondents' life style, each graph shows the percentages for those respondents who want a career in agricultural separate from those who do not; in other words, those that want to live in the city constituted the majority, eighty-eight percent (88%) of which fifty-four (54%) and thirty four percent (34%) strongly agreed and agreed

respectively that they want to live in a big city, versus 66% of those respondents who want to pursue other careers (Figure 4.13).

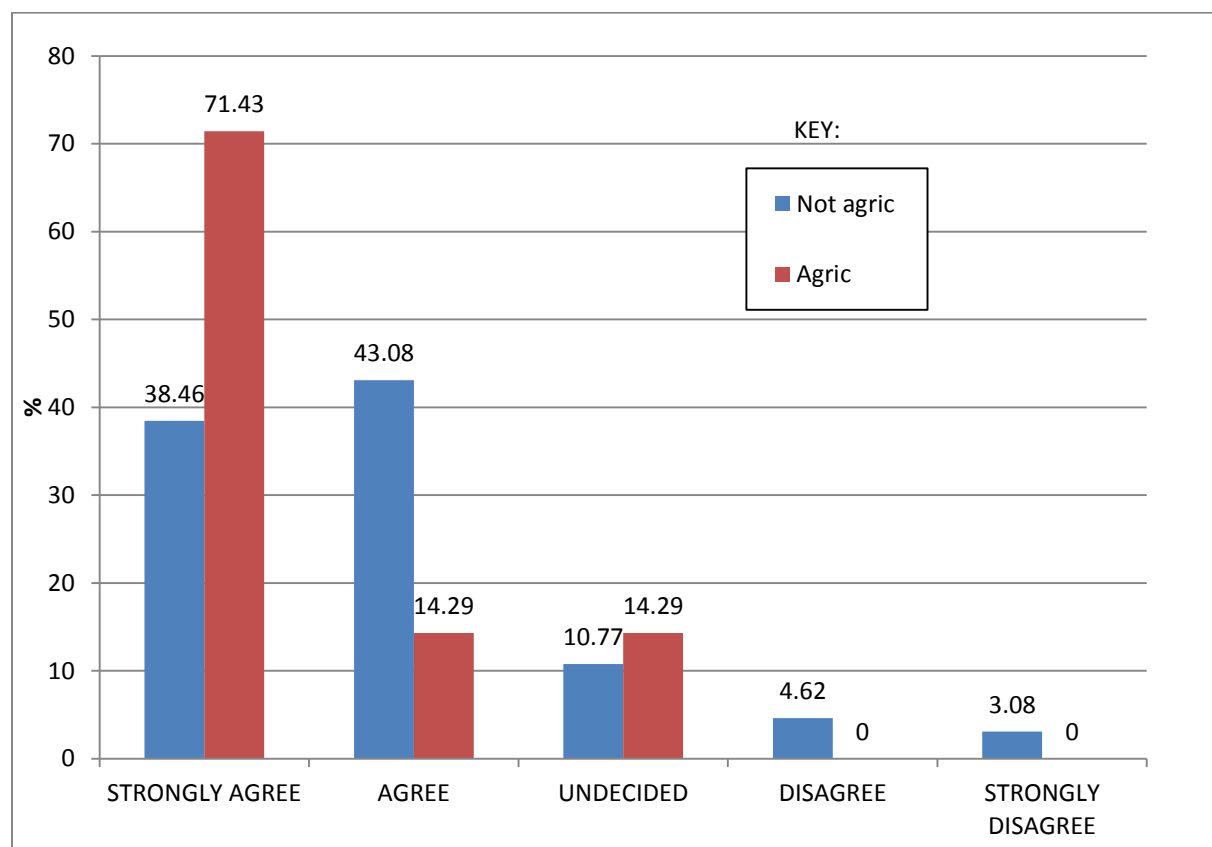


Figure 4.14: I want to be my own boss rather than work for someone else
Source: Field survey (2015)

Out of the respondents who want to pursue a career in agriculture, those that want to become their own boss constituted the majority eighty-five percent (85%) of which seven-one percent (71%) and fourteen percent (14%) strongly agreed and agreed respectively that they want to be their own bosses although they don't aspire to become farmers, versus thirty-nine percent (39%) and forty-three percent (43%) of those respondents who do not want to pursue a career in agriculture (Figure 4.14).

