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## Students' Attitude Towards Agricultural Entrepreneurship in Selected Vocational Colleges in Indonesia

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## Abstract

*The research analysed attitude of students towards agricultural entrepreneurship and the information access that inevitably shape attitude. Simple random sampling procedure was used to select 210 respondents from three vocational colleges in Indonesia. The research measured the following variables: access to information through classroom lectures, traditional mass media, and the Internet; and students' attitudes towards agricultural entrepreneurship. Data were analysed using percentage, mean score, and Spearman-rank correlation at  $p=0.05$ . Results show that access to information through the Internet ( $\bar{x}=3.27$ ) was the easiest medium for students to gain agricultural entrepreneurship knowledge, followed by classroom lectures ( $\bar{x}=3.18$ ) and then traditional mass media ( $\bar{x}=2.94$ ). Furthermore, students had a favourable attitude towards agricultural entrepreneurship ( $\bar{x}=3.63$ ). There was a significant relationship ( $p\leq 0.05$ ) between access to information through classroom lectures ( $r_s = 0.251$ ), traditional mass media ( $r_s = 0.156$ ), and the Internet ( $r_s = 0.280$ ) with students' attitude towards agricultural entrepreneurship. To encourage the attempt to shape favourable students' attitudes on agricultural entrepreneurship, it is necessary to optimize the role of schools and the Internet. Thus, it is vital that the Indonesian government adopt this strategy to grow young agricultural entrepreneurs through agricultural education and extension programmes for the youth.*

**Keywords:** Attitude towards agricultural entrepreneurship, Students attitude to entrepreneurship.

## Introduction

The main problem of the current agricultural development in Indonesia is the lack of regenerating human resources in the agricultural sector, which is mainly attributed to the declining interest of the youth to go into the agricultural sector (Kementerian Pertanian, 2018). Some indicators of these problems are seen from the Central Bureau of Statistics (CBS) data. The data highlights the

declining percentage of the agricultural labour force in the national workforce from 34% in 2014 to 32% in 2017. Between 2016-2018, agricultural labour was increasingly dominated by old workers in the age group of 60 years and above. Meanwhile, the workforce in the productive age group, especially the youth (15-35 years), kept on declining (Badan Pusat Statistik, 2018).

To overcome these problems, the Indonesian government through the Ministry of Agriculture made several strategic efforts, one of which is the growth of young agricultural entrepreneurs. There were two essential strategies applied, namely; the development of agricultural entrepreneurship and the involvement of the youth in the implementation process. The involvement of the youth in developing agricultural entrepreneurship is aimed at ensuring the ongoing regeneration of agricultural human resources. Agumagu, Ifeaniy-obi, & Agu (2017) emphasized the need to involve the youth in the agricultural sector to ensure the ongoing progress of agricultural regeneration.

The attempt of fostering the growth of young agricultural entrepreneurs primarily aims at raising youth's interest and motivation in agricultural entrepreneurship. This attempt is carried out through agricultural education and extension for the youth, one of which is done by mainly targeting the vocational college students of agricultural extension. To encourage the development of agricultural entrepreneurship among the younger generation, it is necessary to carry out various supporting studies, such as the research of students' attitudes towards agricultural entrepreneurship. Devi (2015) established that attitudes, acceptance, and knowledge were the main factors that influence youth to become an entrepreneur. Kushwaha and Maru (2015) indicated that attitude towards entrepreneurship was a determining factor for choosing entrepreneurship career.

The theory of planned behaviour by Ajzen states that certain intentions and behaviours will be based on attitude toward certain behaviours, subjective norms, and perceived behavioural control (Adebayo and Kavoos, 2016). Based on this theory, to build and develop the interests and motivations of the youth for agricultural entrepreneurship, it is necessary to establish youth attitudes that support agricultural entrepreneurship. The theory of planned behaviour also asserts that a person's attitude will be shaped by his belief in the object of attitude, and that trust can be formed by information about the object of attitude he has obtained. In other words, a person's attitude towards the object of attitude will be shaped by the information he has received about the object of that attitude (Ajzen, 2005). Thus, to form an attitude, information access regarding the object of attitude is highly required. Access to information about the object of attitude can be provided by various sources or means, such as schools (Lawver, 2018), mass media and the internet (Mathew, 2015; Adebayo and Kavoos, 2016). Access to information on agricultural entrepreneurship was defined as the ease of obtaining various information about agricultural entrepreneurship through the learning process at schools, reading various print media, watching television programmes, reading articles and news, watching various videos on the Internet, and exchanging information through social media.

