Investigating the agricultural sector as a provider of youth employment in the North West Province

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ABSTRACT

The majority (66%) of the unemployed youth in South Africa are (15-34 years). Agriculture is a significant sector in the South African economy and remains a significant employment provider. This study aimed to investigate the agricultural sector as a provider of youth employment in the North West Province. A descriptive cross-sectional research design was employed to guide the study. A total of 120 unemployed youth from different households in the Dr Kenneth Kaunda District were selected for this study using the purposive sampling technique. A standardised questionnaire used for a similar study within the North West Province was adapted, pre-tested and used for this study. Data were analysed descriptively and inferentially using Statistical Software Package (Stata 16.1). Findings from the study showed that most (51%) unemployed youth were below 25 years old.

The majority (80%) of the respondents reportedly searched for jobs in the last year, and most (60%) had no high school certificate. Unavailability of employment, lack of needed jobs, and neglect of job-seeking efforts affected youth employment. The majority (76%) of the respondents grew up in an agriculture-oriented family, but the majority (80%) had no formal farming experience and (87%) have no agricultural education. Common barriers to training and education of the youth in agriculture were lack of minimum requirements for training in agriculture (35%), lack of information (33%), inadequate finances (28%) and poor support from family (13%). Just a few (11.4%) of the youth in their current study had access to land for farming with lesser youth (7%) possessing the resources to start farming. It is recommended that the government establish and resource agricultural information centres to provide technical support for the youth and others who wish to venture into agribusinesses. Agricultural colleges should also work with FET colleges to provide agricultural skills development training centres for the youth who do not meet higher education requirements.

Keywords: Youth, Unemployment, Agriculture, North-West Province, South Africa.

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LIST OF ABBREVIATIONS

AET	Agriculture Education and Training
AIDS	Acquired Immune Deficiency Syndrome
FET	Further Education and Training
FAO	Food and Agricultural Organization
GDP	Gross Domestic Product
HIV	Human Immunodeficiency Virus
KMO	Kaiser-Meyer-Olkin
ILO	International Labour Organization
NDA	National Development of Agriculture
NDP	National Development Plan
NEET	Not in employment, education and training
OECD	Organisation for Economic Co-operation and Development
PLAS	Proactive Land Acquisition Strategy
PDA	Provincial Departments of Agriculture
SONA	State of The Nation Address
TVET	Technical and Vocational Education and Training
QES	Quarterly Employment Survey
QLFS	Quarterly Labour Force Survey
SAPS	South African Police Services
4IR	Fourth industrial revolution
WEF	World Economic Forum

CHAPTER 1 : SCOPE AND NATURE OF THE STUDY

1.1 INTRODUCTION

Youth employment and economic empowerment are essential components of a strong foundation of any society (United Nations, 2019). Having decent work is essential for the youth, their communities and countries (United Nations, 2019). However, young people around the world are finding it increasingly difficult to find jobs (Ashton, 2005; Statistics South Africa, 2020a). Unemployment is a global problem affecting the youth (Harvard *et al.*, 2018). To address unemployment successfully, a distinction should be drawn between different types of unemployment. There are three types of unemployment: frictional, structural, and seasonal (Levernier, & Yang, 2011). Frictional unemployment refers to temporary unemployment during the period when someone is searching for a job. Structural unemployment is the mismatch between workers' skills or locations and job requirements. Seasonal unemployment is caused by seasonal changes in activities', such as in tourism or agriculture.

Unemployment, specifically amongst the youth, has been declared a national crisis by the 6th administration (Morotoba, 2018a; Statistics South Africa, 2020a). High levels of unemployment among youths can lead to an increased sense of exclusion and frustration with negative impacts on physical and mental health, which creates a vicious cycle (Dagume & Gyekye, 2016; Milner *et al.*, 2014; Zhaoli Song *et al.*, 2009). To break the intergenerational poverty chain, especially in South Africa, the past struggles have left the country divided and unequal, investing in the youth is crucial. Youth is one of the crucial stages of life in which support can make significant differences (United Nations, 2019). Consistent political will is required to reduce youth unemployment through economic and other reforms, to ensure positive results in the short, medium and long terms (Statistics South Africa, 2020a; United Nations, 2015).

1.2 BACKGROUND

The youth unemployment phenomenon has manifested itself in many regions worldwide, contributing to both developed and developing nations (Aardt, 2012; Atta-Asamoah, 2020; The African Capacity Building Foundation, 2017). Globally, one-fifth of young people currently have NEET status, which means they are neither gaining experience in the labour market, nor receiving an income from work, nor enhancing their education and skills (United Nations, 2019). The situation has reached critical stages (OECD, 2015; Shankar *et al.*, 2016; Statistics South Africa, 2020a). According to 2020 data released by the Statistics South Africa (2020a), the 43.2% youth (15-34 years) unemployment rates in South Africa are ranked the highest globally. Unemployment is arguably the single most significant obstacle to poverty reduction in South Africa (World Bank Group, 2018).

The impact of unemployment is mostly experienced by young South Africans (Statistics South Africa, 2020b). According to the Quarterly Labour Force Survey (QLFS), approximately 8.2 million (40.1%) of South Africa's young people aged between (15 to 34) are not in employment, education or training (Statistics South Africa, 2020c). The causes of South African youth unemployment are a combination of low demand for labour, due to the increasingly skills-intensive orientation of the South African economy, and substandard supply, caused by the emergence of risky low-skilled youth (De Lannoy *et al.*, 2018; Morotoba, 2018b; OECD, 2015). It is exceedingly difficult for these unemployed young people to exit unemployment, and it is expected that a significant number of today's unemployed youth will never achieve formal sector employment (Maluleke, 2020; Statistics South Africa, 2020a).

Youth unemployment has remained stubbornly high (Figure 1.1). The Quarterly Labour Force Survey (QLFS) for the fourth quarter of 2019 reported that the official unemployment rate stood at 29.1%, which was the highest joblessness rate since 2009 before 2020. This figure increased to 30.1% in the first quarter of 2020 (Statistics South Africa, 2020a). More worryingly, 63.3% of the total unemployed people in South Africa are 15-34 years of age. According to Statistics South Africa, in the first quarter of 2020, the unemployment rate among the youth aged between

15 and 24 was 59%. Youth unemployment has reached crisis proportions in South Africa and remains one of the country's significant challenges.

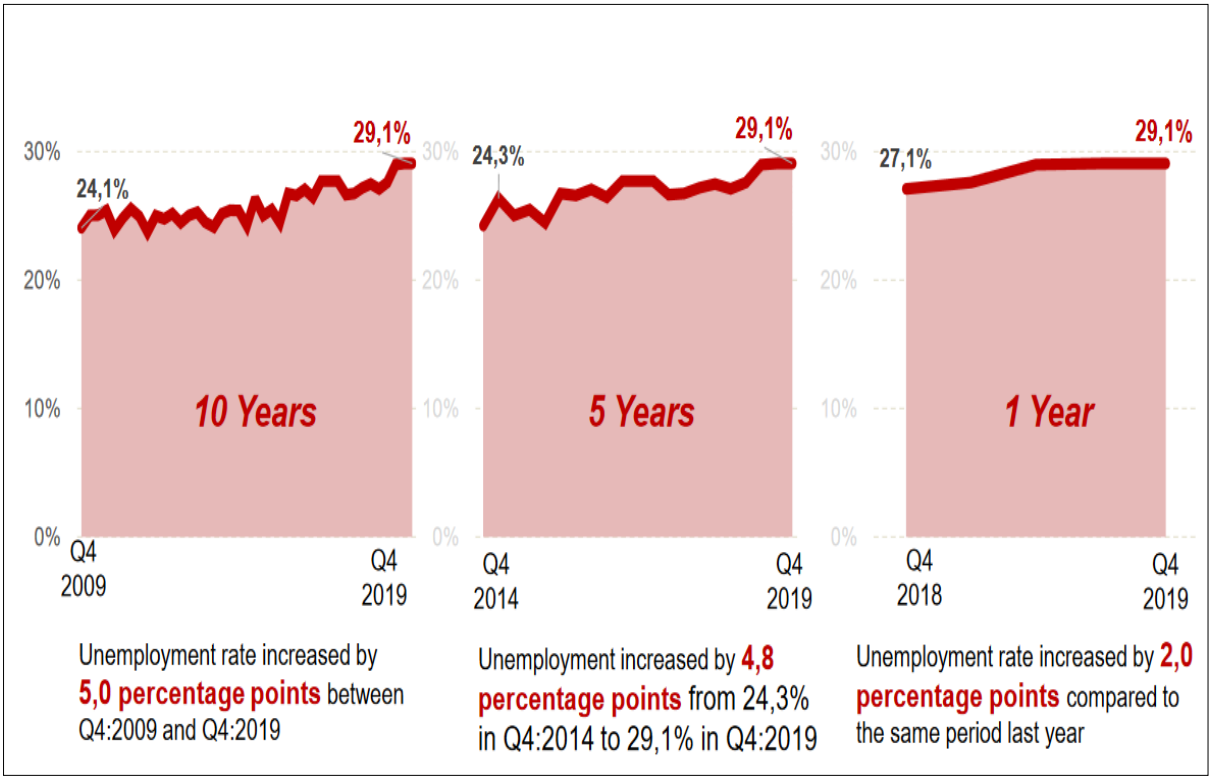

Figure 1.1 Unemployment rate from Q4:2009 to Q4:2019

[Source: Adapted from Stats SA 2019]

South Africa's unemployment rate is high for both youth and adults; though, the unemployment rate among the youth (15-24) currently stands at an alarming 59% and is one of the highest globally (Maluleke, 2020; United Nations, 2019). Youth unemployment is not unique to South Africa; it is a global phenomenon (International Labour Organization, 2020a, 2020b). However, South African youth are more vulnerable than the rest of the world with the highest unemployment rate (Statistics South Africa, 2020a). Many have already experienced years of rejection in looking for jobs, leading to intense emotional and psychosocial problems (Kawohl & Nordt, 2020; McKee-Ryan *et al.*, 2005; Wanberg, 2012).

While South Africa is far from realising the employment, goals set out in the National Development Plan 2030, there are pockets of progress being made in creating jobs for young people. During the State of the Nation Address (SONA) 2020, it was recognised that South Africa is confronted with a youth unemployment crisis. To

address the youth unemployment problem, the President has implemented a Presidential Youth Employment Intervention under six priority actions over the next five years (Dicks, 2020). The interventions create pathways for three million young people (14-35 years) into the economy (Dicks, 2020).

Primarily, South Africa's economy has been rooted in farming and mining due to the favourable agricultural conditions and the mammoth deposits of minerals such as gold (Maluleke, 2020; Strauss *et al.*, 2020). As a result, the South Africa economy is primarily driven by mining, agriculture, manufacturing, trade, financial services, transport, and tourism (Maluleke, 2020; Strauss *et al.*, 2020). Agriculture is a crucial sector in the South African economy and remains a significant employment provider, especially in rural areas (Oduniyi, 2018). Agriculture's prominent, indirect role in the economy is backward and forward linkages to other sectors (Oduniyi, 2018; Ortmann, 2005; Ortmann & King, 2010). Purchases of goods such as fertilisers, chemicals and implements form backward linkages with the manufacturing sector, while forward linkages are established through supplying raw materials to the manufacturing industry (Sebola, 2018). About 70% of agricultural output is used as intermediate products in the sector. Agriculture is, therefore, a crucial sector and an important engine of growth for the rest of the economy (Oduniyi, 2018; Ortmann, 2005; Sebola, 2018).

Agriculture is a vital means through which poverty and unemployment can be addressed (Development Bank of Southern Africa, 2011). An estimated 7% of employment in South Africa is provided by the agricultural sector, producing about 3% of South Arica's Gross Domestic Product (GDP). Millions of South Africans are directly or indirectly dependent on agriculture for their employment and income (Water Research Commission, 2017).

Agriculture Education and Training (AET) plays an essential role in preparing South Africans to make a productive contribution to the agricultural sector (Ortmann & King, 2010; Water Research Commission, 2017). South Africa will not reap the agriculture sector's benefits without a well-educated, skilled youth willing to take agricultural employment or venture into agricultural businesses. The dividends

include providing the population with safe food for improved nutrition and the health of human resources, sustained agricultural production and economic growth (Development Bank of Southern Africa, 2011; Ortmann, 2005; Sebola, 2018). Therefore, AET institutions need to be relevant, purposive, and evidence-based in producing the required human resources for the agricultural sector.

Higher Agricultural Education Institutions are expected to play a leading role in agriculture and training systems at the national level (New Partnership for Africa's Development, 2015). There is a movement for black communities to own farms within disadvantaged areas. The government has implemented projects that support black emerging farmers to obtain critical farming skills through Proactive Land Acquisition Strategy (PLAS) (Antwi & Nxumalo, 2014; Department of Land Affairs, 2006; Mahlangu, 2017; Malatji, 2017). Though the programme chopped some successes, people in agriculture still requires the necessary competency, training and resources to be productive and efficient (Antwi & Nxumalo, 2014; Tabi *et al.*, 2010).

A significant proportion of the unemployed people in South Africa are within the agile groups: about 59% of the youth (15-24) and 43% of the young people (15-34) looking for unavailable jobs from the various sectors. Meanwhile, South Africa has an agriculture friendly soil and weather with the necessary technology for the youth to flourish in the agriculture sector. Secondly, there is government support for the youth who venture into the agricultural sector. Although there are some difficulties in taking up agriculture as a profession or trade, it is lucrative and can serve as a lever to reduce the high rates of youth unemployment in the country (Girard, 2017).

This study sought to examine and describe the factors that influence youth unemployment and how the agricultural sector could serve as an alternative youth employment route in the North West Province of South Africa. Factors such as education, work experience, access to suitable land and resources, prior knowledge in agriculture and willingness to receive training and work in the agricultural sector were examined.

1.3 PROBLEM STATEMENT

The word “unemployment” is one that has become disturbingly well-known to many South Africans (Aardt, 2012). It is a condition with which residents have become far too familiar, and the problem particularly holds significant relevance for the country's youth. Likewise, statistics show that more than four in every ten young people (15-34 years) do not hold any form of jobs (Statistics South Africa, 2020a, 2020c, 2020b). According to the 2020 first-quarter findings of the Quarterly Labour Force Survey (QLFS), about 7.1 million South Africans are unemployed (Statistics South Africa, 2020a). Compared with the last quarter of 2019, this is an increment of 344 000 people. In percentages, the unemployment rate of South Africa is 30.1% of the population, meaning about one-third of the population of South Africa is unemployed.

It is worrying to see that about 66% of the 7.1 million unemployed South Africans are young people (15-34 years) whose energy could be leverage to increase South Africa's GDP. Also, 43.2% of young people (15-34 years) and 59% of the youth (14-24 years) are unemployed. These are far higher than the national average of 30.1%. Of great concern is 33.1% of the youth who have graduated from higher education institutions and are unemployed (Statistics South Africa, 2020a). Many (3.5 million; 34.1%) of the youth (15-24) are neither employed nor registered in any education nor training (NEET) in South Africa. Similarly, about 41.7% of young people are not employed nor in education or training (Statistics South Africa, 2020a).

According to the Provincial results of the last quarter QLFS of 2019, North West Province came second to the Northern Cape Province in youth unemployment rates. Statistics South Africa reported that the official unemployment rate increased in seven of the nine provinces in South Africa (Statistics South Africa, 2019). More and more youth find it difficult to enter the labour market, not just in a developing country like South Africa, but worldwide (Aardt, 2012; Atta-Asamoah, 2020; International Labour Organization, 2020a,b; United Nations, 2019). Young people face difficulties engaging with the labour market (International Labour Organization, 2020a; Statistics South Africa, 2020b). Lack of appropriate level of education, skills and experience, and lack of available jobs influence the youth's ability to secure

employment in South Africa (Vukovic *et al.*, 2015). All over the world employers are seeking skilled and educated employees with working experience, making unskilled and inexperienced people a high-risk investment (Statistics South Africa, 2020a). South Africa is experiencing, mainly, structural unemployment because young jobseekers do not have the right qualifications or match the right skill profile of a job (Mncayi, 2016).

Poverty is also one of the main factors that further complicated the youth's environment (Aardt, 2012; International Labour organisation, 2019). Some of these young people are becoming discouraged with the labour market. More and more youth are dropping out of schools to seek work to provide for the household (Dagume & Gyekye, 2016). As a result, it compromises their ability to get proper employment and consequently adding to unemployment statistics. Thus, unemployment figures are rising to a level where even people with matric certificates or degrees are also struggling to get jobs (Dagume & Gyekye, 2016; Statistics South Africa, 2020a).

Most underprivileged households are dependent on government social grants, and some have no source of income. This setback is the most significant stressor for most households as it is an indicator of inequality and poverty within South Africa's societies (Rankin & Roberts, 2011). Poverty influences access to water, sanitation, electricity and safe homes, influencing unemployment (van Jaarsveld *et al.*, 2011). However, the lack of or limited jobs forces some youth to relocate to other provinces for better job opportunities. Those who cannot afford to go to other provinces remain unemployed, and some give up on their dreams, and others are still looking (Ngcaweni, 2017).

The current wave of the fourth industrial revolution presents an opportunity and a challenge as it has the potential to disrupt almost every industry through large-scale automation, requiring adjustments to labour market structures (Piggin, 2016). Many young people do not have skills that match the labour market structure that has become more technology-driven and highly skill-dependent (Maynard, 2015). Youth

unemployment further jeopardises skills development required to sustain economic growth.

Employability of young people is very important since any country's stability relates to its unemployment status (Rankin & Roberts, 2011). Thus, South Africans must explore all alternatives to create more jobs and opportunities for the youth. This study sought to investigate the agricultural sector as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province.

1.4 RESEARCH QUESTIONS

A research question clearly defines the research problem and gives direction for a study's appropriate research methods (Ratan *et al.*, 2019). A research question proposes the possible expected outcome of the study. Research questions give an explicit vision of the data collected in the research's empirical phase, and they occupy a pivotal position in research (Ratan *et al.*, 2019). This study was guided by the research questions below.

1.4.1 Primary Research Question

Is agriculture a possible solution for unemployed youth in Dr Kenneth Kaunda District Municipality of the North West Province?

1.4.2 Secondary Research Questions

- What are the profiling characteristics of unemployed youth in the Dr Kenneth Kaunda District Municipality of the North West Province?
- What is the relationship between youth unemployment and their level of education?
- What is the unemployed youth's perception on agriculture as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province?

1.5 OBJECTIVES OF THE STUDY

Research objectives characterise the overall purpose of the study (Farrugia *et al.*, 2010). The purpose of this study is to determine if agriculture is a possible solution for unemployed youth in rural areas. The following primary and secondary objectives are employed in this study:

1.5.1 Primary Objective

This study's primary objective is to investigate the agricultural sector as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province. This objective is explored through the following secondary objectives:

1.5.2 Secondary Objectives

The secondary objectives of this study are to:

- Investigate the profiling characteristics of unemployed youth in the Dr Kenneth Kaunda District Municipality of the North West Province.
- Investigate the relationship between the level of education and youth unemployment status in the Dr Kenneth Kaunda District Municipality of the North West Province.
- Describe the unemployed youth's perception on agriculture as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province.

1.6 SCOPE OF THE STUDY

Youth unemployment has been one of the most persistent and unmanageable problems facing all industrial countries of the world. North West is predominantly a rural, poverty-stricken province with a very high unemployment rate with mining and agriculture's main economic activities. The North West Province comprises four Districts Municipalities: Ngaka Modiri Molema, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompati and Bojanala Platinum. The study's scope is to investigate the

Agricultural Sector in the North West Province, as a youth employment prospect to enhance the probability of securing a job. Furthermore, to identify the current barriers the youth experience within the labour market, focusing on the Dr Kenneth Kaunda District Municipality. This study's target population was the unemployed youth in the rural settlements situated in the Dr Kenneth Kaunda District Municipality in the North West Province.

1.7 SIGNIFICANCE OF THE STUDY

This study contributes to the continuous academic discourse on youth unemployment, especially in South Africa. Recommendations were made for policy and practice in policy reform and interventions to reduce unemployment through the agriculture sector.

1.8 LAYOUT OF STUDY

The mini dissertation was presented as follows:

1.8.1 Chapter 1: Nature and Scope of the Study

The first chapter of this study gives an overview of the study. It comprises the introduction, background, problem statement, research questions, research objectives, and the rationale of the study.

1.8.2 Chapter 2: Literature Review

The second chapter focused on empirical and theoretical literature on youth unemployment globally, sub-Saharan Africa and South Africa. The chapter also explored tackling youth unemployment and how the Agriculture sector could be used to resolve youth unemployment.

1.8.3 Chapter 3: Research Methodology

The third chapter vividly explained the methods and tools used for the study and the analytical approach to the data collected. The target population and sample were also described.

1.8.4 Chapter 4: Empirical Investigation

The results obtained from the study were presented in this chapter. These include a description of the participants' demographic characteristics, the factor analysis of the items on the research questionnaire the inferential statistics showing the relationship and correlation among the variables under study.

1.8.5 Chapter 5: Conclusion and Recommendations

The final chapter consists of the main findings of the study and recommendations and conclusion.

1.9 CHAPTER SUMMARY

Chapter one presents an overview of the study. This chapter also includes the study's introduction and background, comprising a general description of youth employment and economic empowerment. Chapter one also highlights youth unemployment, causes and outcomes and the influence that politics may have on youth unemployment. The background highlights the issues of youth unemployment in the global and South African context, and the essence of agriculture is one of the important sectors in the South African economy.

A discussion of the importance of agriculture in addressing youth unemployment and poverty was also presented in the background. Furthermore, the problem of youth unemployment in South Africa is expanded in the problem statement. The youth's challenges to secure employment in the labour market were also described in the problem statement. This chapter also described the research questions, study objectives, conceptual definitions, and scope. Contribution of the study and an overview of the study's layout was also presented in this chapter. Chapter two presents the literature review.

CHAPTER 2 : LITERATURE REVIEW

2.1 INTRODUCTION

The second chapter focused on empirical and theoretical literature on youth unemployment globally, sub-Saharan Africa and South Africa. The chapter also explored how institutions and countries have to challenge youth unemployment and the role the agriculture sector could play in resolving youth unemployment. Empirical and grey literature were sourced from Scopus, PubMed, Google Scholar and ProQuest by an experienced librarian. The selection of the literature was based on its relevance to the topic under study. The content of the literature included in this study was synthesises using content analysis. Contrasting and corroborating evidence was presented as found in the literature to avoid bias.

2.2 WHAT IS UNEMPLOYMENT

Unemployment is a multifaceted concept which could be defined strictly or loosely (Akindola, 2017). Strictly, unemployment is defined as individuals (who are 15 years and above) who are not gainfully employed or self-employed for at least seven days before the unemployment survey but desires to work within the period and searched for a job four weeks before the interview. The strict definition does not provide room for sick people, have family engagements, or are simply given up on searching for a job due to frustration nor does it consider those who have accepted a job offer and are yet to start (Akindola, 2017).

Unemployment is classified as a person being without work but actively looking for work (International Labour organisation, 2020b; World Bank Group, 2018). It is a phenomenon that has power over people's livelihood and well-being (World Bank Group, 2018). During the 19th century, unemployment was seen as a risk inherent in industrialist economies. Many sociologists and economists have debated the concept since the early 1840s. The causes, consequences and solutions vary from various countries related to the types of unemployment they confront. However, previous studies have also shown that unemployment has an enormous effect on

economic growth globally. Hence the International Labour Organization (ILO) defined unemployment as people without work and actively looking for work (during a specified period), and that is available for work as well as people who are out of work but have already accepted an offer and waiting to start in the next two weeks (International Labour Organization, 2020a). According to the ILO, individuals who were appointed but are yet to start the job, those who do not search for a job during the stated period and those preparing documentation to travel outside a country are also counted as unemployed (International Labour Organization, 2020a; Wanberg, 2012). Many countries have adopted the ILO definition of unemployment. As adopted by South Africa, the ILO definition will form the conceptual definition of unemployment in this study as this study is being conducted in the legal context of South Africa.