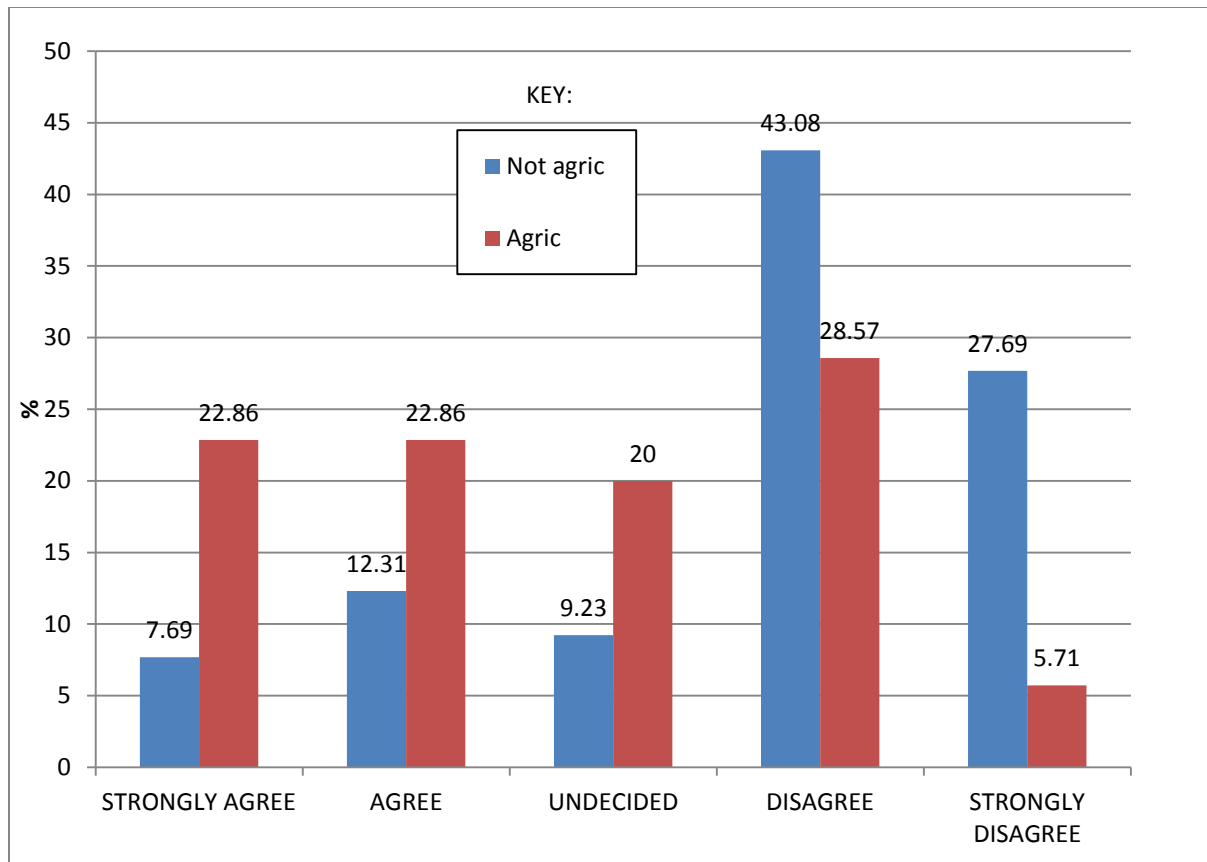


Figure 4.15: I want to live in a quiet, rural community
Source: Field survey (2015)

Only forty-six percent (46%) of the respondents who want to pursue a career in agriculture strongly agreed and agreed respectively that they wish to live in rural areas, versus twenty percent (20%) of those respondents who do not want to pursue a career in agriculture. This difference is quite large and suggests that perhaps one of the main reasons learners may aspire to a career in agriculture is because they seek a career that does not require them to reside in a city (Figure 4.15).

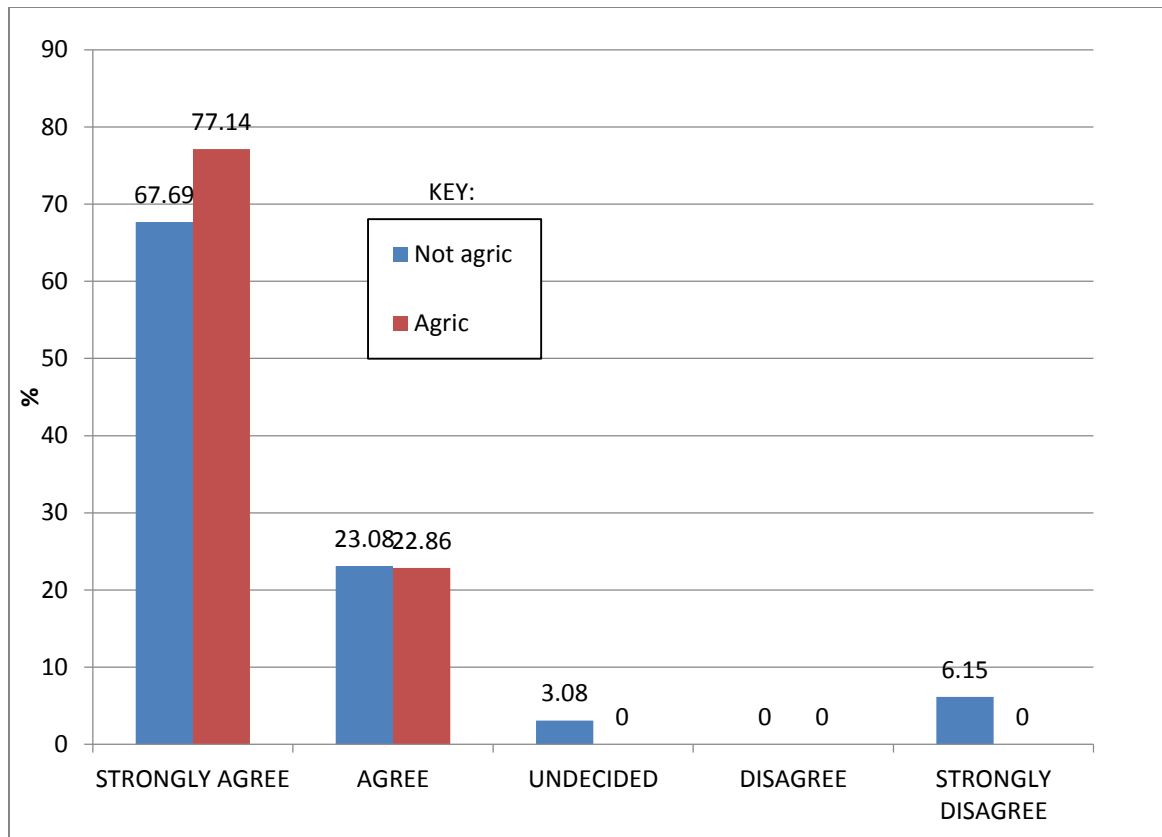


Figure 4.16: I want to make a difference to other people
Source: Field survey (2015)

Out of the respondents who want to pursue a career in agriculture, all of them seventy-seven percent (77%) and twenty-three percent (23%) strongly agreed and agreed that they want to make difference to other people, versus ninety-one percent (91%) of those respondents who do not want to pursue a career in agriculture (Figure 4.16).

