

**PARTICIPATION OF OUT- OF -SCHOOL YOUTH IN
AGRICULTURAL PROGRAMMES IN
BUSHBUCKRIDGE, NORTHERN PROVINCE**

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**PARTICIPATION OF OUT- OF- SCHOOL YOUTH IN
AGRICULTURAL PROGRAMMES IN BUSHBUCKRIDGE,
NORTHERN PROVINCE**

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DECLARATION

I, Norah Nkhesani Mkansi, declare that “Participation of out- of- school youth in agricultural programmes in Bushbuckridge, Northern Province” is my work and that all sources I acknowledged by means of complete references.

Signature N/Mkansi

NORAH NKHESANI MKANSI

DEDICATION

This work is dedicated to my son **Nduma** and my daughter **Shiluva** who were supportive during my studies.

ACKNOWLEDGEMENTS

The researcher would like to acknowledge, with gratitude, the following persons whose assistance and encouragement have enabled the researcher to complete this study successfully.

1. I thank God the almighty who made my study a success. The Thulamahashe Nazarene church and Vamanana va Ntwanano for spiritual support.
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ABSTRACT

PARTICIPATION OF OUT-OF-SCHOOL YOUTH IN AGRICULTURAL PROGRAMMES IN BUSHBUCKRIDGE, NORTHERN PROVINCE

Bushbuckridge is an area that is largely (approximately 90%) rural. The rural areas are characterized by a scarcity of job opportunities as opposed to the abundance of such opportunities in certain designated areas. As a matter of fact the availability of job opportunities would arguably place the out- of -school youth in good stead of employment. The only prevalent opportunity for the youth is in agriculture.

The study was conducted within New Forest and Orinnocco where a larger portion of the population is made up by youth below the age of 35 years and who are unemployed. There is a New Forest irrigation scheme, and on the scheme the larger population of farmers are aging farming population, very few young population is actively involved in agriculture. The study investigate the attitudes of out- of- school youth towards participation in agriculture.

The findings of the study indicated that the majority of the out- of-school youth are less aware of the agriculture in terms of providing job for them. Consequently, they are affected socially and psychologically and are rendered vulnerable to engage in criminal activities.

Various recommendations have been advanced. The researcher indicated the need for integration of theory and practical work to be initiated at a primary school level so that children can develop basic agricultural skills as well as community awareness campaigns and skill training among youth targeting on changing the attitudes of parents and youth. This can be effected through agricultural programmes for youth to participate and create jobs for themselves. The findings cannot be generalized in an inclusive way to cover the whole population of South Africa due to the size of the population from which the researcher collected data.

NKOMISO WA NDZAVISISO

LAVANTSHWA LAVA VA NGA RIKI EXIKOLWENI VA NGA NGHENELERIKI E KA VURIMI ETIKWENI RA BUXI, E XIFUNDZENI XA N'WALUNGU

Nkomiso lowu i wa ndzavisiso lowu wu veke kona wa lavantswa vo sukela e ka malembe ya khume-nharhu (13) ku fika e ka malembe ya makume-nharhu nthlanu (35) lava va nga riki exikolweni na swona vari lava pfumalaka mintirho etikwini ra Buxi. Ndzavisiso lowu wu endliwile eswindhawanini leswi swi vuriwaka Nuforosi, Tsuvulani, Demlani na le Hlamlani. Vantswa lava ku kumiweke timhaka le ti a ti laveka va vile makume-mbirhi (20). Tindawu le ti ti vuriweke laha henhla i tindawu ta matiko-xikaya leti ti hlaseriweke hi vusweti ni ku pfumaleka ka mintirho exikarhi ka lavantswa.

Tindhawu le ti ti vuriweke laha henhla ti ni vantswa vo tala la va nga riki emintirhweni hikokwalaho ko pfumaleka ka tifeme endhawini ya Buxi. Ku pfumaleka ka mintirho eka lavantshwa swi endla leswaku va vaviseka emiehleketweni hi ku va va tshama va ri ku vileleni na swona swi andzisa ni vukhamba etikweni.

ENuforosi ni le Dingledale ku ni xikimi xa ncheleto laha xitalo xa varimi ku nga vadyohari, kasi lavantshwa vona a va tati ni xiyandla. Vurimi i ndzaka leyi yi endlaka mintirho yo hlaya, laha lavantswa a vo nghenelela vurimi a swi ta va pfuna ku kuma mintirho.

Ku ya hi vulavisisi, ku kumiwile leswaku vantswa vo tala a va ngheneleri vurimi hikuva a va byi rhandzi hikuva byi languteriwa ehansi byi ri ntirho wa xiyimo xa le hansi swinene.

Mulavisisi u vile ni miehleketo leswaku dyondzo ya vurimi a yi dyondzisiwe eswikolweni ku sukela exikolweni xa le hansi (primary) na swona yi va dyondzo leyi yi katsaka ni ntirho wa mavoko, leswi swi ta pfuna lavantshwa ku va ni vutivi hambi muntshwa a nga fikanga ka tidyondzo ta le henhla.

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CHAPTER I

ORIENTATION TO THE STUDY

1.1. INTRODUCTION

In the past, the apartheid –government not only violated the rights and opportunities of young people through its repressive and racially-oriented system of coercion, it also denied any of opportunities to address their special needs. No recognition was given to the needs and concerns of the youth but were instead left to fend for themselves in a difficult and ever changing society. This state of affairs threatened agricultural development among young people (Youth policy,1997:2).

This study was conducted in the Bushbuckridge area within New forest and Orinocco where a larger portion of the population is constituted by the youth below the age of 35 years. The larger portion of the area is rural, and agriculture is the most dominant source of the economy. The agricultural activity is to a greater extent made possible by a New forest irrigation scheme, and other schemes that are conducted within Bushbuckridge. The larger population of the farmers are already aging and this threatens agricultural continuity as very few from among the youth area actively involved in agriculture. Notwithstanding there are agricultural programmes that are undertaken such as cattle farming, bee farming, poultry farming and crop production. As already stated above there is little interest among the youth in considering agriculture as an economic resource sector.

At present, only few initiatives exist for replacing the declining and aging population of farmers (Agricultural development, 1998:2).

1.2. STATEMENT OF THE PROBLEM

Bushbuckridge is characterized by a high rate of unemployment especially from among the ranks of out- of- school youth. The youth in the area underestimate the benefit that agriculture has in terms of job opportunities. The poor participation of out- of- school youth in agriculture contributes to social problems among the youth in the area such as unemployment, drug abuse, alcoholism, crime and violence.

The statistics indicate that there is 10 to 12 reported cases of crime each day and the perpetrators are the youth from the above mentioned areas (Thulamahashe police station). The statistics for household survey as indicated in the Youth policy (1997:11) reveal that Northern province has the largest percentage of unemployment of sixty two percent (62%) in the entire South African context.

There are of course no stipulated records indicating the employment rate in Bushbuckridge. The cause of unemployment in the area is

predominantly the lack of job opportunities since there are no industries to absorb the population in the area. Some of the employed youth are absorbed by the government sectors.

It is the researcher's belief that participation of the youth in agriculture could bring job opportunities through self-employment. There is a lack of awareness about the scope of opportunities in the agricultural field. The economic role that agriculture plays is in many instances downplayed or understated. This, as a matter of fact, might contribute to the low prestige that agriculture is currently enjoying among the youth (Agricultural youth development, 1998:3). For instance, the contribution of agriculture in all the Provinces in respect of growth and development makes up a significant amount of 4,5% of GPD as well as providing 1139427 jobs.

The democracy of the day in response to a national outcry for the government to do something to improve the employment opportunities for the young people in South Africa, had the National youth policy Act passed in 1996 (ANC, 1994:5). This National youth policy Act identifies the need to redress the imbalances of the past and

to empower the youth and allow them to realize their potential in agriculture through optimal access to agricultural opportunities (Agricultural youth development, 1998:2). The viability of a strong agricultural industry in Bushbuckridge is in the interest of all the youth.

This study investigates the attitude of out- of- school youth towards their involvement and /or participation in agriculture. It is contended in this study that the youth overlook the potential that agriculture has in terms of self-employment.

1.3. MOTIVATION OF THE STUDY

Working with the community in the areas where the study was conducted and witnessing the benefits that those who are participating in community projects are rewarded with, has in large measure motivated the researcher to undertake this study. The researcher is further motivated by the fact that there are funds allocated by department of Social development that are accessed through agricultural projects where the youth among others, stand as

beneficiaries. The funds are offered in the form of a grant with the purpose of advancing agricultural development.

1.4. OBJECTIVES OF THE STUDY

The objectives of the study are:

1.4.1. To determine involvement of the youth in agricultural activities or programmes.

1.4.2. To raise awareness of the worth of agricultural programmes and activities among the youth.

1.4.3. To increase the youth's interest in agriculture .

1.5. HYPOTHESIS

Hypothesis is a tentative statement that should be proven.

The following are the hypothesis of the study:

1.5.1. There is poor participation of out-of-school youth in agriculture in Bushbuckridge due to their negative attitude towards agriculture .

1.6. THE VALUE OF THE STUDY

1.6.1. The researcher's findings of the study may contribute

towards raising awareness of the benefit that agriculture has in creating jobs .

1.6.2 Greater participation of the youth in agriculture may contribute to the empowerment of the youth in decision-making and thus attaining maximum utilization of available resources with the view of creating more job opportunities.

1.7. RESEARCH METHODOLOGY

In this section, an overview of the research design and method is being explained briefly. Research design is defined by Bless and Smith, (1995:63).

“as a programme that guides a researcher in collecting data.”

The research design of the study is based on qualitative research. The researcher is seeking information in respect of the attitudes of out-of-school youth towards agriculture and the perceptions that act as barriers among the youth to participate in agriculture.

1.7.1. Data collection

The researcher has employed the interview method for data collection.

