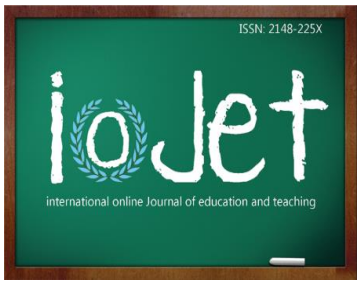

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PARTICIPATION OF IN AND OUT OF SCHOOL YOUTH IN DECISION-MAKING ON SHOWCASING SUCCESS STORIES BY YOUNG AGRI-PRENEURS FOR MOTIVATION TO IMPLEMENT AGRICULTURAL PROGRAMMES

(Research article)

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Abstract

The study was carried out to evaluate influence of participation of in and out of school youth in decision-making on showcasing success stories by young agri-preneurs for motivation of adolescents in rural areas to implement agricultural programmes for self-reliance. The first objective evaluated influence of the level of exposure to showcasing success stories on the level of implementation using a likert scale coded 1 to 10. The second objective determined how youth in and out of school rated strategies proposed to increase their participation in decision making on showcasing success stories using a 5 point rating scale. The study was carried out in Kisii and Nyamira counties region, Kenya in 2019-2021. Survey research design was used. Stratified, purposive and simple random procedures were applied in sampling of respondents. The in-school youth comprised of fourth forms enrolled in school agriculture for the Kenya certificate of secondary education examination (KCSE). There were 361 youth sampled from 36 secondary schools of 3 different categories. The out of school youth consisted of 161 young people out of 280, that had similarly studied agriculture in their schooling days and are registered with 75 youth groups promoting agricultural activities for livelihood. The schools and youth groups are spread in 5 differrent farm types typical of Kenyan farming systems. The farm types were used as sampling points to provide varied segments of youth in exposure to farming activities, opportunities for livelihood and challenges in the application of vocational skills acquired in school agriculture for self-reliance. Results show that gender of youth in and out of school does not have a significant difference in the level of participation in decision making on showcasing success stories in agripreneurship. School youth were significantly more exposed to success stories than out of school. Youth in and out of school were in concurrence that strategies 5, 6, 4 and 3 were more significantly very important than the rest in increasing their participation in decision making in showcasing events. Strategy 5 on decision making is rated as outstanding by both in-and-out of school youth. The strategy 5 prioritizes formation of agribusiness clubs at community level in rural areas where successful agri-preneurs could mentor the out of school youth, share ideas, and experiences to motivate them and acquire more and specialized agricultural vocational skills for livelihood. There is a positive significant and linear correlation between the level of participation in decision making on showcasing success stories in agripreneurship and the level of implementation of agricultural programmes by youth in ($R = 0.30$, $p < 0.01$) and out ($R = 0.438762$, $p < 0.01$) of school. So, showcasing success stories could considerably contribute to learning experiences, acquisition of more and specialized skills, and motivate implementation of the programmes for self-reliance.

Keywords: youth participation, decision-making, showcasing agripreneurs

1. Introduction

The school farm is considered as a laboratory for instruction and experimentation in the teaching of agriculture subject. The farm plots serve as an out of classroom laboratory where students can carry out trials and experiments following classroom theoretical teaching and learning. Teachers can use the school farm plots to showcase best practices in agriculture and impart vocational skills in the youth for self-reliance (Konyango, 2010; Konyango & Asienyo, 2015). The farm is the avenue for promoting agricultural entrepreneurship, which is a key area in the reforms of school agriculture curriculum. The expectation is that every student should have a chance to practice entrepreneurial aspects if the vocational objective of school agriculture subject as envisaged in the curriculum is to have an impact on self reliance among the youth (Konyango & Asienyo, 2015; Konyango, 2010; Karani, Miriam & Mironga, 2021). Skills and scientific knowledge acquired in school agriculture programme are essential in promoting agri-preneurship in young people through the systematic adoption of improved production technology and agricultural research findings especially once they are out of school (Lewa & Ndung'u, 2012).

However in a study, Konyango (2010) found out that of the 42 secondary schools studied; only 5 had involvement of agriculture teachers in using the school farm for learning purposes. This reflects that 88% of the schools have farms whose functions have been taken away from the agriculture teacher's use for teaching and also for students to practice agri-preneurship skills. Konyango (2010) notes that most school farms exist in theory and that they are under the total control of the school principals. Students are not incorporated in the use of the school farms for any purposes except for the KCSE agriculture projects in form four for national examinations. In the 88% of the schools studied, agriculture teachers had lost control over the farms and did not even have demonstration plots or a section for the young farmer's club (YFC) for running agribusiness which they would showcase to the youth (Konyango, 2010). This indicates inadequate showcasing of best practices in agri-preneurship by agriculture teachers to the youth. The end result is that youth who have undergone school agriculture programme are scantly exposed in agri-preneurship thereby constituting a gap. It is expected that the gap could be filled by showcasing success stories by young agri-entrepreneur events organized for the purpose of enabling youth in and out of school to gain more and specialized skills so as to make gains from the programme complete. The problem is that participation of in-and-out of school youth in showcasing success stories by young agripreneurs is scanty. In this study the predicament is attributed to low level of participation of the in-and out of school youth in decision making on showcasing success story events by young agri-preneurs. This suggestion is corroborated by the United Nations (UN), 2003 observation that "student voice" or youth role in decision-making and change efforts, have emerged as a potential strategy for improving development of young people and outcomes.

According to the Secretariat of the Pacific Community (SPC) 2010, some of the strategies that have been applied in showcasing youth successes include: the use of media and ICT to promote positive perceptions, success stories in agribusiness, new innovations and lessons by successful youth; engaging leaders to promote youth in agri-preneurship locally, nationally, regionally and internationally; appointing celebrities to champion youth in agri-preneurship; utilizing regional and national agricultural shows to highlight successful youth agri-preneurs; creation and strengthening young farmer's clubs (YFC) in secondary school, and community youth clubs to showcase products; including awards for youth in agri-preneurship and small-medium enterprise awards. Wierenga, Wood, Trenbath, Kelly & Vidakovic (2003) note that letting young people share experiences in success stories entails meaningful engagement and recognizing them as co-creators of their communities. The study further hypothesizes that participation of in-and-out of school youth in showcasing success stories in agri-preneurship

would act as motivation for young people, hence increase implementation of agricultural programmes by adolescents to achieve self reliance.