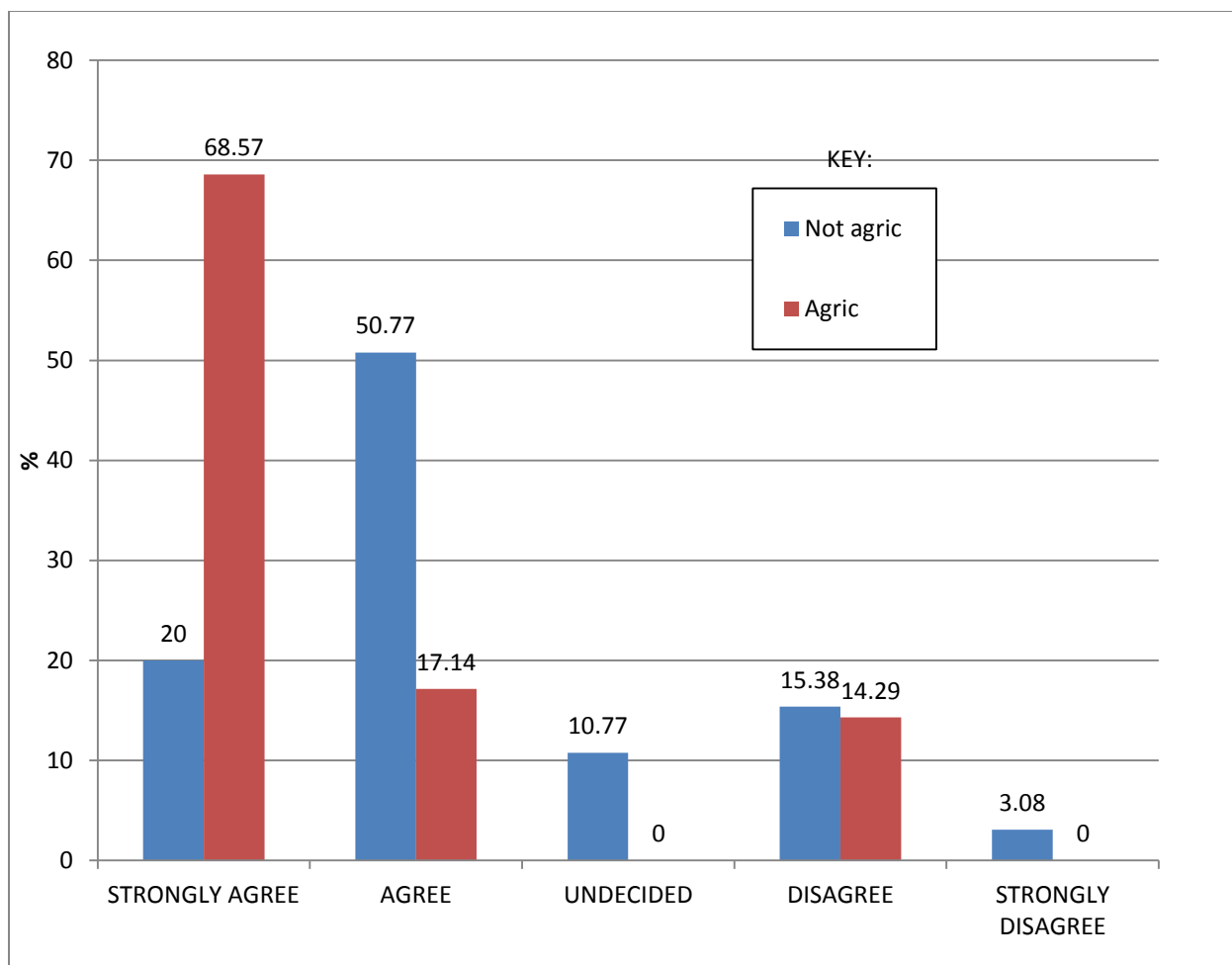


Figure 4.17: I want to work with my own hands
Source: Field survey (2015)

Out of the respondents who want to pursue a career in agriculture, sixty-nine percent (69%) and seventeen percent (17%) of them strongly agreed and agreed that they want to work with their own hands even though they do not aspire to be farmers versus fifty-one percent (51%) and twenty percent (20%) of those respondents who do not want to pursue a career in agriculture (Figure 4.17).

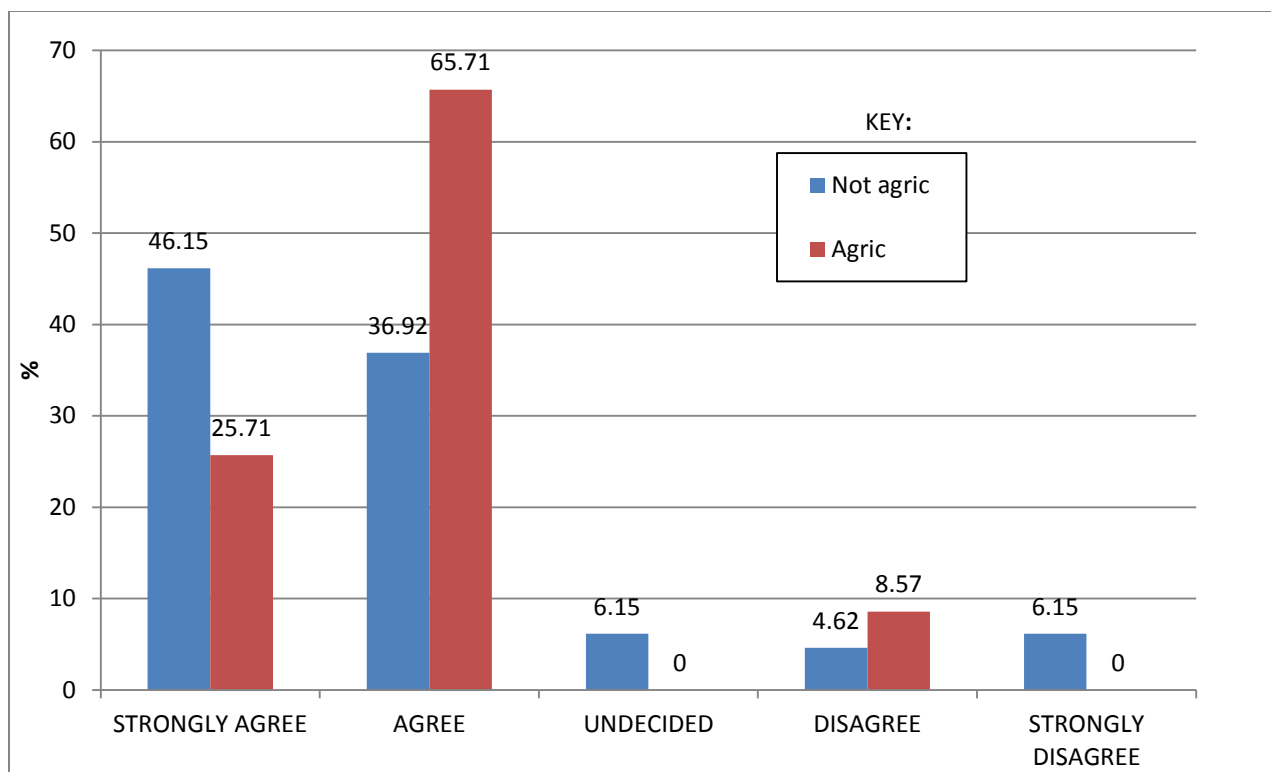


Figure 4.18: I want to do something that will earn me a lot of respect and attention
Source: Field survey (2015)

Out of the respondents who want to pursue a career in agriculture, sixty-six percent (66%) and twenty-six percent (26%) of them strongly agreed and agreed that they want to do something that will earn them a lot of respect and attention while forty-six percent (46%) and thirty-seven percent (37%) of those respondents who do not want to pursue a career in agriculture (Figure 4.18).