Reid and Smith (1987: 56) state that:

“the person conducting the interview is capable of eliciting information in larger amounts and in greater depth. The interview method is said to be particular in obtaining data on topics that are informative”,

for example, the poor participation of out-of-school youth in agriculture need to be explained by the respondents in order to build new data that indicate the attitudes of the youth that are involved in agriculture. The advantage of the interview method is that it provides more verifiable in-depth data than questionnaires.

1.7.2. Population and sample

In this study, the researcher has collected the data from out- of- school youth from the age of 14 to 35 years and this constituted both males and females in Bushbuckridge. During the process of sampling or selecting, the aim was to get a sample that was as representative as possible of the target population. There are two types of sampling, namely, the probability sampling and non-probability sampling

(Mouton, 1996:110). Non-probability sampling refers to the case where the probability including each element to the population in a sample is unknown. The probability sampling refers to where the chosen elements for participating in the research will be given equal chance of being included in the sample (Bless and Smith, 1995 :88). The random sampling has been used as randomizing. The advantage of random sampling is that it saves time and money where only the available sample is used. 20 respondents were participants in the study.

1.7.3. The Research instruments

A research instrument is a mechanism to use when collecting data. The interview schedule was used as a research instrument. There are three types of interviews, namely, the structured interviews, semi-structured interviews and the unstructured interviews. The unstructured interviews do not have a predetermined set of questions and the interview is essentially exploratory. The unstructured interviews are often used in conjunction with participatory observation. The semi-structured interviews have no choice from which the respondents select an answer. The format is flexible to

allow the interview to respond to situations at hand, and to the emerging world-view of the respondent and the new ideas on the topic.

The researcher used scheduled structured interview to collect data.

Scheduled structured interviews involve direct contact with the respondent who is asked to answer questions (Bless and Smith, 1995:106).

1.7.4. Procedure for data collection

The meeting with the out-of-school youth was held in the presence of the induna at the induna 's kraal. The timing and venue of the meeting was selected with the view to ask permission from both the induna and the youth to collect data as the researcher could not impose anything on them. According to Weechster et al (1981: 90) social work research by its nature involves the use of humans as subjects. In so doing, it should comply with legal and ethical requirements to safeguard the rights of these subjects. Hence, as a first step, informed consent must be secured before someone is included in a sample. This in effect means that " the person must know what the researcher will

mean and what the risks in the research will be”. As a matter of procedure the researcher was afforded the privilege of conducting the proceedings of the meeting.

The date for the interviews was set with the youth and it was also stipulated that the data would be collected in three weeks beginning on the first October to the last day of November 2001.

1.8. DATA ANALYSIS AND INTERPRETATION

The researcher has used tables and discussions for data analysis and interpretation.

1.9. DISSEMINATION OF INFORMATION

Dissemination of information making available announcing the results from the findings of a research investigation. There are various ways, which have been planned for the dissemination of the information from the research findings. This dissemination of information will be effected through:

1.9.1. Community education

youth will be offered education in agriculture-related activities through workshops, discussions, regular meetings, lectures and youth agricultural campaigns as well as agricultural magazines.

1.9.2. Departments

The information will be distributed through various departments working on community development such as department of Social development, department of Premier and NGO's.

1.10. DEFINITION OF CONCEPTS

The definition of concepts help the reader of the report to understand the conceptual definition of the words that are used within the context of the study. There are concepts that were defined and are as follows:

1.10.1. "Participation"

Participation has the range of meanings that form the connotations within the social, political and economic context.

Goldman (1982:8) defines "participation as voluntary or other forms of contribution by beneficiaries or non-beneficiaries to predetermined

programs.” There are the operational definition and the conceptual definition of participation.

Brager and Specht (1987:63) define the conceptual definition of participation as :

“people who are not elected or appointed officials of agencies and of government influence decision about programs and policies that affect their lives.”

In the operational definition, Baldwin and Cervinkas (1993:18) define participation as:

“an activity whereby beneficiaries are involved throughout the activity or process from decision making, implementation, monitoring and evaluation.”

In this way, it is believed, participation determines sustainability.

1.10.2. “Youth”

The definition has a range of meanings and connotations within the South African social, cultural and political context. The concept has been defined in various policy documents. The white paper on social welfare (1997) defines youth as a:

“young person who is a woman or man aged from 16 years to 30 years.”

The National youth policy commission (1997:5) defines

“youth from the age of 14 to 35 years”

The National youth policy (1997:5) defines:

“youth being directed towards young males and females aged 14 to 35 years.”

In their youthful age it is the time in life when most young people go through dramatic changes in their life circumstances as they move from childhood to adulthood and thus become the primary target group.

1.10.3. “Out-of school –youth”

Out- of- school youth includes the youth from 14 to 35 years that are not at school and are unemployed. The out- of- schooling include school-leavers, youth that completed matriculation but are unemployed, and also the youth that completed tertiary education but are unemployed (Youth policy, 1997:7).

1.10.4. “Agricultural programmes”

Agricultural programmes are programmes related to agriculture and are producing agricultural products. The agricultural programmers include the following:

- Crop production: It is the type of farming produces vegetables, maize, groundnuts, hugobbeans, cassava, etc,
- Cattle farming : It is the type of farming that produces beef, milk, animal skins, horns and cheese.
- Dairy farming : It is the type of farming that produces milk, butter, cream, magazine and cheese.
- Bee farming: It is the type of farming produces honey.
- Poultry farming produces eggs and white meat.
- Nursery farming: It is the type of farming that produces tree plants, flowers and seedlings for some vegetables.
- Indigenous farming produce indigenous herbs, indigenous foods and seeds.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

Literature review is the study of all relevant documents bearing a relationship to the problem under investigation. It helps to provide guidelines to the research and acquaints the researcher with the phenomenon under scrutiny. Moreover it also helps to prevent the duplication of other researchers' works (Uys and Bason, 1996: 17).

The review of literature in this study was on the exposition of relevant concepts, namely: the theoretical approach of the general systems theory, issues influencing participation, reasons for promoting participation, factors affecting participation on agriculture, the impact of poor participation of youth in agriculture and summary.

2.2. THEORETICAL APPROACH

2.2.1. General systems theory

“General system theory is the broad theory that encourages the practitioner and technicians to evaluate the individual, the family and

the community as a whole while paying particular attention to the interrelationship of the system's parts because it is used by professionals in a variety of disciplines. It has the potential to improve into professional communication" (Creasia and Parker, 1991: 46).

This is in line with the objectives of the program under investigation, where different professionals and participants are involved in communication with each other, the family systems, the community systems as well as the resources (Subsystems) that are available within the larger community. Most of such communications are aimed at attaining the objectives of the programme, for instance, the youth, and parents. Community involvement of the youth in the community as well as the resources that they can use in involvement in agriculture. In order to facilitate a better understanding of how the systems theory may be applied in the community, a brief discussion of each system will follow hereunder:

2.2.1.1. Individual system

System theory helps to conscientizes each individual to know that his existence and purpose influence others and the community as a whole. For instance, a focus on the individual imparts the much-desired

uniqueness to the individual concerned. The individual is better understood in the context of others. Lefrancois (1980:420) defines:

“personality as stable characteristics of a person, including abilities, talents, habits, preferences, moral attributes, weaknesses and a number of important qualities that vary from one person to another.”

Gage and Berliner (1984:165) state that :

“personality is the integration of all of a person’s traits, abilities, motives, attitudes, opinions, temperament, beliefs, emotional response, cognitive styles, character and morals.”

Personality involves the whole person and his major dimension such as the physical, mental and social. The poor participation of the youth in beliefs and the attitudes of the community could influence agriculture. For the individual, for instance, in the past decades agriculture was associated with backwardness in black society. The belief has borne a brunt in most black youth. The personality of the individual youth influences the personality of another youth. Most of the youth have a strong desire for a stable and firmly based high

evaluation of themselves for self respect or self-esteem”

(Mwamwenda,1995 325). A youth without a properly developed conception of his/ her own identity remains ignorant of what he really wants to do in life and he or she remains rather unsure of himself. Moreover such a person feels out of place socially and is more likely to believe that he/she is worthless and unimportant from his own point of view as well as that of others. For instance, most of out- of- school youth in the Bushbuckridge area are unemployed, as there are fewer job opportunities. The lack of job opportunities among the youth carries a burden for a society and reinforces therefore the increasing feeling of worthlessness and frustration (Hall and Mabitsela, 1995:301).

The holistic point of view of the theory tallies well with the holistic participation that is rendered within the programme under scrutiny for instance, it influences the psychological, physical and spiritual, emotional, financial social political and legal state. It is also important for technicians and practitioners to assess available resources in the environment. This is because in some instances problems that are experienced by the youth are not part of the participant system. Rather.

few or too many or inappropriate resources within the larger environment may be causing the problem in the consumer system. It should be noted that since the difficulty did not arise within the consumer, it cannot be solved there. Instead a solution to a problem must be found in the system in which those problems arose. Due to the fact that the consumer system (youth) is a subsystem (part) of the family system it is always advisable for the service provider to extend the individual system by including the family.

2.2.1.2. The family systems

“The family is defined as an open system of interacting personality composed of interrelated positions and roles. It is a living system in which there are a series of interlocking subsystems where a change in one part will produce a change in another”(Creasia and Parker,1991:36). All of us are born into, live into and die within the families, and not withstanding this experience we rarely examine how these families operate.

The General system theory provides the framework that helps the service provider to assess a family, draw conclusions about how that

family operates, plan, implement and evaluate the motivations. This theory is sufficiently broad to include within it the perspectives of a number of family theories.

“The viewpoints in this regard are particularly helpful during family assessment, since the focus on family characteristics and behavior that influence the family’s functioning serve to illuminate one’s understanding of these issues” (Creasia and Parker, 1991: 36). “The duties of the family are: socialization of family members, moral support, nurturance, decision making, production of goods, distribution of goods and reproduction”. In this way the family system becomes a (subsystem) part of the community system and the two should not be divorced if one is to ensure a holistic out of school youth participation.