School agriculture programme by the Kenya institute of curriculum development (KICD) is inadequate in the aspect of agri-preneurship. The school farms are also not available for use by the agriculture teachers and the students for demonstration and for practicing agri-preneurship to remove the negative attitude young people have towards farming as an occupation. Youth who study agriculture subject are usually taken to the agricultural society of Kenya (ASK) show exhibitions to learn success stories from adult exhibitors. There is lack of a scheme whereby young agri-preneurs can showcase their success stories to inspire adolescents implement agricultural programmes to create livelihoods for independence. Kenya National youth policy 2006 by the Government of Kenya (KNYP, 2007) shows lack of a scheme on showcasing success stories in agri-preneurship by young people to encourage youth to implement agricultural programmes. Furthermore, the legislative framework supporting the implementation of the NYP is scanty on the aspect of showcasing success stories by young agri-preneurs. The deficiency of the aspect is notable in the Kenya Youth Agribusiness Strategy 2017-2021 (GoK, 2017). Therefore, lack of showcasing success stories by young agri-preneurs would be hampering motivation to implement agricultural programmes by adolescents for self reliance hence the present research on the gap.
The objective of the study is to establish participation of in and out of school youth in decision making on showcasing success stories by young agri-preneurs to motivate adolescents implement agricultural programmes.

2. Research Methodology

2.1. Setting

The research was carried out in Kisii and Nyamira counties region of Kenya. Jaetzold and Schmidt (1982) stratified the region into five agro-ecological zones (AEZs) using amount of rainfall and distribution, growing period, temperature, cropping and livestock systems and production potential. These were adopted as farm types of the region and are typical of similar zones found in other parts of Kenyan highlands. The farm types are: 1) Tea-dairy, 2) Tea –coffee, 3) Maize-pyrethrum, 4) Coffee-banana and 5) Marginal-sugarcane zone. The five farm types were adopted as different and unique sampling locations to obtain diverse youth population segments in-and-out of school with varied exposure and opportunities in decision-making on implementation of agricultural programmes. The farm types vary in altitude, amounts of rainfall, distribution and reliability; annual temperatures, growing period and generally in production potential of crops and livestock.

2.2. Research Design

The investigation adopted *an-Ex-post facto* research design where the researcher does not create a treatment but examines the effects of a naturally occurring phenomenon after it has taken place. This means after the fact or retrospectively (Kathuri & Pals, 1993; Borg & Gall, 1996; Cohen, Manion & Morrison, 2007). Cross-sectional survey approach was used to investigate participation of in and out of school youth in decision-making on showcasing success stories by young agri-preneurs on implementation of agricultural programmes for motivation. The independent variable (participation of youth in decision-making process) was studied after exerting effect on the dependent variable implementation of agricultural programmes due to showcasing success stories by young agri-preneurs on motivation to implement agricultural programmes without any treatment.

2.3. Participants

The participants of the study comprised of all form four school youth registered for the Kenya certificate of secondary school examination (KCSE) agriculture subject in 2019, and out of school youth who had studied the subject in secondary school, and were registered with youth groups involved in agriculture. Both groups of youth were from the five farm types of Kisii and Nyamira counties region as defined by Jaetzold and Schmidt (1982). There were 302 secondary schools in the five farm types of which 25 were extra-county, 88 county and 189 sub county schools. The distribution of the schools in the five farm types was as follows: tea-dairy zone had 76 schools, maize-pyrethrum had 52, tea-coffee area had 48, and coffee-banana farm type had 50 while the sugarcane zone had 76 schools. The population of form four school youth registered for agriculture subject in 2019 KCSE in the three school categories of the five farm types was 6,312, of which 1,300 were in extra-county, 1,906 in county and 3,106 in sub-county schools. On the other hand, there were 280 out of school youth in the five farm types, who had studied agriculture at secondary school up to form four and were registered with agricultural based youth groups under the ministry of agriculture, livestock and fisheries development. Their distribution in the five farm types was as follows: the tea-dairy zone had 51 youth, maize-pyrethrum had 16, and tea-coffee and coffee-banana farm types had 56 youth each while sugarcane crushing/chewing area had 101 youth Table 1.

The three school categories: extra-county, county and sub-county; were included in the study because they are well represented in the five farm types and also because they admit a majority of the youth from Kisii and Nyamira counties, region. The schools vary in resource endowment and style of administration thus impacting differently the participation of youth in decision making on showcasing success stories by young agri-preneurs on implementation of agricultural programmes in their schools. The form four agriculture youth were included in the study because they have undergone school agriculture programme from form one to four and also undertaken the KSCE agriculture project for national examination. Therefore it was expected that they had been involved in decision-making process in agriculture subject during their four years period. They were considered better placed to represent agriculture students in forms one, two and three in terms of participation in decision making on school agriculture curriculum.

The study also targeted out-of-school youth who had studied agriculture in secondary school and were registered with youth groups that were actively involved in showcasing success stories in agri-preneurship under the department of agricultural extension, ministry of agriculture, livestock and fisheries development. This group of youth was included in the study because they had finished school and were free citizens in their local communities thus it was hoped they would give the true scenario of their participation in decision making retrospectively without the interference of school environment. They were also included because they were expected to be involved in agriculture and making use of the knowledge and skills acquired from school agriculture over the four years and that they were taking part in decision making at family and community levels on various aspects of agriculture. The study targeted youth groups that were actively involved in agricultural activities, because information from the extension officers revealed that most youth groups were inactive since most of them purposely register to benefit from government funds such as the youth “uwezo” (enable) funds targeting young people who are in groups and thereafter discontinue upon receiving the money.