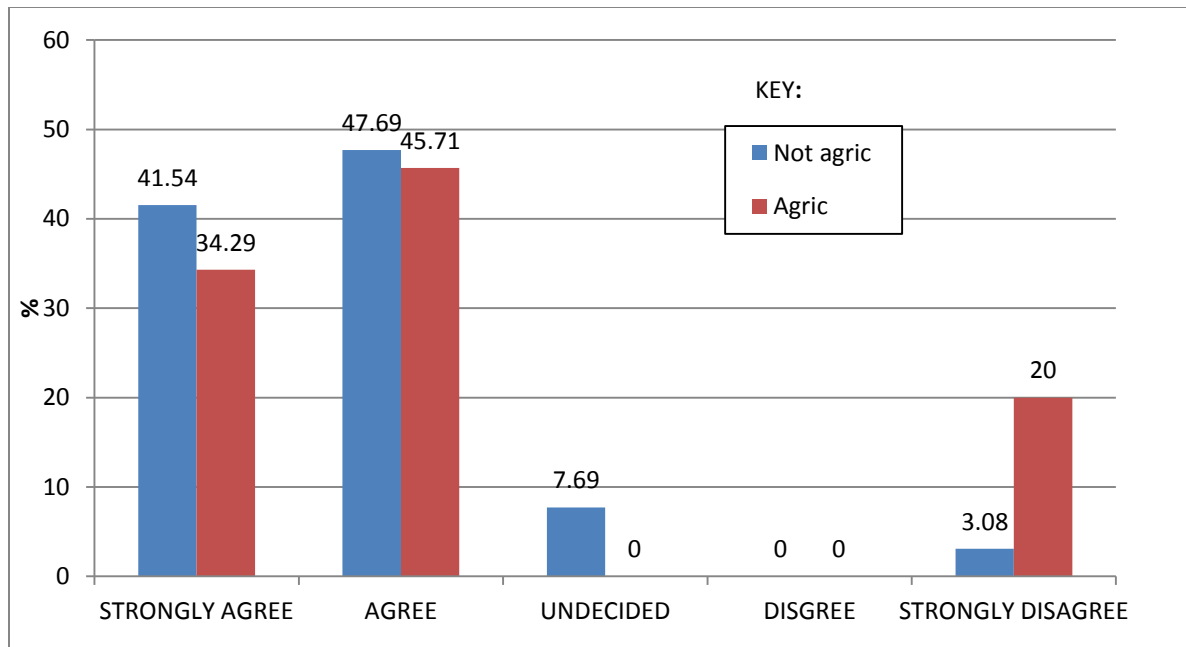


Figure 4.19: I want a lot of money
Source: Field survey (2015)

Out of the respondents who want to pursue a career in agriculture, thirty-four percent (34%) and forty-six percent (46%) of them strongly agreed and agreed that they want to do something that will earn them a lot of money while forty-two percent (42%) and forty-eight percent (48%) of those respondents who do not want to pursue a career in agriculture (Figure 4.19).

Two sets of statistical tests are applied in order to substantiate the observations made above. The first set is a Z-test for non-difference in proportions, whereby the proportions in question are the share of those who 'strongly agree' or 'agree' with the statement, distinguishing between those who anticipate a career in agriculture and those who do not. A positive Z value indicates that a larger proportion of those not seeking a career in agriculture, are in agreement with the statement, relative to those who do prefer a career in agriculture. The probability is the likelihood that one would be in error to reject the null hypothesis of 'no difference'; in other words, a low probability value is an indication that the difference in proportions is statistically significant. Meanwhile, the chi-square tests are as explained above.

For the most part, the two tests agree in the sense that where the Z-test finds a statistically significant difference in proportions, the chi-square test finds statistically compelling evidence against independence.

Table 4.7: Statistical test for the relationship between chi-square test for independence and Z-test for non-difference in proportion

	Z-test for non-difference in proportions		Chi-squared test for independence	
	Z	Probability	Chi-squared	Probability
'I want to live in a big city'	2.62	0.0087	13.94	0.0009
'I want to be my own boss rather than work for someone else'	-0.53	0.5956	13.38	0.0012
'I want to live in a quiet, rural community'	-2.70	0.0069	206.87	0.0000
'I want to make a difference to other people'	-1.85	0.0638	13.48	0.0012
'I want to work with my hands'	-1.67	0.0952	6.33	0.0423
'I want to do something that will earn me a lot of attention and respect'	-1.15	0.2512	3.97	0.1372
'I want to make a lot of money'	1.27	0.2045	9.54	0.0085

"I want to live in a big city" is positively significant with a Z-value of (2.62) and p-value of (0.0087) (Table4.7). This means that the respondents who do not want to pursue a career in agriculture are more in agreement with the statement than those who want a career in agriculture. There is a negative significance for 'I want to be my own boss' (-0.53), 'I want to live in a quiet rural community' (-2.70), 'I want to make a difference to other people' (-1.85), 'I want to work with my own hands' (-1.67), and 'I want to do something that will earn me a lot of attention and respect' (-1.27). The results mentioned above reflect that respondents' who are seeking a career in agriculture agree with the statements. However the exceptions are 'I want to be my own boss (-0.53)' and 'I want to make a lot of money' (1.27), where the null hypothesis of independence can be rejected, yet the Z-test is inconclusive. This however indicates that whether or not one wants to make a lot of money or want to be one's boss shows little evidence in relation to career choice.

4.3.3.2 Priorities in terms of core values and aspirations

Figure 4.20 shows respondents' priorities in terms of core values and aspirations. The vast majority of the respondents aspire to attain careers which will provide them with seventy-five percent (75%) security, fifty-eight percent (58%) money, fifty-four percent (54%) self-determination, fifty-four percent (54%) respect and fifty-four percent (54%) being close to nature.