The family as an environment has the strong influence on each youth that participates in agriculture in the community. Bushbuckridge is an agricultural area where most of the households or families are involved in agriculture. The involvement of the families or each family in agriculture carries more weight to influence the participation of the youth in agriculture.

2.2.1.3 . The community systems

According to Stainhope and Lancaster, as cited by Creasia and Parker (1994:42) “a community is a system because it has a goal and it is made up of components or subsystems. Many people think of a community as a living environment with physical or political boundaries.”

The definition is in fact broader than that, since it also indicates and includes situational community that has only concepts within specific boundaries. There are various community personnel involved in agricultural programmes. For instance, the department of social development is responsible for funding the agricultural projects. The department of the premier is responsible for rendering competitions and training for the empowerment of farmers. Kynock institution is responsible for conducting workshops for seeds, fertilizers, agricultural chemicals and donations for farmers.

2.3. ISSUES INFLUENCING PARTICIPATION IN AGRICULTURE.

Factors that influence participation in the environment are as follows:

2.3.1. The degree of the certainty of the availability of outputs.

“The outputs refer to the resources needed in agriculture for farming. The resources needed are land, farmer’s cooperatives, finance and the market. The outputs should not only be available, but should be accessible to the beneficiaries. The lack of access to the outputs affect the participation and the development of agriculture. The availability of outputs has to do with equity and justice. There should be fairness and justice on the distribution of the outputs to all beneficiaries in order to influence motivation on participation of the individuals” (Shingi and Blurhm, 1987:102).

2.3.2 The extent to which the outputs will be available

“Some of the outputs have a time frame, for example, some loan finance have time frames that dictate to a farmer to use the finance at a specific time, while in the other seasons the finance is not available on time” (Shingi and Blurhm, 1987). “The partly or seasonal availability of the outputs affects the participation in agriculture. The

outputs should always be available in order to avoid inconvenience and to enhance participation” (Shingi and Blurhm, 1987:102).

2.3.3. The extent to which the rewards associated with the collective action will be distributed equitably to the beneficiaries.

“The unequal distribution of the outputs or resources affect the participation of beneficiaries in agriculture whereby beneficiaries who receive little rewards got demoralized and are rendered less active participants. The rewards should be equally shared” (Shingi and Blurhm, 1987:102).

2.3.4. The extent of availability of rewards within a reasonable time frame.

“Farming rewards have the time frame according to the type of farming one has engaged in, for instance, there is crop production for vegetables where the time frame of most of the crops is three to four months; from planting to harvesting, while the crops for staple foods is five to twelve months, the period for cattle production from calving

to meat production is three years. The long period of availability of rewards affect involvement of youth in agriculture. There are basic needs that have to be met on a daily basis, which the farmer has to receive while still waiting for the rewards. (Shingi and Blurhm, 1987:102).

2.3.5. The extent to which the rewards are commensurable with the costs associated with continued participation

“The money spent for farming should be less than the money gained from farming. Some of the crop production, for instance, tomato production or bean production have a high return value since the duration period for the crops is short, and the yield is calculated per plant, and one plant of the crop produces many tomatoes and over time. The type of the crop is mostly preferred since it has high rewards commensurate with the cost”. (Shingi and Blurhm, 1987).

2.4. WHY PROMOTE PARTICIPATION?

2.4.1. Defining and surveying needs

“There was little attention that was given to youth development in agriculture in South Africa due to the lack of consorted voice from the

youth demanding what was good for them. This has skewed away agricultural youth programmes from this sector. The participation of out- of -school youth can contribute to surveying needs and defining those needs for appropriate intervention. Participation helps to define and survey needs through research and discussions” (Warren and Roland, 1963: 26).

2.4.2. Receiving feedback

The participation helps to formulate the problem statement, gathering information, analyzing intervention methods, recording the information for feedback. The feedback of the information helps to assess the impact of the information and for formulation of new policy (Warren and Roland , 1963: 26).

2.4.3. Deciding policy

“The past government failed to come with policies that address the youth development in agriculture due to the poor participation of the youth in agriculture. Through participation, appropriate policies are formulated for youth development in agriculture” (Warren and Roland, 1963: 26).

2.4.4. Ensuring responsive governance

The participation of the youth in agriculture can ensure the response of governance through the initiation of relevant policies and applicable policies. According to the youth policy document (1997:4) the needs for the youth were not catered for in the Apartheid government since most of the youth were less participating in development. The full participation of the youth can create more formulation of youth policies that are applicable and that can solve massive problems that affect the youth's lives" (Pateman, 1970:45). "Increasing the value of one's individual freedom and fostering greater community belonging are the prerequisites for creating in the individual a sense of worth.

The participation can increase one's individual freedom through individual participation in agriculture. The individuals participation exposes one to realize his potential and influence the group according to his potential. The potential of each person is strength among the group to build oneness" (Pateman, 1970: 40).

2.5. FACTORS CONTRIBUTING TO POOR PARTICIPATION OF YOUTH IN AGRICULTURE.

2.5.1. Lack of relevant youth policies

The lack of supportive policies contribute to poor participation in agriculture. Policymaking is often considered the prerogative of some central authority that formulates a policy which is then decreed, imposed and implemented regardless of conflicting knowledge and concerns. But policy is in practice often the net result of the actions of different interest groups pulling in complimentary and opposing directions. Policy is only effective if it is based on a widely shared consensus" (Van der Poel and Van Woerkum, 1994:65).

In South Africa, the apartheid government ignored the development youth policies due to the poor participation of the youth in agriculture. The continued poor participation of the youth in agriculture will worsen the situation of considering the development of policies that can be relevant to youth development in agriculture. The farmers who are participating in agriculture are aging farmers who need to be replaced by the youth.

2.5.2. POLITICAL FACTORS

The political factors determine policies of the country. Politics govern life at all levels, and the legacy of the past- apartheid era had no stipulated policies of youth development. The policies for the past apartheid government violated the rights and opportunities of the youth through its repressive and racially-oriented system of Coercion, it also denied the special needs and concerns of youth (Youth Policy, 1997: 2). “This legacy affected all the youth, however young black people bear the brunt of many repressive and constraining policies and as a result, are facing greater degrees of disadvantage. In order for the policies to be applicable and accessible to the beneficiaries, participation should be fostered” (Hughes, 1975:110).

2.5.3. SCHOOL RELATED FACTORS

“There are the school problems that affected and contributed to lack of interest in agriculture among the black youth in South Africa.

Agricultural awareness is not adequately addressed in the primary or secondary school curricula. The inadequacies of mathematics and science in schools for black students have minimized these student’s

opportunities in tertiary agricultural programmes. The education system might not be doing justice in increasing the awareness of agriculture among scholars and students. Only certain schools offer agriculture as a subject. In many instances, it is offered as an alternative to the science subject stream rather than as a part of the subject stream. This in itself poses a serious disadvantage to those students who follow the agriculture subject stream. When they are in tertiary institutions they cannot follow the agricultural career because agriculture is only offered as part of science. The eschewal system influenced the black youth to have less interest in agriculture while they were living in rural areas where agriculture is most dominant” (Stewart, 1977: 103).

2.5.4. ECONOMIC FACTORS

2.5.4.1. Urbanization

The establishment of urbanization in urban areas affected the economic development of agriculture. Most of the areas that were economically viable for agriculture were used for building cities. Most of the black people were moved from the arable soils to settlements where the soil is less viable for agricultural development (Chambers, 1986:109).

2.5.4.2. Industrialization

“The establishment of industries in places like Johannesburg gold mine and other mining industries affected black people in that they had to be moved from viable arable land that has agricultural potential to settlements that have poor agricultural potential” (Chambers, 1986: 109).

2.5.6 . THE IMPACT OF POOR PARTICIPATION OF YOUTH IN AGRICULTURE

The poor participation of the youth has the negative implications in rural areas where it contributes to social problems such as unemployment, crime, violence, drug abuse and alcoholism. There is massive unemployment in the Northern province. The statistics of household surveillance as indicated in the youth policy document (Youth policy, 1997: 4) indicates that there is 61% of the youth unemployed. The high rate of unemployment of the youth is caused by social factors, the economic factors, the education system and the political factors of the country. The unemployment, crime and violence among the youth will be discussed hereunder:

2.5.6.1. Unemployment

Another social factor that contributes to poor participation of the youth is in the area of unemployment. Unemployment threatens the personality of most of the youth who are males. Instead of perceiving their situation as resulting from the economic system many see it as a personal failure. This aggravates frustration that often leads to aggression (Lauffer, 1989:104). Unemployment affects the psychological state and the social state of the youth. The effects of unemployment are as follows :

2.5.6.1.1. Social and behavioral consequence of unemployment

“Most of the youth who are unemployed are facing social and behavioral consequences and problems by drinking alone, less time for socialization, they sleep more during the day, they lose contact with friends and they are also socially isolated” (Brian and Kabanoff, 1979 :19).

2.5.6.1.2. Psychological consequence of unemployment

Unemployment results in depression. Several studies have used different measures of depression effect as outcome measures of school lever unemployment with comparison groups of young people in unemployment (Gaskell and Smith , 1985:55).

➤ **Anxiety**

Donovan and Odd (1982) identified greater anxiety but no data is reported. Unemployment has an effect on inhibiting development in school leavers. In a survey of 150 young people aged 16-26 he found that the unemployed were becoming more withdrawn and despondent, discontented, bored, frustrated and lonely (Tiggermann and Winfield, 1984: 56).

2.5.6.1.3 . Violence

There are various types of violence such as interpersonal violence.

➤ **Interpersonal violence**

It is an act of violence willfully directed at a person invading the personal space of an individual, as such, his or her right (Mc Kendrick, 1990: 24). The personal violence is expressed in negative behavior which shows itself in the loss of self-esteem. Most of the youth in the area feel unimportant due to loss of self esteem and they express their frustrations through alcohol abuse and drug abuse.