2.2.1 Effect of Unemployment on psychosocial health

Prolonged unemployment affects the psychosocial health of individuals. Some effects include stress, loss of self-esteem, loss of social identity, the anxiety of losing spouse, just to mention a few. In a literature review conducted by Wanberg (2012), individuals who display personality traits extroversion, openness to experience, agreeableness, conscientiousness, self-esteem, and job search efficacy are likely to overcome unemployment status quicker. Young people (18-24) and Individuals in mining, agriculture and forestry are at higher risk of underemployment. Individuals who plan their career, search job carefully and deliberately are more likely to be happy with their employment (Wanberg, 2012).

The effects of unemployment on the mental health of individuals have also been well-researched. Wanberg (2012) stated that losing a job or getting a job is central to an individual's psychosocial health. McKee-Ryan *et al.* (2005) and Wanberg (2012) reported that if individuals lose a job, they get distressed and vice versa. How essential the work was to the individual's life, the individual's ability to cope with job loss, financial and other resources available to the individual, their demography are the factors that influence individual's psychosocial health while unemployed (McKee-Ryan *et al.*, 2005; Wanberg, 2012). The unemployed experience adverse psychosocial health if they lack self-worth, control, optimism, financial strain, negative appraisal of unemployment status, and nagging from a

spouse or significant others. Interestingly, even though searching for a job does not have any statistical correlation with psychosocial health, it was found that the more individuals search for a job the lower their psychosocial health (McKee-Ryan *et al.*, 2005; Wanberg, 2012).

A more specific study conducted by Zhaoli Song *et al.* (2009) to test the relationship between job search and psychosocial health found that the more a person search for a job, the more psychosocially distress they become and the more they experience psychosocial distress, the more they intensify the job search with the drive of finding a job to terminate the stress. In a population-based case-control study conducted among the youth, Milner *et al.* (2014) found that the extremes of psychosocial distress due to unemployment is significantly associated with suicide and attempted suicide.

2.3 YOUTH UNEMPLOYMENT GLOBALLY

The unemployment rate has been estimated at 5.4% worldwide, stabilising the decline in unemployment from 2008 to 2018, mainly driven by the developed economies (International Labour Organization, 2019). Globally, the working population (aged 15 years and above) was estimated at 5.7 billion people. Interestingly, only about 57% of this population were actively engaged in labour. About 188 million out of the 5.7 billion working class are unemployed (International Labour Organization, 2019).

Unemployment alone is not enough in determining the population that is actively participating in labour. Factors such as people waiting for a more paying job, people whose personal issues prevented them from searching for a job or working even though they would love to work also temporarily increase the unemployment rate. In 2019, about 119 people whose situations prevented them from searching for a job or working whereas 165 million working class were not engaged in any form of work because they were waiting for better work opportunities. Combined, the proportion of those who are not participating in employment and those who are genuinely unemployed made up 14% of the working population (International Labour Organization, 2019).

About 36% of the young people (ages 15-24) were employed, whereas (42%) were studying. In the same year, about 267 million young people are neither employed nor actively engaged in training with an educational institution (International Labour Organization, 2020a). These numbers are so alarming that the Sustainable Development Goal (SDG) has targeted reducing the number of youth who are not in education or actively working (International Labour Organization, 2019).

2.4 YOUTH UNEMPLOYMENT IN SUB-SAHARAN AFRICA

Africa is a youthful continent experiencing a youth bulge (Statistics South Africa, 2020c; The African Capacity Building Foundation, 2017). The increasing nature of the youthful and active proportions of the African population could serve as a source of the workforce that the continent harnesses in building their economies or a source of threat to social bond. Figure 2.2 indicates that apart from Asia, Africa's population is the most increasing. Figure 2.1 also shows that there has been a constant increase in the active labour force of Africa since the 1980s, surpassing all other world regions. It was estimated that by the end of 2020, there would be more than 50% of the sub-Saharan population under the age of 25 years (The African Capacity Building Foundation, 2017). With this active workforce and the growing youth population, Africa is well-placed in harnessing its active workforce (Girard, 2017; International Labour organisation, 2020a & 2020b).

The African Capacity Building Foundation (2017) stated that the youth unemployment rate in sub-Saharan Africa is twice that of adults. This rate of unemployment was attributed to lack of education and skills. It was also reported that many youths with some form of education have skills that are irrelevant to the job market. This issue also leads to the youth being underemployed. They also reported that the female gender is affected more than the male as they find it more difficult to find jobs even if they have same qualifications with the male counterparts (The African Capacity Building Foundation, 2017).

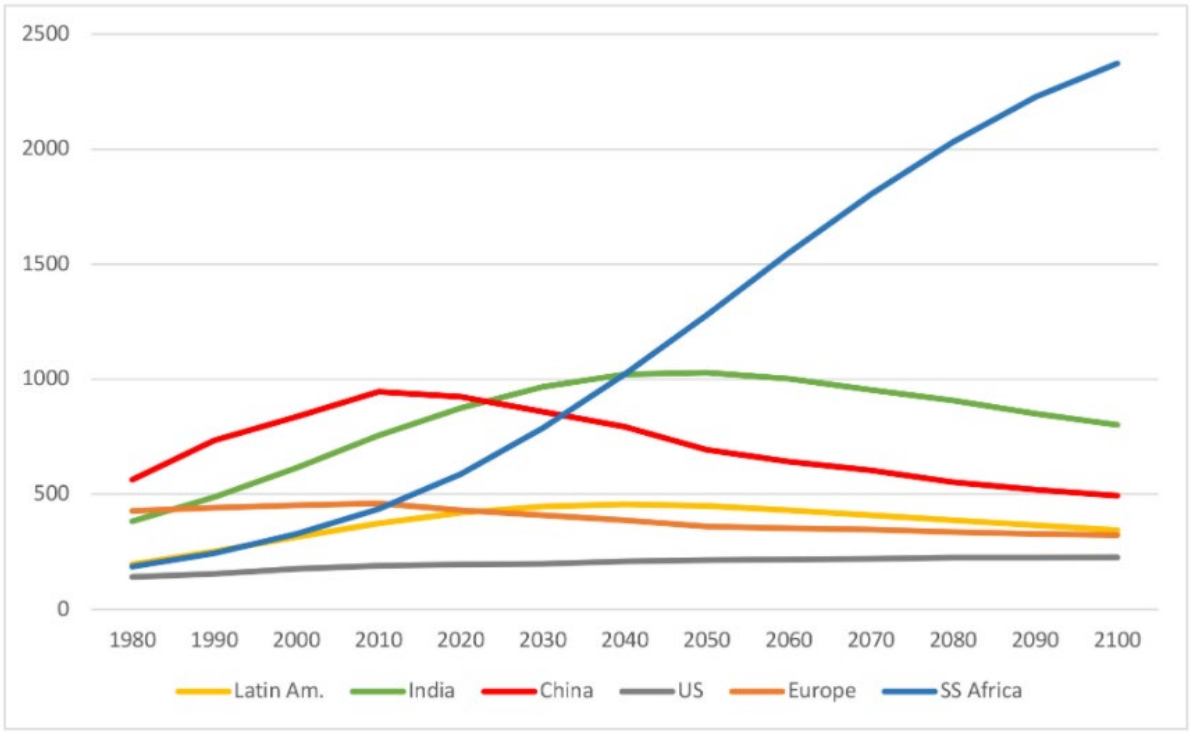

Figure 2.1: Growth of African Labour Force (Ages 15-59)

[Source: Goldstone, 2019]

The Institute for Security Studies (Fabricius, 2020) stated that the projected rise of the youthful population 1.3 billion to 2 billion by the year 2040 poses a threat to the security of the continent because of the dwindling opportunities for the youth and increasing dependency rate (Atta-Asamoah, 2020; International Labour Organization, 2020b; The African Capacity Building Foundation, 2017). There are many dangerous adventures of Africa's youth across the Saharan desert through Egypt/Libya and the Mediterranean Sea to Europe on boats. Many globally will expect that the unemployment rate in Africa will be the highest across the world. This seems not to be accurate as Africa has the lowest youth unemployment in the world (11%) compared to the world average of 13.8%). The question that comes to mind is why the low unemployment rate is not affecting the economic status? The answer is that many youths of Africa try to get minimal jobs to survive (International Labour organisation, 2020a). Overall, Africa's youth unemployment rate is 10.6% compared with the 13.8% youth unemployment worldwide. The majority (54%) of the labour force in Africa is live in poverty. The informal employment rate if African

workers stand at about 86%. Only about 12.3% of the African population is employed in highly skilled jobs.

In sub-Saharan Africa (SSA), about 35% of workers live in extreme poverty, whereas about 25.4% live in moderate poverty. The mainly unskilled low scale and less productive agricultural labour contributed to these estimates (International Labour Organization, 2020a). It was also estimated that the majority (59.8%) of workers who live in extreme poverty are in SSA.

The International Labour Organization posited that the lower unemployment ration observed in sub-Saharan Africa is due to youth taking on jobs that lack decent working conditions as a means of survival because their families do not earn much to support them (International Labour Organization, 2020b). It is estimated that 23.5% of out of the 38.1% working poor people in sub-Saharan Africa are made of the youth.

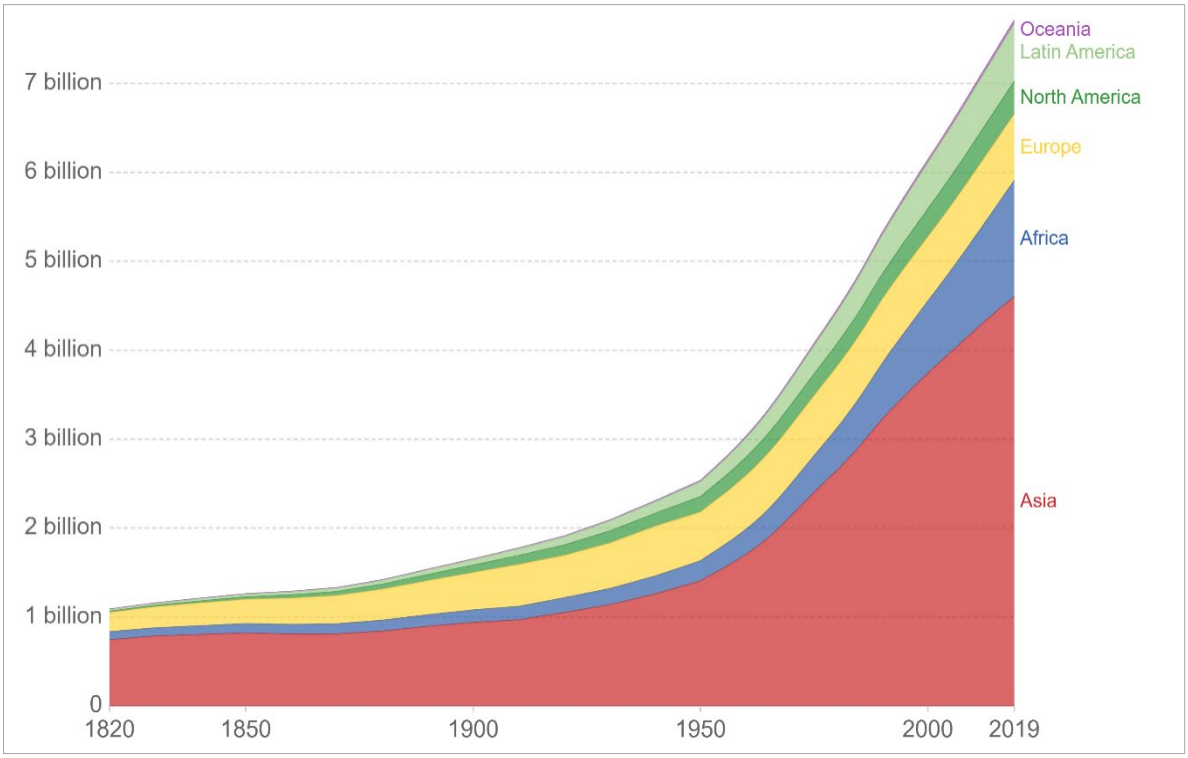

Figure 2.2: World population growth by region [Source: World Population Growth

[Source: Roser *et al.*, 2020]

2.5 YOUTH UNEMPLOYMENT IN SOUTH AFRICA

The *Mid-year population estimates* place the South African population at 59.62 million people. More than half (51.1%) of the population are female. A critical look at South Africa's demographics shows that about 37.7% are less than 15 years or above 59. This means that about 62.3% of the population are within working capabilities, not considering other factors that hamper employment (Statistics South Africa, 2020c). Despite the small land size of Gauteng, it continues to be the province with the highest population (15.5 million) in South Africa. The North West province is the seventh province with about 4108816 people, continuing its decline in the fertility rate from 2006-2011(3.23) to 2020 (2.68).

The youth bulge of the south African population declined from 2002 to 2014 and then took a sharp upward turn from 2016 till date (Figure 2.3). This signifies an increasingly youthful population that need to be cared for (National Planning Commission, 2012; Statistics South Africa, 2020c).

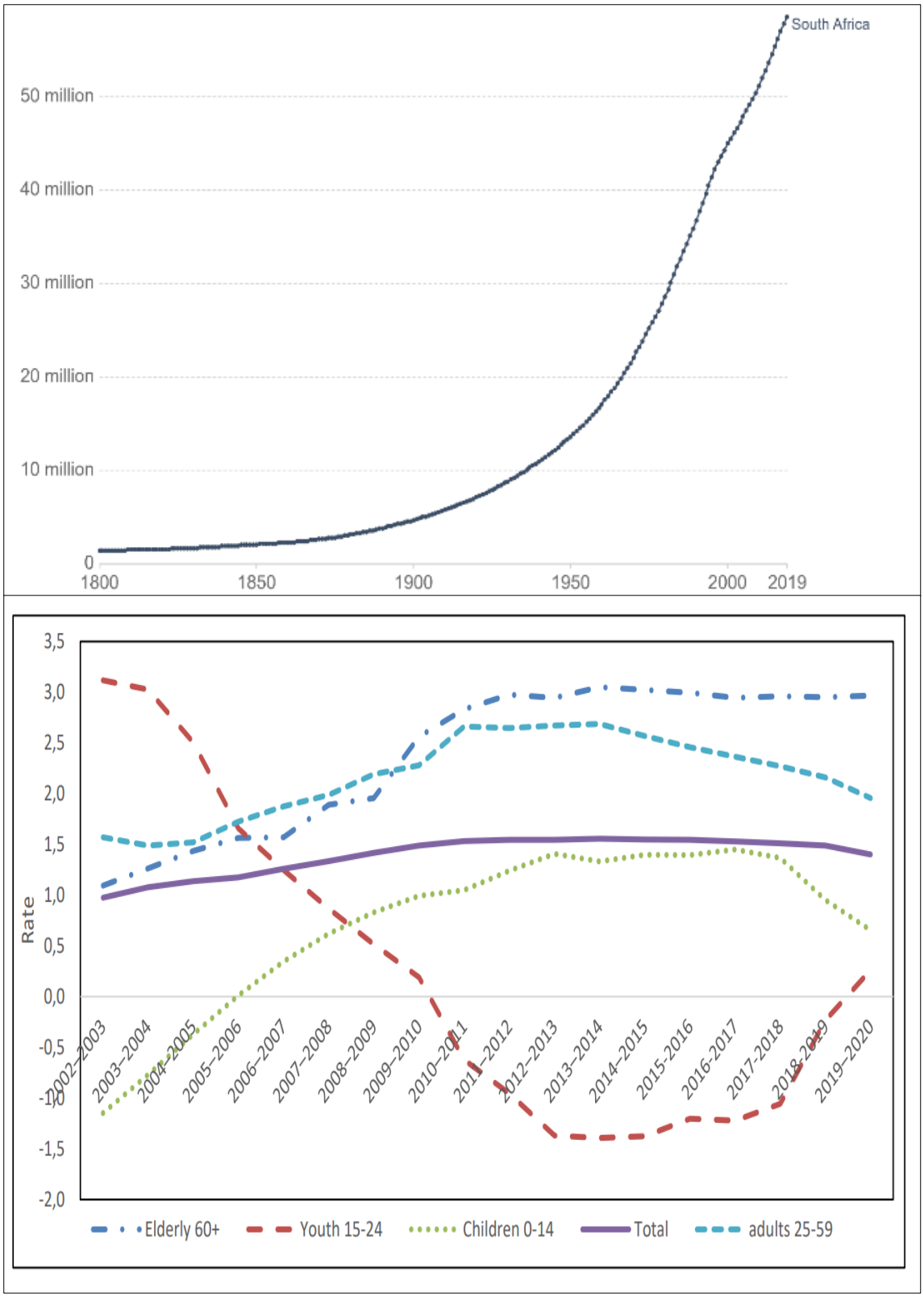

Figure 2.3: Population growth rate by age group in South Africa 2002-2020

[Sources: Statistics South Africa, 2020c]

The unemployment rate of South Africa before the COVID-19 pandemic was at historically 30.1% with about 60.5% of those who are employed living in poverty (Strauss *et al.*, 2020). The unemployment rate in younger people (15-34 years) is higher (43.2%) than the general population. It is estimated that the younger people (aged 15-34), made up almost two-thirds (63.3%) of the 7.1 million unemployed people in South Africa. Of critical concern is the youth (15-24 years) whose unemployment rate is 59%. Though acquiring a university degree helps reduce unemployment among the youth, it was also reported that 33.1% of graduates are unemployed. This value is higher than the national unemployment rate (30.1%). Those of the youth who find jobs are mostly employed on short term contracts that do not offer good employee benefits and job security. One can conclude that the youth unemployment rate in South Africa is a critical national need that needs a proactive national strategy to resolve (Statistics South Africa, 2020a).

Data from Statistics South Africa (2020b) also shows that about 34.1% of the youth have NEET status (neither employed nor enrolled in education or training). For younger people (15-34), about 41.7% also exhibit NEET status. Inexperience and the long period of unemployment also put the youth at a disadvantageous job market position as employers seek those with previous relevant work experience and higher education certificates (Statistics South Africa, 2020a).

2.5.1 The impact of COVID 19 on youth unemployment in South Africa

The ILO predicted that there could be as high as 24.7 million job losses, globally, due to the COVID-19 pandemic (International Labour Organization, 2020c; Kawohl & Nordt, 2020). In South Africa, the COVID-19 had a negative impact on the struggling economy. From March 2020 to June 2020, total employment has reduced from 10 196 000 to 9 548 000, resulting in 648000 jobs losses during the lockdown in South Africa (Statistics South Africa, 2020b). All industries, including trade, business services, community services, manufacturing, construction, transport, mining and electricity, have seen a decline in employment (Statistics South Africa, 2020b).

2.6 ADDRESSING YOUTH UNEMPLOYMENT

A policy brief presented by the Organisation for Economic Co-operation and Development (OECD, 2015), highlighted the youth unemployment issue in South Africa and proposed some solutions. The OECD stated that about 50% of the young people are unemployed, while about 33% are either not employed or educated. They propose:

- Investment in the education of the youth, especially in vocational skills.
- Promoting entrepreneurship through the school curricula and continuing education and training of the youth in entrepreneurship.
- Preparing the youth to move into more rewarding jobs.
- Improving upon public works programmes
- Establishment of public employment services to assist the youth.

The *National Development Plan 2030: Our future - make it work* (National Planning Commission, 2012) also recognises the damning effects of unemployment on the growing youth population, resulting in social conflict if not addressed. Against that backdrop, the National Planning Commission (2012) proposed, among other solutions:

- Improving school systems for an increase in mathematics and literacy skills
- Promote retention of learners in schools
- Promote community-based youth training and skills acquisition programmes
- Increase the capacity of Further Education and Training colleges to enrol and graduate the youth with employable skills
- Provide tax incentives for employers to employ youth,
- And Expand public enterprises to train artisans and technicians

2.7 AGRICULTURE AND YOUTH EMPLOYMENT

The majority (60%) of the young population of Africa duel in the rural communities in which agriculture is the main economic activity. In the Global Forum for FAO Global Forum on Food Security and Nutrition, the agriculture sector lacks youthful

energy because of its image. The youth view the agriculture sector as an exhausting, dirty and poverty-stricken (Food and Agriculture Organization of the United Nations, 2018). This is because they are often exposed to their parents and relatives who have worked in the agriculture sector for all their lives and have nothing to show. This leaves the agriculture sector in the hands of the elderly (40-70 years) population with the experience and less physical capacity to produce.

Reasons stated for the observation include:

- They believed that the education curricula expose the young population to the clerical workers' salaries in urban centres hence attracting the youthful population's interest.
- Youth perceive the quality of social services such as healthcare, education, internet and mobile communication in making career choices. These services are poorly provided in the rural areas hence the rural-urban migration, which affects the agriculture sector.
- The youth lack information about agriculture which they interpret only as farming, not considering the other components such as production, reprocessing, marketing and sales.
- The youth finds it difficulties to access land for farming because they do not have the political or personal connections to lobby for it.
- The sector needs youth who will be patient enough to wait for the crops and other farm produce to reach maturation. This is difficult in youthful competitions regarding making money, riding inexpensive cars, and living in ultramodern houses for a social media image.
- They also experience a lack of funding (especially initial capital) for farming. Young people do not have good credit records to source funding from banks for an initial investment.
- The rural communities where farms are mostly located are far from the national capital and other major cities, meaning new technologies take time to reach rural areas. The youth are technology savvy and do not have the patient to wait or lag behind their peers.

- Parents who had invested their lives in farming but did not have much to show for it also prefer their children to take on clerical jobs compared to agriculture. A participant at the forum stated that:

"Since my childhood, I was very interested in rearing small animals like chickens and goats so that I could help my parents pay for my needs, like school fees.

However, my parents and neighbours discouraged me, saying that the only way to succeed is to go to school, graduate, and find a job. After my graduation at university, I agreed with them to find a job was not easy for me. The only way to come out of the situation was going back to the land and starting to farm" - Prosper Niyonkuru, Burundi (Food and Agriculture Organization of the United Nations, 2018)

Though the government through the National Planning Commission stated many strategies to improve the youth employment rate in South Africa, the National Development Plan 2030 was not explicit on how the youth could be encouraged to take up Agricultural entrepreneurship (National Planning Commission, 2012). Though the government proposes a strategic investment and expansion of FET colleges, study Oketch (2014) found that FET in Africa is not mainly focused on agriculture. Therefore, agriculture should be isolated and funded by the government and the private sector. The youth will not be attracted to subsistence farming. For the youth to get involved in farming, they will need training and support from national government s and other organisations for technology-based large-scale farming. There is also the need to include training on how to add value to their products. For example, processing cocoa to chocolate and selling the raw cocoa beans to the external market (Food and Agriculture Organization of the United Nations, 2018).

2.8 CHAPTER SUMMARY

Chapter two provides a literature review on unemployment in the world, sub-Saharan Africa, and South Africa. This includes the definition of unemployment by the ILO and a description of the concept of unemployment. The effect of unemployment on the individuals' psychosocial health is also presented in the chapter. A review of youth unemployment statistics globally and sub-Saharan Africa and South Africa is also discussed and the impact of COVID 19 on youth unemployment in South Africa.

A policy brief by the Organisation for Economic Co-operation and Development on the issue of youth unemployment issue in South Africa was also reviewed in the literature, emphasising means of tackling youth unemployment. The literature review also outlined the relationship between agriculture and youth unemployment in Africa, emphasising rural and urban communities. In the next chapter (three), the research methodology will be presented.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents a vivid account of all the methods tools and participants involved in this study. Data collection, management and analysis processes were also presented below.

3.2 RESEARCH PARADIGM

This study is located in the positivist paradigm. Research paradigm refers to the philosophical assumptions that form the foundation of a study. In positivism, researchers perceive research as a series of scientific steps that lead to objective conclusions. A positivist applies standardisation, deductions, randomisation and controls to experiments to avoid extraneous variables confounding the experimental findings. In simple terms, positivism is an experimentalist and believes that it does not exist if it cannot be scientifically measured (Kaushik & Walsh, 2019; Pham, 2018). All quantitative research falls within this paradigm. This comprises a quantitative descriptive cross-sectional design using a random sample but no control variables. This study sought to predict associations and causality and therefore falls directly in the positivist paradigm.

3.3 RESEARCH DESIGN

This study employs a descriptive cross-sectional design to describe youth unemployment and its associated factors among people living in the Dr Kenneth Kaunda District of the North West Province. A descriptive cross-sectional design was selected because the researcher sought to collect data at one point in time and describe the distribution youth unemployment in the Dr Kenneth Kaunda District of the North West Province.