2.4 Sample size and Sampling procedure

The study adopted 30 secondary schools as units of study, according to Mugenda and Mugenda (2003) who suggests 30 cases as the least that could be used if some form of statistical analysis is to be carried out on the data obtained. Thus basing on the adopted units of 30 schools, the total population of 302 schools and the proportion of each category, proportionate stratified random sampling procedure was employed to obtain 19 sub-counties, 9 county and 2 extra-county schools to participate in the study. However, for purposes of representation the researcher purposefully sampled 5 extra-county schools in order to have a representation of extra-county school from each farm type. Similarly stratified random sampling was applied to get the number of schools to be sampled from each farm type basing on the number of schools in each. Stratified random sampling procedure resulted in 8, 6, 5, 6 and 8 schools being drawn from; tea-dairy, maize-pyrethrum, tea-coffee, coffee-banana and sugarcane zone respectively.

The Table in Krejcie and Morgan (1970); Kathuri and Pals (1993) which summarizes the population sizes and recommends sample sizes to be adopted was used to arrive at a sample size of 361 form four agriculture youth from a population of 6,312 youth registered for 2019 KCSE agriculture subject. Proportionate stratified random sampling technique resulted in 74 school youth being sampled from extra-county category of schools, 109 youth from county and 178 from sub county schools. Using proportionate stratified random sampling, the following proportions of youth were sampled from each farm type: 86 school youth from tea-dairy, 58 from maize-pyrethrum, 52 were taken from tea-coffee farm type, 60 from coffee-banana area and 105 school youth were drawn from sugarcane chewing and crushing Table 3. At school level, simple random sampling procedure was used to select 15, 13 and 12 youth from extra-county, county and sub-county categories respectively to participate in the study from class lists provided by the agriculture teachers.

Using the table in (Krejcie and Morgan, (1970); Kathuri and Pals, (1993), which summarises the population sizes and sample sizes, and basing on a population of 280 out of school youth, the study adopted a sample size of 160 out of school youth. This population was purposefully obtained by finding out from the youth registered with agricultural youth groups in the sub-counties administrative unit, if they had studied agriculture subject in their secondary school education. Those who had studied agriculture were included in the list. Whereas it was not possible to stratify out of school youth according to the school category since they were no longer in school, information concerning the school category they had attended was captured in the instrument for data collection. Stratified random sampling procedure was employed to sample 29 out of school youth from tea-dairy, 9 from maize-pyrethrum farm type, 32 youth from tea- coffee and coffee-banana zones each and 58 out of school youth from sugarcane farm type environment.

2.5 Instrumentation

The study used questionnaires to collect data. The questionnaire for school youth and that of out of school youth were similar, except for the last section C that targeted the latter. The section had items on agricultural extension programmes targeted at the out-of-school youth because they had completed school and were undertaking agricultural activities in their respective youth groups under the ministry of agriculture, livestock and fisheries development which is in-charge of agricultural extension. The questionnaires used were closed type and had two types of likert rating scales; one coded from 1 to 10, and was used to measure the level of participation in decision making by in and out of school youth and level of implementation of agricultural programmes by the two groups of youth. The other questionnaire had its rating scale coded, 1 to 5 and it was used to rank the strategies proposed to enhance the participation of youth in decision making on showcasing success stories by

young agri-preneurs on implementation of agricultural programmes for motivation. The questionnaire had set of questions addressing the study objective and responses to the questions were expected to help in achieving the expected output.

2.6 Validity

The research instruments were validated in two phases. The first phase involved the examination of the instruments in relationship to the set objectives to make sure that they sought for information which would adequately answer the study objectives and hypotheses. The second phase involved giving the instruments together with the objectives to two experts in the department of agricultural education and extension of Kisii University. The experts have a wide experience in teaching and supervising post graduate students in the department. This was done for the purpose of assessing the instruments for content and face validity to ascertain if they were in line with the set objective and that they would aid in data collection. All suggestions for improvement from the experts were incorporated and this made the instruments precise for the purpose.

2.7 Reliability

The piloting was done in two counties that border Kisii and Nyamira counties region, Kenya because they have some similar farm types. These were; Kericho county in Rift Valley region and Homabay in Nyanza region. Kericho county had four of the farm types that were studied: tea-dairy, maize-pyrethrum, tea-coffee and coffee-banana, while Homa-bay county had sugarcane crushing-chewing farm type, they were thus a typical representation of the study area. For purposes of representing the three school categories and the five farm types, one school category was purposefully sampled from each of the five farm types resulting in 15 schools being sampled. Simple random sampling was applied at school level to select 10 students from each school category to respond to the questionnaire and this gave a sample size of 150 forms four agriculture youth. From the 5 farm types, 5 out school youth who had studied agriculture were purposefully sampled to participate in pilot- testing and this resulted in 25 out-of-school youth being sampled, making a total of 175 youth. The sample size for pilot testing according to Mugenda and Mugenda (2004); and Ingleby, (2012) should be between one and ten percent of the calculated sample.

The calculated sample size for the study was 521 of both in and out of school youth, therefore the sample of 175 of in and out of school youth for piloting fell within the acceptable range. Reliability coefficients were computed separately using Cronbach's alpha coefficient, and coefficients of 0.74 and 0.72 for the instruments of in and out of school youth respectively were obtained upon computation. Mugenda and Mugenda (2004, note that a reliability coefficient of more than 0.7 in social sciences research, implies a higher degree of reliability in the data collected using the instrument. Therefore the coefficients obtained in the pilot study were considered acceptable and high enough to confirm the internal consistency of the instruments.

2.8. Data Collection procedures

The secondary schools were first contacted through a letter. The letter addressed to the school principals introduced the research and its significance, at the same time requested schools to participate in the study. The purpose of the communication was to sensitize the school principals about the research and to seek for permission, support and co-operation of the school principals as the administrators of the institutions. It was expected that the school principals would inform the agriculture teachers in charge of the form four agriculture classes who could in turn inform the form four student youth about the study accordingly. Data from schools were collected by the researcher visiting the schools that had been communicated

through a letter to meet the principals and the agriculture teachers for introduction and briefing. The questionnaires were then left with the form four agriculture teachers of the selected schools and requested to assist in the administration and collection of the questionnaires from the form four youth who were randomly selected to participate in the study. Similarly for out-of-school youth, the sub-county agriculture extension officers were visited by the researcher for introduction and briefing. Their consent was sought for by the researcher to assist in the administration of the questionnaires to out of school youth and collection of the filled questionnaires. In the end, the completed instruments were collected from the agriculture teachers of the selected schools, and sub-county agricultural extension offices at the agreed time.