2.5.6.3. Crime

□ Predatory crime

“Predatory crime as described by Lauffer (1989:169) includes robbery, which is the use of force or threat to take something of value from a person”. In the area, there is high predatory crime among the youth where some of the youth stay in the streets or path ways where elderly and other people who go past lose their belongings which are taken from them by force. Some of the victims who try to fight their attackers are even slashed. Some of the cases are reported while some of the cases are not reported due to the long distance to the police station from the area where they have been mugged. However among the cases reported the Thulamahashe police station case report statistics indicates that there are three cases that are reported per week in the area and most of the perpetrators are young males. They are hunting for something for a living and use predatory crime as a means to steal to make a living.

Among the common items that are forcefully taken from the victims are groceries and such robbery usually occurs when people have been

shopping and are on their way home. Most of the victims of predatory crime are the elderly women and children.

□ **Burglary crime**

“Burglary crime denotes the unlawful entry into a structure by a person to commit felony or theft” (Mc Kendric, 1990:24). Any act of violence violates the dignity of an individual. Violence has an impact and an overwhelming and decisive influence on the individual and society. The main cause of this violence is the lack of job opportunities for the youth where they should keep themselves busy to make a living.

There are a number of incidents of burglaries that are reported per day, especially in Thulamahashe township. There are some of the youth who move from Bushbuckridge area to Thulamahashe during the day and they steal from residents' houses while the latter are at work. Some of the perpetrators enter the house by firstly checking whether there is any person in the house. They first pretend as if they are selling something or they are looking for part-time jobs from that resident. If they wait longer without any one coming out or any one

visible, they enter into the house and take what is valuable to them and sell that particular item at a much lesser price than its original price. (Thulamahashe police station, 2000).

2.5.7. APPROACH FOR SERVICE DELIVERY FOR EXTENSION

“The extension technicians in South Africa and in some countries like Asia have deficiencies in knowledge, skills and abilities. It has been discovered that about 39% of extensionists worldwide have a secondary level education and 33% an intermediate level of education” (Bahal et. Al., 1992: 98). Most frontline extensionists still have only a secondary school diploma. The poor education background of an extensionist affects the development of agriculture more especially in black societies.

2.5.8. LACK OF RELEVANT INFORMATION

“Information has the greater impact on decision making. Information supports the decision, decision triggers actions and actions affect the achievement of the organization. The larger portion of the Northern province was composed of rural areas, including Bushbuckridge where the study was undertaken. The rural areas are fewer and are

receiving information that relates to the environment, which is less conducive for the accessing of information. The lack of access to information affects the participation of the youth in agriculture.

The information should not only be accessible, but should be relevant, timeliness, accurate and must be characterized by usability, reliability and cost-effectiveness” (Babu and Shingh, 1987: 115).

2.5.9. SOCIETAL NORMS

These are societal norms which are historically, familiarly as well as culturally based. Cultural practices creates attitudes create attitudes that may act as a barrier to youth participation in agriculture. In black society , men devalue economic production. They are not conscious as economic beings.

Men migrate to towns for job opportunities in formal sectors while devaluing agriculture as an economic resource factor. Women are left at home to do farming and in rural areas they are the people who engage in agricultural activities. Any task that is done by women is degraded and considered as being valueless and unimportant. This negative attitude contributes to poor farming and poor agricultural

development that has resulted in poor participation of the youth in agriculture since young men still believe that they will only get employment if they migrate to areas that are job accessible (Stewart, 1977: 106).

2.5.10. LACK OF RESOURCES

Farming like any other activity or commodity, needs resources to succeed. Without those resources little or no production will be achieved. There are resources that are needed for agricultural development, and these are: land, market, finance, technology, cooperatives. These factors are discussed hereunder to explain how they affect farming (ANC, 1994:19).

2.5.10.1. Lack of access to land

Land is one of the major capitals for farming. It is the basic need for rural dwellers (ANC, 1994:19). Apartheid policies pushed Blacks into overcrowded and impoverished reserves, in addition, capital intensive agricultural policies led to the large- scale eviction of farm dwellers from the land. Blacks in South Africa were denied land rights. Land was allocated to the tribal authority in each area and black farmers

were regarded as squatters on the land. All these government practices contributed to poor participation of the youth in agriculture especially in black society.

2.5.10.2. Lack of access to finance

“Lack of finance for farming is a major problem in agriculture.

Finance is required for a start-up and for buying resources.” Farming needs finance to enable farmers to purchase farming goods such as seeds, fertilizers, agricultural chemicals, agricultural medicines, buying cattle, poultry, etc., The finance for start up is minimal.

Investment in service is higher than in selling. (Hoskins, 1981:100).

The finance could be either a loan or a donation from donors. There are various financial sources for lending, for example, the bank, credit unions, friends or machonisi. In South Africa there are financial institutions which help farmers with loans such as the agricultural land bank. The requirement standards for loaning funds from this institution is higher than most of the farmers could afford especially black farmers. The repayment are difficult to afford due to high interest rates that are charged to farmers. Small scale farmers are self-

financed due to exclusion from government and commercial financing. Very few farmers are loaning money and very few young farmers are risking to farm or go on farming due to lack of access to finance.

2.5.10.3. Lack of access to market

Market is a place for selling agricultural products, for example, eggs, Cattle, beef, vegetables, etc, Marketing is one of the major problems that creates barriers in the participation of the youth in agriculture.

There are a number of marketing problems such as needs and preferences of the market, to know the needs of the consumers, to reach the market, to know about market, to know the channel of communication and competitions in the market, to be physically able to deliver the goods or services.

The nearby markets are easily reached and served by small scale entrepreneurs but they often have disadvantages as they have low effective demands due to relative poverty. Institutional markets are difficult to penetrate. Products produced by the client groups do not meet high quality requirements. In some countries for example, Niger,

the markets are divided according to sex. The men are in official markets where export crops are sold while the women are in traditional markets.

In South Africa blacks are limited to nearby markets with low effective demand. The young black farmers in South Africa are small scale farmers and are limited to nearby markets that have low effective demand. In the Bushbuckridge area, and especially in the past decades, each year the farmers from New Forest irrigation scheme and Dumfries irrigation scheme were experiencing difficulties with regard to their products that were rotting on their lands due to lack of access to market. The lack of access to the market creates barriers to the participation of young farmers in agriculture (Hoskins and Weber, 1981:99).

2.5.11. TECHNOLOGY

Technology affects the ways in which people do things. It affects the ways in which people think about what they do. The transfer of a technique from an area with one set of norms affects work roles of others with different expectations, beliefs and norms and will often

bring about surprising outcomes for desired economic results. The transfer of technology involves both a sender and a receiver.

Technology is important for innovation and for shaping development and transforming resources into material abundance and, even more importantly, with a mind set that holds that nature can and should be controlled through science and techniques to service human ends. It lessens or eliminates the time it takes to accomplish a job. It also alters the skills needed to accomplish a task.

Technology is acquired through knowledge, personnel, and education and through training. Young people need technology to do things since they are innovative. The lack of technology creates a barrier for the youth and result in them being less involved in agriculture (Sterwart, 1977: 57).

2.5.12. LESS INCENTIVES FROM FARMING

Inadequate financial management often makes it difficult to cut earnings or profit. Another problem associated with earnings is lack of access to the market and less access to information that enables a person to produce and to sell for higher earnings (Sterwart, 1977:103).

2.5.13. NATURAL HARZARDS

There are natural hazards such as floods, drought and storm that affects farming by destroying the crops, the livestock , plants, seeds and poultry. In 1983 and 1994, there was a disaster resulting from drought in the Northern province where most farmers lost their farming resources, the crops were destroyed , livestock were killed by drought due to lack of grazing land and lack of water for the livestock to drink. The government (former Gazankulu and Lebowa) compensated the farmers with very little finance of about 5% of the inputs for each farmer. The compensation was so little that it was demoralizing to most of the farmers. Another disaster for natural hazards is due to the lack of insurance for black farmers. There is no insurance to insure black farming inputs and outputs due to the lack of land title deeds. The lack of insurance and compensation during natural hazards creates a barrier and contributes towards poor participation of the youth in agriculture (Hugles, 1975:123).

2.5.14. MANIFESTATION OF CRIME IN SPHERE

There is manifestation of crime in farming where there is high rate of cattle theft, high rate of vegetable theft, citrus theft and any other

agricultural products theft. According to the police report (Thulamahashe community police service station) it is stated that there are ten cases of cattle theft per week that are reported and five cases of crop theft per week especially in winter and summer since it is a peak time for harvesting. "Thieves always bring vehicles to collect the produce which they have stolen from the farmers, one of the New Forest farmer said". The problem that worsened the theft is lack of justice. Justice ignores punishing and imposing discipline on the perpetrators. In the Bushbuckridge area under New Forest stay awake all night, guarding (Hoskins and Weber, 1981:13).

2.5.15. Murder

There is a high rate of farmer killings. Farmers are killed in their homes especially white farmers. The government is less effective in imposing a policy that could act as a barrier to the perpetrators (Television news, 1999).

2.5.16. SOCIAL FACTORS

2.5.16.1. Disempowerment

“The majority of the black youth are less empowered with the opportunities that agriculture has in terms of employment, they still rely on government for employment” (Rolling, 1994: 15).

2.5.16.2. Illiteracy

Illiteracy is one of the factors affecting the participation of the youth in agriculture. The larger population of blacks in rural areas is illiterate. Due to illiteracy, the farming standards of blacks in rural areas are low. The youth tends to associate agriculture with illiteracy (Rolling, 1994:45).

2.6. SUMMARY

In this chapter, the theoretical perspective of the general system theory was discussed, and the issues influencing participation in agriculture were discussed. Factors contributing to poor youth involvement in agriculture, and the need for promoting participation of youth in agriculture were examined and finally the impact of poor participation of out-of-school youth in agriculture was noted. The

theory helps to design a questionnaire according to the subject investigated.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

Research methodology as explained by Bailey (1997:33) is the philosophy of the research process. Included in this philosophy are the assumptions and values that serve as a rationale for the research and standards and are criteria the researcher uses for interpreting data and reaching conclusions.