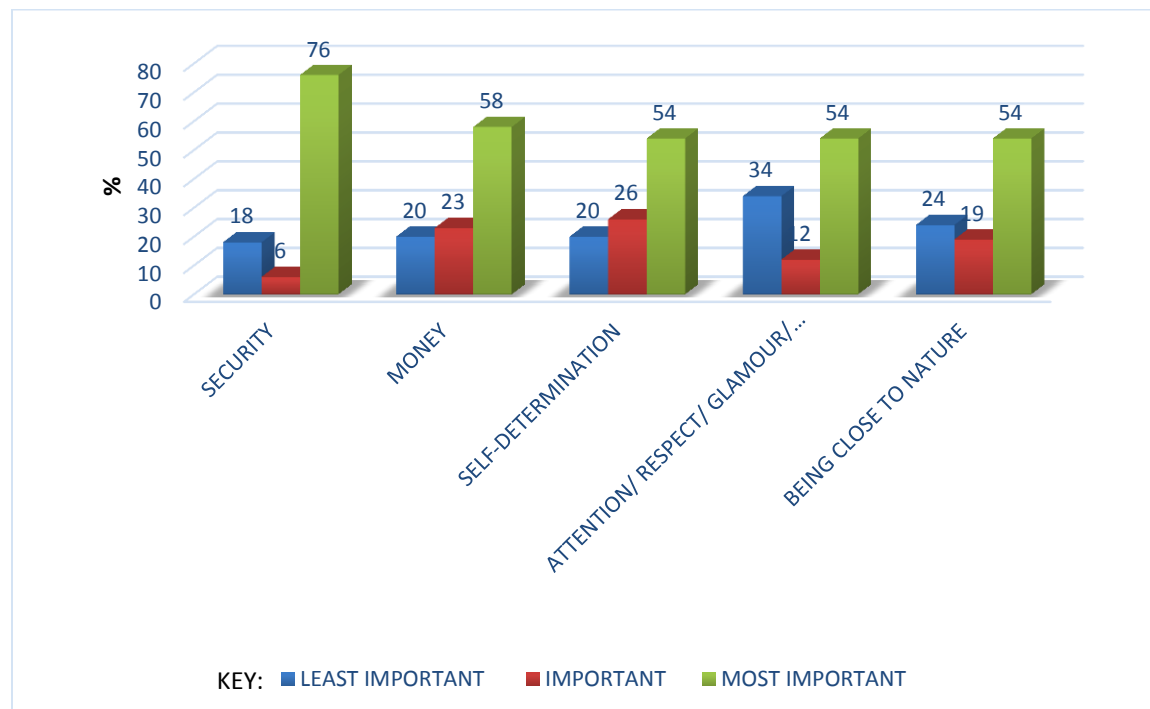


Figure4.20: Distribution of respondents with respect to aspiration and values
Source: Field survey (2015)

4.3.3.3 Attitudes towards agriculture as a career

Several studies such as a study conducted by Baliyans (2015), on “Demographic factors influencing senior secondary school students towards agriculture as a career in Botswana” suggest that the youth look at agriculture as a profession that is meant for poor uneducated people, involving manual labour, long hours with no financial gain.

Table 4.8 gives an overview of students' attitudes towards agriculture as a career based on a series of questions (agriculture is a lucrative job?) in which students were asked whether they agree, are uncertain, or disagree with various statements. For purposes of

presentation and analysis, the results from these questions have been clustered according to themes, e.g. 'financial reward', 'prestige', and so on.

Out of the thirty-five percent (35%) of students who envisage a career in agriculture, with regards to financial reward, ninety percent (91%) of them are in agreement with the statement that agriculture has a lot of financial gain versus eighty percent (80%) of students who envisage other careers, and they also agree that agriculture has a lot of prospects. Results reveal as well that students do not associate agriculture with poverty, quite a number see it as a profitable job.

Table 4.8: Career preference in relation to attitudes to agriculture-financial reward theme

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Agriculture has a lot of prospects	Agric	66	3	31	100	Chi-squared: 15.16 Probability: 0.0005
	Non-agric	59	31	9	100	
Agriculture has a lot of financial gain	Agric	91	6	3	100	Chi-squared: 2.22 Probability: 0.3288
	Non-agric	80	12	8	100	
Agriculture is associated with poverty	Agric	14	3	83	100	Chi-squared: 6.84 Probability: 0.0328
	Non-agric	34	9	57	100	
Agriculture is a lucrative job	Agric	38	15	47	100	Chi-squared: 26.06 Probability: 0.0000
	Non-agric	88	3	9	100	

Table 4.9: Career preference in relation to attitude to agriculture- prestige theme

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Agriculture is a high class occupation	Agric	69	11	20	100	Chi-squared: 9.24 Probability: 0.0099
	Non-agric	37	28	35	100	
My friends will have no respect for me if I become a farmer	Agric	6	9	85	100	Chi-squared: 2.46 Probability: 0.2917
	Non-agric	17	9	74	100	
As an educated	Agric	9	3	88	100	Chi-squared: 5.92

person I cannot take agriculture as a career	Non-agric	18	15	66	100	Probability: 0.0518
Agriculture is the last resort for those who have failed in other careers	Agric	18	9	74	100	Chi-squared: 0.15 Probability: 0.9291
	Non-agric	20	8	72	100	
Agriculture is a demeaning job for unfortunate, dirty and uneducated	Agric	32	3	65	100	Chi-squared: 0.27 Probability: 0.8716
	Non-agric	29	5	66	100	
Agriculture is glamorous	Agric	50	6	44	100	Chi-squared: 8.74 Probability: 0.0126
	Non-agric	34	32	34	100	

Table 4.9 out of thirty-five percent (35%) of students who envisage a career in agriculture, eighty-five percent (85%) disagreed that their friends will lose respect for them if they become farmers versus seventy-four (74%) of those who seek other jobs. This shows that students are not against agriculture as a profession, even a number of those who want to pursue other careers indicated that it is not a last resort for those who have failed in other careers (Table 9).

Table 4.10: Career preference in relation to attitudes to agriculture- physical strength theme

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Agriculture can only be practiced by strong people	Agric	49	0	51	100	Chi-squared: 5.97 Probability: 0.0505
	Non-agric	29	9	62	100	
Agriculture is a strenuous or hard fieldwork	Agric	21	0	79	100	Chi-squared: 26.68 Probability: 0.0000
	Non-agric	52	22	26	100	
Agriculture makes a person age quickly	Agric	9	6	85	100	Chi-squared: 10.36 Probability: 0.0056
	Non-agric	38	8	54	100	

Table 4.10 eighty-five percent (85%) of students who seek agriculture as a career reflect that agriculture does not make a person age quickly, versus fifty-four (54%) of those who seek other jobs. Therefore, respondents are more favorable towards agriculture, as they do not perceive it as being practiced only by strong individuals (Table10).

Table 4.11: Career preference in relation to attitudes to agriculture- enjoyment theme

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Agriculture gives satisfaction to those who practice it	Agric	53	0	47	100	Chi-squared: 12.88 Probability: 0.0016
	Non-agric	77	8	15	100	
Agriculture is a job to be appreciated	Agric	5	0	44	100	Chi-squared: 11.22 Probability: 0.0037
	Non-agric	52	22	26	100	

This result is surprising: It would appear that those who anticipate a career in agriculture are less likely to see agriculture as a source of enjoyment and satisfaction than those who do not. This is difficult to understand. What it certainly suggests is that the choice of agriculture as a career is not largely driven by a fondness for agriculture as a subject or as an activity. One interpretation is that those who do not prefer a career in agriculture might well appreciate it as a part-time, whereas those who do prefer a career in agriculture are more aware of the challenges and rigours that agriculture presents. This interpretation is consistent with the finding that those who prefer a career in agriculture are more likely to agree with the statement that “Agriculture can only be practiced by strong individuals”.