2.9 Data Analysis

Means, standard deviations and percentages were the descriptive statistics used. The following inferential statistics that were applied to test for significant differences: Dunn's; analysis of variance (ANOVA), two tailed t-test, Kruskal Wallis non-parametric test and, Tukey Post Hoc test. Then to test for any relationships among variables, two tailed Spearman correlation coefficient test, Pearson correlation and linear regression correlation coefficients were used. The inferential statistics were all set at 0.05 level of significance.

3. Results

3.1 Level of Exposure of in and out of school youth to Success Stories by young agri-prenuers for motivation to implement agricultural programmes by gender

The results in Tables 1and 2 are on cross tabulation of in and out of school youth, respectively on level of exposure to success stories of agri-preneurship by gender. The result in Table 1 shows that majority of male (66%) and female (61%) of school youth indicated they were exposed to success stories by young agri-preneurs at levels 8 and 10 on the likert scale, respectively. The outcome in Table 2 indicates that most of out of school youth (35%) comprising of (15%) males and (20%) females are exposed to success stories of young agri-preneurs at level 8 in the likert scale.

Table 1. *Cross tabulation on level of exposure of school youth to success stories on agri-preneurship by gender.*

Gender	Level of exposure to success stories of youth agri-preneurs to school youth										Total
	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.0	
Male	11	4	14	22	25	25	22	44	30	40	237
Female	5	3	4	17	10	19	14	22	9	21	124
Total	16	7	18	39	35	44	36	66	39	61	361

Table 2. Cross tabulation on level of exposure of out of school youth to success stories of young agri-preneurs in agriculture by gender

Gender	Level of exposure of out of school youth to success stories of youth agri-preneurs										Total
	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.0	10.00	
Male	10	4	4	8	9	8	5	15	7	6	76
Female	4	1	6	8	12	8	10	20	7	8	84
Total	14	5	10	16	21	16	15	35	14	14	160

The t-test results in Tables 3 and 4 presents the differences on level of exposure of in and out of school youth to showcasing success stories of young agri-preneurs by gender.
The finding in Table 3 confirms a non-significant difference between male and female school youth (M = 6.751055, SD = 6.577594) and (M = 6.612903, SD = 6.174141); t (359) =1.966594, p =0.623579) respectively on the level of exposure to success stories by young agri-preneurs. The t-test analysis in Table 4 confirms a non-significant difference between out of school male (M = 5.697368, SD = 8.107193) and female youth (M = 6.392857, SD = 5.807659); t (158) =1.975092, p =0.096397) in their level of exposure to the success stories of young agri-preneurs respectively.

Table 3 T- test results on the difference of school youth on level of exposure to showcasing success stories of young agri-preneurs by gender.

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
Male	237	6.751055	6.577594	359	1.966594	0.623579
Female	124	6.612903	6.174141			

Table 4. T- test results on the difference of out of school youth on level of exposure to the success Stories of young agri-preneurs by gender

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
Male	76	5.697368	8.107193	158	1.975092	0.096397
Female	84	6.392857	5.807659			

3.2 Difference between in and out of school youth on level of exposure to success stories by young agri-preneurs as motivation to implement agricultural programmes

The t-test result in Table 5 is on the difference between in and out of school youth on level of exposure to the success stories of young agri-preneurs as motivation for implementation of agricultural programmes.

Table 5. T-test results on the difference of in and out of school youth on level of exposure to the success stories of young agri-preneurs as motivation towards implementation of agricultural programmes

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
School youth	361	6.703601	6.425793	519	1.964545	0.008828
Out of school youth	160	6.0625	6.977201			

There was a significant difference between in and out of school youth (M = 6.703601, SD = 6.425793) and (M = 6.0625, SD = 6.977201); t (519) =1.964545, p =0.008828) respectively on the level of exposure to success stories by young agri-preneurs (Table 5).

3.3 Level of participation of in and out of school youth in decision making on choosing success stories of young agripreneurs for showcasing as motivation to implement agricultural programmes by gender

Tables 6 and 7 provide cross tabulation results on the level of participation of in and out of school youth in decision making on choosing success stories of young agri-preneurs for exposure by gender.
The result in Table 6 show that majority of male (67%) and female (64%) school youth were consulted at level 8 and 10 on the success stories of young agri-preneurs for showcasing.
Table 7 indicates that majority of out of school youth (36%) comprising of male (16%) and female (20%) indicated alike that they were consulted at level 8 for their views on success stories of young agri-preneurs for exposure.

Table 6. Cross tabulation on level of participation of school youth in decision making on choosing success stories of young agri-preneurs for exposure by gender

Gender	Level of participation in decision making on Success Stories for of young agri-preneurs for Exposure										Total
	1.00	2.00	3.00	4.00	5.00	6.00	7.0	8.00	9.0	10.00	
Male	8	6	8	15	37	33	20	45	21	44	237
Female	3	5	5	4	21	18	20	22	6	20	124
Total	11	11	13	19	58	51	40	67	27	64	361

Table 7. Cross tabulation on level of participation in decision making of out of school youth on success stories for exposure by gender

Gender	Level of participation in decision making on Success Stories of young agri-preneurs for Exposure										Total
	1.00	2.00	3.00	4.00	5.00	6.00	7.00	8.00	9.00	10.00	
Male	11	0	10	6	7	4	12	16	8	2	76
Female	7	2	4	6	16	4	8	20	12	5	84
Total	18	2	14	12	23	8	20	36	20	7	160

The t-test results in Tables 8 and 9 show the difference in gender of in and out of school youth on the level of participation in decision making on choosing success stories of young agri-preneurs for exposure. The result in Table 8 confirms a non-significant difference between male and female school youth (M = 6.818565, SD = 5.928806) (M = 6.669355, SD = 5.39385); t (359) =1.966594, p =0.574704) respectively on the level of consultation on success stories of young agri-preneurs for showcasing. Table 9 show that there is no significant difference between the level of participation of out of school male and female youth (M = 5.631579, SD = 7.542456) and (M = 6.25, SD = 6.671687); t (158) =1.975092, p =0.144208) respectively in decision making on success stories of young agri-preneursn for exposure.