Based on this background, the research analysed the attitude of students towards agricultural entrepreneurship. Specifically, the study objectives were to: ascertain students' access to information on agricultural entrepreneurship; assess students' attitude towards agricultural entrepreneurship; and determine the relationship between information access and students' attitudes towards agricultural entrepreneurship.

## Methodology

The research was conducted in three selected agricultural extension vocational colleges in Indonesia, namely Sekolah Tinggi Penyuluhan Pertanian (STPP) Bogor located in West Java Province, STPP Magelang in Yogyakarta Special Region, and STPP Malang in East Java Province. The three colleges were chosen because they had collaborated with the Ministry of Agriculture in developing young agricultural entrepreneurs.

The research involved students that graduated the previous year from the three selected colleges as the research population, (418 from Bogor, 277 from Magelang, and 207 from Malang. Simple random sampling was used to select two-fifths of the population from each college to give a total sample of 210 students for the research. The research variables were: access to information on agricultural entrepreneurship through classroom lectures, traditional mass media, and the Internet; and students' attitudes towards agricultural entrepreneurship. Access to information was measured on a four-points Likert-type scale of very difficult (1), difficult (2), easy (3), and very easy (4) with a mean of 2.5. Any mean score greater than or equal to 2.5 was regarded as easiest medium. Attitude were measured on a five-points Likert-type scale of strongly disagree (1), disagree (2), neutral (3), agree (4), and strongly agree (5) with a mean of 3.0. Any mean score greater than or equal to 3.0 was regarded as favourable attitude. Percentage and mean score were used to analyse the personal characteristics of the students, information access, and attitude of the students towards agricultural entrepreneurship, while Spearman-rank correlation was used to determine the relationship between information access and the attitude of students.

## Results and Discussion

### Personal Characteristics of Students

Table 1 shows that the majority (56.7%) of the students were female with an average age of 20.79 years, and most of them were in the age group of 20-22 years. Students' parents mostly (60.0%) worked in the agriculture-related field and the majority (70.5%) of students also came from the agricultural community. Having a close tie with families and communities with agricultural backgrounds could make it possible to gain information about agriculture and entrepreneurial agriculture easily. As a result, this condition shapes their attitude towards agricultural entrepreneurship. Mathew (2015) stated that family background has a strong influence on youth attitudes.

**Table 1: Students' personal characteristics**

Variables	Percentage (n=210)	Mean ( $\bar{x}$ )	SD
<b>Sex</b>			
Male	43.3		
Female	56.7		
<b>Age (years)</b>			
19-20	37.6		
21-22	60.0	20.79	0.79
23-24	2.4		
<b>Parent's occupation</b>			
Agriculture-related	60.0		
Non-agriculture-related	40.0		
<b>Surrounding background</b>			
Agricultural Community	70.5		
Non-agricultural Community	29.5		

**Source: Field survey (2018).**

### Access to Information on Agricultural Entrepreneurship

Table 2 reveals that students accessed information on agricultural entrepreneurship through classroom lectures, traditional mass media and surfing the Internet. The Internet ( $\bar{x}=3.27$ ) was recorded as the easiest means through which students accessed information on agricultural entrepreneurship, followed by classroom lectures ( $\bar{x}=3.18$ ) and traditional mass media ( $\bar{x}=2.94$ ). The youth of the information age, including students, are characterized by their aptitude to search for information from the Internet. In addition, in terms of communication and seeking information, they prefer to rely on internet-based media than traditional mass media. Recently, there are various types of Internet-based media that are widely used by students, one of which is social media. Orifah, Ijeoma, Olajide, & Wigwe (2017) reported that social media is an integral part of student's life today. They are convenient and well accustomed to using social media both for communication and information seeking.

**Table 2: Access to information on agricultural entrepreneurship**

Variables	Mean ( $\bar{x}$ )	SD
Classroom lectures	3.18	0.37
Traditional mass media	2.94	0.36
The Internet	3.27	0.39

**Source: Field survey (2018).**

### Students' Attitude towards Agricultural Entrepreneurship

Table 3 shows that most students were favourably predisposed to agricultural entrepreneurship. Students agreed with 13 of the 14 statements about entrepreneurship proposed. The unfavourable predisposed among students was agricultural entrepreneurial products have a high selling price ( $\bar{x}=2.49$ ). This could attribute to the fact as indicated by Ai-hua (2012) that agricultural products still faced the problem of low selling prices. However, despite of these problems, students believe that other aspects such as cooperation with stakeholders, capital and market access support, can provide satisfying benefits of agricultural entrepreneurship. As a results agricultural entrepreneurship can become promising job choices for the youth.