This chapter focuses on the research methodology of the study. Included here is the scope and delimitation, research design, sampling, sampling population, research instruments, procedure for collection of data analysis and dissemination of the information.

3.2. DELIMITATION OF THE STUDY

The study undertaken has been based on the participation of out-of-school youth in the Bushbuckridge area within the area of New forest, Orinnocco which is essentially the only area where there is much potential for agricultural activities. Most of the farmers around the

area are adults and they need to be replaced in view of their aging generation posing a threat to the sustainability of agriculture in this community.

3.3. Validity and reliability

Validity and reliability are concerned with the means and precautionary measures taken by the researcher to ensure that the data collection instrument collects what is supposed to be collected and that questions are phrased in an unambiguous manner for the respondents to understand. Treece and Treece (1982:122) state that:

“reliability refers to the accuracy of the measuring instrument. Although the process seem to be time consuming, they recommend that it should be done on all studies”.

Pilot and Hungler (1983:395) feel that:

“content validity is based on judgement and cannot be determined.”

In order to ensure validity and reliability the instrument was sent to a researcher for checking, correction and recommendation for changes and modification where necessary.

Before embarking on the actual data collection process, the researcher started by conducting a pilot study on five (5) out -of -school youth, that were not going to be part of the main study (Pilot and Hungler, 1983:47). Construct validity was ensured because all the information collected was obtained directly from the youth. With regard to population validity, the findings of this study can never be generalized to cover other regions because there might be differences in the context' definition of the participation of the out of school youth.

3.4. RESEARCH DESIGN

In this section, an overview of the research design of the study was based on the main tenets of qualitative research. A research design is a programme that guides the researcher in collecting data, analysis and interpreting the observed facts. It is the specific of the most adequate operations to be performed in order to test the specific hypothesis under given conditions (Bless and Smith, 1995:63). Research design minimizes errors.

There are types of research design, namely, the experimental design and non-experimental design. The research design that has been used in the study is qualitative. Qualitative design has been explained by

Mouton is characterized by the variables having discrete categories which are usually referred to by words or labels.

3.4.1. Data collection

A data collection is a tool or instrument that the researcher uses to collect data. A research instrument is a mechanism that one uses when collecting data. The interview schedule was used . There are three types of interviews, the structured interview schedule, the semi - structured interview and the unstructured interviews. Reid and Smith (1987:56) state that:

the “in person interviewed is incapable of eliciting information in larger amount and in greater depth.”

It is particularly useful in obtaining data that are informative, for instance, the attitudes of out- of -school youth. The unstructured interview does not have predetermined set of questions and the interview is essentially exploratory. The unstructured interview is often used in conjunction with participatory observation. The semi-structured interview has no choices from which the respondents select an answer. The format is flexible to allow the interviewee to respond to situations at hand, to the emerging world-view of the respondents

and the new ideas on the topic. The researcher has used a structured interview schedule.

3.4.2. Language used

The researcher has used the Tsonga language which is the indigenous language that is used in the area. The reason of using this language was to enable the respondents to express themselves fully without any linguistic restrictions. The researcher also used English as a medium of communication in order for the researcher to compile the report on this study.

3.4.3 . Population and sample

Population refers to the people the study will be based on and selected from the populations as well as the number of the participants. In this study the researcher has collected data from 20 out –of-school youth constituted by both males and females from the age of 14 years to the age of 35 years as indicated in Youth policy document (1997:6).

3.4.4. Sampling

Sampling is defined by McKendrick (1993:268) as the drawing of elements from the total population to represent the whole.

Sampling also has sample size, being the number of respondents that is selected by the researcher to form a sample. In sampling, Goldstein (1969: 190) states that the purpose of sampling is to obtain from the small number of entities, information that can be generalized to larger aggregate from which the sample came. The sampling has various advantages of saving time and money. There are two types of sampling, the probability and probability samples (Mouton, 1996:110).

Non-probability sampling refers to a case where the probability of including each element to a population in a sample is unknown.

Probability sampling refers to where the chosen elements for participation in the research will be given equal chance of being included in the sample (Bless and Smith, 1995: 88).

3.4.5. How was the sample selected?

The researcher is currently involved with the community under the auspices of agriculture. This positioning of the researcher enabled her to call a meeting with the induna having granted permission in this regard) of all the unemployed youth with the purpose of collecting data. According to Weehster et al (1981:90) social research by its

nature involves the use of humans as subjects. In so doing, it should comply with legal and ethical requirements to safeguard the rights of these subjects. As the first step, informed consent must be secured before someone is included in a sample. This in effect is meant to help the person know what the researcher is up to, what her or his (the respondent) participation will mean and what the risk in the research will.”

3.5. DATA ANALYSIS AND INTERPRETATION

The findings have been illustrated using tables and discussions for data interpretation and analysis. Data analysis involves the process of analysis and interpretation of data. The goal of data analysis is to come up with reasonable conclusions and generalizations based on the preponderance of the data in question. In this study, data was analyzed qualitatively, using words and explanations in the form of discussion and tables. According to Porter (1982:46) a qualitative approach is adopted because it is a holistic view.

3.6. SUMMARY

In this chapter, the researcher has indicated clearly how the study was conducted, how the sample was drawn, what procedures of sampling

were followed, and the question of how data was analyzed has been answered including the researcher's area of the study. There is no data recorded for the poor participation of the youth in agriculture since the study is new and further research is still to be conducted in this regard. The agricultural youth development initiative (1998:10) has laid a challenge for such a study to be embarked upon.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The analysis means a search for pattern in data recurrent behaviors, objects or a body of knowledge. In this chapter the researcher gives an interpretation of the results of the study and further depicts the way in which the results were processed and integrating this with the findings of the theoretical study. "Data analysis involves examining, sorting, categorizing, evaluating, comparing, synthesizing and contemplating the coded data as well as reviewing the raw and coded data" (Newsman, 1997: 426). It is important to analyze and interpret data so as to organize a larger quantity of special details into a coherent picture, and provide meaning or explanation about the issue under investigation. In the study, the qualitative method was used to analyze and interpret data. The data has been presented in tables and word explanations (discussions). The reason for using word explanations is because they are found to be rich in details, sensitive to the context, and capable of showing the complex processes or sequences of social life.

4.2. Profile of respondents

The respondents in this study are the out-of-school youth and this comprises both young men and women, that are unemployed and

ranging between the age of 14 to 35 years. The areas where the data was collected are New forest A, B, Orinocco A, and C.

4.3. The structure of the questionnaire

The questionnaire is divided into 5 areas: the personal details, programme information, the information regarding involvement, the information identifying the interest of the youth as well as the information for the resource availability.

4.4. Personal details of the respondents

The personal details of the respondents were included since that determined the interest in agriculture and the involvement as well as the appropriateness of the resources available in terms of age, gender and the level of education as well as the marital status of the individual youth. The personal details included are age, gender, marital status and education level.

4.4.1. Age

In the scheduled structured interview of the study, age was included in the collection of data. Age is necessary in determining the

participation of youth in agriculture. Extension should consider age for targeting not only from the point of view of the youth but of the other age categories. Agriculture usually has low level of status because of the low level of technology it employs and low income earning capacity. The age is also helpful in determining the level of participation of youth in agriculture according to the age (Campbel, 1982:16).

4.4.2. Gender

The researcher has found it very important to include gender on the Scheduled structured interview so as to obtain the degree in which youth according to gender can participate in agricultural programs.

Gender describes the socially determined attributes of men and women including male and female roles. In comparison, sex denotes the biological and physical differences between males and females .

Gender has been proven to be an essential variable for analyzing the roles, responsibilities constraints, opportunities, incentives in agriculture (Janelid, 1975:9). The role differentiation according to gender can affect or contribute to the participation of the youth in agriculture. The social problems and the gender roles have an influence on the attitudes of the youth, and should therefore be

considered. In most rural areas, women are the most people who engage in farming than men (Austin Cloud et al, p.92).

4.4.3. Marital status

The marital status is one of the elements that the researcher has included in the scheduled interview to determine the marital status of the youth and the influence of marital status in the participation of the youth in agriculture. Marital status has an influence on attitudes, perception and interest on youth or any individual. The married youth is always overburdened with homestead activities. In the African setting the power structure is possessed by men in the family and the woman is valued as a subordinate of men, therefore whatever the woman wants to do she should firstly get permission from the husband.

4.4.4. Education level

The researcher's measurement included, inter alia, the education level and the level of literacy of the youth in the area in relation to the participation of the youth in agriculture.

4.5. THE RESULTS

Table 4.5.1: The respondents' gender distribution

RANGE	DISTRIBUTION	PERCENTAGE
Male	8	40%
Female	12	60%
Total	20	100%

The above table indicates that forty percent of the respondents were males and sixty percent were females. This is because of the fact that females generally form the majority of the total population, and therefore when the system selecting the respondents was randomly applied, the women were found to be in the majority in the sample, whilst the males were found to be the minority even in a sampling frame. This can thus be attributed to the fact that notwithstanding them being a minority group, males are often less likely to participate in other forms of community participation. In addition to this, the cultural factors or their socialization process has fostered feelings of dominance and superiority on males. As a result, they are too proud to help, even if such help is readily available.

Table 4.5.2: The respondents’ age distribution

RANGE	DISTRIBUTION	PERCENTAGE
14-18 years	0	0%
18-22 years	1	5%
22-26 years	4	20%
26-30 years	6	30%
30-35 years	9	45%
Total	20	100%

The above table indicates that no respondents participated in the interview between the age of 14 to 18 years. This is because of the following reasons:

- The youth at this age are still attending school, this is an indication that youth at this age still have fewer responsibilities, and that they shift their responsibilities to their parents.
- Another reason is that the youth at this age always have less interest to participate in community things other than youth programmes such as sports and music.
- Value for education, In the past decades young people of this age were expected to help parents on some activities like farming instead of attending school since education was less valued in black societies, especially in rural areas. Most of the youth at this

age have parents, especially mothers who are a good source of care and this makes it easy for them to escape participation in community activities. The table indicates five- percent aged between 18 to 22 years, twenty percent aged between 22 to 26 years, thirty percent aged between 26 years and 30 years, forty five percent were the age ranging between 30 to 35 years. There was higher percentage of respondents participation of the youth above 22 years to 35 years. This is due to the fact that as one gets older one acquires a number of responsibilities which includes interalia, feeding the children.