Table 8. T test result on the difference of gender of school youth on level of participation in decision making on choosing success stories of young agri-preneursn for exposure

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
Male	237	6.818565	5.928806	359	1.966594	0.574704
Female	124	6.669355	5.39385			

Table 9. T-test results on the difference of out of school youth on level of participation in decision making on success stories of young agri-preneursn for exposure by gender

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
Male	76	5.631579	7.542456	158	1.975092	0.144208
Female	84	6.25	6.671687			

3.4 Comparison between in and out of school youth on level of participation in decision making on choosing success stories of young agri-preneurs for showcasing

The result in Table 10 shows the difference between in and out of school youth on the level of participation in decision making on choosing success stories of youth agri-preneurs for showcasing. From the t-test result school youth significantly differed with out of school youth (M = 6.767313, SD = 5.734595) and (M = 5.95625, SD = 7.136439); t (519) =1.964545, p =0.000629) respectively on level of decision making in choosing success stories of young agri-preneurs to be showcased with the former showing higher means (Table 10).

Table 10. T-test results on the difference of in and out of school youth on the level of participation in decision making on success stories of youth agri-preneurs for showcasing.

Respondents	n	Participation mean score	(Std Dev.)	df	t-value	P - value
School youth	361	6.767313	5.734595	519	1.964545	0.000629
Out of school youth	160	5.95625	7.136439			

3.5 Strategies proposed to increase participation of in and out of school youth in decision making on showcasing success stories of young agripreneurs for implementation of agricultural programmes

The result in Tables 11 and 12 provide the differences of in and out of school youth in the rating of the five strategies proposed to increase participation of young people in decision making on showcasing success stories by young agri-preneurs for motivation to implement agricultural programmes. The F-test result in Table 11 confirms that there is a significant difference (F = 23.69499, df = 361, p value < .01) among the strategies proposed to increase school youth's participation in decision making on choosing success stories by young agri-preneurs for showcasing. From the F-test result in Table 12, there is a significant difference (F = 23.62118, df =160, p value < .01) among the strategies proposed to increase participation of out of school youth in decision making on showcasing success stories by young agri-preneurs. The strategies suggested enhancing participation of school and out of school youth in decision making on showcasing success stories by young agri-preneurs were further subjected to Tukey post hoc test.

Table 11. ANOVA results on the differences of school youth on rating of five strategies proposed to increase their participation in decision making on showcasing success stories by young agri-preneurs for motivation to implement agricultural programmes

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	160.9178	5	32.18356	23.69499	0.00	2.21824
Within Groups	2933.806	356	1.358244			
Total	3094.724	361				

Table 12. ANOVA results on the differences in rating of five strategies proposed to increase participation of out of school youth in decision making on showcasing success stories by young agri-preneurs for motivation to implement agricultural programmes

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	137.0083	5	27.40165	23.62118	0.00	2.223495
Within Groups	1105.524	155	1.160046			
Total	1242.532	160				

The Tukey post hoc test results in Tables 13 and 14 present the differences in rating of the six strategies proposed to increase the participation of in and out of school youth in decision making on showcasing success stories by young agri-preneurs. Table 13 indicates that four out of the six strategies proposed were rated very important by school youth in increasing their participation in decision making on showcasing success stories by young agri-preneurs. With the exception of strategies 1 and 2 all the other strategies namely 5, 4, 6 and 3 were ranked very important with mean scores of (3.5 - 4.5). The Tukey post hoc test indicates that strategies 5, 4, 6 and 3 were similar but more significantly different effective in their importance in increasing participation of school youth in decision making than the rest as they had higher rank means (Table 13).

Table 13. Tukey post hoc test results on the differences in rating of six strategies proposed to increase participation of school youth in decision making on showcasing success stories by young agri-preneurs so as to motivate others to implement agricultural programmes

No	Strategies proposed to increase participation of school youth in decision making on showcasing success stories by young agri-preneurs	N	Subset for alpha = 0.05	
			1	2
1	Re-branding of agriculture with trendy names that appeal to youth will change their poor perception of the sector and embrace agriculture	361	3.3850	
2	Successful youth agri-preneurs to conduct campaigns in rural areas to demystify the notion that agriculture is for the old and uneducated people in society	361	3.5873	
3	Public education by young agri-preneurs to sensitize schools on proper usage of the school farm to a void portraying agriculture career as punishment	361		3.9391
6	The media to showcase communities that guard against ridicule of youth in agriculture and protect the their agribusiness activities from being vandalized	361		4.0222
4	Public-private award scheme that will recognize and reward successful youth agri-preneurs and thus motivate those interested in agriculture	361		4.0277
5	Forming agribusiness clubs at community level where successful agri-preneurs can mentor out of school youth, share ideas, experiences and showcase their success	361		4.1524
Sig.			.182	.137

The Tukey post hoc test results in Table 14 shows that there is a significant difference (F = 23.62118, df =160, p value < .01) among the six strategies proposed to increase participation of out of school youth in decision making on showcasing success stories by young agri-

preneurs. The result shows that strategy 5 was significantly different with highest mean rating (M = 4.231) compared to the rest. Strategy 5 advocated for the formation of agribusiness clubs at community level where successful agri-preneurs can mentor out of school youth, share ideas, experiences and showcase their success stories in order to motivate other youth. Strategies 4, 3 and 6 had similar but significantly higher mean ratings than strategies 2 and 1 (Table 14).