3.4 RESEARCH SETTING

This study's target population comprises the unemployed people in the Dr Kenneth Kaunda District of the North West Province. The North West Province comprises four districts: Ngaka Modiri Molema, Dr Kenneth Kaunda, Dr Ruth Segomotsi Mompati and Bojanala Platinum as reported in 2016 in 742822, the population of the District (65.8%) who form the working class (15-65years). The Dr Kenneth Kaunda district comprises towns such as Hartbeesfontein, Klerksdorp, Leeudoringstad, Makwassie, Orkney, Potchefstroom, Stilfontein, Ventersdorp, Witpoort, and Wolmaransstad. The main economic activities within the District include community service (28.7%) and others, including Agriculture (7.6%) (Mbona, 2014; Municipalities of South Africa, 2020).

3.5 TARGET POPULATION

To answer the research question, the researcher identified unemployed youth selected from different North West Province households in the Dr Kenneth Kaunda District. The National Youth Commission Act, 19 of 1996, defines youth as individuals ages 15 and 35-years old (Office of the South African President, 1996). The Bill of Rights and Children's Act, on the other hand, defined a child as an individual who is under the age of 18 (South African Parliament, 2020). Section 28 of the Bill of Rights and the provisions of the Child's Act commands that all individuals under Phased out ODL Nursing program 18 years are entitled to the protections guaranteed under the Republic of South Africa Act 108 of 1996 (Government Gazette, 1996). In a nutshell, South African law claims that children under 18 years are legal minors and are not fully capable of acting independently without assistance from parents or legal guardian (Government Gazette, 1996).

According to the Children's Act, no. 38 of 2005 Section 17, *"the age of majority sets the age the child becomes a major or an adult"* (Republic of South Africa, 2006). The Act holds that when a child reaches the majority age of 18 years and above, they can make decisions without parental assistance: marriages, employment contracts, voting and should already hold an Identity document (Office of the South African President, 1996). Therefore, this study only focused on unemployed individuals, both male and female between the ages 18 and 35 years living in South

Africa who resided in the Dr Kenneth Kaunda District Municipality North West Province in 2020. This approach was relevant to this study as participants could make sound decisions and act on their interests without the assistance from their parents or legal guardians.

3.6 SAMPLING

Sampling methods or techniques are used to select a study representing the target group (Berndt, 2020). There are two sampling techniques or methods: probability and non-probability sampling (Etikan, 2017). The following subsections will address how the sample size was drawn.

3.6.1 Sample Techniques

Judgmental sampling or purposive sampling is referred to as purposive sampling is a non-probability sampling where units are sampled based on the researcher's professional judgment or knowledge (Berndt, 2020; Hammarberg *et al.*, 2016a). The researcher selects the participants based on some unique features of interest to the study that will best answer the main research question (Taherdoost, 2018). This study adopted a purposive/ judgemental sampling technique since it only focused on unemployed youth between the age of 18 and 35. The study selected a sample size of 120 unemployed youth from different households in the Dr Kenneth Kaunda District of the North West Province. This approach was most suitable since there was no knowledge of the exact locations or specific names from which the sample could be drawn. The sample selection process entailed using a specific location in the study area where the density of unemployed youth was known to be hight.

3.7 DATA COLLECTION

3.7.1 Measuring Instrument

Measuring instruments represents the tools used to collect data from research participants (Weaver-Hightower, 2018). Survey methods employ validated questionnaires in collecting data. According to Hammarberg *et al.* (2016), questionnaire surveys measures knowledge, information, values, beliefs, and attitudes of individuals. Emails, social media platforms, telephonic or face-to-face

interviews are different ways of administering questionnaires. Conducting face-to-face survey provides accurate screening, maintain focus, provides accurate data, provides clarity on the purpose of the study, and lowers bias (Wium & Louw, 2018).

The following sub-sections provide a detailed discussion on the design and implementation of the questioners and how the pilot study was administered. The validity, reliability of the questioners, is also addressed. The sub-section further provides an overview of the ethical standards to ensure the study's objectiveness and integrity and adhering to the responsibilities the study has towards professionalism, society, the particular field of the subject and the environment. A detailed discussion of the different approaches the researcher applied to the quantitative data collection is further presented. This includes selecting the community leader, the venue, COVID 19 protocol implemented, and the volunteers' tasks. The sub-section is concluded with a detailed discussion on the informed consent of the participants.

3.7.2 Questionnaire Design

Design of the questioners as a measuring instrument plays an essential role in collecting the study's primary data. A standardised questionnaire used for a similar study within the North West Province (De Jongh, 2017) was adapted for this study. The questionnaire was adapted to fit the objectives of the empirical study. According to Wium and Louw (2018), a questionnaire is defined as questions designed appropriately to solicit information. To ensure that the objectives are achieved; this study has used some closed and follow-up open-ended questions. Mckim (2017) holds that closed-ended questionnaire is a structured questionnaire used in qualitative data collection operations. A structured questionnaire is fixed questions in the same order whereby respondents could only choose from given alternatives. These types of questions are used to ensure that the purpose of the required information is made clear (Mckim, 2017). The questionnaire format can be formulated in multiple choices and rating scale-based questions (Tashakkori *et al.*, 2015). A rating scale is used to capture the respondent’s feedback widely used to gather relative information on a specific topic (Wolf *et al.*, 2016). The rating scale is exercised in multiple-choice questions, whereby survey respondents rate attributes

or features (Shannon-Baker, 2016).

The questionnaire was designed to ensure consistent and authenticity of the data collected during this study. The questionnaire was pre-tested to ensure the time frame of 45 minutes. The questionnaire was accompanied with a cover page containing the study's objective, and the researcher and supervisor's contact details in the invent participants had any uncertainty during the study. The questionnaire consists of seven sections. The length and positioning of questions were structured to reduce confusion for the participants. The questionnaire was designed with the target population in mind, taking into account their characteristics, educational level and experiences. The language used and the context of the questions was familiar to the respondents.

The first section, Section A, included questions that focus on demographic information such as age, language, employment status, number of household and compensations. To ensure that participants in the study are not minors, the study only used a questionnaire that identifies age groups from 18 years and older. Section B gathered information on the education and skills of participants. Obtaining this information was important to provide insight into the employment skills required of the unemployment participants. Section C focused on the job search methods participants used for job opportunities in the past six months.

Section D and E aimed at the unemployed conditions and barriers that the youth face is searching for jobs. Section D looked into questions directed to the steps participants took in finding a job, the type of job they are looking for and which sector they will prefer to work. Section D also looked into the main source income of participants. Section E required participants' perceptions of the factors affecting the youth's abilities in obtaining employment. Section F closely looked into the interests of participants in agriculture. This section evolved in analysing if participants have any background or experience in agricultural. It also looked into the type of agricultural participants interested in and if they have the necessary resources to commerce in agriculture.

Section F obtained information on the agricultural educational background and factors hindering participants from enhancing their training and development in agriculture. The last part of the questionnaire sourced information on the factors affecting the youth's intentions of starting their own business in agriculture. These questions in section F and G are important for this study as they form part of the primary research question in Chapter 1 of this study.

3.7.3 Pilot Study

Before administering the questionnaire to the study participants, the questionnaire was screened through a pre-tested. The pre-test's objective was to ensure that the questionnaire accurately elicits appropriate information and determines its applicability within the Dr Kenneth Kaunda District. According to Tashakkori *et al.* (2015), pre-testing reduces the capacity of sampling errors and enhance the accuracy of responses. To achieve this, the questionnaire was distributed to a statistical consultant, three experienced researchers and two unemployed individuals ages 18-35 years old. The pre-test only served as a testing purpose and was not included in the final sample. The aim was to ensure that questionnaire was appropriate and applicable. All errors or mistakes identified during the pre-test study were rectified and refined before the questionnaire's actual and final administration.

3.7.4 Validity and reliability of the questionnaire

Tables 4.1, 4.2 and 4.3 presents the factor loadings, Kaiser-Meyer-Olkin (KMO) test, Cronbach's alpha and the overall mean of items that constitute the job search methods in this study.

From table 4.1, it can be deduced from the output that variable C (Job search methods) was generated. The KMO of 0.8874 shows the sample is adequate to perform exploratory factor analysis and the Cronbach alpha of 0.9 shows the items are reliable to generate the construct job search methods.

Similarly, Table 4.2 presents the factor loadings, Kaiser-Meyer-Olkin (KMO) test, Cronbach's alpha and the overall mean of items that constitute employment barriers. The output from the factor analysis from which the variable E (employment barriers) was generated. The KMO of 0.892 shows the sample is adequate to

perform exploratory factor analysis and the Cronbach alpha of 0.93 shows the items are reliable to generate the construct job search methods.

3.7.5 Ethical considerations

To ensure that this research is conducted in a responsible and ethically accountable way, the researcher first obtained approval by the Scientific Committee, whereby a few amendments were made before submitted to the Research Ethics Committee. The research proposal, questionnaire and consent forms were presented at the Economics and Management Sciences Research Ethics Committee whereby an Ethics Clearance was issued to the researcher (EMS-REC: Ethics number: NWU-00668-20-A4). After receiving research ethics clearance and signing the NWU code of conduct for researchers and REC member, the researcher was entitled to continue with the study. The main purpose of a research ethics clearance is to protect the NWU, the researcher, the research team, the research participants and the environment. Therefore, it is crucial to receive ethics clearance from the relevant research ethics committee before any research project is conducted. To ensure the study's objectiveness and integrity and adhering to the study's responsibilities towards professionalism, society, the particular field of the subject and the environment, all ethical standards of academic research were strictly adhered to.

3.7.6 Administration of the questionnaire

Data collection is a process of gathering information to answer the research question, using the appropriate data collection tool (Rahman, 2016). Wolf *et al.* (2016) explain that instruments such as questionnaire, test structured interview schedules and checklists are all used during the data collection process.

3.7.6.1 Community Leader

For this study, an informal leader in the community was approached to help with the data collection process's recruitment and arrangements. According to Simpson *et al.* (2010), a community leader plays an important role in the social network, sharing visions and decision-making, but the community leader's knowledge and skills are just as important. Ozor and Nwankwo (2009) define a leader as an interactive process between individuals in communities. Martiskainen (2016) maintains that

effective leadership support in making a community more active and viable. Rami *et al.* (2017) add that community leaders participated in the community encourages the community to enhance their capabilities and potential for success of a project. The leader is well known in the community, associating with his Community School Govern Body, Community Police Forum, and PR City Council involvement. The community leader has a track record of assisting previous NWU researchers in data collection without any bias about these proceedings. Due to the relationship and trust that the community leader has within the community, it was sensible to depend on him with the arrangements preceding the data collection day. This will add to the credibility and reliability of the study.

The role of the community leader was to oversee all the arrangements about the data collection day mainly. This included:

- ✓ The community leader posted a poster on social media and word of mouth pertaining to the data collection date.
- ✓ Informed the participants of the data collection date
- ✓ Arranged a venue for the process
- ✓ Ensured that the venue was clean before and after use
- ✓ Maintained health standards and creating safe environments for all participants. The community leader was already trained on the COIVD 19 rules and regulations; therefore, he ensured that the COVID 19 standards were adhered to during the data collection

3.7.6.2 Venue

*After considering various appropriate options for data collection, the community leader and researcher have approached Promosa Secondary School to utilise the school hall based on the following reasons:

- The school hall was already COVID 19 compliant and was used daily for exam purposes by the school.
- Tables and chairs were available that accommodate 60 participants as per COVID 19 rules.
- The hall was well ventilated with easy access and exit points.

- An assembly point was available in case of emergency.
- Toilet and water facilities were available.
- The schoolyard was well fenced with a main gate maintaining participants' safety and controlling the number of participants entering and accessing the school premises.

3.7.6.3 COVID 19 Protocol

The community leader employed six volunteers trained in COVID 19 screening, sanitizing, and cleaning process to assist during the data collection day. Those six-two volunteers conduct the screening process at the gate, and two assisted in the venue with sanitizing. The other two aid in cleaning the venue. This includes maintaining health standards and creating safe environments for all participants.

To adhere to section 55 of the Disaster Management Act 2002 (Act No. 57 of 2020) (Republic of South Africa, 2003), published in Government *Gazette* No. 43620 of 17 Aug 2020 during the time of the data collection period, the following protocol ware observed (SA, 2020).

- Data collection took place on a weekend when there is no formal school.
- No participant could participate in the data collection process or enter the data collection area if he/she did not wear a facemask, an appropriate mask that covers the nose and mouth.
- Only 60 participants for each session were allowed in the school premises.
- The community leader ensured that contact between participants was kept to a minimum and ensured that physical barriers and clear indications were ensured.
- To reduce the spread of the infection, the social distance of 1.5m was ensured for all participants during the data collection process.
- All participants did undergo a COVID-19 screening process at the gate before entering the venue. All screening was documented with the details of the participants.
- The following rules applied:
- The temperature of all participants was taken

- Participants did undergo COVID 19 screening questions regarding their health.
- Participants had to adopt good hygiene practices, such as frequent hand washing and hand sanitizing. Therefore, hand sanitiser was available at the gate, school hall, toilets, access and exit points throughout the data collection process.
- If a participant did not meet all the screening process requirements, they could not enter the hall.
- To further prevent the spread of the virus, desks and chairs used were sanitised before and after each data collection session.
- Participants were issued with their pen and paper to avoid sharing of stationery.
- The venue was well ventilated, sanitised for extra protection, and additional facemasks were provided for participants.
- To ensure that participants also adhered to what is required, the COVID-19 rules were displayed in visible locations.
- Posters about COVID-19 (Coronavirus) were displayed in the area where the data collection took place.
- At the end of the data collection, the venue and outside the premises were cleaned and sanitised, maintaining the venue's health and safety standards.

3.7.6.4 The Tasks of the Volunteers

Data collection day

Data collection took place on the 17th of October 2020 at 9:am to noon. The occasion took place at Promosa Secondary School situated in the heart of the North West province's rural areas in the local Dr Kenneth Kaunda District Municipality. Leading to this day, the researcher appointed a well-known community leader to assist with the quantitative data collection process's recruitment and arrangement. The researcher presented the community leader with an informed document whereby his roles and responsibility were discussed. The community leader had to accept the rules and ethical aspects such as voluntary participation, and the right to

withdraw was outlined to him. Both the researcher and community leader made a rough draft on how the strategies will be conducted.

The first strategy applied was to select a suitable venue that functioned within the COVID 19 rules. After a few deliberations, both research and community, leader agreed on the Promosa Secondary School as a suitable venue. An appointment was scheduled with the school principal, whereby the research's scope and objectives were explained. The research rationale was discussed with the school governing body, which approved the research study.

Permission was granted to utilize the school hall for the data collection purpose only and provided that COIVD 19 rules are adhered too**.** The venue selected for this study was suitable as it met all COVID 19 regulations. To maintain within the COVID 19 policies and the government social gather restrictions, the Ikageng SAPS (South African Police Services) was approached. A drafted of the COVID 19 protocol and the scope of the research was presented to the SAPS. The researcher explained how the spread of the COVID 19 virus would be eliminated, and the protocols followed. The SAPS acknowledged the research project provided that the venue is only utilized for the data collection purpose.

The second strategy, the community leader employed skilled assistants that assisted in the COVID 19 protocol. These assistants were selected due to their competent training skills in COVID 19 screening and cleaning services; therefore, only the study's objective and rationale were explained. The third strategy the researcher made use of volunteers that assisted in the data collection process. These volunteers were trained on the data collection procedures and how to collect the data by adhering to the study's responsibilities towards professionalism. Due to the community leader's direct relationship within the community and to avoid bias, the community leader did not form part in the data collection process.

During the fourth strategy planning the researcher was awarded an Emerging Grant for Upcoming Researchers. These funds contributed to the purchase of COVID 19 essential equipment and sanitiser and the assistants' cash allowance. Another positive spin-off from this research project was that the NWU Business School used

this as another community outreach and dedicated funds to supply refreshments to the participants.

As part of the fifth and final strategy, the researcher designed a poster for the research day. The community leader shared the poster on social media, by word of mouth, at local ministers, clinics, and retailers. The poster contains a short description of the type of target population required for the research. The date, time, venue, and contact details for enquiries were displayed on the poster.

The day of the data collection, the venue and toilet facilities were cleaned. To remain within the COVID-19 regulations of social distance, the chairs and tables were space out 1.5 meters apart and sanitised correctly. Sanitisers were available at the gate entrance, the venue entrance and inside the venue. Toilet facilities were also equipped with sanitisers. To ensure that participants adhere to what is required, the COVID-19 rules were displayed in visible locations. Posters about COVID-19 were displayed in the area where the data collection took place.

Each table was set with a questionnaire and consent form. To avoid spreading of the virus and sharing of stationery, participants were supplied with pens. To ensure that contact between participants was kept to a minimum and to ensure that queues did not form between participants, physical barriers and clear markings were in place. After the venue was clean and prepared the data collection proceedings commenced. The assistants ensured that clear demarcations were set to demonstrate the protocol to follow at the gate. No participant could take part in the data collection process or enter the data collection venue if he/she did not wear a cloth facemask, an appropriate mask that covers the nose and mouth. All participants had to undergo a COVID-19 screening process at the gate before entering the venue. The participants' temperature was taken, whereby participants had to answer COVID 19 screening questions regarding their health. The screening was documented with the details of the participants. If the participant met all COVID 19 screening tests, they were permitted to proceed to the venue. If a participant did not meet all the screening process requirements, they could not enter the gate. During the period of the data collection, no participants were reported with any COVID 19 symptoms.

Participants that pass the COVID 19 screening tests could enter the venue whereby they had to sanitize again. Participants had a choice to where they wanted to sit in the venue but could not move from places. This was mainly to avoid the spread of the virus. The venue only accommodated 60 participants within the COVID 19 regulations. Those participants who remained outside were accommodated with chairs to wait for the second session. However, strict social distance was maintained. The sessions took place whereby the community leader introduced the researcher. The researcher explained the study's objective and scope and the value and significance of the participant's feedback. Since the Business School used this study project as a community outrage, Prof Jan van Romburgh, the Business School Director, also addressed the participants regarding this study's outcome motive. As a token of appreciation, the community leader, school principal, the assistants and volunteers were awarded a small gift that the Business School sponsored. Prof Jan van Romburgh handed over the gifts.

The researcher introduced the volunteers to the participants whereby the volunteers proceeded with the data collection processes. The researcher, community leader, school principal or Director of the Business School did not influence the data collection proceedings. To avoid collecting data from minors and avoid bias data collection, no school learners or staff members from the school were involved in the study. Since the research focuses on unemployed youth, low education levels were encountered, and people intend to express their views better when expressed in their language. The volunteers were multilingual and proficient in Afrikaans, English, and Setswana, which added to the credibility, reliability usability of applicability of the tool.

3.7.6.5 Informed consent

The volunteers managed the entire data collection process and ensured the biased collection of data is eliminated. Participants were asked to sign an informed consent form before completing the questionnaire, and they were reminded that they have the right to withdraw their information at any time during the study. All participants voluntarily completed the questionnaires, and no participant was forced to complete a questionnaire or was refused refreshment if they did not complete the questionnaires. Participants took about 45 minutes to complete the questionnaires.

After completing the questionnaires, participants were requested to dispatch their documents into a box and pens in another box. To ensure the participants' health and safety, the pens were not reused during the second session.

After the first session, the venue had to be sanitized prior to the second session. All chairs, tables and toilet facilities were sanitised. The same protocol was followed by the second session of the data collection process. Participants of the second session were only 46 in number. The chairs and desks that were not occupied for the duration of the session were not used. During the second session, 11 more participants arrived. These 11 participants were individually briefed by the volunteers concerning the data collection process and followed the same protocol as the rest of the participants. Participants were requested to dispatch their documents into a located box and pens in another located box after completing the questionnaires.

All documents were separated from the informed consent forms, counted, and sealed in an envelope and delivered to the researcher. From a target population of 120, a total of 117 participants took part in the data collection process. The pens retrieved from the data collection were sanitised and properly cleaned. The remaining sensitizers and pens were donated to the Promosa Secondary School for the matriculants by the researcher. The venue and toilets were cleaned and sanitised again for the school's health and safety. The assistants were compensated for the cleaning of the venue since the community leader employed them for the day. The volunteers were not compensated; however, they received a small reward from the Business School for their contribution to the research study. The following section will administer a detailed process followed in the collection of the qualitative data.

3.8 DATA ANALYSIS

The data collected was entered on Microsoft Excel ® software. The data was cleaned and checked by two statisticians. The researcher analysed the data with the help of the NWU Statistical Consultation Services. All the questionnaires were sealed in enveloped and kept under lock and key. The datasheet was imported into Statistical Software Package 16.1 (Stata 16.1). Descriptive statistics such as

frequencies, percentages, means were presented using frequency distribution tables, bar graphs and pie charts.

The data management process included labelling variables and generating new categorical variables from existing variables, using STATA 16.1. Binary variables with yes/no responses were coded “1” for yes and “2” for no. Variables with more than two levels were coded as such.

Factor analysis was used to generate a single variable (G: obstacles from the youth entrepreneurial section) and (C: job search methods) from the items G1-G10 and C1-C10, respectively (Roldán-Merino *et al.*, 2019). The KMO was used to test if the items were appropriate for factor analysis. The Cronbach alpha coefficient was used to check if the items were reliable. The variables were correlated against each other using the pairwise correlation matrix. Cross-tabulation, graphs and frequencies were conducted to check for associations and relationships between the variables at a significance level of 0.05.

Factor analysis was used to generate a single variable (G: obstacles from the youth entrepreneurial section) and (C: job search methods) from G1-G10 and C1-C10, respectively. The KMO was used to test if the items were appropriate for factor analysis. The Cronbach alpha coefficient was used to check if the items were internally stable and reliable.

The variables were correlated against each other using the Spearman correlation. The Spearman correlation coefficient (r) range -1 to 1, which shows a monotonic association between two non-linear variables. A correlation coefficient of 0 shows no monotonic relationship, and the relationship gets stronger as the coefficient approaches an absolute value of 1 (Hauke & Kossowski, 2011).

Cross-tabulation, graphs and frequencies were conducted to test for associations and relationships between the variables at a significance level of 0.05. Frequency and percentages were used to describe the distribution of the categorical variables. Associations between categorical variables were analysed using the Chi-squared test (Plackett, 1983). All statistical analyses regarding associations between the

variables were conducted at a 95% confidence interval and 5% significance levels. P-values less than 0.05 were considered significant. P-values less than 0.05 were deemed to be significant.

3.9 CHAPTER SUMMARY

Chapter three presents the research paradigm, design, setting, population, data collection tool, data collection process, and data analysis methods. This includes a description of the study's positivist paradigm where research is perceived as a series of scientific steps that lead to objective conclusions. The descriptive cross-sectional design was then described as the research design that guided the study. The North West Province and its four districts were briefly described as the research setting for the study. Unemployed youth from ages 18 to 35 years selected from different North West Province households in the Dr Kenneth Kaunda District were indicated as the study's target population.

Both sample technique and sample were defined, and the Judgmental sampling or purposive sampling techniques indicated and defined as the sampling methods used to select the 120-youth recruited for the study. The seven sections that make up the questionnaire's content have been described, and the process of pre-testing of the questionnaire also mentioned in this chapter and validity and reliability procedures. Ethical considerations applied to the study, including confidentiality procedures, informed consent processes and the COVID-19 protocols, have been discussed in this chapter. Both descriptive and inferential statistical processes involved in the analysis of data have been described in addition to the limitations of the study. The next chapter (four) discuss the results from the statistical analysis.

CHAPTER 4 : EMPIRICAL INVESTIGATION

4.1 INTRODUCTION

This chapter presents the results of the data collected in this study. The data was collected using a self-administered questionnaire (Appendix F) adapted from a validated questionnaire developed by De Jongh (2017).

4.2 BRIEF OVERVIEW OF DATA

In this section, the results of the study have been presented. The data analysis was done using STATA version 16.1. Descriptive and inferential statistics were computed. The results were presented in bar graphs, pie charts, frequency tables and correlation matrices.

4.3 THE MEASURING INSTRUMENT

The measuring instrument was divided into Sections A, B, C, D, E, F and G as attached in Appendix F. Results from data analysed were presented according to the sections below.