The grand mean of students' attitude was 3.63, which proves that students generally tend to favour entrepreneurship in the agricultural sector. This finding is in line with what was reported by Oyewumi and Adeniyi (2013) that students had positive knowledge and attitudes towards entrepreneurship. It is implied that students are more likely to build career in agricultural entrepreneurship after school.

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**Table 3: Students' attitude towards agricultural entrepreneurship**

Statement	Mean ( $\bar{x}$ )	SD
Agricultural entrepreneurship requires a business plan.	3.97	0,78
Arranging a business plan is easy.	3.14	0,88
The vision and mission certainly determine agricultural entrepreneurial success.	4.09	0,62
Agricultural entrepreneurship requires a measured vision and mission.	4.04	0,53
Agricultural entrepreneurship is applicable for the on-farm subsector.	3.18	1,02
Agricultural entrepreneurship is applicable for the off-farm subsector.	4.02	0,63
Agricultural entrepreneurship should be risk-taking.	3.27	0,89
Agricultural entrepreneurship requires easy access to capital support.	3.89	0,75
Agricultural entrepreneurship has easy market access.	3.38	0,82
Agricultural entrepreneurial products have a high selling price.	2.49	0,85
Agricultural entrepreneurship can provide satisfying benefits.	3.66	0,72
Cooperation with stakeholders can increase profits.	4.15	0,60
Agricultural entrepreneurship can increase well-being.	3.68	0,68
Agricultural entrepreneurship is the right career choice for the younger generation.	3.87	0,84
Grand mean	3,63	0,38

**Source: Field survey (2018).**

### **Relationship between Information Access and Students' Attitude towards Agricultural Entrepreneurship**

Table 4 shows a significant ( $p \leq 0.05$ ) correlation between information access through classroom lectures ( $r_s = 0.264$ ), traditional mass media ( $r_s = 0.247$ ), and Internet ( $r_s = 0.248$ ) and students' attitude towards agricultural entrepreneurship. Information access through classroom lectures is proven to have the highest correlation value, thus indicating that classroom lectures can have a greater role in shaping the favourable attitude of the younger generation towards agricultural entrepreneurship. For this reason, it is recommended that to foster the growth of young agricultural entrepreneurs, schools need to optimize their education role. The results of the research are in line with the findings of Jaleel, Vijayaraghavan, & Unais (2017) which showed that attitude towards entrepreneurship positively correlated with the entrepreneurial environment at the university. It also corresponds with Abebe's (2015) research which emphasized that exposure in the form of entrepreneurship education had a positive influence on students' attitudes towards entrepreneurial careers.

Information access through traditional mass media and the Internet also has a highly significant relationship with the attitude of students towards agricultural entrepreneurship. This finding supports the research of Nugraha (2012) which showed that mass media was significantly related to youth attitude toward employment in agriculture. It is also in consistent with the findings of Adebayo and Kavoos (2016) that educated and active African youth who use social media have a positive attitude towards entrepreneurship and have an entrepreneurial orientation. Social media, in this case, is one form of internet-based media.

**Table 4: Relationship between information access and students' attitude towards agricultural entrepreneurship**

Variables	$r_s$
Information access through classroom lectures	0.251**
Information access through traditional mass media	0.156*
Information access through the Internet	0.280**

**Note: \* P 0.05 (2-tailed); \*\* P 0.01 (2-tailed).**

### Conclusion and Recommendations

Classroom lectures and the Internet were the easiest information access for students in gaining agricultural entrepreneurship knowledge, they were highly correlated with students' attitudes towards agricultural entrepreneurship. Students' attitudes towards agricultural entrepreneurship can be encouraged by students' ease in obtaining various information about agricultural entrepreneurship, both through the learning process at schools, reading various print media, watching television programmes, utilizing the Internet, and exchanging information through social media.

To grow young agricultural entrepreneurs, it is necessary that the government impose some policies to protect young entrepreneurs from the risk of business losses, especially for on-farm businesses. Government should also provide business financing support, technology and innovation to increase product selling value and also facilitate the establishment of efficient marketing network. In addition, it is also necessary to optimize information access on agricultural education and extension programmes for youth to shape the positive attitude of the young generation towards agricultural entrepreneurship.

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