Table 14. Tukey post hoc test results on the differences in rating of strategies proposed to increase participation of out of school youth in decision making on showcasing success stories by young agri-preneurs for motivation to implement of agricultural programmes

No	Strategies proposed to increase participation of out of school youth in decision making on showcasing success stories by young agri-preneurs	N	Subset for alpha = 0.05		
			1	2	3
1	Re-branding of agriculture with trendy names that appeal to youth will change their poor perception of the sector and embrace agriculture	160	3.206		
2	Successful youth agri-preneurs to conduct campaigns in rural areas to demystify the notion that agriculture is for the old and uneducated people in society	160	3.381		
6	The media to showcase communities that guard against ridicule of youth in agriculture and protect their agribusiness activities from being vandalized	160		3.888	
3	Public education by young agri-preneurs to sensitize schools on proper usage of the school farm to a void portraying agriculture career as punishment	160		3.913	3.913
4	Public-private award scheme that will recognize and reward successful youth agri-preneurs and thus motivate those interested in agriculture	160		4.15	4.15
5	Forming agribusiness clubs at community level where successful agri-preneurs can mentor out of school youth, share ideas, experiences and showcase their successes	160			4.231
	Sig.		.694	.248	.087

3.6 Relationship between the level of participation in decision making on showcasing success stories by young agripreneurs and the level of implementation of agricultural programmes by in and out of school youth

Tables 15 and 16 and Figure 1 show the regression and correlation results on the relationship between the level of participation in decision making on showcasing success stories by young agri-preneurs and the level of implementation of agricultural programmes by school youth.
The regression and correlation results (Table 15 and 16) indicate a significant positive correlation (R = 0.3, p < .0.01) between the level of participation in decision making on showcasing success stories by young agri-preneurs and level of implementation of agricultural programmes by school youth.

Table 15. Regression results on level of participation in decision making on showcasing success stories by young agri-preneurs and level of implementing agricultural programmes by school youth.

Regression Statistics	
Multiple R	0.54777033
R Square	0.300052334
Adjusted R Square	0.298102619
Standard Error	2.123734202
Observations	361

Table 16. Correlation coefficient results on level of showcasing of youth agri-preneurs on level of participation in implementing agricultural programmes by school youth.

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	2.652925529	0.345125	7.68685	0.00	1.974204	3.331647	1.974204	3.331647
XVariable1	0.559408525	0.045094	12.40546	0.00	0.470727	0.64809	0.470727	0.64809

The scatter plot graph Figure 1 shows the relationship between the level of participation of school youth in decision making on showcasing success stories by young agri-preneurs and the level of implementation of agricultural programmes. The outcome in Figure 1 confirm that school youth are likely to participate in implementing agricultural programmes as a result of being exposed to more success stories of young agri-preneurs. Success stories of young agri-preneurs to school youth accounts for 30 % (R^2 = 0.30) increase in their level of participation in implementation of agricultural programmes, with the remaining 70% being explained by other factors. From the result, showcasing the successes of other youth in agriculture might act as a motivating factor and thus change the negative mindset of many young men and women that agriculture is a career worth pursuing.

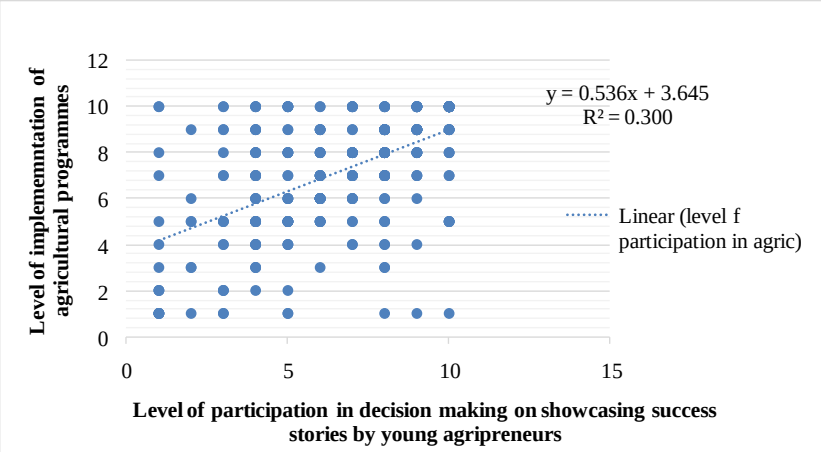

Figure 1. *Scatter plot on level of participation in decision making on Showcasing success stories by young agri-preneurs and level of implementation of agricultural programmes by school youth*

The regression and correlation results in Tables 17 and 18, respectively and Figure 2 show the relationship between the level of participation of out of school youth in decision making on success stories of young agri-preneurs and the level of implementation of agricultural programmes. From the results there is a positive significant correlation ($R = 0.438762$, $p < .0.01$) between the level of participation in decision making on showcasing success stories by young agri-preneurs and level of implementation of agricultural programmes by out of school youth.

Table 17. Regression results on level of participation in decision making on showcasing success stories by young agri-preneurs and level of implementing agricultural programmes by out of school youth.

Regression	
Multiple R	0.662391
R Square	0.438762
Adjusted R Square	0.43521
Standard Error	1.721644
Observations	160

Table 18. Correlation coefficient results on level of participation in decision making on showcasing success stories by young agri-preneurs and level of implementing agricultural programmes by out of school youth.

	Coefficients	*Standardd Error*	*t Stat.*	*P-value*	*Lower 95%*	*Upper 95%*	*Lower 95.0%*	*Upper 95.0%*
Intercept	3.285972	0.341651	9.617918	0.00	2.61118	3.960764	2.61118	3.960764
X Variable 1	0.574479	0.05169	11.11399	0.00	0.472387	0.676571	0.472387	0.676571

Figure 2 shows the linear correlation relationship between the level of participation of out of school youth in decision making on showcasing success stories by young agri-preneurs and the level of implementation of agricultural programmes. The linear correlation analysis result indicate that participation in decision making on showcasing success stories by young agri-preneurs accounts for 43.8% ($R^2 = 0.438$) increase in the level of implementation of agricultural programmes. The remaining 56.2% of the variation would be as a result of other factors.