4.3.1 Section A: Demographic Information

This section presents the data collected on respondents' age group, their spoken languages, employment status, number of household members, and type of grant that members of the participant's household receive.

4.3.1.1 Age group of respondents

The majority (71.1%) of the respondents were between 18 and 29, signifying a youthful population (Figure 4.1).

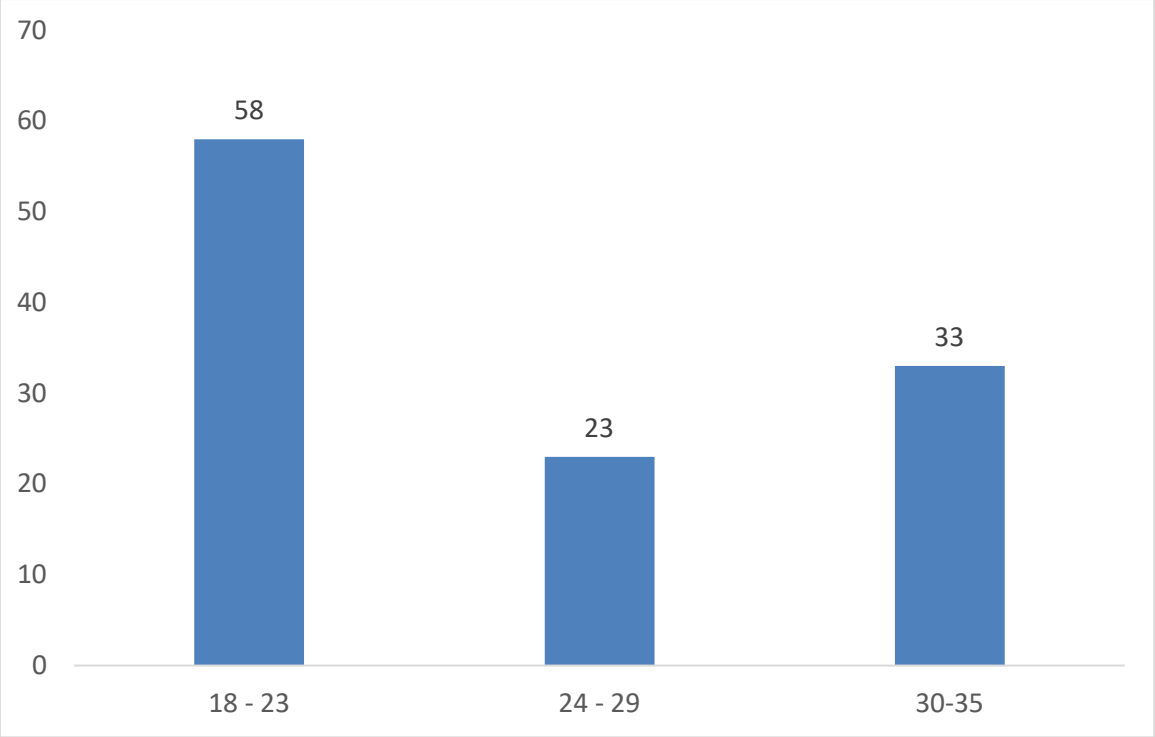

Figure 4.1: Age group of respondents (n=114)

[Source: Own contribution]

The next section provides information on the languages spoken by the respondents.

4.3.1.2 Languages spoken by respondents

From Figure 4.2, the major languages spoken by the respondents are Afrikaans and English. Fourteen respondents speak more than two languages. A respondent stated that he/she speaks up to seven languages, including Afrikaans, English, IsiZulu, IsiXhosa, Sepedi, Sesotho, and Setswana.

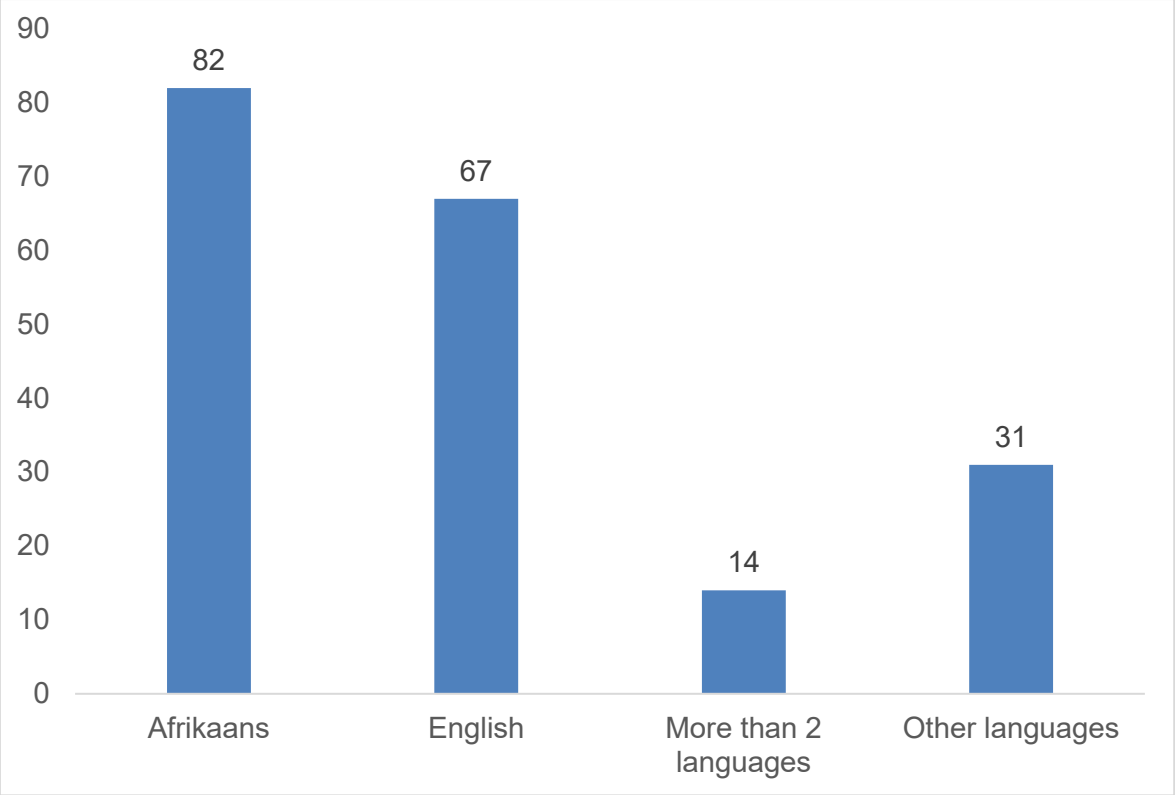

Figure 4.2: Languages are spoken by respondents

[Source: Own contribution]

The next section provides information on the employment status of the respondents

4.3.1.3 Employment status

Table 4.1 shows that about 59.6 of the respondents were unemployed for more than a year. Also, more than a quarter of the population was unemployed for five years and above.

Table 4.1: Employment status

Employment status	Frequency	Percentage %
Unemployed less in a year	46	40.4
Unemployed between 1-4 years	39	34.2
Unemployed five years more	29	25.4
Total	114	100.0

[Source: Own contribution]

4.3.1.4 Total number of individuals living in respondents' household

More than a quarter (28.1%) of the respondents live in seven (7) households or more individuals. The majority (71.9%) live in households of less than of the respondents, seven members (Table 4.2).

Table 4.2: Total number of individuals living in participant' household

No. of individuals	Frequency	Percentage
1-3	26	22.8
4-6	56	49.1
7-10	27	23.7
10+	5	4.4
Total	**114**	**100.0**

[Source: Own contribution]

The next section provides information on the type of grants received by members of respondents' household

4.3.1.5 Type of grants received by members of respondent's household

As shown in Figure 4.4, no member of about 43% of the respondents' household receives any social grant from the government. Grants received by respondents' households included old age grant (17%), child support (25%), grant in age (10%), foster child (2%) and care dependency (2%).

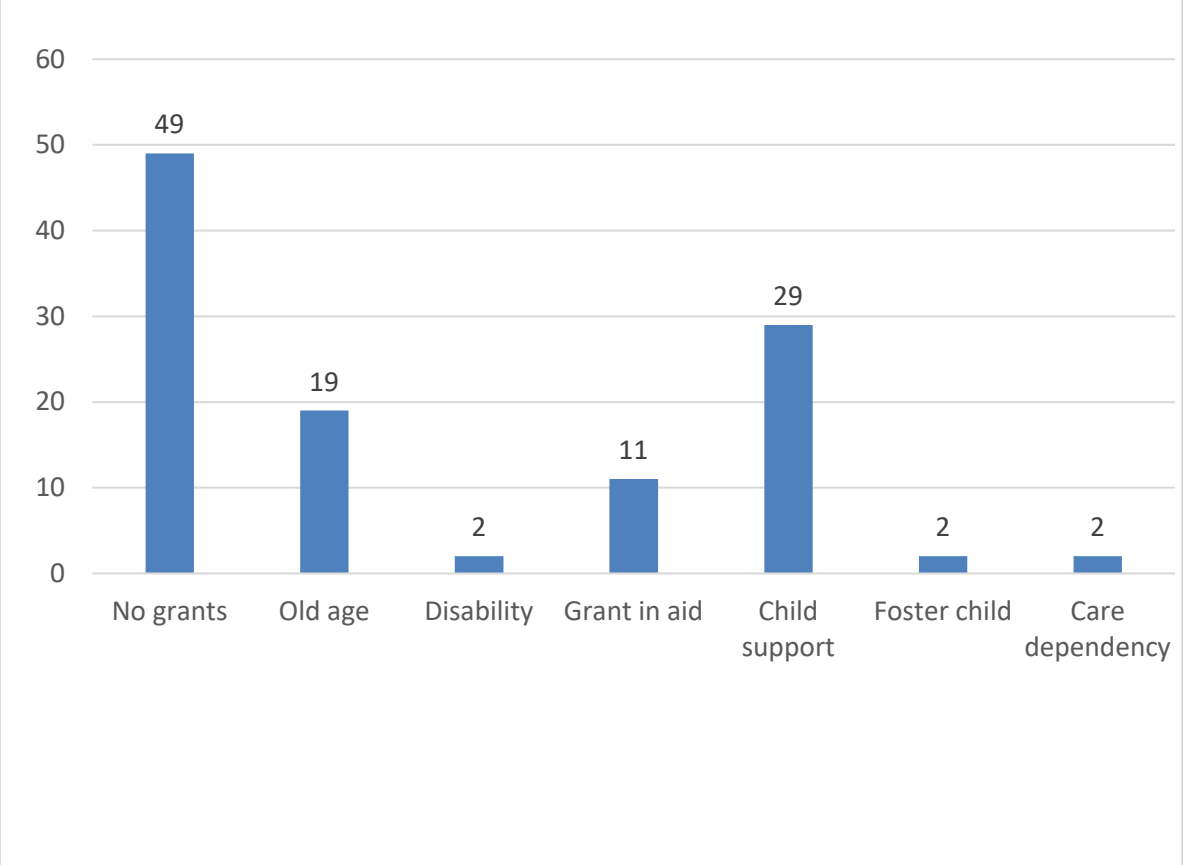

Figure 4.3: Type of grants received by members of respondents' household

[Source: Own contribution]

The next section provides information on the education and skills of the youth.

4.3.2 Section B: Education and Skills of Youth

The majority (53%) of the respondents completed grades 8-11, while 40.45% had a matric certificate and higher (Table 4.3).

Table 4.3: The highest level of education

Highest level of education	Frequency	Percentage
No schooling	2	1.8
Grade 1-3	1	0.9
Grade 4-6	4	3.5
Finished Primary school	1	0.9
Grade 8- 11	60	52.6
Completed matric	41	36.0
Vocational Training	4	3.5
Diploma	1	0.9
Total	**114**	**100**

[Source: Own contribution]

The next section provides information on methods the youth employ to search for a job.

4.3.3 Section C: Job Search Methods

On the average sending applications for job openings (55%), asking people about job leads (52%), contacting employers for information about jobs (51%) and making a door-to-door visit to companies for job opportunities (48%) were the most frequently used modes of searching for a job among the respondents. Searching newspaper advertisements (27%) and the use of internet sources (31%) were less used methods for job search among the respondents (Figure 4.4)

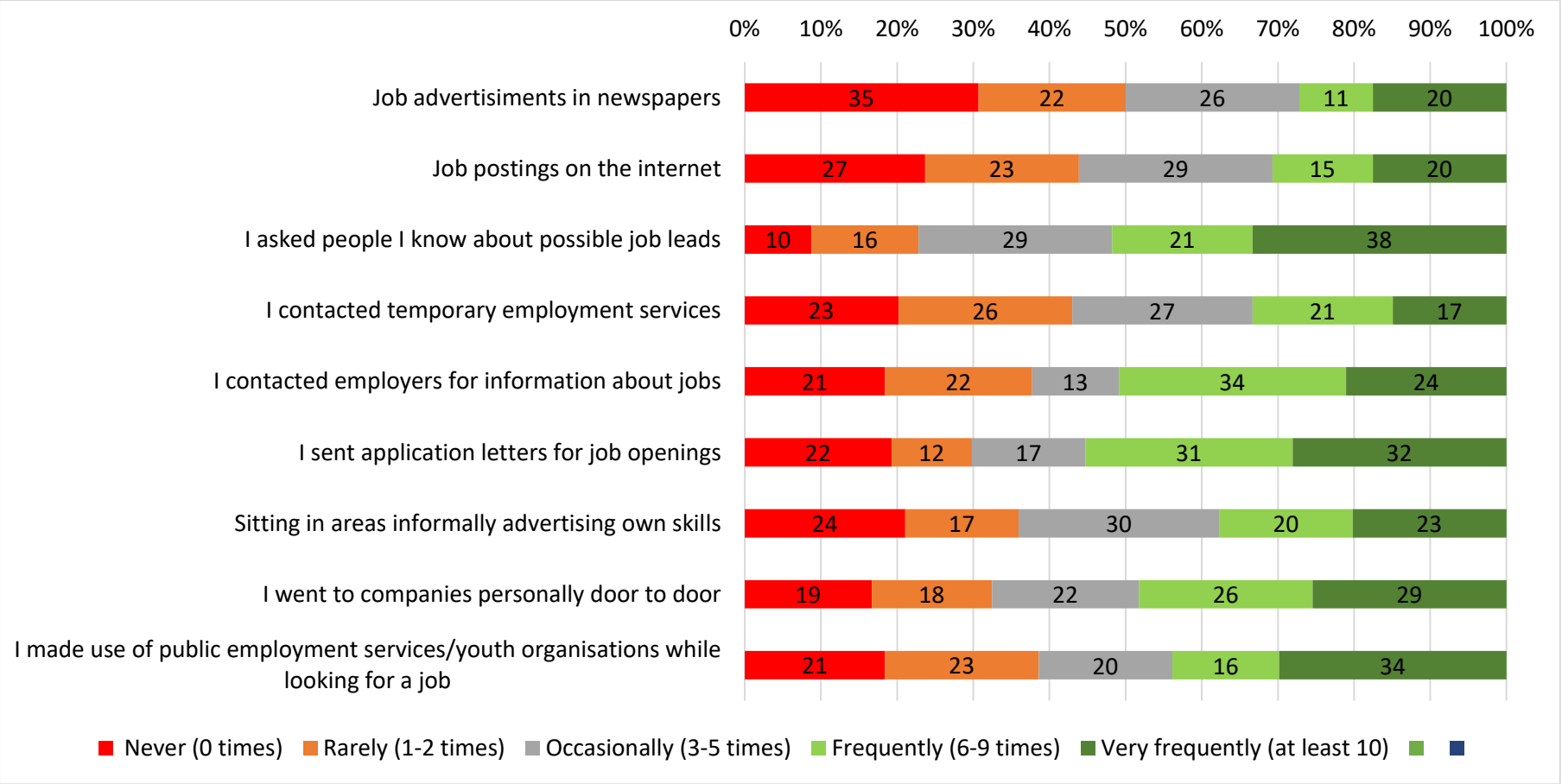

Figure 4.4: Methods used by respondents in the search for jobs

[Source: Own contribution]

The next section provides information on unemployment conditions of respondents.

4.3.4 Section D: Unemployed Conditions

Section 4.3.4 presents the respondent's responses on their unemployment condition, which comprises searching for a job within the last calendar year, why respondents did not look for a job, the sector respondents applied for a job and the sector the respondents prefer to work it.

4.3.4.1 Job search and reasons for not searching job in the past year

From Figure 4.5, the majority (80%) of the 114 respondents stated that they had searched for a job in the last 12 months. Out of the 23 respondents who did not search for a job in the previous year, 43% stated that there was no work in their area, 30% stated family responsibilities, 13% state not having job requirements, 9% stated illness, injury or pregnancy as hindrances while 4 % had given up on job search (Figure 4.6).

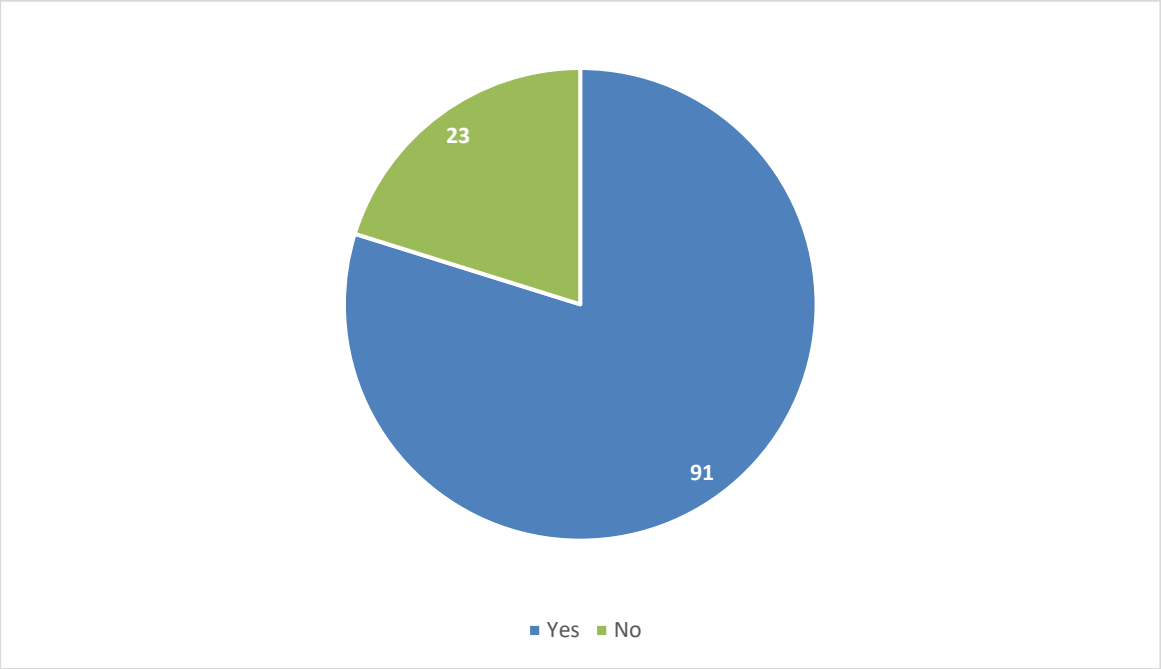

Figure 4.5: Job search in the past year (n=114)

[Source: Own contribution]

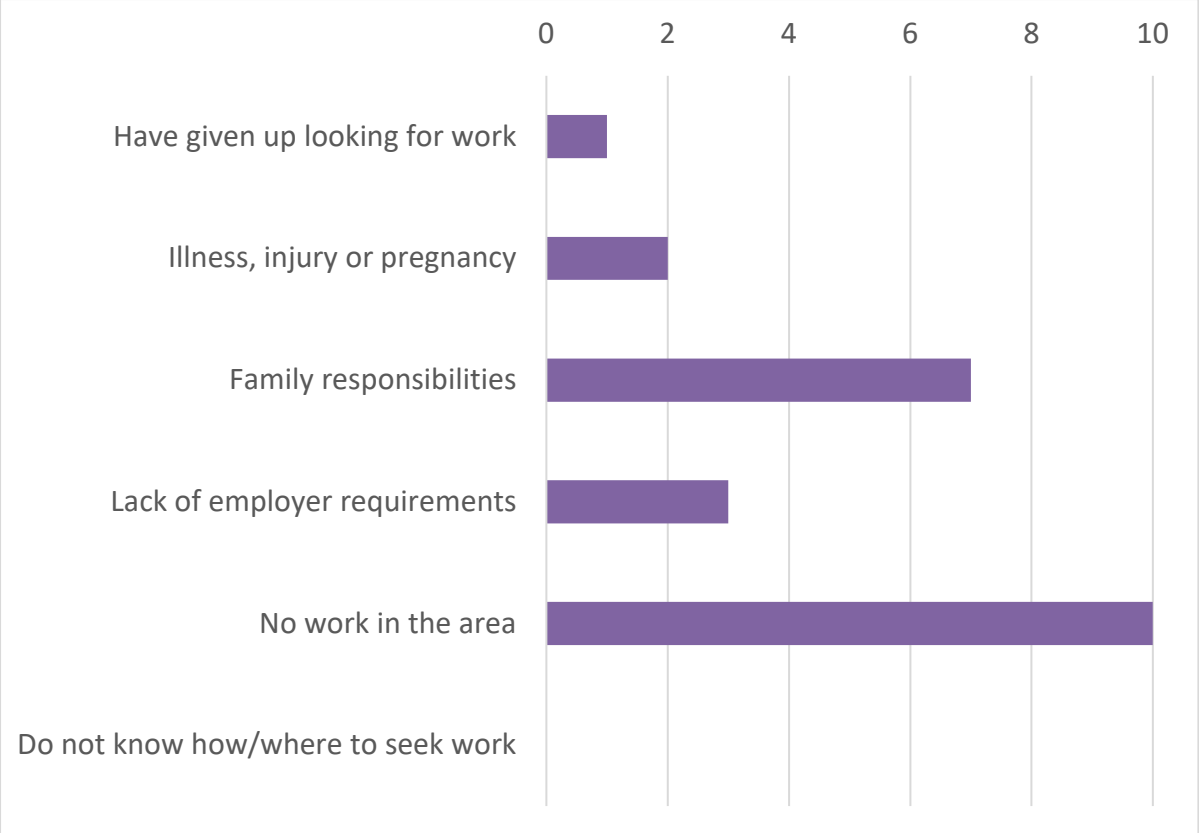

Figure 4.6: Reasons for not looking for a job (n=23)

[Source: Own contribution]

The next section provides information on 'type of job searched for' and 'preferred sector for work.'

4.3.4.2 Type of job searched for and preferred sector for work

Figure 4.7 shows that the four most common type of job that the respondents searched included professional jobs (23%), teaching job (22%), manual job (21% and administrative jobs (13%). Figure 4.8 displays the employment sector preferred by the respondents. In general mining (22%), Agriculture (19%) and electricity (14%). Transport, trade and manufacturing were the least preferred among the respondents with 4% each.