Table 4.5.3: The respondents' marital status distribution.

RANGE	DISTRIBUTION	PERCENTAGE
Never married	10	50%
Married	5	25%
Divorced	3	15%
Widow	2	10%
Total	20	100%

The table above indicates that there were fifteen percent of the respondents who are married, fifty- percent respondents never married, ten percent widowed and fifteen percent respondents divorced. The inability of the male partner, to raise funds for lobola

due to poverty was found to be the overriding problem and the disruption of such families. As a result this has become the norm. It also perpetuates the cohabitation and the establishment of extended families. The larger percentage of the youth in this area are still living with their parents due to lack of employment that enables a person to have a source of income for a better life. In the case of female youth, although the larger percentage never married, there is a higher percentage of single parenting. Most of unmarried mothers still live with their parents. Single parenting is also increased by teenage pregnancy in the area where most of the youth lack recreational facilities and they turn to entertain themselves with sex. The findings show fifteen percent of the respondents who are divorced, this indicates that the divorce rate is too low as most of the youth are never married and those who are married are cohabiting.

The research findings also indicate that there is ten percent of widows. This indicates that there is a low mortality rate among the youth in the area, the reason being that since it is a rural area the environment has low road accidents rate and no political violence as most of the youth's lives are taken by political violence and road accidents.

Table 4.5.4: The respondents' education distribution level

RANGE	DISTRIBUTION	PERCENTAGE
Never attended school	0	0%
Primary education	6	30%
Secondary education	4	20%
Tertiary education	10	50%
Total	20	100%

The table above indicates that there is no one who has never been to School, thirty percent attained primary education level, twenty percent attained matriculation education, fifty percent attained tertiary education. This indicates that the youth in the area value education as a source of economic sustainability. The larger percentage of the respondents' education achievement reflects that they attained matriculation and tertiary education but they are unemployed. This reflects the fact that there is a lack of job opportunities in the area due to its geographic position and the most dominant one is farming. Most of the youth still hold the notion that they should acquire formal education for formal employment. Thus they still need a shift of mind and training on skill development to assist them with self-employment. Another reason that is reflected on the results in respect

of the youth that qualified in tertiary institutions is that it renders them unemployable.

4.6. EMPLOYMENT HISTORY

4.6.1. Have you ever been employed?

The respondent's responses indicated that there was ten percent who got jobs opportunities, ninety percent of the respondents never had been employed. The high rate of unemployment in the area is due to the following reasons:

- **Environment:** The rural areas in Bushbuckridge lack of job opportunities; jobs are centralized in urban areas.
- **Experience :** The available jobs require experienced candidates where most of the youth are facing competition on the job market with experienced adults, Therefore most of the youth although they are better qualified , they are less likely to be employed.
- **Distance :** Some of the jobs advertised are in other provinces where as most of the youth want to be employed near where their families are.
- **Nepotism :** There is high nepotism in some of the jobs

advertised where only the relatives of the people advertising the post have the opportunity to get employed.

- **Corruption** : Some of the jobs advertised are obtained through bribes. Some do not have money to pay the officials to get employment. This practice on the part of the officials accelerates unemployment among the youth.

4.6.1.1. If yes what kind of employment?

Table 4.6.1.1: for respondents distribution for the kind of employment

RANGE	DISTRIBUTION	PERCENTAGE
Temporally	2	10%
Permanently	0	0%
Self-employed	1	5%
Any form of employment	0	0%
None of the above	17	85%
Total	20	100%

The above table indicates that there was ten percent of the respondents who were temporarily employed, one was employed as a tile installer in Johannesburg, and one reported that he was employed as a security guard in Johannesburg. There was five percent of the respondents who was self-employed, and reported that he had

borrowed a small portion of land, about half hector to grow vegetables in order to have little income to fulfil his needs. He had two cattle which he hoped to sell in future when they calved. None of the respondents had formal employment or any kind of employment. It is therefore indicating that there is high unemployment among the youth in the area or most of the rural areas due to lack of job opportunities. The lack of job opportunities in rural areas are due to the past government of apartheid development policies that centralized development in urban areas through industrialization, job reservation and influx control laws. This further reflects that most of the youth never got job opportunities, as a result, they still depend on their parents for survival, and this further perpetuate the existing level of poverty in the area.

Table 4.6.2: The respondents' feeling to be unemployed?

RANGE	DISTRIBUTION	PERCENTAGE
Lonely	5	25%
Dissatisfied	10	50%
Bored	5	25%
Total	20	100%

The comments from the above mentioned table reflect that

there was 25% loneliness, 50% unsatisfactory and 25% boredom. The indication of unemployment among the youth reflects poor self-esteem in the society. They feel lonely since in the area there is lack of activities in which to engage themselves. Some of the youth blame themselves for their existence in the world. They state that they don't have anything of their own. The above statement is substantiated by Denovan and Oddy' assertion as cited by (Gaskell and Smith, 1981: 56) to the effect that unemployment has both identity and psychological effects of inhibiting development among the youth, and that they become more withdrawn, despondent, discontented, bored, frustrated and lonely.

4.7. PROGRAMME INFORMATION

The researcher had included all the programmes that are conducted by the department of Agriculture nationally to give the respondents the requisite information in regard to the agricultural programs in question. The program information also helps to determine which programmes could best be in keeping with the needs of the youth in the area.

Table 4.7.1: Showing programme information

RANGE	DISTRIBUTION	PERCENTAGE
Bee farming	0	0%
Botany farming	0	0%
Cattle farming	2	10%
Crop production	14	70%
Pig farming	0	0%
Poultry farming	2	10%
Nursery farming	0	0%
Dairy farming	0	0%
Indigenous farming	2	10%
None of the above	0	0%
Total	20	100%

None of the respondents that participated liked pig farming. This is due to the religious beliefs of some denominations in the area, for example, the Zion church and the International Pentecostal church. These churches believe that eating pork is a sin, as it is stated in the bible that it is a sin to eat pork and another reason is societal norms that devalue the pig as an animal that consumes any dirty thing. In 1999 in one of the rural communities there is a pig which once ate a 3 months child. The market for meat is limited in Bushbuckridge and even in the entire province. There are no farmers that engage in farming with pigs in the area due to some of the above-mentioned reasons.

- ❑ **Poultry farming:** The above table reflects that ten percent of the respondents liked poultry farming, and the reasons they stated are that this kind of farming has the advantage of increasing 1 fowl breed 10-12 chickens and they are marketable at eighth weeks of their growth.

- ❑ **Cattle farming:** The above table indicates that there Ten percent of the respondents that liked cattle farming. The youth's dislike for cattle farming derives from the slow return value. A cattle farmer waits longer to get his returns since the cattle take longer to grow. Although they take time to grow, cattle are marketable, during funerals and stokvels called xiseveseve.

- ❑ **Bee farming:** there was no respondent that advocated bee farming as her preference.

- ❑ **Crop production:** the seventy percent (70%) of the respondent's chose to farm with crop production and the reasons are as follows:

In the area , there are two irrigation schemes called New forest and Dingledale where most of the farmers are farming with crop production. Fast retention, the income return for crops between

planting time and harvesting time is four months. Some of the crops, for example, tomatoes yield high income per tomato plant.

□ **Dairy farming** : None of the respondents wanted dairy farming.

□ **Indigenous farming** : None of the respondents wanted

Indigenous farming, this is due to lack of awareness and lack of access to information about the opportunities of what indigenous farming has. The current policy of the government has adopted indigenous farming to restore the indigenous resources and knowledge as well as to preserve the local resources as they are affordable, accessible and locally available.

Table 4.7.2: of the respondents' youth programme in the area.

RANGE	DISTRIBUTION	PERCENTAGE
Bee farming	0	0%
Botany farming	0	0%
Cattle farming	1	5%
Crop farming	1	5%
Dairy farming	0	0%
Pig farming	0	0%
Poultry farming	1	5%
Indigenous farming	0	0%
Nursery farming	0	0%
None of the above	17	85%
Total	20	100%

The above table reflects that there was five percent of the

respondents who indicated that there is youth outcry for farming programmes. Five percent of the respondents also indicated that there is youth cattle farming programme, while the whole eighty five percent (85%) of the respondents indicated that there are no youth programmes in the area. The results give an indication that there are no youth agricultural programmes provided or conducted in the area. As an extension technician there are no special agricultural youth programmes provided due to the centralization of development. There are some regions where youth programmes are conducted, for example, in Petersburg and Mopani district, but in the Bushbuckridge area, the youth programmes have not yet been launched.

4.8 ACTIVITY INVOLVEMENT INFORMATION

The table 4.8.1: of youth involvement in farming programme

RANGE	DISTRIBUTION	PERCENTAGE
Yes	15	75%
No	5	25%
Total	20	100%

The above table indicates that seventy five percent of the respondents among the youth were involved in farming programmes. In their

comments they stated that they usually help their parents especially in crop production since it is the most dominant farming activity in the area, and their contribution is most valued especially during harvesting where more labor is needed. In families where there is no young person to help, they tend to hire somebody temporarily.

Table 4.8.1.1. What kind of programme?

RANGE	DISTRIBUTION	PERCENTAGE
Bee farming	0	0%
Botany farming	0	0%
Cattle farming	1	5%
Crop farming	10	50%
Dairy farming	0	0%
Pig farming	0	0%
Poultry farming	1	5%
Nursery farming	0	0%
Indigenous	0	0%
None of the above	8	40%
Total	20	100%

The table above reflects that there was five percent of the respondents who are involved in poultry farming, five of the respondents were involved in cattle farming and the majority comprising fifty percent (50%) of the respondents were involved in crop production. Forty percent (40%) of the respondents stated that they were never involved in any programme. In their comments, they mentioned that they could have fewer problems compared to other

farming programmes that need experience. The fear of the risk to farm with other farming programmes due to lack of experience is one of the reasons that accounts for the other unpopular farming programmes being chosen by some farmers. Another reason for following crop production is due to its flexibility, the crop's short duration from sowing to harvesting being three months and the products are also used for both human consumption for the household and for income generating.