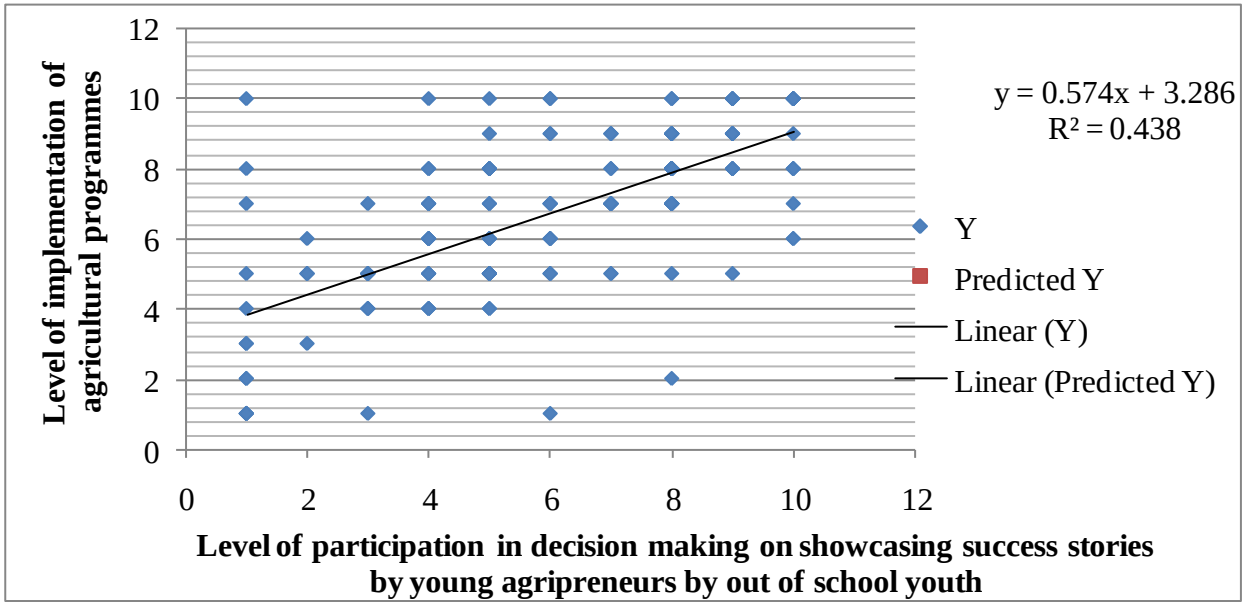

Figure 2. *Scatter plot on level of participation in decision making on Showcasing success stories by young agri-preneurs and level of implementation of agricultural programmes by out of school youth.*

The result Figure 2 implies that an increase in the level of showcasing of success stories of young agri-preneurs leads to an increase in the level of participation in implementation of agriculture programmes by out of school youth. The results in Figure 2 demonstrate that out of school youth are likely to implement more agricultural programmes as a result of being exposed to success stories of youth who have ventured into agribusiness and are making profits. From the results exposing out school youth to agri-enterprises of other young people has a positive effect since it is likely to motivate them to implement enterprises of their own as a source of income, and thus eliminate the notion that agriculture is a career of the worst resort meant for the old, uneducated and educational failures.

4. Discussion

4.1 Level of Exposure of in and out of school youth to Success Stories by young agri-prenuers for motivation to implement agricultural programmes by gender

The result score of 8 to 10 on the likert scale indicates a high level of exposure of school youth to success stories of young agri-preneurship (Table 1). Similarly, the result score of 8 in Table 2 implies that out of school youth experience a high level of exposure to success stories of young agri-preneurship. The t-test results in Tables 3 confirm that both male and female school youth have same level of exposure to success stories by young agri-preneurs. The t-test result in Table 4 corroborate that the out of school male and female youth similarly do not differ on the level of exposure to success stories of young agri-preneurs.

Therefore school youth get exposed to success stories by young agri-preneurs irrespective of gender, and they have the same opportunity to engage in the learning activity without sex bias. Similarly, when agriculture teachers invite young agri-preneur as a guest speakers or role models to speak to the youth on agribusiness career for exposure an equal opportunity is granted to all the youth to attend and interact with the exemplar. Consequently, gender of school youth did not have a significant difference on the level of exposure to the success

stories of young agri-preneurs and therefore it would not affect implementation of programmes. Youth out of school who participated in the study were registered with youth groups involved in promoting agricultural extension programmes for self reliance. The involvement of youth groups in agriculture is recognized by the Ministry of agriculture, livestock and fisheries development as the approach to reach young people. So, in such a case the agricultural extension officers may invite role models in agribusiness to share their success stories with youth group members. In such an arrangement all the group members are free to attend and interact with the young exemplar invited without bias as a result of gender.

4.2 Difference between in and out of school youth on level of exposure to success stories by young agri-preneurs for motivation to implement agricultural programmes

School youth were significantly more exposed to the success stories of young agri-preneurs compared to out of school youth, since they registered a higher participation mean (Table 5). The finding corroborates with what would be expected because while in school youth might be taken for educational trips or agricultural shows. During such educational trips the youth tour agri-firms or agricultural show stands exhibited by agri-preneurs and share experiences. Youth out of school youth on the other hand may not get the financial support to go for such tours or to attend agricultural shows for such an exposure, most probably because most parents may not be in a position to sponsor their sons and daughters hence the outcome.

4.3 Level of participation of in and out of school youth in decision making on choosing success stories of young agripreneurs for showcasing as motivation to implement agricultural programmes by gender

The result indicates a high level of participation of school youth in decisions of choosing the success stories of young agri-preneurs for showcasing by gender (Table 8). The result suggests that both male and female school youth participate in the decisions of choosing success stories of young agr-preneurs for showcasing. This implies that that agriculture teacher consult both male and female school youth on the success stories for agri-preneurship showcase to motivate adolescents implement agricultural programmes.