Table 4.12: Career preference in relation to attitudes to agriculture-education and intelligence theme

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Individuals who take agriculture as a career lack initiative...	Agric	44	0	56	100	Chi-squared: 3.29 Probability: 0.0696
	Non-agric	26	0	74	100	
Agriculture does not make me feel intelligent	Agric	26	12	62	100	Chi-squared: 3.18 Probability: 0.2044
	Non-agric	34	3	63	100	
The uneducated take up agriculture as a profession	Agric	29	3	68	100	Chi-squared: 11.90 Probability: 0.0026
	Non-agric	52	15	32	100	

Table 4.12 Thirty-five percent (35%) of students who want a career in agriculture disagree that agriculture does not make them feel intelligent; same applies to those who want to pursue other careers, as reflected by sixty-three percent (63%). However they also disagree that it is a profession to be taken by those who lack initiative and ideas. This implies that respondents do not perceive agriculture as one of the careers that are appropriate for those who lack ideas even though they seek other jobs (Table12).

Table 4.13: Career preference in relation to attitudes to agriculture-miscellaneous

Statement	Career preference	Agree %	Uncertain %	Disagree %	Sum %	Significance
Agriculture is only good as a part time occupation	Agric	46	3	51	100	Chi-square: 7.00 Probability: 0.0301
	Non-agric	23	14	63	100	
The risk agriculture is more than the benefit	Agric	15	24	62	100	Chi-square: 10.13 Probability: 0.00063
	Non-agric	46	11	43	100	
Agriculture enhances human and material development	Agric	24	21	56	100	Chi-square: 14.56 Probability: 0.0007
	Non-agric	62	17	22	100	
Agriculture is not appropriate for young people	Agric	21	9	71	100	Chi-square: 0.76 Probability: 0.6838
	Non-agric	20	5	75	100	
Agriculture provides lots of employment opportunities	Agric	76	0	24	100	Chi-square: 12.59 Probability: 0.0018
	Non-agric	88	9	3	100	

Agriculture is as a career is for the old fashioned	Agric	35	0	65	100	Chi-square: 2.60
	Non-agric	2	5	71	100	Probability: 0.2728
I will recommend agriculture as a career to my children	Agric	76	12	12	100	Chi-square: 8.37
	Non-agric	46	23	31	100	Probability: 0.0152

Both categories of respondents i.e. those who want a career in agriculture fifty-one percent (51%) and those who do not want a career in agriculture sixty-three percent (63%), disagree that agriculture is only good as a part time occupation. This shows their positive attitude towards agriculture even if it does not lead them to envisage a career in agriculture; seventy-one (71%) of those who envisage a career in agriculture and seventy-five percent (75%) of those who do not, disagree that it is not appropriate for young people, they mentioned that agriculture is appropriate for everyone regardless of age, it is not for old fashioned people as well, and they will recommend it to their children as it provides a lot of employment opportunities

4.4 Chapter summary

The second objective reveals the influences on learners' decision in favor or against a career in agriculture. Out of the interviewed students thirty-four percent (34%) envisage a career in agriculture and only one percent (1%) expressed an interest in farming, of the thirty-five percent (35%) of students who envisage a career in agriculture, farming is not what they are looking for, they prefer to become agricultural scientists, and economists. A number of males expressed an interest in farming than females.

In respect to where they live and spend their holidays, these did not have an influence on them wanting to obtain a career in agriculture, and the same applies to their previous agricultural experience. Students from agricultural schools showed more interest in agriculture as a career, and that could be because of their awareness about agricultural careers. What the research has observed as well is that quite a number of respondents want to live in big cities, become their own bosses, and work with their own hands even though they do not want to become farmers.

CHAPTER FIVE

5. DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the major research findings, so as to gain a deeper understanding of the results, and how they relate to the conceptual framework and to the literature reviewed.

5.2 Financial gain

It is amongst the most important considerations when choosing a career, as confirmed by the findings reported in chapter four. However the findings are also surprising, in that there was a general perception that agriculture is a remunerative career. The results also showed that those desiring a career in agriculture are less motivated by money than others, but the difference is very modest. As shown in Figure 4.19, eighty percent (80%) of students who envisage a career in agriculture want a lot of money versus ninety percent (90%) of those who anticipate other careers. The non-farming agricultural careers receive a lot of funding, particularly from the government.

Even the salary scale tends to be more on such careers because of the government investment, students are aware of such careers/ jobs. Students want to get rich quickly, but they will get disappointed because not all of them will get these kind of jobs as they are limited. Swarts and Aliber (2013), revealed that black youth in particular do not prefer agriculture as a career, as they perceived it to be a career suitable for uneducated people, the results of the study indicate that thirty-five percent (35%) of the respondents would like to pursue agriculture as their future career. Even students who anticipate other careers do not see agriculture as a last resort for those who have failed in other careers. Seventy-two percent (72%) reveal a positive attitudinal shift towards agriculture, but this attitudinal shift does not encourage them to anticipate a career in agriculture. This is then evidence that financial gain is the pulling factor that inspires one to obtain a career in a particular field.

5.3 Societal idealized view

Prestige is another pulling factor that determines future career choice; however, it is less of an influence on whether or not learners seek a career in agriculture than was expected based on the literature and on casual observation. The study indicates that students do not want to associate themselves with a job that links them to low socio-economic status. Again, this would seem to relate to the finding that learners perceive a 'career in agriculture' as referring to a white collar or professional position.

Students who anticipate other careers, fifty-two percent (52%) indicated that agriculture is a strenuous job that can be practiced by people who are physically fit. The South African government needs to understand all the societal views of students and their reason behind not wanting to obtain a career in agriculture, because the literature however, outlines that the important factors that affect agricultural activities are misperception of agricultural related activities and inappropriate attitude (Dyer & Osborne, 1999).

5.4 Personal interest

Personal interest is another factor that is supposedly very important in influencing career choice. In the context of this study, the expectation was that students, who regard agriculture as satisfying or enjoyable, would be more likely to opt for a career in agriculture. However, this was not the case, the research findings differ from literature. According to a study conducted by Collins (2007), on "Determining the attitudes of secondary school students towards agriculture as a career" the literature suggests that students are more interested in white collar jobs as they perceive them to be more paying and more pleasant, while the research findings reveal that those students who envisage non-agricultural careers possess a more positive attitude towards agriculture than those who do prefer a career in agriculture.