4.3.4.3 Type of job searching for

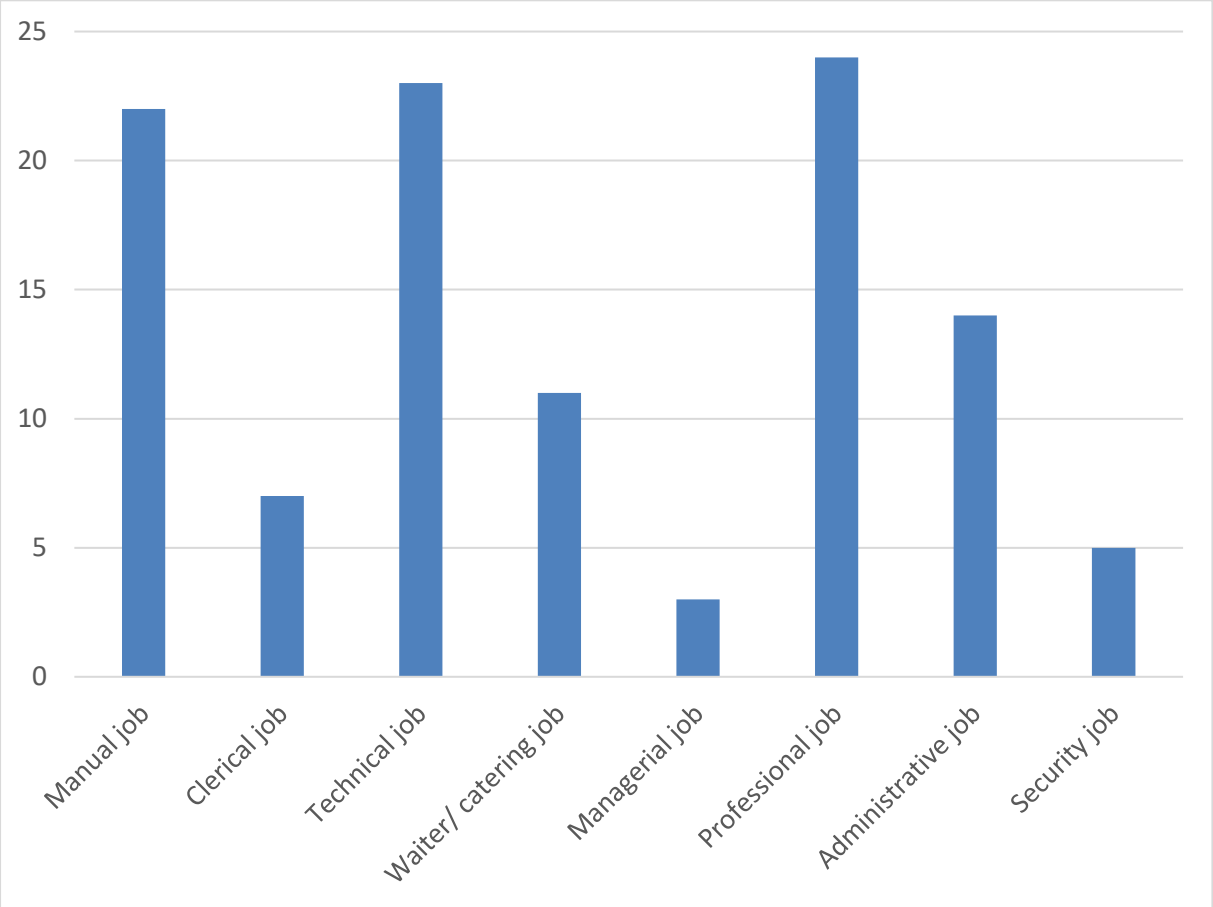

Figure 4.7: Type of job searching for (n=105)

[Source: Own contribution]

The next section provides information on the sector that respondents prefer to work.

4.3.4.4 The sector that respondents prefer to work in

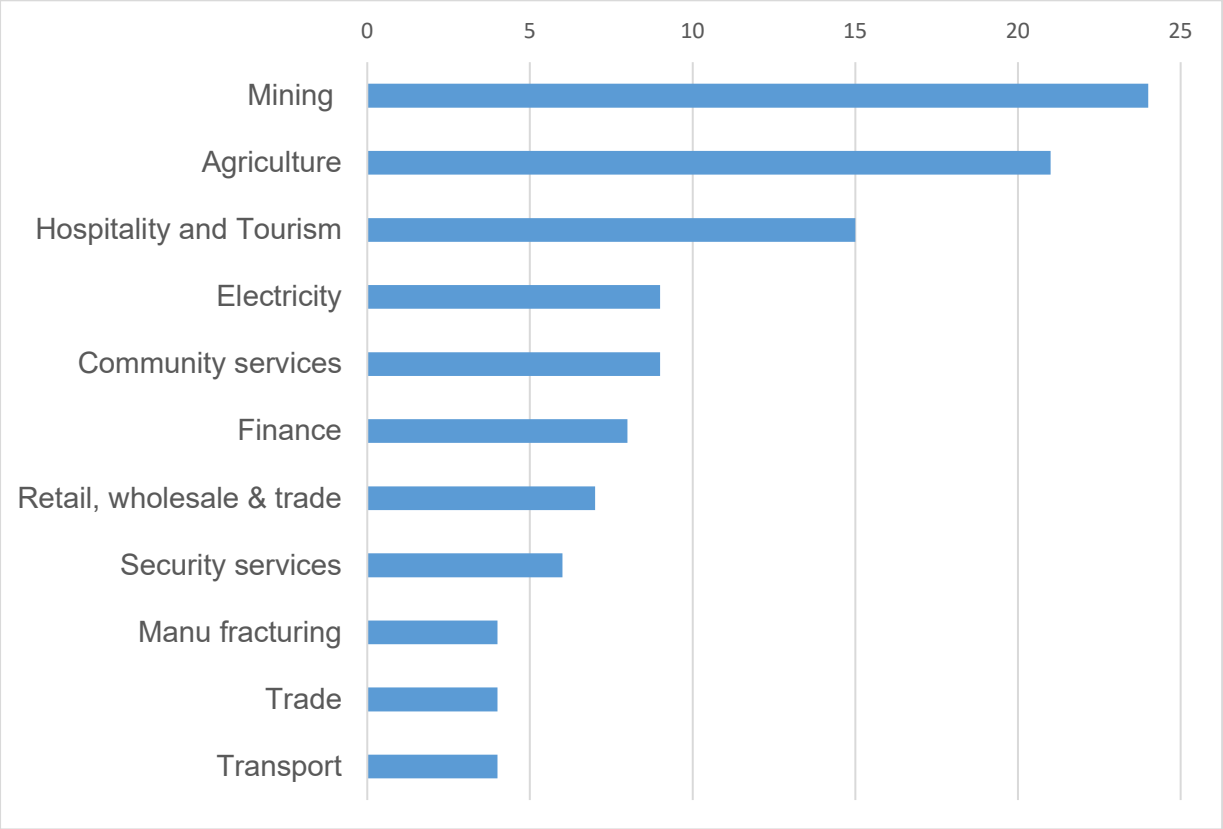

Figure 4.8: Sector that respondents prefer to work (n=111)

[Source: Own contribution]

The next section provides information on the current source of income for respondents.

4.3.4.5 The current source of income

The main source of income for the majority (85%) of the respondents is social grant and support from family and friends (Figure 4.9). Thirty-nine per cent (39%) of the respondents' households receive social grants, whereas 46% depends on family and friends (Figure 4.9).

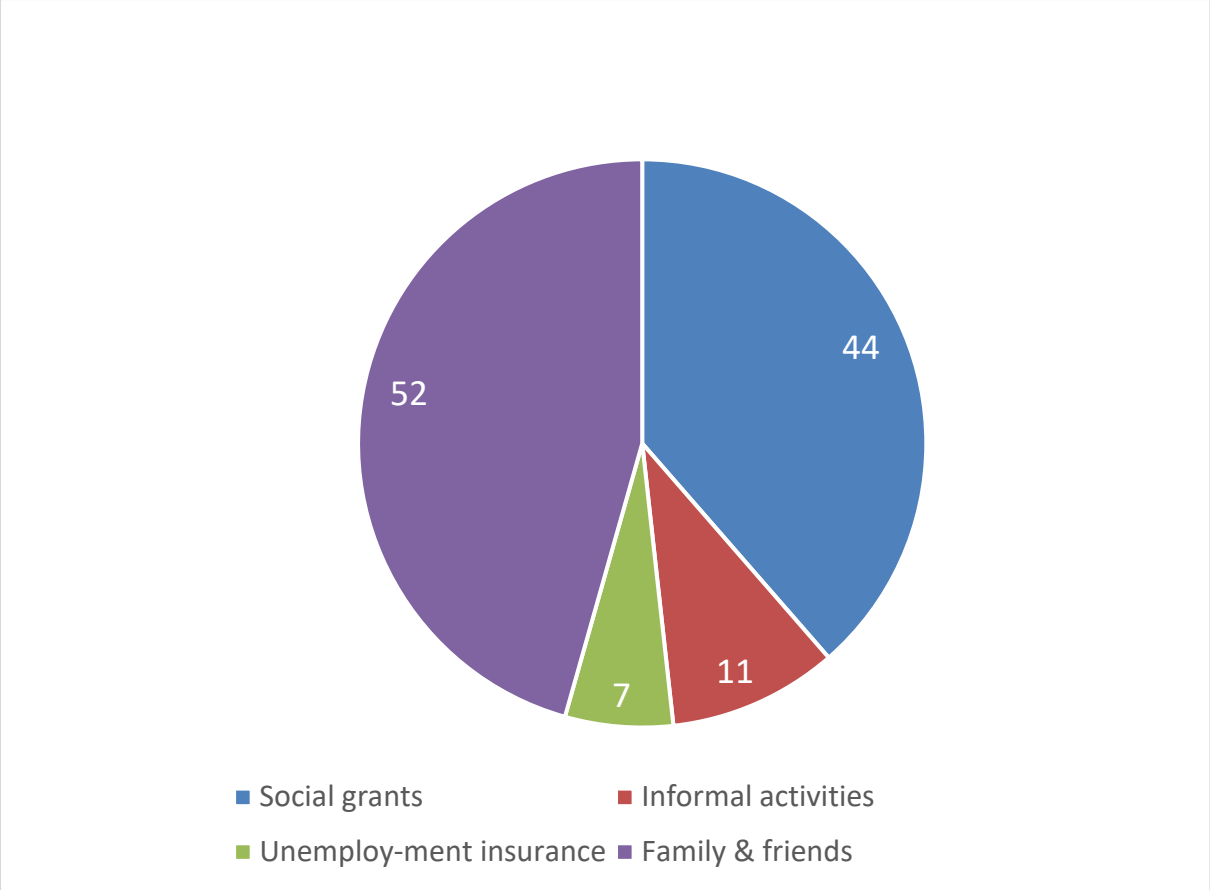

Figure 4.9: Current source of income (n=114)

[Source: Own contribution]

The next section provides information on employment barriers that the youth face

4.3.5 Section E: Employment Barriers that the Youth Face

The barriers to employment faced by you are ranked from lowest to highest in Figure 4.10**.** Not having enough assistance (84%), not enough job opportunities available (82%), not knowing enough people who could assist (76%) and not knowing what industries are hiring (75%), meagre wages offered by employers (71%), high cost of searching for a job (69%) and not having the educational level required by employers (69%) were the top six barriers you face in seek of gainful employment (Figure 4.10)

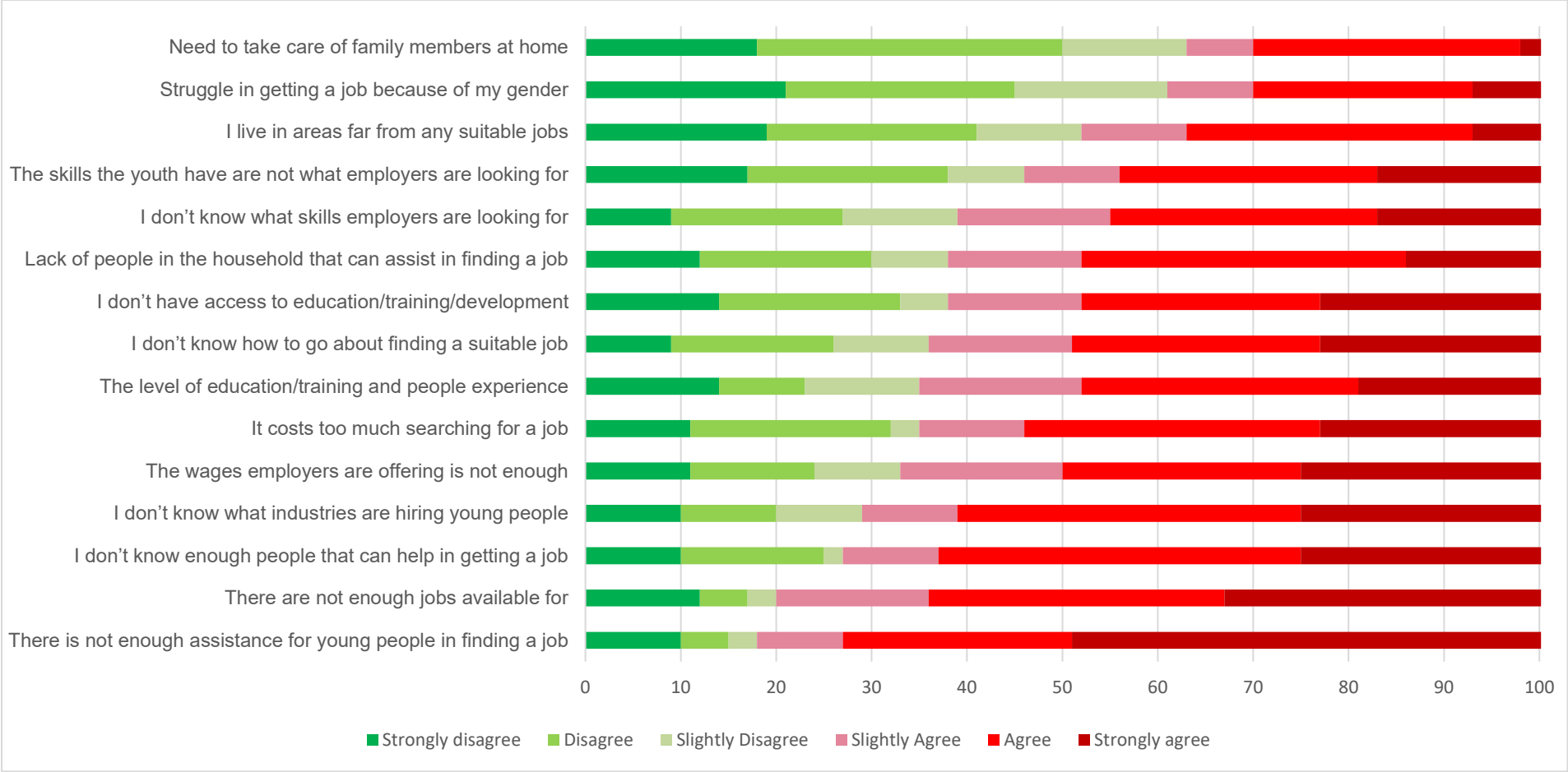

Figure 4.10: Barriers to unemployment among the respondents.

[Source: Own contribution]

The next section provides information on the agricultural interest of the respondents.

4.3.6 Section F: Agriculture Interest

This section presents the tool's component that looked at the youth's interest in agriculture. It comprises whether the youth grew up on farms or not, whether they are from a farm-oriented family or not, respondents' knowledge in agriculture, land availability, and resources for the respondents to engage informing. The next section provides information on growing up in a farming-oriented family. The next section provides information on growing in a farming-oriented family.

4.3.6.1 Growing up in a farming-oriented family

Only 24% of the respondents grew up in a farming-oriented family (Figure 4.11). From Table 4.4, the majority (56%) out of the 27 respondents who grew up in farming-oriented families were made up of more than nine members. About 44% grew up in farming-oriented families of less than ten members.

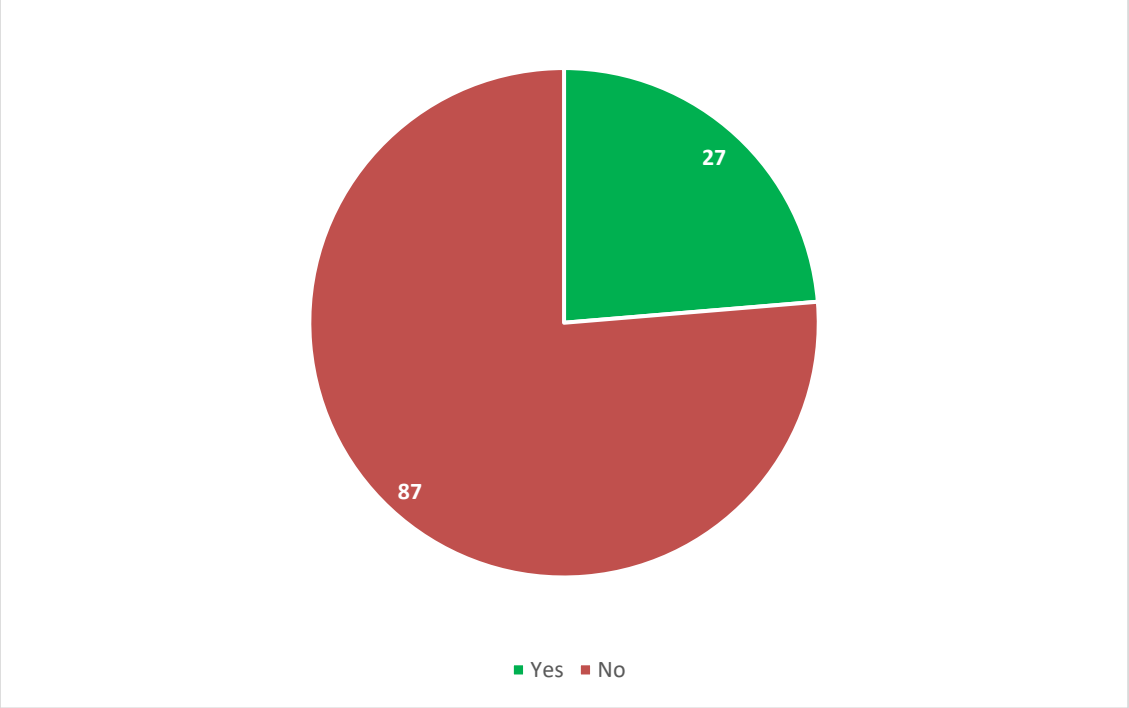

Figure 4.11:Growing up in a farming-oriented family(n=114)

[Source: Own contribution]

Table 4.4: Size of the farm

Size of the farming family	Frequency	Percentage (%)
Micro size (9 or less people)	12	44
Small (10-99 people)	7	26
Medium (100-499 people)	4	19
Large (500 and more people)	4	19
Total	**27**	**100.0**

[Source: Own contribution]

The next section provides information on the formal agricultural experience of respondents.

4.3.6.2 Formal agricultural working experience

Figure 4.12 shows that the majority (80%) of the respondents do not have any formal farming experience. Out of the 23 respondents who had some farming experience, almost half (48%) had between zero to three years' experience (Table 4.5).

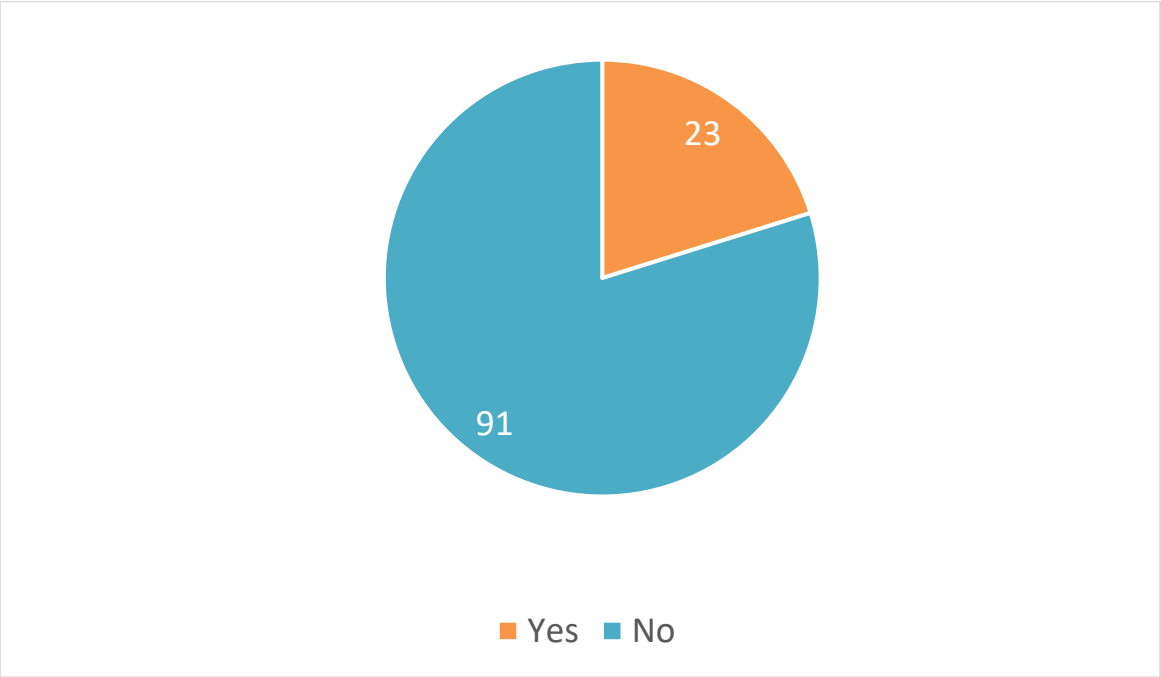

Figure 4.12: Formal Agricultural working experience

[Source: Own contribution]

Table 4.5: Farming Experience

Years of experience	Frequency	Percentage
0-3yrs	11	47.8
3-5yrs	8	34.8
5-10yrs	4	17.4
Total	**23**	**100.0**

[Source: Own contribution]

The next section provides information on the type of farming the youth are interested in.

4.3.6.3 Type of farming respondents are interested in

Figure 4.13 shows that the majority (55%) of the respondents are interested in vegetable and livestock farming. The rest mentioned crop (10%), commercial (7%) and poultry (6%). About 22% of the respondents, however, stated that they are interested in mixed farming.

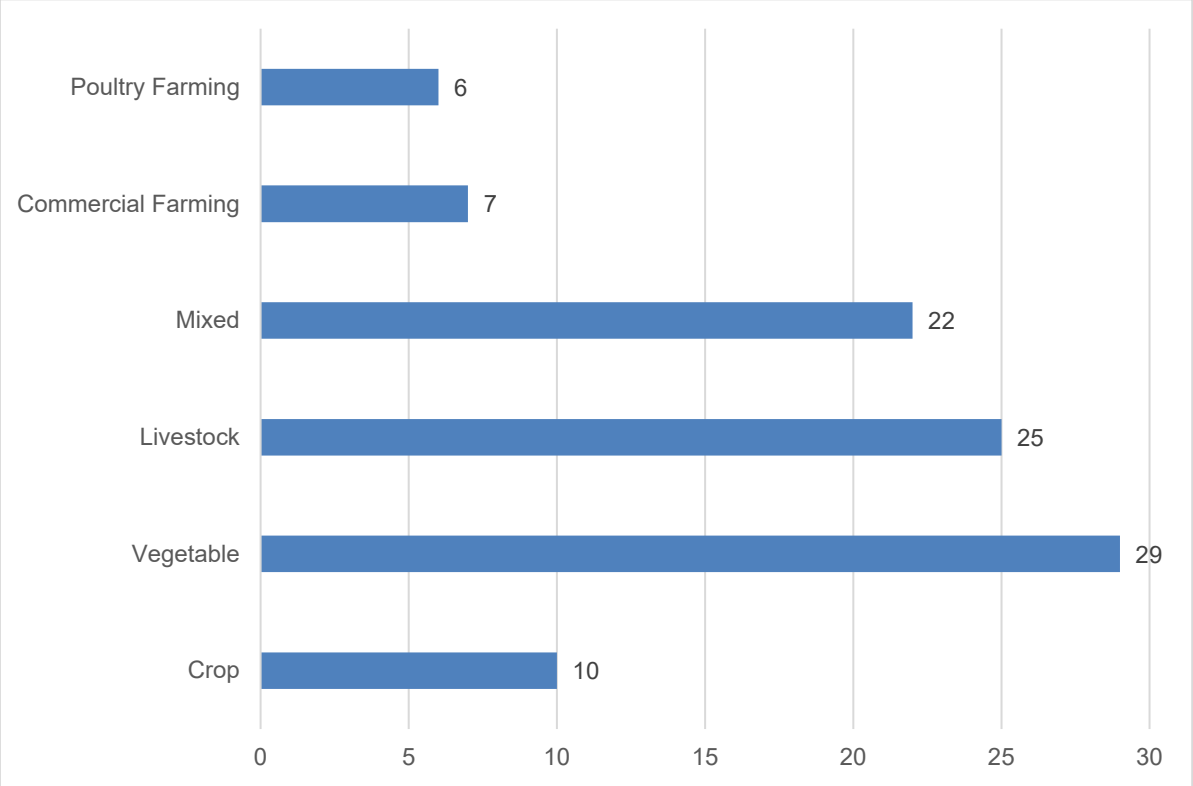

Figure 4.13: Type of farming the youth are interested in (n=99)

[Source: Own contribution]

The next section provides information on access land to and necessary resources for farming.