Table 9 indicates that both gender of out of school youth are consulted for their views concerning the success stories by young agri-preneurs they deem necessary for showcasing to acquire learning experience and motivation to implement agricultural programmes. The level 8 and above in the likert scale are the highest on the ladder of participation in decision making as suggested by (Arnstein 1969; Hart 1992), and an indication that out of school male and female youth were highly consulted on the success stories of young agri-preneurs to be showcased. The youth who participated in the study were registered with youth groups under the ministry of agriculture and were engaged in agricultural activities for creation of livelihoods, from the result it is possible that the ministry engages them for their views on the success stories of agri-preneurs they wish to be exposed to and these would include visiting agri-farms to acquire more and specialized skills, agricultural shows, Trade fare exhibitions and field educational trips.

4.4 Comparison between in and out of school youth on level of participation in decision making on choosing success stories of young agri-preneurs for showcasing

School youth showed a higher level of participation in decision making than out of school youth on choosing success stories of young agri-preneurs for showcasing (Table 10). Youth in school are expected to go for field trips and visits and also attend agricultural shows for

learning purposes; hence they are more consulted unlike out of school youth who may not be sponsored by parents to go for such trips. By use of ICTs, school youth may also be exposed to several success stories of young agri-preneurs locally or internationally and during class discussions their views may be considered by the agriculture teacher as to which success story they think worth showcasing.

4.5 Strategies proposed to increase participation of in and out of school youth in decision making on showcasing success stories of young agripreneurs for implementation of agricultural programmes

The Tukey post hoc test result in Table 13 confirmed that strategies 5, 4, 6 and 3 were similar but more significantly different in their importance in increasing participation of school youth in decision making than the rest as they had higher mean ranks. The Tukey post hoc test result in Table 14 shows that strategy 5 is significantly different with highest mean rating (M = 4.231) compared to the rest. Strategies 4, 3 and 6 had similar but significantly higher mean ratings than strategies 2 and 1 (Table 14). The strategies 4, 3 and 6 rated by out of school youth Table 14 are the same as described under school youth (Table 13). From the results (Tables 13 and 14) it is notable that both in and out of school youth were in concurrence that strategies 5, 6, 4 and 3 are more significantly very important than strategies 1 and 2 in enhancing their involvement in decision making on showcasing success stories of young agri-preneurs as motivation for adolescents to implement agricultural programmes. Strategy 5 is outstanding in responses from both in and out of school youth. Strategy 5 advocated for the formation of agribusiness clubs at community level where successful agri-preneurs could mentor school youth, share ideas, experiences and showcase their successes. Therefore there is urgent need to form agri-clubs in the rural areas as this would allow successful young agri-prenuers to showcase their successes, share ideas and experiences with other youth and in the process motivate some.

Strategy 4 proposed the formation of a public-private award scheme that would recognize and reward successful young agri-preneurs and thus motivate those interested in agriculture. Strategy 6 suggested that the media should showcase communities which guard against ridicule of youth who have ventured into agriculture and protect their agribusinesses from being vandalized. Strategy 3 advocated for public education by young agri-preneurs to sensitize schools on proper usage of the farm to avoid portraying agriculture career as punishment. The observation on strategy 5 corroborate Abdullah and Terengganu (2013) who recommend for aggressive promotions of agripreneurship at community level in the form of agriculture festivals to encourage youth to participate in the implementation of agricultural programmes.

4.6 Relationship between the level of participation in decision making on showcasing success stories by young agripreneurs and the level of implementation of agricultural programmes by in and out of school youth

Tables 15, 16, 17 and 18; and Figures 1 and 2 on the relationship between the level of participation in decision making on showcasing success stories by young agripreneurs and the level of implementation of agricultural programmes by in and out of school youth demonstrate consistent trend. There is a positive significant and linear correlation between the level of showcasing of success stories of young agri-preneurs and the level of participation in implementation of agriculture programmes by the youth. The observation concurs with (Buragohain, Bordoloi, Lego, Hussian and Saikia 2018) who note that the level of participation in the management of agricultural activities of rural youth increased with an increase in the level of exposure to training and media. Similarly Luckey, Murphrey,

Cummin and Edwards (2013) note that students' appreciation of agriculture as being important in their lives and their communities increased with exposure to AgVenture, programme. Therefore, exposing youth or individuals to the successes of other people motivates them to do the same activity better because seeing is believing. The results are in line with Cheteni (2018) who found a positive correlation between youth programmes, resources and their participation in programme activities.

Therefore, the study hypothesis which indicated that there is no significant difference in the participation of in and out of school youth in decision making on showcasing of success stories by young agri-preneurs to motivate youth to implement agricultural programmes is therefore rejected.

5. Conclusion

There was a positive significant and linear correlation between the level of participation in decision making on showcasing of success stories by young agripreneurs and the level of implementation of agricultural programmes by youth in ($R = 0.30$, $p < 0.01$) and out ($R = 0.438762$, $p < 0.01$) of school. Youth in and out of school concurred that strategies 5, 6, 4 and 3 were more significantly very important than the rest in increasing their participation in decision making on showcasing events. Strategy 5 was outstanding in significance as most effective enhancing youth participation in decision making on showcasing for both in and out of school respondents.

6. Recommendations

The study confirms that the strategy to engage youth participation in decision making on showcasing success stories of young agri-preneurs for motivation improves implementation of agricultural programmes that concern them since it offers mechanisms to take care of the challenges, interests, experiences, aspirations and concerns. Thus stakeholders dealing with youth on showcasing success stories by young agri-preneurs for motivation to improve implementation of agricultural programmes should find means and mechanisms of involving them in decision making for ownership of the events. The engagement would result in successful implementation processes hence success in attainment of the goals as inferred in this study. All the strategies proposed, and particularly those identified as more significantly very important, and the pertinent issues therein should therefore be addressed. The strategies should be put in place to enhance participation on showcasing success stories by young agri-preneurs to motivate adolescents implement agricultural programmes to benefit and make them self-reliant in their youthful stage of life. The independence of the youth would make the young people to become persons who are in control of their lives as they transit to adulthood.

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