5.5 Parents' socio-economic status

It is not easy to point out that parents' socio-economic status has an influence towards students choosing a career. As explained by Collins (2007), students whose parents

have a high social status tend to look down upon jobs with low status and expressed a positive attitude towards the more well-regarded jobs in the society. However the research results indicate that fifty-eight percent (58%) of respondents' parents who are employed but involved in low paying jobs while forty-one percent (41%) are unemployed. Furthermore, learners indicated that their parents are trying their best to educate them so as to get a proper education and not face the same struggle they faced even though they never stated their position. Therefore, it is not clear as to whether parents have an influence towards their children's future career choice, but it is safe to say they have an indirect influence, hence their children envisage white collar or professional jobs, whether or not these are related to agriculture.

5.6 Occupation aspiration

The research findings reveal that only thirty-five percent (35%) of students envisage a career in agriculture. A common perception amongst participants exists that agriculture is not for old people and occupation for those who have failed in other careers. Even though students possess a positive attitude towards agriculture, sixty-five percent (65%) of them showed disinterest in working in the agricultural sector.

5.7 Gender

Several studies such as a study conducted by Ibitoye (2011), on the attitudes of youth towards career in agriculture, suggest that females tend to dislike agricultural related work; they tend to allow the male counterparts to do the job. However the research findings reveal that seventy-nine percent (79%) of females envisage other careers. This shows that there is a relatively few who want a career in agriculture.

5.8 Chapter summary

From all the variables chosen described, as well in the conceptual framework, only three of them influence the attitudes of Grade12 students' towards agriculture as a career choice in Nkonkobe Municipality, which are financial gain, societal view, and gender. Based on the overall results financial gain, societal idealized view must be

regarded as the strongest influence on attitude and career choice in youths towards agriculture.

CHAPTER SIX

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusions and recommendations based on the research findings and discussion presented in Chapter four and Chapter five, respectively.

6.2 Conclusions

A total number of forty-six percent (46%) of students reside in rural villages, twenty percent (20%) in rural location while thirty-one percent (31%) grew up in township. The majority of students have agricultural experience from their home gardens, and seventy-five percent (75%) of them study agriculture as a subject in their school as a preferred subject based on their interests. Although many of them are studying the subject, only a minority of them want to pursue agriculture as a career. From the results only thirty-five percent (35%) anticipate a career in agriculture.

Both students from non-agricultural schools and agricultural schools indicated that agriculture has a lot of financial gain, and is not necessarily associated with poverty; nor is agriculture widely regarded as a last resort for those who have failed in other careers, and they believe that it is as important as other sectors. As indicated, the aim of the research was to discover the attitude of students towards agriculture as their career choice. Based on the results, about one third of students have a favorable perception of agriculture as career, which is more than expected based on the review of the literature; rather, literature suggests that the youth overwhelmingly have a negative attitude towards agriculture as a career because it is perceived to promise little financial gain, because such a career does not conform to their idealized view, and because parents tend to discourage their children from such a career.

Personal interest is described by Collins (2007:117) as “the factor that should effect a change in perception and career choice aspiration of youth towards agriculture as a career”. That means the choice of one’s career depends on the personal interest towards a particular career, but in this research, personal interest did not appear to be a

strong factor in attracting some students to a career in agriculture. The research findings reveal thirty-five percent (35%) of students who envisage a career in agriculture and only one percent (1%) expressed an interest in actual farming. Even those who expressed an interest in farming aspire to become veterinary scientists and economists.

6.3 Summary of the objectives

The first objective reveals secondary school students' attitudes towards agriculture. Grade12 students have a far more positive perception on agriculture. Although the literature suggests that the youth see agriculture as a job for uneducated people the results indicate otherwise. This also suggest that any career decision making by students' not to pursue a career in agriculture will not be based on the perception that agriculture is only for poor people as students do not view it as a less prestigious career.

Based on the second objective it was just to compare students who indicated that they wish to pursue a career in agriculture to those who envisage other careers; in respect to their background, attitudes and their educational experiences. Based on the second objective, only one percent (1%) expressed an interest in farming while thirty-five percent (35%) envisage a career in agriculture. In respect of their educational experience, students from agricultural school showed an interest in agriculture compared to those from non-agricultural schools. It was also noted by the researcher that many students want to move to big cities to become their own bosses. Most of the respondents have agricultural experience, therefore it is possible to assume that most students would want to pursue a career in agriculture but this assumption was not correct based on the results.

6.4 Recommendations

The South African government needs to improve agriculture by making available funding/ bursaries specifically for students to go study their secondary level in agricultural schools. Studying agriculture in secondary school will not only enlighten youth but it will also orientate their minds to pursue a career in agriculture, because in

the study the researcher observed that a number of students' who are in agricultural schools have interest in agriculture as a career even though it is not actual farming, but they show interest in agriculture based careers. The research recommends that if students are enrolled early enough in agricultural school starting in primary school, they are likely to envisage a career based in agriculture, because of the practical knowledge a student obtained in school. Students' from agricultural schools are more informed about agriculture and careers associated with it.

There are a lot of parents especially in rural areas and townships who want better education for their children, if the South African government would make the bursary funding available, the parents will be encouraged as well to encourage their children to apply for such funding and enroll in agricultural school. Government should also initiate a policy that once they complete their degrees at tertiary level, jobs will be available to them and increase salary scale of available jobs so even the one's anticipating other careers can see it as a satisfying career that provides for one's needs in life. It is recommended that the government must also initiate career exhibitions for students in secondary schools or well organized workshops, seminars in schools and other forms of effective communication channels inviting successful farmers and agricultural entrepreneurs to share their experiences with the secondary students and educate them about their operations. The government can then initiate agricultural extension programs as a strategy for introducing new ideas into rural areas and train leaders of the communities together with the students for the future.

6.5 Suggestion for further research

As part of the students' curriculum for agricultural science, the government needs to execute regular trips to successful farmers and agricultural industries for students to practically see the operational methods and procedures incorporated on the farms. This creates a platform for students to engage with successful farmers. However this suggest for further research because the results may not be similar if conducted in different areas in the Eastern Cape since its quite obvious that each areas would have a different view, white dominated school should also be involved, so as to achieve a more universal notion on the research study.

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APPENDIX1 QUESTIONNAIRE

FACULTY OF SCIENCE AND AGRICULTURE
DEPARTMENT OF AGRICULTURAL ECONOMICS AND EXTENTION
UNIVERSITY OF FORT HARE

QUESTIONNAIRE ON THESIS INVESTIGATION ON: ANALYSIS OF GRADE 12
STUDENTS ATTITUDES TOWARDS AGRICULTURE AS A CAREER IN NCONKOBE
MUNICIPALITY, EC PROVINCE, SA.

DATE:

QUESTIONNAIRE NO:

INSTRUCTIONS: Fill in the relevant information and where possible mark with an X

Name of interviewee.....

Gender.....

Name of the school.....