4.3.6.4 Access to land and necessary resources for farming

Figure 4.14 shows that only 13 (11.4%) of the respondents have land to start farming. It can also be seen in Figure 4.14 that only 8 of the respondents have the necessary resources to start farming. Meaning not all the 13 respondents that have access to land have the necessary capital to commence farming.

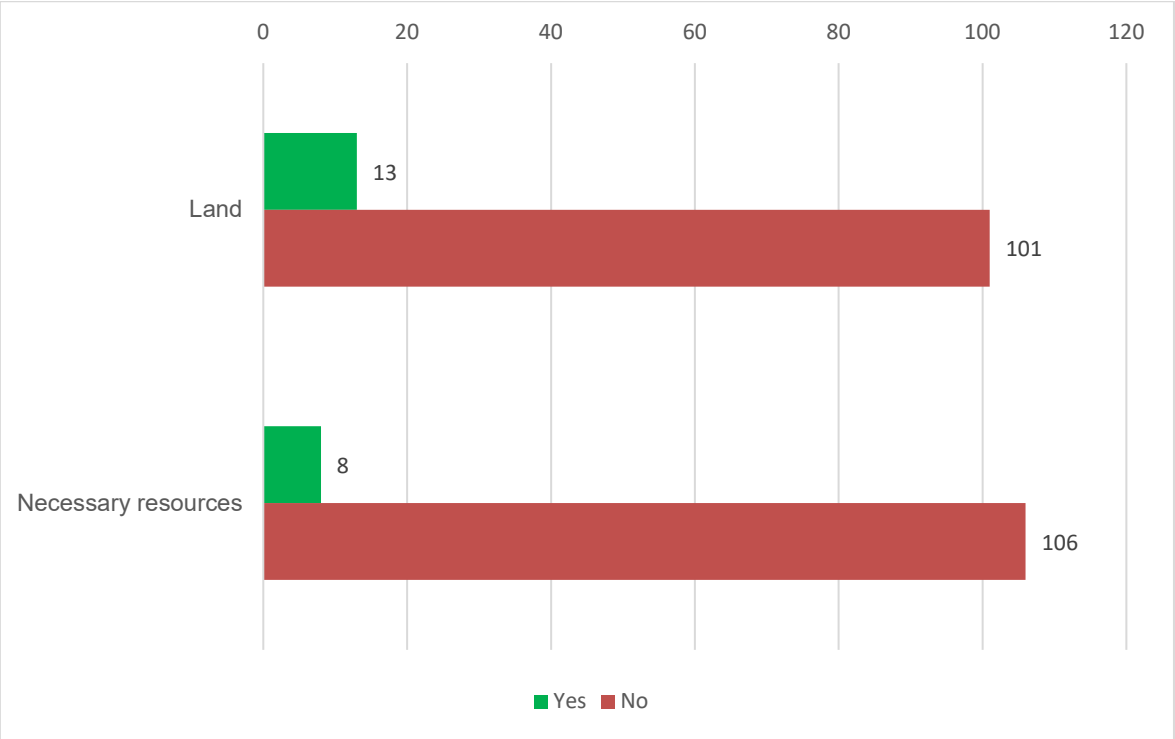

Figure 4.14: Land and Necessary Resources for farming(n=114)

[Source: Own contribution]

The next section provides information on the respondents' level of agricultural education.

4.3.6.5 Highest level of education in agriculture

From Table 4.6, 87% of the respondents do not have any education in agriculture. The respondents indicated that they would like to be trained on the relevant knowledge needed to equip themselves for the agricultural job sector Figure 4.15: Interested in receiving training in Agriculture (n=114). None of the respondents has a degree or Diploma in agriculture.

Considering the factors that hinder respondents from receiving education in Agriculture, lack of minimum entry certificate (35%), lack of information (33%), lack of information (28%) and family support (13%) were selected by the respondents (Figure 4.16: Factors hindering respondents training (n=114, multiple responses).

Table 4.6: The highest level of education in Agriculture

Level of education	Frequency	Percentage
None	99	86.8
Vocational training	15	13.2
Diploma	0	0
Degree	0	0
Total	**114**	**100.0**

[Source: Own contribution]

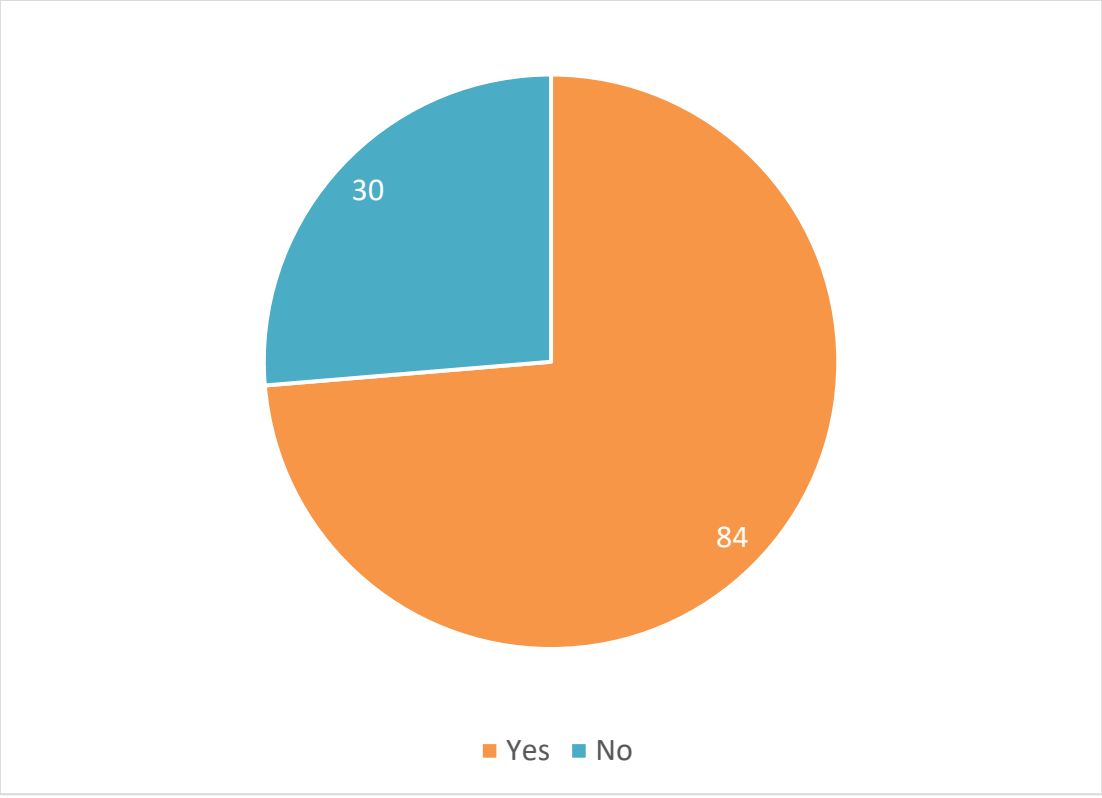

Figure 4.15: Interested in receiving training in Agriculture (n=114)

[Source: Own contribution]

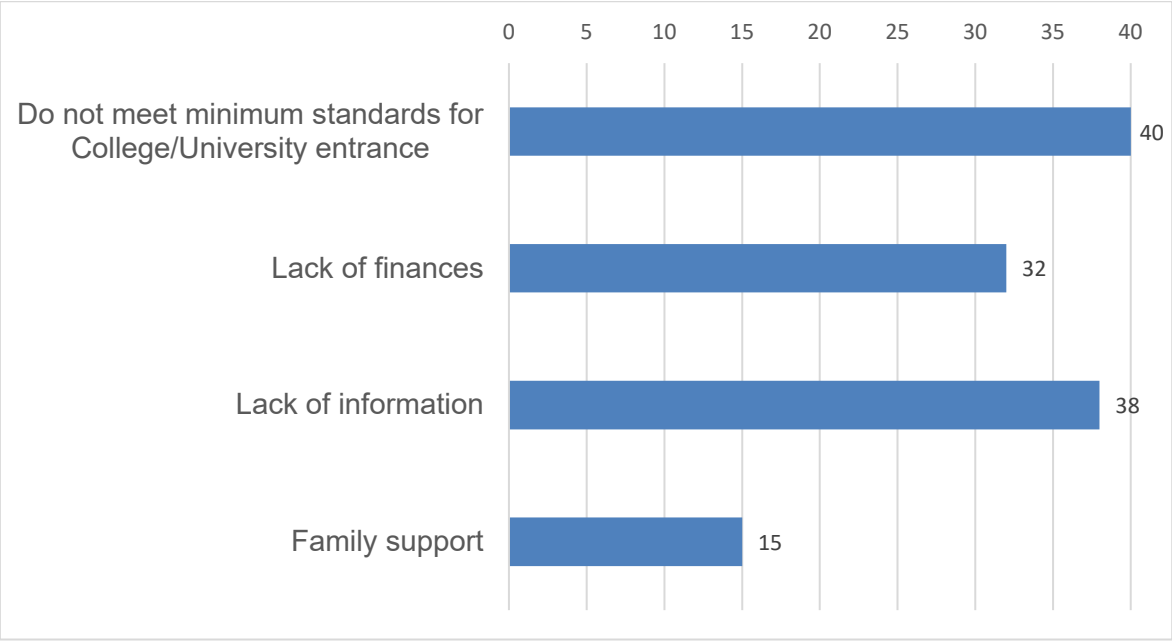

Figure 4.16: Factors hindering respondents training (n=114, multiple responses)
[Source: Own contribution]

The next section provides information on obstacles to youth entrepreneurship intentions in agriculture.

4.3.7 Section G: Obstacles to Youth Entrepreneurial Intentions in Agriculture

Figure 4.17 and Table 4.7 indicated that the respondents experience huge obstacles in starting an agricultural business. In all the eleven items graded by the respondents from strongly disagree (1) to strongly agree (6) in affirmation or otherwise of obstacles that the respondents face in starting their own business, it was found that the participant's experiences in all the items were above average in affirmation of the obstacles faced -mean ranking of 3.8-4.8 (Table 4.7).

Figure 4.17 arranged the obstacles in descending order of the negative impact they have on the respondent's ability to start an agricultural business. Not having enough opportunities to start an agricultural business (π=4.80) was raked to be the highest obstacle followed by Not enough certainty of income when running your own business in agriculture (π=4.78) and Struggle to get access to finances from banking institutions (π=4.75). The respondents' least obstacle was too risky for young people to start their own Agricultural business (π=3.88), which was also above average in terms of negative impact.

Table 4.7: Obstacles to Youth Entrepreneurial Intentions in Agriculture

Obstacles to Youth Entrepreneurial Intentions in Agriculture	N	Minimum	Maximum	Mean	Std. Deviation
Don't have enough information or networks to start their farming	114	1	6	4.39	1.85
Don't have the skills business to run their own farming business	114	1	6	4.36	1.74
Struggle to get access to finances from banking institutions	114	1	6	4.75	1.47
No technical skills needed to farm	114	1	6	4.13	1.75
Don't have enough experience in agriculture	114	1	6	4.51	1.58
Not enough opportunities in agriculture to start one's own business	114	1	6	4.80	1.50
Not enough certainty of income when running your own business in agriculture	114	1	6	4.78	1.50
The economy is too bad to start farming	114	1	6	3.99	1.77
Lack of information about Agricultural start-ups	114	1	6	4.71	1.60
Too risky for young people to start their own Agricultural business	114	1	6	3.84	1.82

[Source: Own contribution]

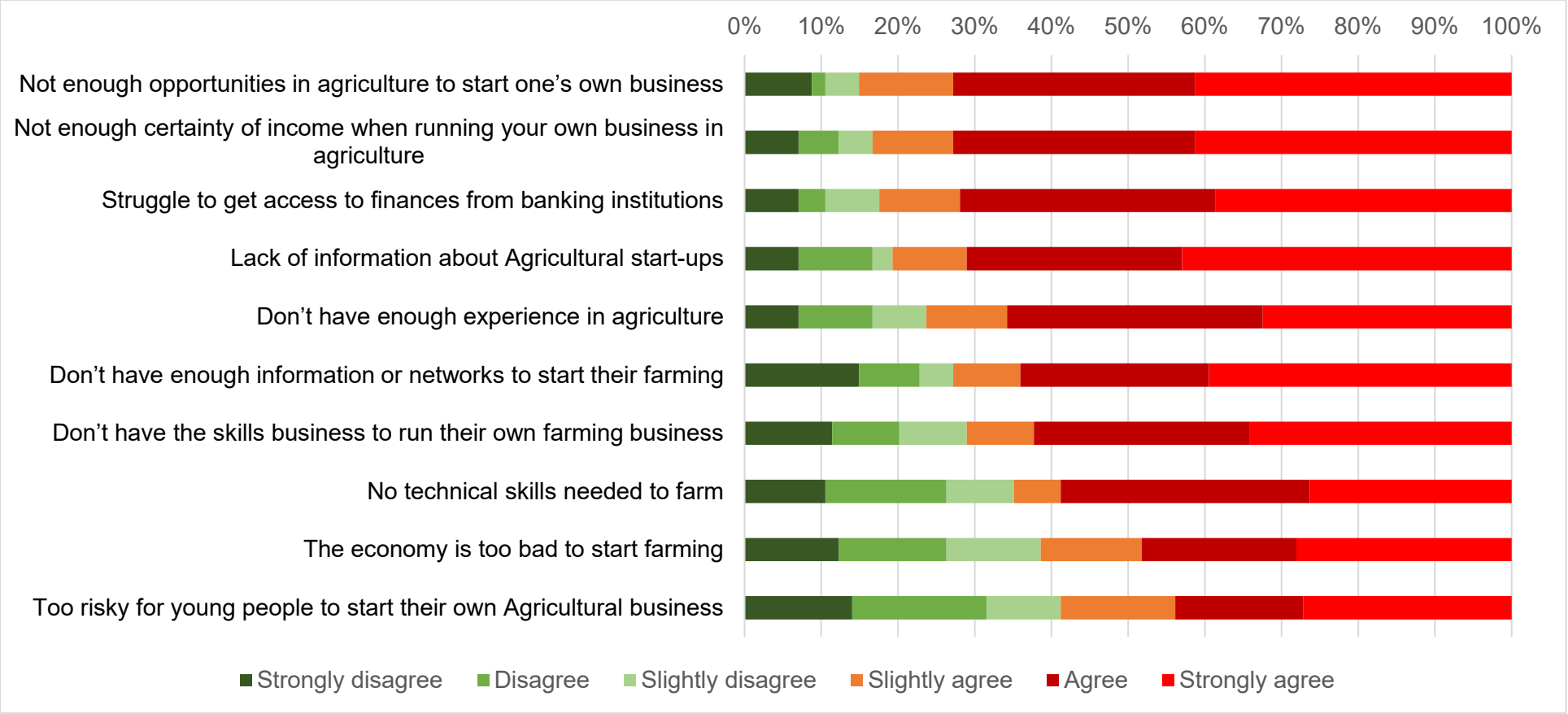

Figure 4.17: Obstacles to Youth Entrepreneurial Intentions in Agriculture (n=114)

[Source: Own contribution]

The next section provides information on the relationship between demographical variables.

4.4 RELATIONSHIP BETWEEN DEMOGRAPHICAL CHARACTERISTICS

The relationship demographic characteristics were divided into three subheadings. A Chi-square test was conducted to find a relationship between the demographic characteristics. The results from the data analysed were presented according to the subheadings below:

- The relationship between age group, unemployment and grants received
- The relationship between the type of grant received and unemployment status by age group
- Association between the highest level of education and unemployment status by age group

4.4.1 Relationship between age group, unemployment and grants received

A Chi-square test conducted to find a relationship between unemployment status and age group (Table 4.8) shows no statistically significant (*p*=.157) association between the respondents' age group and unemployment status. A p-value of 0.05 or lower signifies statistical significance and vice versa (Grabowski, 2016).

Table 4.8: Relationship between unemployment status and age group

		Age group								*p*-value
		18-23		24-29		30-34		Total		
		n	%	n	%	n	%	n	%	
Unemployment status	Unemployed <1 yr	28	48.3	5	21.7	13	39.4	46	40.4	
	Unemployed 1-4 yrs	19	32.8	11	47.8	9	27.3	39	34.2	
	Unemployed 5yrs more	11	19	7	30.4	11	33.3	29	25.4	
	Total	58	100	23	100	33	100	114	100	0.157

[Source: Own contribution]

4.4.2 Relationship between type of grant received and unemployment status by age group

A Chi-square test (Table 4.9) conducted to find the relationship between the type of grant received and unemployment status by age group shows that there is no significant association between the type of grant and unemployment status and age groups 18-23 years(p=0.640) and 30-34 years (p=0.672). Hence no significant correlation between the three variables. Type of grant and unemployment status had a significant relationship with age groups 24-29 (p=0.035).

Table 4.9: Relationship between the type of grant received and unemployment status by age group

		18-23yrs (agegroup)			p-value	24-29yrs (agegroup)			p-value	30-34yrs (agegroup)			p-value
		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)	
Type of grant	No grants	14	6	6	0.640	1	2	5	0.035	7	5	3	0.672
	Old age	0	0	0		0	4	1		1	2	3	
	War veterans	5	2	1		0	0	0		0	0	0	
	Disability	0	2	0		0	0	0		0	0	0	
	Grant in aid	1	2	1		2	0	1		1	1	2	
	Child support	7	5	2		2	5	0		4	1	3	
	Foster child	0	1	1		0	0	0		0	0	0	
	Care dependency	1	1	0		0	0	0		0	0	0	

[Source: Researchers' contribution]

4.4.3 Association between the highest level of education and unemployment status by age group

A Chi-square test (Table 4.10) conducted to find the relationship between the highest level of education and unemployment status by age group shows no association between the highest level of education and unemployment status for each age group. That is the highest level of education, and unemployment status is not associated with 18-23 years (p=0.478), 24-29 years (p=0.258 and 30-34 years (p=0.474).

Table 4.10: Association between the highest level of education and unemployment status by age group

		18-23yrs (agegroup)			p-value	24-29yrs (agegroup)			p-value	30-34yrs (agegroup)			p-value
		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)		<1 yr (unemployed)	1-4 yrs (unemployed)	>4 yrs (unemployed)	
Level of education	No schooling	1	0	0	0.478	0	0	0	0.258	0	1	0	0.474
	Grade 1-3	0	1	0		0	0	0		0	0	0	
	Grade4-6	2	0	0		0	0	1		1	0	0	
	Finished Primary School	0	0	0		0	0	0		1	0	0	
	Grade 8-11	15	9	8		3	3	5		5	4	8	
	Completed matric	9	9	2		2	7	1		5	3	3	
	Vocational training	1	0	1		0	1	0		1	0	0	
	Diploma	0	0	0		0	0	0		0	1	0	

[Source: Own contribution]

The next section provides information on the exploratory factor analysis conducted to generate a composite variable for the instrument's set of items.

4.5 FACTOR ANALYSIS

Exploratory factor analysis is a statistical test conducted to describe the correlation between a set of items that seek to describe a construct and could be represented by a single generated common factor (Gaskin & Happell, 2014; Maskey *et al.*, 2018; Wong & Yin Cheung, 2010). It could be exploratory, that is to find a structure or develop a construct through associating items (Gaskin & Happell, 2014; Maskey *et al.*, 2018) or exploratory in which case it assumes that each of the items that constitute a construct is associated with specified measurable variables (Wong & Yin Cheung, 2010). Exploratory factor analysis produces factor loadings synonymous to correlation coefficient computed to reduce items to the barest functional unit (Maskey *et al.*, 2018). Factor loadings range from 0 to 1. A factor loading of 0.7 or greater signifies the item contributes much the constructed and must be retained.

Reliability tests were conducted to show if the data being used for analysis was appropriate. Tests for reliability used in this study included Kaiser-Meyer-Olkin (KMO) and Cronbach alpha. Before conducting factor analysis, Kaiser-Meyer-Olkin (KMO) tests were conducted to measure the sampling adequacy for exploratory factor analysis. A correlation matrix (data with items) with KMO value 0.0-0.49 is considered unacceptable, 0.5-0.59 is considered miserable, in the 0.6s, 0.7s, 0.8s and 0.9s are considered mediocre, middling, meritorious, and marvellous respectively. Higher KMO values are better and provide the overall measure of the shared variance between the items. This indicates that the items are related yet provide unique information to the described factors (Kaiser & Rice, 1974). Generally, a KMO >.5 is considered acceptable or satisfactory to perform exploratory factor analysis (Kaiser & Rice, 1974; López-Navarro *et al.*, 2015). Cronbach‘s alpha measures the reliability of a scale of measurement, expressed as the average of all split-half reliability coefficients. A Cronbach‘s Alpha of 0.00 signifies no internal reliability while 1.00 means complete internal reliability. A Cronbach‘s Alpha of 0.70 and above is considered acceptable internal stability and reliability (Taber, 2018).

An exploratory factor analysis (Matore *et al.*, 2019) was conducted to generate a composite variable representing the items that constitute job search methods and

employment barriers and obstacles to youth entrepreneurial intentions described in Tables 4.11, 4.12 and 4.13 (Balasundaram, 2009).

4.5.1 Factor analysis of items in section C (Job Search Methods)

Table 4.11 presents the factor loadings, Kaiser-Meyer-Olkin (KMO) test, Cronbach's alpha and the overall mean of items that constitute the job search methods. Variable C (Job search methods) was generated as a single variable that represents job search methods. The KMO of 0.89 shows the sample is adequate to perform exploratory factor analysis and the Cronbach alpha of 0.9 shows the items are reliable to generate the construct job search methods.

Table 4.11: Factor analysis of items in section C (Job Search Methods)

No	Variable	Factor loadings	KMO	Cronbach alpha	Overall mean
1	Job advertisements in newspapers	0.66	0.89	0.90	3.08
2	Job postings on the internet	0.50			
3	I asked people I know about possible job leads	0.67			
4	I contacted temporary employment services	0.77			
5	I contacted employers for information about jobs	0.85			
6	I sent application letters for job openings	0.84			
7	Sitting in areas informally advertising own skills	0.61			

8	I went to companies personally door to door	0.79			
9	I made use of public employment services/youth organisations while looking for a job	0.78			

[Source: Own contribution]

4.5.2 Factor analysis of items in section E (Employment barriers)

Table 4.12 presents the factor loadings, Kaiser-Meyer-Olkin (KMO) test, Cronbach's alpha and the overall mean of items that constitute employment barriers. The output from the factor analysis from which the variable E (employment barriers) was generated. The KMO of 0.89 shows the sample is adequate to perform exploratory factor analysis and the Cronbach alpha of 0.93 shows the items are reliable to generate the construct job search methods.

Table 4.12: Factor analysis of items in section E (Employment barriers)

No.	Variable	Factor loadings	KMO	Cronbach alpha
1	Struggle in getting a job because of my gender	0.71	0.89	0.93
2	I live in areas far from any suitable jobs	0.72		
3	I cannot look for work as I need to take care of family members at home	0.63		
4	Lack of people in the household that can assist in finding a job	0.69		
5	The level of education/training and people experience	0.75		

6	I don't have access to education/training/development	0.81		
7	The skills the youth have are not what employers are looking for	0.73		
8	I don't know what skills employers are looking for	0.74		
9	I don't know what industries are hiring young people	0.78		
10	I don't know how to go about finding a suitable job	0.76		
11	I don't know enough people that can help in getting a job	0.69		
12	It costs too much searching for a job	0.69		
13	The wages employers are offering is not enough	0.63		
15	There are not enough jobs available for	0.58		
15	There is not enough assistance for young people in finding a job	0.67		

[Source: Own contribution]

4.5.3 Factor analysis of items constituting obstacles to youth entrepreneurial intentions in agriculture

Table 4.13 shows the output from the factor analysis from which the variable G (obstacles to youth entrepreneurial intentions in agriculture) was generated. The KMO of 0.88 shows the sample is adequate to perform exploratory factor analysis and the Cronbach alpha of 0.87 shows the items are reliable to generate the construct obstacles to youth entrepreneurial intentions.

Table 4.13: Factor analysis of items constituting obstacles to youth entrepreneurial intentions in agriculture (G).