Table 4.8.2: benefit for involvement in farming.

RANGE	DISTRIBUTION	PERCENTAGE
Yes	12	60%
No	8	40%
Total	20	100%

The above mentioned table indicates that sixty percent (60%) of the respondents stated that for them to participate in research has led them to be aware as before that participation in farming can reward them, while forty percent (40%) stated that they are really not sure. This states that they are less aware. There is a need to raise awareness of the youth in the area.

Table 4.8.3: of the respondent's agricultural opportunities

RANGE	DISTRIBUTION	PERCENTAGE
Self-employment	5	25%
Poverty alleviation	8	40%
Income generation	5	25%
Food	2	10%
None of the above	0	0%
Total	20	100%

Twenty-five Percent of the respondents chose self-employment, twenty-five percent of the respondents chose income generation, ten percentage of the respondents chose food, while forty percentage of the respondents chose poverty alleviation. This is because they still depend on their parents for any source of income which is derived from the parents' pension grants and subsistence farming. Ironically the youth are at the age of acquiring for themselves basic needs for social and economic well being.

4.9. INFORMATION FOR SHOWING INTEREST IN AGRICULTURE

Table 4.9.1: What kind of interest do you have?

RANGE	DISTRIBUTION	PERCENTAGE
Less interest	2	10%
Interest	16	80%
Neutral	2	10%
None of the above	0	0%
Total	20	100%

The above table indicates that ten percent of the respondents were less interested, ten percent of the respondents were neutral and none of the respondents had any interest at all, while eighty percent of the respondents had interest in farming. The findings indicate that there was a larger percentage of the youth that is interested in farming. The reason was that their responsibilities are increased as they are at the age of establishing their own families, therefore, they need financial independence.

4.9.2. Does your family engage in farming?

The respondents' responses indicate that ten percent of the families did not engage in farming, while ninety percent of the families engaged in farming. There is New forest and Dingledale irrigation scheme where the larger population in the area is constituted of farmers in crop production and cattle farming. Crops such as vegetable production and cash crops are grown in both these schemes.

4.9.3. 1 If yes, do you assist your family in farming

The respondent's comments state that there were eighty-five percent (85%) of the respondents who assist their families on farming and

fifteen percent (15%) of the respondents who were not in a position to assist their parents. The inability of the respondents to assist their parents was attributed to attitude and perception that associated farming with backwardness, believing that better things are those that are obtained from the shop. Moreover, these people still hope to get a job and buy every thing from the shop. The high percentage of the respondents helping their parents indicates the interest that the youth have towards agriculture and that needs can be promoted further.

4.10. RESOURCE INFORMATION

Table 4.10.1: For respondent's available resource information

RANGE	DISTRIBUTION	PERCENTAGE
Agricultural chemicals	0	0%
Cooperative	0	0%
Land	5	25%
Water	7	35%
Fertilizer	0	0%
Funds	0	0%
Farming implements	4	20%
Grazing camps	2	10%
Market	2	10%
Seeds	0	0%
Other, specify	0	0%
Total	20	100%

Twenty five percent of the respondents mentioned land, thirty five percent mentioned water, twenty percent of the respondents mentioned farming implements, ten percentage of the respondents mentioned market and the other ten percent of the respondents mentioned grazing camps.

4.10.2. Are there adequate/inadequate resources?

Comments from the respondents indicated that seventy five percent (75%) of the respondent's comment stated that the resources are inadequate, while twenty five percent (25%) of the respondents comments stated that there are adequate resources. There are comments in respect of the enlisted resources and are:

- **Agricultural chemicals:** The comments from the respondents mentioned that there are no free agricultural chemicals, the farmers buy their own chemicals. In the past apartheid era community gardens and demonstration plots used to have agricultural chemicals from the government, but now there are no longer provisions in this regard.

- Farmers cooperatives: The farmers cooperatives is the place where fertilizers, seeds, agricultural chemicals and animal remedy is bought. There is only Dingledale cooperative which sells about twenty percent of the farming goods especially for crop. During the apartheid -government till the year 1994 there was Kanana cooperative under New forest irrigation scheme which was selling only crop goods. Farmers were able to buy field goods from the cooperative at an affordable rate and the goods were transported to the various fields at no cost. The cooperative is no longer in existence. The farmers usually travel about 45 km or more for buying the farming goods. The nearest places that still sell farming goods is Hazyview and Hoedspruit. The lack of cooperatives has an effect to young farmers who would like to participate fully in agriculture.
- Fertilizers : The respondents mentioned that the fertilizers are bought from cooperatives that are far from these areas. The farmers do not get credit on fertilizers nor a discount. Only those farmers who have money are able to access fertilizers.
- Funds: Most farmers have less access to funds. They often borrow money from their friends or relatives. The farmers loan institutions

like the Agricultural land bank have no flexible principles to loaning to farmers. Their interest rate is high for subsistence farmer since the institutions are divided into three categories for the interest charges where the commercial farmers who are old customers in the bank enjoy the lowest interest charges. The processing of the forms for the loan is also difficult where it takes four weeks and it goes via different processes. The nearest place where the agricultural land bank is found is Nelspruit, about 110 kilometers far away. The distance and the processing of the loan affects young farmers and contribute to their poor participation in agriculture.

- **Grazing camps:** There are grazing areas during summer when rain falls. There are difficulties that are experienced by cattle and goat farmers as there is a high rate of cattle theft in the area and justice is very slack in dealing with cattle theft. The cattle theft affects the cattle farmers in their farming with livestock. The lack of formal grazing camps affect the grazing of the animals during drought where there is scarcity of water in the camps for the livestock to drink. During drought there are numbers of livestock that are affected and there is always livestock disaster.

- Land : Land is one of the main basic resources for food security.

The comments from the respondents stated that most of the farmers have small piece of land, about half a hector or one hector. Some of the farmers have borrowed the land from others. The youth need more space of land since they still have to fulfill their social and economic needs.

- Market: A market is a place to sell the agricultural products after harvesting. Ten percent of the respondents stated that there is scarcity of market to sell agricultural products. In the case of cattle, there is stock auction where cattle are bought in fewer prices, which yield low profit. There are local butchermen who always buy cattle but they complain of selling price to farmers. The complaints result in farmers resolving to sell their cattle at a low profit. In the case of crop products, the local farmers are facing market problem to sell their products. Most of the farmers usually sell at local areas where there is a market competition; therefore they should reduce their price in order to attract the consumers. There is Black marketing and White marketing in South Africa. The black marketing is “plough before selling, this means that the

black farmers plough first before planning where to sell their products. During harvesting they start looking for a market to sell their products.

In 1983-1986 there was a crisis of the marketing of agricultural products by New Forest scheme where during summer there was an overproduction of cabbages and spinach and the produce was rotting on the field. In White marketing, the farmers “look for market before planting”. Black marketing imposes problems of high capital versus low return.

- Water: During winter there is scarcity of water due to the limited water reserved for farming and for household, therefore the priority for the little available water is given for household consumption especially Thulamahashe township. Farmers in winter experience water scarcity. Although they are irrigating they only irrigate twice a week. The water unavailability contributes to lower yield production.

4.11. Summary

The above analysis and interpretation of data show that there is no agricultural youth programme that is currently conducted in the

area whereas in some areas like Pietersburg and Mopani region the youth programme has been launched in 2001. In other regions there are representatives for agricultural technicians who are still trained to conduct youth programmes in their respective areas. The analysis and interpretation also indicate that the majority of the youth seem to be interested in farming, and the research has opened their eyes. The above statement is cited or indicated by twenty seven percent of the respondents who assist their parents in farming. There are limitations deriving from them being not part of farming such as inadequate resources and lack of awareness about farming.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

This chapter sought to highlight the conclusions, which were reached in the light of the proceeding chapters. It is important that the findings of the study are communicated for the value of the study to have an essence. Recommendations are made on the basis of this conclusion. It would be logical to first restate the objectives and assumptions of the study. This is done in order to indicate whether the objectives were achieved and the assumptions were confirmed or not.

In order to arrive at relevant conclusions in the study an endeavor has been made to give an exposition of the value of the literature of the study and to take a closer look at the objectives and assumptions of the study and the results of the study.

5.1.1. Restatement of the objectives of the study

The objectives of the study were as follows:

- ◆ To determine the involvement of the youth in agriculture.

- ◆ To raise awareness of agricultural programmes among the youth.
- ◆ To increase more interest agriculture among the youth.

5.1.2. Re-statement of the study's hypothesis

The out-of -school youth participate poorly in agriculture because of their negative attitudes towards it.

5.2. FINDINGS

The following were the findings of the study in terms of the objectives and the information gathered from out -of -school youth:

5.2.1. Findings in terms of objectives

➤ To determine the involvement of youth in agriculture

Seventy five percent (75%) of the respondents were found to be involved in farming programmes. The larger percentages of the respondents' parents are farmers therefore they help their parents in farming. Ninety percent (90%) of the respondents help their parents in crop production since it is one of the dominant farming programmes in the area. Ninety percent of the respondents (90%) were found to have an idea that their involvement in farming could benefit them.

The incentives that are obtained from the farming by their parents give them an idea of the benefit of farming. Some of the respondents stated that they were raised through income from farming and some of the diplomats were educated through income derived from farming.

Ninety percent (90%) of the respondents stated that farming or participation in agriculture could provide them with job opportunities.

➤ **To raise more awareness of agricultural activities among youth.**

Hundred percent (100%) of the respondents stated that they were aware of agricultural programmes. This is because there are agricultural programmes that are conducted in the areas, the most dominant ones are crop production and cattle farming.