1. How old are you?

--

2. How would you describe the area you grew up?

City		Township		Rural village	
Town		Rural location			

3. Where do you normally spend your holidays?

Rural areas		Urban areas	
-------------	--	-------------	--

4. Which race group do you belong to?

African		Coloured	
White		Indian	

5. Would you like to further your studies?

Yes		No	
-----	--	----	--

6. If Yes, Where would you like to further your studies and what course would you like to study there?

Where?	
Course?	

7. What would you like to be in future, and why?

.....

.....

.....

.....

.....

.....

8. Listed below are statements relating to your possible future. Listen to the statement carefully and indicate whether you Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree.

	SA	A	U	D	SD
a. I want to live in a big city					
b. I want to be my own boss rather than work for someone else					
c. I want to live in a quiet, rural community					
d. I want to make a difference to other people					
e. I want to work with my hands					
f. I want to do something that will earn me a lot of attention and respect					
g. I want to make a lot of money					

9. Please listen to the following 'preferences' regarding your future and rank them from most to least important: Rank from 1 to 5.

'Preferences'	Rank
a. Security	
b. Money	
c. Self-determination	
d. Attention / respect / glamour / prestige	
e. Being close to nature	

10. Have you had any experience in gardening, raising livestock or farming at any scale?

Yes		No	
-----	--	----	--

11. If yes, could you please indicate where you had previous agricultural experience? (Tick that all apply).

Family farm		School farm		
Neighbours farm		Home gardening		
Other (specify)				

12. Are you studying agriculture in school?

Yes		No	
-----	--	----	--

13. If yes, why did you decide to study agriculture in school?, Do you like it as a subject?

.....

.....

.....

14. If no, why did you decide not to study agriculture in school?

.....

.....

.....

15. Do you have an interest in farming?

Yes	
No	

16. What kind of person do you think becomes a farmer?

.....

.....

.....

17. Please indicate your parent's occupation?

Fathers occupation						
--------------------	--	--	--	--	--	--

Mothers occupation					
--------------------	--	--	--	--	--

18. Are they involved in agriculture in anyway?

Yes	
No	

19. If yes, which type or types of farming are they involved in?

.....

20. What is your mother's educational level?

No formal education		Secondary school certificate	
Primary school certificate		College	
University degree		Other (Specify)	

21. What is your father's educational level?

No formal education		Secondary school certificate	
Primary school certificate		College	
University degree		Other (Specify)	

22. Where do your parents live?

City		Township		Rural village	
Town		Rural location			

23. What do you understand about agriculture?

.....

24. Is there a future in agriculture? Do you think is there a future being involved in agriculture as a career?

.....

25. Do you think agriculture is equally suitable for men and women? Please explain.

.....

.....

.....

26. Is agriculture is a poor person's occupation?

Strongly agree	Agree	Undecided	Disagree	Strongly disagree
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27. Please explain?

.....

.....

.....

SECTION B

. Listed below are statements relating to agricultural activities. Listen to the statement carefully and indicate whether you Strongly Agree, Agree, Undecided, Disagree or Strongly Disagree.

	SA	A	U	D	SD
a. Agriculture has a lot of prospects					
b. Agriculture has a lot of financial gain					
c. Agriculture is a high class occupation					
d. Agriculture is only good as a part time occupation					
e. Agriculture can only be practised by strong individuals					
f. Agriculture is associated with poverty					
g. My friends will have no respect for me if I become a farmer					
h. As an educated person I cannot take agriculture as a career					
i. The risk in agriculture is more than the benefit					
j. Agriculture enhances human and material development					
k. Agriculture is not appropriate for young people					

l. Agriculture is the last resort for those who have failed in other careers					
m. Agriculture is a demeaning job for unfortunate, dirty and uneducated					
n. Agriculture gives satisfaction to those who practised it					
o. Agriculture provides lots of employment opportunities					
p. Agriculture is a job to be appreciated					
q. Agriculture as a career is for the old fashioned					
r. I will recommend agriculture as a career to my children					
s. Individuals who take agriculture as a career lack initiative or ideas					
t. Agriculture does not make me feel intelligent					
u. Agriculture is a strenuous or hard field work					
v. Agriculture makes person age quickly					
w. Agriculture is a lucrative or profitable job					
x. The uneducated take up agriculture as a profession					
y. Agriculture is glamorous					

THANKS FOR COMPLETING THE QUESTIONNAIRE.

APPENDIX 2: INFORMED CONSENT



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Informed Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

I am a student at the University of Fort Hare. I am conducting research regarding **AN ANALYSIS OF GRADE 12 STUDENT'S ATTITUDE'S TOWARDS AGRICULTURE AS A CAREER IN NKONKOBÉ MUNICIPALITY**. I am carrying out this research to find out GRADE 12 STUDENTS ATTITUDES TOWARDS AGRICULTURE AS A CAREER CHOICE SPECIFICALLY IN NKONKOBÉ MUNICIPALITY.

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no "come-backs" from the answers you give.

The interview will last around (X?) minutes (*this is to be tested through a pilot*). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to

these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our organization would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

INFORMED CONSENT

I hereby agree to participate in research regarding..... I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

Date:.....

APPENDIX 3: LETTER TO THE SCHOOL PRINCIPAL



Letter to the school principal

29 May 2015

Dear Principal

Your secondary school has been selected to participate in a research study conducted by researcher (Tenjiwe Ndema) from University of Fort Hare on "Analysis of grade12 students attitudes towards agriculture as a career in Nkonkobe municipality. This study will take place in your school, the researcher would at least interview 25 students and it will only take 20 to 30 minutes, and will take a day to complete the questionnaire. The major goal of the project is to determine whether student's attitudes towards agriculture are positive or negative and if so, how their perception adversely affect their commitment to the profession or agricultural production.

The questionnaire will be distributed to the selected 25 students to complete it and the information will be used for research purpose only. No collected information will be released to any other school and all identifying information will remain strictly anonymous and confidential.

Participation is voluntary and anyone may withdraw from the study.

Hope to hear from you soon.

Yours Sincerely,

Ndema Tenjiwe

Graduate student (M. Sc. Student)

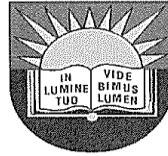
Department of Agricultural Economics and Extension

University of Fort Hare.

Contact details: 0788541375/ 0783066123

Email: tnndema@gmail.com

APPENDIX 4: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: ALI021SNDE01

Project title: **An analysis of Grade 12 students' attitudes towards agriculture as a career in Nkonkobe Municipality.**

Nature of Project: Masters

Principal Researcher: Tenjiwe Ndema

Supervisor: Prof M Aliber

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely



Professor ~~Wilson~~ Akpan
Acting Dean of Research

17 August 2016