No.	Variable	Factor Loadings	Cronbach alpha	KMO
1	Don't have enough information or networks to start their farming	0.63	0.88	0.87
2	Don't have the skills business to run their own farming business	0.66		
3	Struggle to get access to finances from banking institutions	0.72		
4	No technical skills needed to farm	0.60		
5	Don't have enough experience in agriculture	0.70		
6	Not enough opportunities in agriculture to start one's own business	0.80		
7	Not enough certainty of income when running your own business in agriculture	0.82		
8	The economy is too bad to start farming	0.58		
9	Lack of information about Agricultural start-ups	0.65		
10	Too risky for young people to start their own Agricultural business	0.49		

[Source: Own contribution]

The next section presents the correlation between demographic variables and job search methods.

4.6 CORRELATION BETWEEN DEMOGRAPHIC VARIABLES

To determine statistically significant between the variables, a correlation matrix and Spearman correlation test was conducted. The results from the data analysed were presented according to the subheadings below.

4.6.1 The association between the highest level of education and seeking a job in the last year

Spearman's correlation (Table 4.14) shows a weak negative correlation (r=-0.0534) between steps taken to find a job and the highest level of education. With a statistically non-significant *p*-value >0.05, there is no association between actions taken to find a job and respondents' highest level of education. The Spearman correlation coefficient (r) range -1 to 1, which shows a monotonic association between two non-linear variables. A correlation coefficient of 0 shows no monotonic relationship, and the relationship gets stronger as the coefficient approaches an absolute value of 1 (1).

Table 4.14: Association between the highest level of education and seeking a job in the last year.

	Highest level of education	**Seeking a job in the past year**
Highest level of education	1	
Seeking a job in the past year	-0.0534	1
p-value	0.5722	

[Source: Own contribution]

The next section presents the main reason for not seeking work (D2), the highest level of education (B1), Type of grants (A5) and Employment status (A3).

4.6.2 Correlation between the main reason for not seeking work (D2), the highest level of education (B1), type of grants (A5) and employment status (a3)

In the correlation matrix presented in Table 4.15, there is a very weak positive correlation (r=0.002) between the main reason for not seeking work (D2) and the highest level of education (B1). There was also a weak positive correlation (r=0.07) between the main reason for not seeking work (D2) and Type of grants (A5). A weak positive correlation (r=0.019) was also observed between the highest level of education (B1) and Employment status (A3). From the correlation matrix (Table 4.15), it could also be observed that the main reason for not seeking work (D2) and Employment status (A3) shows a weak negative correlation (r=-0.0514). All the associated in this section are, however, not statistically significant.

Table 4.15: Correlation between the Main reason for not seeking work (D2), the highest level of education (B1), Type of grants (A5) and Employment status (A3)

	D2	B1	A5	A3
D2	1			
B1	0.002	1		
A5	0.0704	-0.1191	1	
A3	-0.0514	0.0194	-0.0297	1

[Source: Own contribution]

The next section presents the correlation between the type of job(D3), the highest level of education (B1) and Employment status (A3).

4.6.3 Correlation between type of job (D3), the highest level of education (A1) and employment status (A3)

In this correlation matrix presented in Table 4.16, there is a weak positive correlation (r=0.055) between the type of job (D3) and the highest level of education (B1); likewise, Table 4.16 also shows a weak negative correlation (r=-0.167) between the type of job(D3) and Employment status (A3). The associations are, however, not statistically significant.

Table 4.16: Correlation between type of job (D3), the highest level of education (B1) and Employment status (A3)

	D3	B1	A3
D3	1		
B1	0.0547	1	
A3	-0.1671	0.0194	1

[Source: Own contribution]

The next section presents the correlation between preferred job sectors (D4), the highest level of education (B1) and Cross tabulation.

4.6.4 Correlation between preferred job sectors (D4), the highest level of education (B1) and cross-tabulation.

The correlation matrix (Table 4.17) shows a weak negative correlation (r=-0.011) between the selected preferred job sectors (D4), the highest level of education (B1), which is not statistically significant (p=0.9069).

Table 4.17: Correlation between preferred job sectors (D4) and the highest level of education (B1)

	D4	B1
D4	1	
B1	-0.0111	1
p-value	0.9069	

[Source: Own contribution]

The next section presents the correlation between the main current source of income (D5) and Type of grants (A5).

4.6.5 Correlation between current main source of income (D5) and type of grants (A5)

The correlation matrix (Table 4.18) indicates a week negative correlation (r=0.17) between the main current source of income (D5) and Type of grants (A5). This relationship is, however, not significant (p=0.07).

Table 4.18: Correlation between the main source of income (D5) and Type of grants (A5)

	D5	A5
D5	1	
A5	-0.1706	1
	0.0696	

[Source: Own contribution]

The next section presents the correlation between employment barriers (E) and job search methods (C).

4.6.6 Correlation between employment barriers (E) and job search methods (C)

From the output in Table 4.19, there is a moderate positive correlation (r=0.5154) between job search methods (C) and Employment barriers (E). The relationship between E and C is statistically significant ($p<0.001$). This means an increase in employment barriers increases the individuals' job search methods (efforts)-that is the more barriers an individual faces, the more job searching methods they employ to find a job.

Table 4.19: Correlation between employment barriers (E) and job search methods (C)

	Employment barriers	Job search methods
Employment barriers	1	
Job search methods	0.5154	1
p-value	<0.0001	

[Source: Own contribution]

The next section presents the correlation between employment barriers (E) and job search methods (C).

4.6.7 Association between highest level of education (B1) and areas live in is far from any suitable job (E2)

The output in Table 4.20 shows significant (p=0.0097) weak negative correlation (r=-0.2413) between areas live in is far from any suitable job (E2) and educational level. Those with a lower level of education live in areas that are far from suitable job.

Table 4.20: Association between Highest level of education (B1) and areas live in is far from any suitable job (E2)

	E2	B1
E2	1	
B1	-0.2413	1
p-value	0.0097	

[Source: Own contribution]

The next section presents the correlation between the highest educational level in agriculture (F8), the highest level of education (B1), and Employment status (A3).

4.6.8 Correlation between the highest educational level in agriculture (F8), the highest level of education (B1), and employment status (A3)

Table 4. 21 present a correlation matrix which indicates a very weak negative correlation (r=-0.005) between highest educational level in agriculture (F8) and the highest level of education (B1); a weak negative correlation (r=-0.02) between highest educational level in agriculture (F8) and Employment status (A3); and a weak positive correlation (r=0.019) between the highest level of education (B1) and Employment status (A3). All the association are not statistically significant (p>0.5) hence there is, therefore, no significant association between highest educational level in agriculture (F8), the highest level of education (B1) and Employment status (A3).

Table 4.21: Correlation between the highest educational level in agriculture (F8), the highest level of education (B1), and Employment status (A3)

	F8	B1	A3
F8	1		
B1	-0.0054	1	
p-value	0.9542		
A3	-0.0248	0.0194	1
p-value	0.7931	0.8376	

[Source: Own contribution]

The next section presents the Correlation between interest in enhancing training and development in agriculture (F9), preferred job sectors (D4), and sort of job looking for (D3).

4.6.9 Correlation between interest in enhancing training and development in agriculture (F9), preferred job sectors (D4), and sort of job looking for (D3)

From the correlation matrix in Table 4.22, there is a weak positive correlation (r=0.19) between interest in enhancing training and development in agriculture (F9) and preferred job sectors (D4). This relationship was marginally significant (p=0,04). Table 4.22 also shows that there was a weak positive correlation (r=0.21) between interest in enhancing training and development in agriculture (F9) and sort of job looking for (D3). Also, there was a weak positive correlation (r=0.176) between preferred job sectors (D4) and sort of job looking for (D3).

Table 4.22: Correlation between interest in enhancing training and development in agriculture (F9), preferred job sectors (D4), and sort of job looking for (D3)

	F9	D4	D3
F9	1		
D4	0.1926	1	
p-value	0.0401		
D3	0.2122	0.1764	1
p-value	0.0234	0.0605	

[Source: Researchers' contribution]

The next section presents the correlation between factors hindering the respondent's uptake of training and development in agriculture (F10) and educational level (B1).

4.6.10 Correlation between factors hindering respondent's uptake of training and development in agriculture (F10) and educational level (B1)

The correlation matrix (Table 4.23) shows a is a weak negative correlation (r=-0.097) between factors hindering respondents' uptake of training and development in agriculture (F10) and educational level (B1). This association is, however, not significant (p=0.30).

Table 4.23: Correlation between factors hindering the respondent's uptake of training and development in agriculture (F10) and educational level (B1)

	F10	B1
F10	1	
B1	-0.0972	1
***p*-value**	0.3037	

[Source: Own contribution]

The subsequent section presents the correlation between obstacles to youth entrepreneurial intentions (G), having land to start farming (F6) and having resources to farm (F7).

4.6.11 Correlation between obstacles to youth entrepreneurial intentions (G), having land to start farming (F6) and having resources to farm (F7)

From the correlation matrix in Table 4.24, there was a weak positive correlation (r=0.16) between obstacles to youth entrepreneurial intentions (G) and having land to start farming (F6). Also, there is a weak positive correlation (r=0.12) between obstacles to youth entrepreneurial intentions (G) and having resources to farm (F7). There was a no statistically significant (p=0.08 and 0.19 respectively) association between G and F6.

Table 4.24: Correlation between obstacles to youth entrepreneurial intentions (G), having land to start farming (F6) and having resources to farm (F7)

	G	F6	F7
G	1		
F6	0.1623	1	
p-value	0.0845		
F7	0.1232	0.1175	1
p-value	0.1917	0.2131	

[Source: Own contribution]

4.6.12 Correlation between no technical skills (G4) and what sort of job looking for (D3)

Table 4.25 shows that there is a weak or no correlation (r=0.06) between no technical skills (G4) and what sort of job looking for (D3).

Table 4.25: Correlation between no technical skills (G4) and what sort of job looking for (D3)

	G4	D3
G4	1	
D3	0.0633	1
p-value	0.5034	

[Source: Own contribution]

4.6.13 Correlation between the economy is too bad to start farming (G8) and employment status (A3)

From the correlation matrix (Table 4.26), there is a weak negative or no correlation (r=-0.05) between the economy is too bad to start farming (G8) and Employment status (A3).

Table 4.26: Correlation between "the economy is too bad to start farming" (G8) and Employment status (A3)

	G8	A3
G8	1	
A3	-0.0508	1
p-value	0.5914	

[Source: Own contribution]

4.7 DISCUSSION OF THE MAIN FINDINGS OF THE STUDY

4.7.1 What are the profiling characteristics of unemployed youth?

The results show that the majority (51%) of the Dr Kaunda District's unemployed people were below the age of 24 and speaks mainly Afrikaans and English. This finding is in concordance with the national unemployment rates (59% for less than 25 years) reported the international Labour Organization and the Statistics South Africa (Statistics South Africa, 2020a). This rate far outweighs the national unemployment rate of 30.1%, mimicking the youth unemployment data reported by various countries across the globe (International Labour organization, 2019; United Nations, 2019). This

study excluded minors by the South African definition (Garcia *et al.*, 2008; Office of the South African President, 1996; South African Parliament, 2020). Though the research included only people above the age of 18, it is important also to note that if the people within the ager group of 15 to 17 were added, the proportion of unemployed youth (age 1-25) by the ILO definition would have been higher than the 51% reported in this study and closer or higher than the 59% reported by the Statistics South Africa.

The majority (59.6%) of respondents in the target population have been unemployed for more than a year even though they have put in a lot of effort to search for a job. This is a challenging situation the youth of South Africa have found themselves in. Prolong unemployment has been liked to psychosocial stress, resulting in suicide (Kawohl & Nordt, 2020; Wanberg, 2012). With the negative effect of COVID-19 on unemployment and psychosocial health, the government needs to pay serious attention to the youth especially within the teenage group to curb suicide among the youth (Kootbodien *et al.*, 2016).

The majority (60%) of the respondents in this study do not have a high school certificate. The job market is increasingly becoming skill and technology-dependent. Proficiency in sophisticated technological, mathematics, human management skills is required by the employers, especially the private sector in South Africa. Education has been found to reduce unemployment rates in youth all over the world. Despite having higher education qualification, Statistics South Africa (2020a) through their Quarterly Health Workforce Survey has reported that the unemployment rate among the youth with higher education certificates were 33.1%. It is expected that the unemployment rate among those without high school certificate will be very high because even unskilled jobs like sales agents and call centre ages require at least Matric (high school) certificate (De Jongh, 2017). In a study that explored the barriers to youth unemployment in a rural district in South Africa, De Jongh (2017) found that the youth who are youth with high school education is about 71% times likely to find a job than those who do not. Also, those who had university degrees are 123 times likely to find a job than those who had a high school educated (De Jongh, 2017).

Results from Figure 4.12 shows that the majority (80%) of the respondents searched for jobs in the last year. In a study to determine the effect of job search on the youth,

Zhaoli Song *et al.* (2009) found that continuous job search creates psychosocial stress. According to Song et al. (2009), this psychosocial stress propels the youth to intensify their search for a job to get a job and alleviate the stress. South African suicide rates have increased consistently over the last decade (Phiri *et al.*, 2020). It is not known at what level should the stress inflicted by frustration with unemployment could be negative or positive. Therefore, it is important for more studies into a job search and mental illness among South Africa youth.

The majority (57%) of the respondents who did not search for jobs stated that there is no job in their area, or they do not have the needed requirement for the job or have given up on job search even though most respondents used a combination of job search methods. Not having a job or being appointed for a job could breed frustration among job seekers to an extent to vent their anger on the sitting government through crime and other sorts of social unrest (International Labour organization, 2019; Shankar *et al.*, 2016). Many institutions (International Labour organization, 2019; Shankar *et al.*, 2016) and researchers (Blattman *et al.*, 2012) have found increasing unemployment and the frustration the youth go through looking for a job creates an atmosphere for crime, social unrest and instability.

Most of the respondents (84%) in Figure 4.10 ranked the option; there was not enough assistance for young people to find a job. Moreover, respondents ranked not having enough jobs in their community as the second most impacting barrier and not knowing enough people to help them find a job. These buttress the need for career guidance and training on job search among the youth in Dr Kaunda District.

The respondents mostly searched for professional jobs (23%), teaching job (22%), manual job (21%) and administrative jobs (13%). Professional and teaching require at least a higher education qualification whiles manual may not require same. From Table 4.3, only five respondents have a higher education qualification, but Figure 4.7 shows that about 57 respondents were looking for teaching, professional and managerial jobs without having the required qualification. The youth lack guidance on what job they could do or apply for any job opening available, expecting it to work. In a study to determine the youth's unemployment barriers, De Jongh (2017) found that the youth

lack information about the labour market and therefore engaged in an unfruitful job search. It is necessary to guide the youth on how to search for a job.

4.7.2 What is the relationship between youth unemployment and their level of education?

The study found that there was no relationship between age group and unemployment status. Other studies (Graham, 2016; De Jongh, 2017) found that the age group is significantly associated with unemployment status. The findings from this study may be blurred by the sampling method. This study's main focus is to find out how agriculture could serve as a conduit of employment for the unemployed youth; hence, the sample was composed of only unemployed people from various household. A general community survey may provide a different trend and association.

Education was found to have a positive influence on unemployment status in the literature. For example, the unemployment rate of 59% among the youth (15-24 years) has been reduced to 33.1% among those who those with higher education qualification in South Africa (Statistics South Africa, 2020a). Many studies have found a strong negative correlation between the level of education and unemployment rate (Aardt, 2012; Graham, 2016; Ortmann, 2005; Vukovic *et al.*, 2015). That is if a participants' level of education increases, the unemployment rate decreases. This study did not find a similar trend. Additionally, the highest of education did not show any statistically significant correlation with reasons for not seeking a job or type of social grant the participants' household members receive. Further, the level of education was not significantly associated with the participants' preferred sector of job.

This study found that there is a statistically significant moderate positive correlation (r=0.5154) between job search methods (C) and Employment barriers (E). That is, an increase in employment barriers increases the individuals' job search methods. This implies that more barriers an individual faces, the more job searching methods they employ to find a job. These findings are somewhat in concordance with Zhaoli Song *et al.* (2009) who found that the more difficult and stressful the job search is the more effort people put it to get a job to escape the pressure of unemployment stress.

This study found that there was a significant (p=0.0097) weak negative correlation (r=-0.2413) between the level of education and areas live in is far from any suitable job (E2). Meaning, participants with a high level of education live closer to a suitable job, and those with lower education levels live further away from a suitable job. In a study to determine the impact of education on rural-urban migration, Ali (2011) found that level of education is a significant driver of rural-urban migration with the intent of finding a job among others. This explains why people with higher education are more likely to live closer to a suitable job.

4.7.3 What is the perception of the target population on agriculture as an employer?

Though about one-quarter (24%) of respondents grew up in a farming-oriented family, only one-fifth (20%) had a farming experience. Only 24% of the respondents grew up in a farming-oriented family (Figures 4.11 and 4.12). Contrary to the findings of the Food and Agriculture Organization Global Forum on Food Security and Nutrition (Food and Agriculture Organization of the United Nations, 2018) that many youths refuse to go into agriculture because their relatives had negative economic experiences with farming, this study found that majority (97.6%) of the respondents are interested in one form of agriculture or the other. This is in concordance with most of the participants who acknowledge the need; 76% did grow up in an agriculture-oriented family, 80% had no farming experience, and 87% have no agricultural education, but are willing to take up training in agriculture (74%). Many respondents listed: not having minimum requirement required for training in agriculture (35%), lack of information (33%), lack of finances (28%) of the respondents and family support provided for the participant (13%) as barriers to their search of training in agriculture.

In concordance to findings of the Food and Agriculture Organization Global Forum on Food Security and Nutrition (Food and Agriculture Organization of the United Nations, 2018) that the youth lack access to land and resources, especially start-up capital and equipment to start farming, this study found that only 11.4% of the respondents have access to land on which they can start farming. Also, only 7% have the resources to start farming. The South African government has implemented projects which support black emerging farmers to obtain land and critical farming skills through Proactive Land

Acquisition Strategy (PLAS) (Antwi & Nxumalo, 2014; Department of Land Affairs, 2006; Mahlangu, 2017; Malatji, 2017). Although this and other initiatives have assisted in encouraging South Africans to take up farming as a trade Antwi and Nxumalo (2014) and Tabi *et al.* (2010) have found that the policy has not been efficiently implemented farmers will need more education and training.

The Development Bank of Southern Africa (2011) concords that agriculture is an essential component of the South African economy and therefore, well-positioned as a conduit for reducing youth unemployment. However, Higher Agricultural Education Institutions are expected to play a leading role in agricultural and training systems at the national level to realise this dividend of involving the youth in agriculture (New Partnership for Africa's Development, 2015).

The research findings show that though there is a no significant correlation (r=-0.097) between factors hindering respondents' uptake of training and development in agriculture (F10) and educational level (B1). Also, there was no significant association (p=0.30) between the two variables. There was also no significant relationship between all the variables. There was a marginal statistically significant (*p*=0.084) association between G and F6.

Many (41%) of the respondents prefer either mining or agricultural jobs. Critically observing their level of qualification, the manual aspect of these two sectors will suit the respondents. It is also worth discussing that their qualification level will not allow the respondents to rise quickly in this sector, although they may be very qualified for the job in those sectors. This phenomenon has been reported by Statistics South Africa (2020a) in their 2020 first Quarterly Health Workforce Survey that the youth who eventually found jobs were employed on short term contracts that do not offer the youth proper employee benefits and job security.

4.8 CHAPTER SUMMARY

This chapter presents the details of the analysis and the findings. Descriptive statistics were computed for demographic characteristics and presented in pie charts, bar graphs and frequency tables. It was found that the majority (51%) of the respondents were below 25 years of age. The most common languages spoken by the respondents were Afrikaans and English. It was found that the members of about 43% of respondents' households do not receive any social grant. Only 4.4% of the respondents had vocational or Diploma certificates. The highest level of education of the majority (52.6%) of the respondents was grade eight (8) to grade eleven (11). It was found that the respondents were searching for jobs that they did not qualify for.

It was found that the age group and level of education status do not have any significant association with unemployment status. The respondents were interested in agricultural entrepreneurship but does not have the land and necessary start-up capital nor the knowledge to engage or start their agricultural businesses. The respondents desire to receive education and training in agriculture but face obstacles such as not having the required entry certificate.

Chapter five presents the main findings, evaluation of the study, limitations of the study, recommendations, and conclusion.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to find out if agriculture is a possible solution for unemployed youth in rural areas? The specific questions that this study tried to answer are:

- What are the profiling characteristics of unemployed youth in the Dr Kenneth Kaunda District Municipality of the North West Province?
- What is the relationship between youth unemployment and their level of education?
- What is the unemployed youth's perception on agriculture as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province?

Chapter 4 outlined the results and discussions of the study. This chapter focuses on the main findings, recommendations, and conclusion.

5.2 MAIN FINDINGS FROM THE STUDY

5.2.1 Findings from the literature

The literature review aimed to review scientific literature that will help understand the unemployment dilemma in the Dr Kenneth Kaunda District Municipality of the North West Province. This focused on empirical and theoretical literature on youth unemployment globally, sub-Saharan Africa and South Africa. The literature review also investigated youth unemployment and how the Agriculture sector could address youth unemployment.

The literature review began with a general definition and description of youth unemployment from the ILO and other authors' perspective. The causes and consequences of youth unemployment were also addressed in the literature and the effect of unemployment on psychosocial health.

This was followed by a detailed review of statistics and situational analysis of youth unemployment globally, within the sub-Saharan African context and then narrowed down to South Africa. The impact of COVID-19 on youth unemployment in South African was also discussed in the literature.

A review on policy briefs on tackling youth unemployment from the Organisation for Economic Co-operation and Development (OECD, 2015) and the National Planning Commission (2012) was also done in the literature review. This was concluded by a literature review on the essence of agriculture to the problem of youth unemployment globally and within Africa.

5.2.2 Empirical findings

5.2.2.1 Profiling characteristics of unemployed youth

Most (51%) of the unemployed respondents in the Dr Kaunda District were below the age of 24 and were mainly Afrikaans and English-speaking people. More than a year, the majority (59.6%) of the respondents remained unemployed. Although 80% of the respondents reportedly searched for jobs in the last year, most (60%) had no high school certificate.

About 57% of the respondents who did not search for job stated that unavailability of jobs, lack of needed requirements for jobs, and neglect of job-seeking efforts affected the respondents, although most respondents used a combination of job search methods. They mostly searched for professional jobs (23%), teaching job (22%), manual job (21%) and administrative jobs (13%).

Only five respondents have higher education qualification, and the majority (84%) of the respondents complained of inadequate assistance for young people to get jobs, inadequate job opportunities in their communities and a lack of links to people to find a job to do.

5.2.2.2 Relationship between youth unemployment and their level of education

No significant relationship exists between the age group and the unemployment status of the respondents in the study. There was no statistically significant correlation between the respondents' highest level of education and reasons for not seeking a job or type of social grant for the respondent's household members. Secondly, there was no significant association between education level and the respondents' preferred sector of job. The more barriers to employment increased the more job search methods of the youth increased. In addition, the higher the respondents' level of education, the closer they live to a suitable job.

5.2.2.3 Perception of the target population on agriculture as an employer

Though about one-quarter (24%) of respondents grew up in a farming-oriented family, most (76%) of respondents grew up in an agriculture-oriented family. Only one-fifth (20%) had a farming experience, and just about a quarter (24%) of the respondents grew up in a farming-oriented family. The majority (80%) of the respondents had no formal farming experience, and 87% have no agricultural education but are willing to take up training in agriculture (74%). Almost all (97.6%) of the respondents in this current study had some interest in agriculture in one form of agriculture or the other.

Common barriers to training and education of the youth in agriculture were lack of minimum requirements for training in agriculture (35%), lack of information (33%), inadequate finances (28%) and poor support from family (13%). A few (11.4%) of the respondents in their current study had access to land for farming with fewer respondents (7%) possessing the resources to start farming.

There was a negative and weak association between factors hindering the respondent's uptake of training and development in agriculture and educational level among the youth. However, this relationship was insignificant. Most of the respondents prefer either mining or agricultural jobs which may suit them due to their low level of education.

5.3 EVALUATION OF THE STUDY

5.3.1 Primary Objective

This study sought to investigate the agricultural sector as a provider of youth employment in the North West Province. The findings of the study were evaluated against the primary objective as follows.

It was discovered through the literature that youth (15-24 years) unemployment rate was increasing in South Africa and is currently 59%. Among the young people (15-34 years) it is 43.2%. Many youth keep searching for the limited jobs available to which they do not have commensurate qualifications and experiences. The youth also do not have education, experience, access to land and start-up capital to set up agribusinesses though the majority indicated their interest. Their efforts to seek training in agriculture have been thwarted by many obstacles, including not having the necessary entry qualifications to enrol in the agricultural programmes in the Agricultural Colleges. The agricultural sector forms a major component of the South African economy is large enough to absorb the youth whose energy is essential for the country to harness the dividends of the suitable agricultural climate and soil. This broad objective is explored through the following secondary objectives:

5.3.2 Secondary Objectives

To investigate unemployed youth's profiling characteristics in the Dr Kenneth Kaunda District Municipality of the North West Province.

- Form the secondary objectives it was clear that (59.6%) of respondents in the target population are unemployed for more than a year even though they have put in a lot of effort to search for a job. Limited jobs are available, but lack of commensurate qualification and experience remains an issue. It was found that the respondents were searching for jobs that they did not qualify for. See section 4.3.

To investigate the relationship between the level of education and youth unemployment status in the Dr Kenneth Kaunda District Municipality of the North West Province.

- This study did not find a similar trend. Additionally, the highest education level did not show any statistically significant correlation with reasons for not seeking a job or social grant the participants' household members receive. See section 4.6.

To describe the unemployed youth's perception of agriculture as an alternative option for youth employment in the Dr Kenneth Kaunda District Municipality of the North West Province.

- The respondents interested in agricultural entrepreneurship do not have the land and necessary start-up capital or knowledge to engage or start their agricultural businesses. The respondents desire to receive education and training in agriculture but face obstacles such as not having the required entry certificate. See sections 4.6 and 5.2.

5.4 LIMITATIONS OF THE STUDY

With the COVID-19 lockdown regulations, this study implied exploratory research. The scope was therefore limited to a specific target population, and the sample was of convenience type. Though a probability sample would have been more appropriate, it was difficult to use under the circumstances. The researcher needed to reach unemployed youth within the population and believe a purposive sampling methodology was more appropriate and applicable in this study. This limits the researcher's ability to generalize the community's findings even though the researcher made efforts to ensure that many households were represented in this study.

It would have been good to include some a qualitative component to seek in-depth information from the participants and other stakeholders on the dynamics of youth unemployment in the Dr Kenneth Kaunda District, but it was not possible in this study.

The lack of response of the Agricultural Colleges in the North West Province limited the study as the leading role players in information pertaining the education training and development in agricultural to complete this study.

5.5 RECOMMENDATIONS

5.5.1 Agricultural information centres

According to the findings, the youth do not have enough guidance and support on Agriculture's prospects. South African government needs to set up agricultural information centres to provide the youth with adequate and accurate information regarding the opportunities and processes for starting agricultural businesses in rural communities. The centres should be resourced to provide technical support for the youth and others who wish to venture into agribusinesses. The initiatives are to focus on training youth and preparing them for a career in agriculture. Emphasis should be put on access to knowledge, initiatives learning and networking among farmers and youth.

Government needs to conduct a feasibility study to determine information and training needs in rural areas. Awareness should be raised whereby youth can be involved in farmer training and agricultural extension activities and adult learning, communication and extension skills. Links and partnerships with other institutions and farmers can assist in increasing the scope of interventions.

5.5.2 Education and Training

The youth find it difficult to assess training in Agriculture mainly because of lack of FET enrolment requirements. The Agricultural colleges should work with FET colleges to provide agricultural skills development training centres for the youth who do not meet higher education institutions' requirements in agriculture. This will provide the teaming youth without matric certificates to gain the necessary skills needed to work effectively in the agricultural sector.

Experience farmers should be engaged to provide on the job training for the youth who wish to venture into agricultural business.

5.5.3 Government support and commitment

According to the findings, many youth who will like to engage in Agriculture do not have land. The few that have land also lack the necessary capital. The government should intensify her support and funding for the youth who wish to set up an agricultural business by granting them access to land and start-up capital and technological support. The government should address the challenges youth are facing living in rural areas. The government must support and create an enabling institutional environment based social mobilisation of rural communities on having ownership of rural development projects in agriculture.

5.5.4 Further Research

This is a mini-dissertation study conducted with strict degree timelines and their fore the scope of the study is narrow and the time available did not permit the researcher to use the population or bigger samples which would have been more representative. There is a need for further studies using larger sample size and including both the unemployed and employed to understand youth unemployment in detail. Qualitative research into unemployment and the associated factors should be conducted to understand the unemployment issues from the youth's lived experiences.

5.6 CONCLUSION

The study's purpose was to determine if agriculture is a possible solution for unemployed youth in rural areas. The study was conducted among the unemployed youth from various households in the Kenneth Kaunda District of the North West Province. The researcher observed all the COVID-19 and ethical principles during data collection, analysis, and interpretation. The study was successful in answering the research question and meeting the objectives of the study.

It was found that most of the unemployed youth are people below the age of 25 years who mainly speak Afrikaans and English. Majority of the respondents do not have a high school education but searching for a job in the previous year. Some did not search for a job because there was no work in their area. The majority (59.6 %) of the

respondents were unemployed for more than a year. Also, more than a quarter of the population was unemployed for five years and above. It was also found that the age group and level of education did not significantly influence the respondents' unemployment status included in the study.

Although only a few respondents grew up in a farming-oriented family, most of them are interested in one form of agriculture or the other. The majority do not have any formal education or informal experience in agriculture, albeit they are willing to enrol in agricultural training programmes. However, the challenge is that the youth do not have access to land and the necessary resources needed to start agribusiness. Through Proactive Land Acquisition Strategy, the South African government has implemented projects that support emerging farmers to obtain land and critical farming skills, but this effort is not enough in encouraging the youth to take on agriculture as a trade or career.

With the increasing rates of youth unemployment in South Africa, where agriculture is an essential component of the economy and well-positioned as a conduit for reducing youth unemployment but lacks the needed involvement of the youthful workforce due to poor preparation and motivation; the Higher Agricultural Education Institutions are needed to play a leading role in preparing the youth for the agricultural sector through national-level training programmes for the country to realise the dividend of involving the youth in agriculture.

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APPENDIX A: PERMISSION TO CONDUCT RESEARCH

NWU Business School
South Africa, 2735
Tel: 018-389 2095/2138
Fax: 018-389 2335

08 September 2020

NWU Business School Research office
Joseph.Lekunze@nwu.ac.za.
Tel: +27 (0) 183892235

PERMISSION TO CONDUCT RESEARCH

This letter serves as a confirmation that **OOSTUIZEN, ELISE** student number 20396597 is a registered MBA student with the NWU Business School for the academic year 2020.

The student is working on his/her mini-dissertation title "*Investigating the agricultural sector as a youth employment prospect in the North West Province*". for the completion of an MBA degree. The student will need your support in order for him/her to collect data for the finalisation of his/her mini-dissertation as part of the requirement for the completion of an MBA degree. **The study is to be submitted before 20th November 2020.**

The student (**OOSTUIZEN, ELISE**) will use the collected data for research purpose only and nothing else. The Business School, therefore, request the student be offered help in whatever way to access data.

Yours sincerely,

Dr. Joseph Lekunze
Research Manager
NWU Business School
Joseph.Lekunze@nwu.ac.za

APPENDIX B: ETHICS CERTIFICATE

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: http://www.nwu.ac.za

Economic and Management Sciences Research
Ethics Committee (EMS-REC)

20 October 2020

Prof Ronnie Lotriet
Per e-mail
Dear Prof Lotriet,

EMS-REC FEEDBACK: 29052020
Student: Oosthuizen, EJ (20396597)(NWU-00668-20-A4)
Applicant: Prof Ronnie Lotriet - MBA

Your ethics application on, *Investigating the agricultural sector as a youth employment prospect in the North West Province,* which served on the EMS-REC Round Robin, refers.

Outcome

Approved as a minimal risk study. A number **NWU-00668-20-A4** is given for one year of ethic clearance.

Due to the Covid-19 lock down ethics clearance for applications that involve data collection or any form of contact with participants are subject to the restrictions imposed by the South African government.

Kind regards,

Mark Rathbone

Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North-West University, ou=Business management, email=mark.rathbone@nwu.ac.za, c=ZA
Date: 2020.10.20 16:23:43 +02'00'

Prof Mark Rathbone
Chairperson: Economic and Management Sciences Research Ethics Committee (EMS-REC)

APPENDIX C: INFORMED LETTER TO COMMUNITY REPRESENTATIVE

NWU® | BUSINESS SCHOOL
BESIGHEIDSKOOL
SEKOLO SA KGWEBO

INFORMED LETTER TO COMMUNITY REPRESENTATIVE

RESEARCHER

Elise Oosthuizen
Student No: 20396597
Cell: 071 157 9633
Email: elisepieterse@yahoo.com

NWU BUSINESS SCHOOL

Private Bag X6001
Potchefstroom
South Africa
2520
Web: http://www.nwu.ac.za
Tel: 018 299 1406

15 Sep 2020

INFORMED LETTER TO COMMUNITY REPRESENTATIVE IN SUPPORT WITH A RESEARCH QUESTIONER

Dear Community Representative,

You are hereby cordially assigned to support with the quantitative data collection in the research study conducted by **Mrs EJ Oosthuizen** from the NWU Business School. This study forms part of the requirements for a Master's in Business Administration (MBA) degree which is purely for academic purpose and nothing else. The research study is designed to gather data in a study titled: ***"Investigating the agricultural sector as a youth employment prospect in the North West Province".***

Role & Responsibility Statement

Due to the relationship and trust that a community representative has with the youth in the community. It is sensible for this research to depend on a community representative to arrange and inform the participants of the data collection date. This will add to the credibility and reliability of the study due to the involvement with the target population group.

The study will be conducted at Promosa Secondary School in Potchefstroom. As a community representative, you will therefore be trained on the processes of how the study must be conducted. This will include maintaining health standards and creating safe environments for all participants.

You will ensure to adhere to section 55 of the Disaster Management Act, 2002 (Act No.57 of 2020), published in Government *Gazette* No. 43620 of 17 Aug 2020.

- No participant will be allowed to take part in the data collection process or enter the data collection area if he/she is not wearing a cloth facemask, homemade item or another appropriate item that covers the nose and mouth.
- Only 50 participants for each session will be allowed in the school premises and the same COVID 19 protocol must be followed for each session.
- To reduce the spread of the infection, the social distance of 2m will apply to all participants during the data collection process.
- All participants will undergo a screening process at the gate. All screening must be documented with the details of the participants. The Covid-19 screening process is to provide participants with the functionality to undergo a Covid-19 screening before they access the school premises. The following rules will apply:
  - The temperature of all participants will be taken
  - Participants will have to undergo COVID 19 questions regarding their health
  - Participants must adopt good hygiene practices, such as frequent hand washing and hand sanitizing. Therefore, hand sanitizer will be available at entry, school hall and exit points as well as throughout the data collection process.
  - If a participant does not meet all the requirements of the screening process, they will be referred to the nearest health facility for further tests.
- To ensure that contact between participants is kept to a minimum and to ensure that queues do not form between participants physical barriers and clear markings will be in place.
- To further prevent the spread of the virus desks and chairs used will be sanitised before and after each session of data collection.
- Participants will each be issued with a pen and paper to avoid sharing of stationery.

- The school hall area will be well ventilated, sanitised for extra protection and additional facemasks will also be available.
- To ensure that participants are also adhering to what is required. The advice of the COVID-19 measures will be displayed in visible locations.
- Posters about COVID-19 (Coronavirus) will be available in the area where the data collection will take place.

CONSENT

I have read and understood the provided information. In support of this study, I will adhere to the above regulations as stated in section 55 of the Disaster Management Act, 2002 (Act No.57 of 2020), published in Government Gazette No. 43620 of 17 Aug 2020. I also understand that my involvement is voluntary and that I am free to withdraw at any time, without giving any reason and without costs.

C. Freeman — 15/09/2020

Signature Community Representative — Date

15 Sep 2020

Signature Researcher — Date

15 SEPT 2020

Signature Principle
Promosa Secondary School — Date

TIRELO YA MAPODISI A AFRIKA BORWA
HEAD SUPPORT
2020 -09- 16
IKAGENG
SUID-AFRIKAANSE POLISIEDIENS

LT-COLONEL
HEAD: SUPPORT SERVICES: IKAGENG
JJ LOOTS
2020 -09- 16

Signature SAPS Potchefstroom — Date

APPENDIX D: INFORMED CONSENT FORM

INFORMED CONSENT FORM

NWU BUSINESS SCHOOL
Private Bag X6001,
Potchefstroom
South Africa
2520
Web: http://www.nwu.ac.za
Tel: 018 299 1406

Date: _____

CONSENT LETTER FOR PARTICIPATION IN AN SURVEY/QUESTIONNAIRE RESEARCH STUDY

Dear participant,

You are hereby cordially invited to participate in the research study conducted by Mrs EJ Oosthuizen from the NWU Business School. This study forms part of the requirements for a Master's in Business Administration (MBA) degree which is purely for academic purpose and nothing else. The research study is designed to gather data in a study titled: ***"Investigating the agricultural sector as a provider of youth employment in the North West Province".***

Thank you for your willingness to participate in a survey/questionnaire activity. Your participation is voluntary. You do not have to answer any questions you do not want to answer. You have the right to withdraw from the data collection process at any stage. Your time and involvement are extremely appreciated.

The entire data collection process will take approximately 45 minutes. To maintain the essence of your words for the research, the researcher will record the information

gathered. Your responses in the survey/questionnaires will be kept confidential and will be reported anonymously and secured in a safe environment.
To ensure anonymity and confidentiality, your name will not be mentioned during the writing up of the data. As a participant, you may have access to the data, on request.

No direct benefits will accrue, and no compensation will be paid to participants for their participation in this study. The result of this research study will be reported to the North-West University for examination. However, your anonymity is still guaranteed.

This study is already approved by the Scientific Committee chaired by Professor RA Lotriet & subsequently moves on to the Ethical Committee chaired by Prof Mark Rathbone.

Any complaints may be forwarded to me as researcher Elise Oosthuizen, (071 157 9633, elisepieterse@yahoo.com) or the study leader Prof Ronnie Lotriet, (018 299 1415, ronnie.lotriet@nwu.ac.za).

We appreciate your inputs and time!

CONSENT

I _____ (Initials and surname), hereby declare that I voluntarily agree to _____ (take part/not take part) in this study. I give my full consent _____ (to/not to) progress with the interview on_____ (date of interview). I have read and understood the provided information and have had an opportunity to ask questions where needed.

_____ _____

Signature Participant Date

_____ _____

Signature Researcher Date

NWU BUSINESS SCHOOL

Section A - Questionnaire

A	DEMOGRAPHIC INFORMATION						
Mark each question (where applicable) with an (X) in the appropriate box.							
1	Age *(in years on last birthday)*	(1) 18 - 23		(2) 24 - 29		(3) 30-35	
2	Specify languages (You can tick more than one)	(1) English	(2) Afrikaans	(3) IsiZulu	(4) IsiNdebele	(5) IsiXhosa	(6) Sepedi
		(7) Sesotho	(8) Setswana	(9) SiSwati	(10) Tshivenda	(11) Xitsonga	
	(12) Other (briefly specify)						
3	Employment status	(1) Unemployed less in a year		(2) Unemployed between 1-4 years		(3) Unemployed 5 years more	
4	Total number of individuals living in your household	(1) 1-3		(2) 4-6		(3) 7-10	(4) 10+
5	What type of grants do the members of the household receive?	(1) No grants	(2) Old age	(3) War veterans	(4) Disability		
		(5) Grant in aid	(6) Child support	(7) Foster child	(8) Care dependency		
	(9) Other (briefly specify)						

B	EDUCATION AND SKILLS OF YOUTH					
1	Highest level of education	(1) No schooling	(2) Grade 1-3	(3) Grade 4-6	(4) Finished Primary school	(5) Grade 8- 11
		(6) Completed matric	(7) Vocational Training	(8) diploma	(9) Degree	
	(10) Other (briefly specify)					

C	JOB SEARCH METHODS					
Indicate the frequency to which you have used these job search methods in the past six months if unemployed or six months before employment if you have a job by marking one of the blocks using a cross (x) where 1 = Never (0 times) and 5 = Very frequently (at least 10 times)						
		Never (0 times)	Rarely (1 – 2 times)	Occasionally (3 – 5 times)	Frequently (6 – 9 times)	Very frequently (at least 10)
1	Job advertisements in newspapers	1	2	3	4	5
2	Job postings on the internet	1	2	3	4	5
3	I asked people I know about possible job leads	1	2	3	4	5
4	I contacted temporary employment services	1	2	3	4	5
5	I contacted employers for information about jobs	1	2	3	4	5
6	I sent application letters for job openings	1	2	3	4	5
7	Sitting in areas informally advertising own skills	1	2	3	4	5
8	I went to companies personally door to door	1	2	3	4	5
9	I made use of public employment services/youth organisations while looking for a job.	1	2	3	4	5
10	Other (briefly specify)					

D	UNEMPLOYED CONDITIONS						
1	**During the past year have you taken any steps in finding a job**			(1) Yes		(2) No	
2	**If no, what was the main reason for not seeking work for the past year?**	(1) Have given up looking for work		(2) Illness, injury or pregnancy		(3) Family responsibilities	
		(4) Lack of employer requirements		(5) No work in the area		(6) Do not know how/where to seek work	
	(7) Other (briefly specify)						
3	**What sort of job are you looking for mainly?**	(1) Manual job	(2) Clerical job	(3) Technical job		(4) Waiter/ catering job	
		(5) Managerial job	(6) Professional job	(7) Administrative job		(8) Security job	
	(9) Other (briefly specify)						
4	**Ideally in which Sector do you want to work?**	(1) Agriculture	(2) Mining	(3) Manufacturing	(4) Retail, wholesale & trade	(5) Electricity	(6) Trade
		(7) Finance	(8) Community services	(9) Security services	(10) Transport	(11) Hospitality and Tourism	
	(12) Other (briefly specify)						
5	**What is your current main source of income?**	(1) Social grants	(2) Informal activities	(3) Unemploy-ment insurance		(4) Family & friends	
	(5) Other (briefly specify)						

E	EMPLOYMENT BARRIERS THAT THE YOUTH FACE						
Indicate the extent to which you agree the following factors affect unemployment amongst the youth, mark one of the blocks using a cross (x) where 1 =Strongly disagree and 6 = Strongly agree.							
		Strongly disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly agree
1	Struggle in getting a job because of my gender	1	2	3	4	5	6
2	I live in areas far from any suitable jobs	1	2	3	4	5	6
3	I cannot look for work as I need to take care of family members at home	1	2	3	4	5	6
4	Lack of people in the household that can assist in finding a job	1	2	3	4	5	6
5	The level of education/training and people experience	1	2	3	4	5	6
6	I don't have access to education/training/development	1	2	3	4	5	6
7	The skills the youth have are not what employers are looking for	1	2	3	4	5	6
8	I don't know what skills employers are looking for	1	2	3	4	5	6
9	I don't know what industries are hiring young people	1	2	3	4	5	6
10	I don't know how to go about finding a suitable job	1	2	3	4	5	6
11	I don't know enough people that can help in getting a job	1	2	3	4	5	6
12	It costs too much searching for a job	1	2	3	4	5	6
13	The wages employers are offering is not enough	1	2	3	4	5	6
14	There are not enough jobs available for	1	2	3	4	5	6
15	There is not enough assistance for young people in finding a job	1	2	3	4	5	6

F	AGRICULTURE INTEREST				
1	**Did you grow up in a farming orientated family?**			(1) Yes	(2) No
2	**How will you classify the size of the farm?**	*(1) Micro size (9 or less people)*	*(2) Small (10-99 people)*	*(3) Medium (100-499 people)*	*(4) Large (500 and more people)*
3	**Do you have any formal agriculture working experience?**			(1) Yes	(2) No
4	***If yes, how many years of experience do you have in agriculture?***	(1) 0-3yrs	(2) 3-5yrs	(3) 5-10yrs	
5	**What type of farming are you interested in?**	(1) Crop	(2) Vegetable	(3) Livestock	
		(4) Mixed	(5) Commercial Farming	(6) Poultry Farming	
	(7) Other (briefly specify)				
6	**Do you have land where you can start farming?**			(1) Yes	(2) No
7	**Do have the necessary resources to start farming?**			(1) Yes	(2) No
8	***What is your highest educational level in agriculture?***	(1) None	(2) Vocational Training	(3) Diploma	(4) Degree
9	***Are you interested to enhance in training and development opportunities in Agriculture?***			(1) Yes	(2) No
10	**What are the factors that hinder you from enhancing your *training and development* in agriculture?**	(1) Do not meet minimum standards for College/University entrance	(2) Lack of finances	(3) Lack of information	(4) Family support
	(7) Other (briefly specify)				

G	OBSTACLES TO YOUTH ENTREPRENEURIAL INTENTIONS IN AGRICULTURE						
Indicate the extent which you agree the following factors affect the youth's intentions of starting their own business in agriculture by marking one of the blocks using a cross (x) where 1 = Strongly disagree and 6 = Strongly agree.							
		Strongly disagree	**Disagree**	**Slightly disagree**	**Slightly agree**	**Agree**	**Strongly agree**
1	Don't have enough information or networks to start own farming	1	2	3	4	5	6
2	Don't have the skills business to run their own farming business	1	2	3	4	5	6
3	Struggle to get access to finances from banking institutions	1	2	3	4	5	6
4	No technical skills needed to farm	1	2	3	4	5	6
5	Don't have enough experience in agriculture	1	2	3	4	5	6
6	Not enough opportunities in agriculture to start one's own business	1	2	3	4	5	6
7	Not enough certainty of income when running your own business in agriculture	1	2	3	4	5	6
8	The economy is too bad to start farming	1	2	3	4	5	6
9	Lack of information about Agricultural start-ups	1	2	3	4	5	6
10	Too risky for young people to start their own Agricultural business	1	2	3	4	5	6

Thank you for participating in the survey

APPENDIX F: PERMISSION LETTER FROM PROMOSA SECONDARY SCHOOL

PROMOSA SECONDARY SCHOOL
SUB-DISTRICT: JB MARKS
BLOEMETJIE STREET / P.O. BOX 9007, PROMOSA, 2531
TEL: 018-139 0901 FAX: 018-296 0262
E-Mail: vonnaferris@gmail.com

Bloemetjie St,
Promosa
Potchefstroom
2531

Re: Permission to research at Promosa Secondary School

I, Mrs **Veyonny Ferris**, School Principle of Promosa Secondary School, hereby give permission to Elise Oosthuizen to utilise the school hall to conduct her research at our institute to gather data pertaining to her MBA studies on the topic - *Investigating the agricultural sector as a youth employment prospect in the North West Province* - under the following condition:

- That all COVID 19 regulations are adhered to
- School hall to be utilized for research purpose only and nothing ells
- The school hall is clean and sanitized before and after

I Hereby granted permission and signed on 15 September 2019

VFerris
.....

Mrs VR Ferris
Principal

NOORDWES ONDERWYS DEPARTEMENT
PROMOSA SECONDARY SCHOOL
SEKONDERE SKOOL
Posbus / P.O. Box 9007
PROMOSA 2531
Tel: 018 296 0901
Faks / Fax: 018 296 0262
NORTH WEST EDUCATION DEPARTMENT

APPENDIX G: LANGUAGE EDITING CERTIFICATE

David A. Deegbe

P.O. Box AN 8768

ACCRA-NORTH, GHANA

Tel: +233 243758359

CERTIFICATE OF EDITING

To whom it may concern:

This letter is to confirm that the mini dissertation entitled "**Investigating the agricultural sector as a provider of youth employment in the North West Province**" has been edited for English language grammar, spelling and punctuation.

Date: 17/12/2020

Author of mini dissertation: J Oosthuizen

Institution: North-West University

Deegbe D.A.