Seventy percent (70%) of the respondents stated that they would prefer crop production to other programmes. Ninety percent (90%) of the respondents stated that there was no youth agricultural programme they ever heard about.

➤ **To increase more interest of the youth in agriculture.**

Eighty percent (80%) of the respondents stated that they were more interested in participating in agriculture that they saw as financial freedom something that would provide for them. Their family background enhances the interest that the youth have participation in agriculture, where ninety percent (90%) of the respondents' parents were found to be farmers. Eighty percent (80%) of the respondents were found to be helpful to their families in farming. This shows a lot of interest among them.

5.2.2 Findings in terms of hypothesis

The out -of -school youth is poorly participating in agriculture because of their negative attitude towards it. There was only ten percent (10%) of the respondents who were involved in farming as subsistence farmers. The study was conducted in the area which is agriculturally based, where Ninety percent (90%) of the respondents were unemployed. They seemed to associate farming with an inferior activity that they would not like to be engaged in. This brainwashing is occasioned by the education system of the past government and lack of information in regard to career choice. The perception as

regards agriculture, particularly among black youth is that of working on lands and farms is an indication that you are poor.

5.3. RECCOMENDATIONS

5.3.1. Curriculum Review

The department of Education need to review its curriculum so that agricultural science can be introduced as a compulsory subject at schools.

To encourage the young generation it is recommended that agricultural science be introduced at primary school level so that the love for agriculture can be instilled in the minds of the youth in their early ages.

5.3.2. Integration of theory and practical

5.3.2.1.The integration of theory and practical work needs to be initiated at a primary school level so that children can develop basic agricultural skills.

5.3.3.Community awareness

There should be community awareness campaigns targeting on changing the attitudes of parents and the campaigns could be conducted in each municipality.

5.3.3.1. Parents and youth could also be invited in agricultural activities such as meetings, agricultural shows and training's raise interest.

5.3.3.2. Involving children and youth in agricultural activities at school and at home should not be taken as a form of punishment. Positive attitudes towards involving children in agricultural activities need to be developed by both the parents and the teachers.

5.4. Collaboration of stakeholders

5.4.1. There should be collaboration between all stakeholders so that each and every institution or organization developing a positive attitude towards agriculture.

5.5. Resource accessibility

5.5.1. In addition to the above-mentioned recommendations on youth programmes, other resources for accessibility, appropriateness, availability, utility and sustainability determine farming.

5.6. CONCLUSION

The study was based on participation of out-of-school youth in agriculture. The study was aimed at creating more involvement of out-of-school youth in agriculture for job opportunities. A number of recommendations were made where it became clear that in Bushbuckridge, there are no youth agricultural programmes, and with the existing ones very few youth are actively involved.

The larger population of youth showed interest on involvement in agriculture since they are able to help their parents for farming activities. The farming programme that prevail in the area is crop farming and cattle farming. This has a limitation for the youth to have a choice of farming. The resources that are available also have limitations on active involvement of youth in agriculture.

The youth should be empowered in one way or another so that they can have a sense of participation in agriculture. This could push them to change their attitude towards agriculture.

On the basis of the research findings some implications were made which further enabled the research to make some recommendation. It is therefore hoped that the afore-mentioned recommendations if implemented, could bring some improvement on participation of out-of-school youth in agriculture in Bushbuckridge. The recommendations will also, hopefully, assist policy makers in the development of new youth policies relating to agriculture.

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INTERVIEW SCHEDULE

PARTICIPATION OF OUT-OF-SCHOOL YOUTH IN

AGRICULTURAL PROGRAMMES IN BUSHBUCKRIDGE,

NORTHERN PROVINCE

SECTION A

1. PERSONAL DETAILS

1.1. Sex

Male	
Female	

1.2. Age

14 years -18 years	
18 years - 22 years	
22 years -26 years	
26 years -30 years	
30 years - 35 years	

1.3. Marital status

Never married	
Married	
Divorced	
Widow	
Other	

1.4. Education level

Primary education level	
Higher education level	
Tertiary education level	
Never attained schooling	

SECTION B

2. EMPLOYMENT INFORMATION

2.1. Were you previously employed?

Yes	
No	

2.1.1. If yes, were you employed

Temporarily	
Self – employed	
Permanently	
Other form of employment	

2.3. How do you feel about being unemployed?

Lonely	
Unsatisfied	
Poor	
Bored	
None of the above	

Motivate.....
.....
.....
.....

SECTION C

3. PROGRAMME INFORMATION

3.1. Did you ever hear of farming programme ?

Yes	
No	

3.1.1. If yes. Which programme would you prefer most ?

Bee farming	
Cattle farming	
Crop production	
Dairy farming	
Pig farming	
Poultry farming	
Nursery farming	
Indigenous farming	
None of the above	

Motivate
.....
.....
.....

3.2. What kind of agricultural youth programme have you ever

Heard about amongst the listed below?

Bee farming programme	
Cattle farming programme	
Crop production programme	
Dairy farming programme	
Pig farming programme	
Poultry farming programme	
Nursery farming programme	
Indigenous farming programme	
None of the above	

3.3. Do you have any youth programme available in your area?

Yes	
No	

SECTION D

4. ACTIVITY INVOLVEMENT INFORMATION

4.1. Have you ever been involved in the farming programme ?

Yes	
No	

4.1.1. If yes, what kind of programme ?

Bee farming	
Cattle farming	
Crop production	
Pig farming	
Poultry farming	
Nursery farming	
Indigenous farming	
Dairy farming	
None of the above	

4.2. Do you have an idea that involvement in agriculture can benefit you?

Yes	
No	

4.2.1. If yes, what kind of agricultural benefit do you know?

Self-employment	
Permanent employment	
Poverty alleviation	
Job opportunities	
Money	
None of the above	

SECTION E

5. INFORMATION TO SHOW INTEREST IN AGRICULTURE

5.1. What kind of interest do you have towards agriculture?

Less interest	
Interest	
More interest	
No interest	
Neutral	
None of the above	

5.2. Is your family involved in agriculture?

Yes	
No	

5.2.1. If yes, do you sometimes assist them in farming?

Yes	
No	

Motivate.....
.....
.....
.....

SECTION F

6. INFORMATION FOR RESOURCE AVAILABILITY

6.1. Do you have any agricultural resource available in your area?

Yes	
No	

6.1.1. If yes, what kind of agricultural resource do you have in

your area?

Agricultural chemicals	
Co- operative	
Funds	
Fertilizers	
Land	
Grazing camps	
Market	
Water	
Seeds	
Farming implements	
None of the above	

6.2. Are the resources available adequate/ inadequate?

Motivate.....
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.....
.....

SWIVUTISO

**LAVANTSHWA LAVA VA NGA TIRHIKI KU KA VA NGA
NGHENELERI VURIMI E TIKWENI RA BUXI,
EXIFUNDZENI XA N'WALUNGU**

1. XIVUTISO XO SUNGULA

**1.1 Xinuna
xisati**

1.2 Malembe ya muvutisiwa

- a) 14 ku fika 18 ya malembe
- b) 18 ku fika 22 ya malembe
- c) 22 ku fika 26 ya malembe
- d) 26 ku fika 30 ya malembe
- e) 30 ku fika 35 ya malembe

1.3 Xiyimo xa vukati' xa muvutisiwa

- a) A nga kalanga a tekiwa
- b) U tekiwile
- c) U humile evukatini'
- d) Muferiwa
- e) Swin'wana ni swin'wana

1.4 Xiyimo xa dyondzo xa muvutusiwa

- a) U endle tidyondzo ta xikolo xa le hansi
- b) U endlile tidyondzo ta xikolo xa le henlha
- c) U yile ekholichi
- d) A wu nghenanga xikolo

XIYENGE XA VUMBIRHI

2. TIMHAKA TA MATIRHELO

2.1 U tshama u tirha xana?

- a) Ina
- b) E-e

2.1.1. Lo ko ku ri ina, u tirhile:

- a) Xinkarhana
- b) A wu ti tirha
- c) Ku thoriwa kunga heriki
- d) Swin'wana ni swin'wana

2.2 U ti twisa ku yini loko u nga tirhi?

- a) Xivundza
- b) Ku nga eneriseki
- c) Vusiwana
- d) Ku phirhweka
- e) Swin'wan ni swin'wana vula swo karhi

XIYENGE XA VUNHARHU

3. TIMHAKA TA MUXAKA WA VURIMI

3.1 Xana u tshama u twa hi vurimi?

- a) Ina
- b) E-e

3.1.1. Loko kuri ina, hi byihi vurimi lebyi u byi rhandzaka?

- a) Ku fuwa tinyoxi
- b) Ku fuwa tihomu
- c) Ku rima masimu
- d) Tihou ta masi

- e) Ku fiwa tinguluve
- f) Ku fuwa tihuku
- g) Ku rima minsinya
- h) Ku rima swa ndhavuko
- i) Swin'wana ni swin'wana

Bumabumela-----

3.2 Hi byihi vurimi bya lavantswa u tshameke u byi twa xana?

- a) Ku fuwa tinyoxi
- b) Ku fuwa hitomu
- c) Ku rima masimu
- d) Tihomu ta masi
- e) Ku fuwa tihoci
- f) Ku fuwa tihuku
- g) Ku rima minsinya
- h) Swin'wana ni swin'wan

3.3 Xana mi na byona vurimi bya lavantshwa etikweni ra n'wina xana?

- a) Ina
- b) E-e

XIYENGE XA VUMUNE

KU NGHENELELA KA VURIMI

4.1 Xana u tshama u nghenelela eka vuirimi xana?

- a) Ina
- b) E-e

4.1.1. Ina, hi byihi vurimi bya kona?

- a) Ku fuwa tinyoxi
- b) Ku fuwa tihomu

- c) Ku rima masimu
- d) Ku fuwa tinguluve
- e) Ku fuwa tihuku
- f) Ku rima minsinya
- g) Tihomu ta masi
- h) Swin'wana ni swin'wana

4.2 Xana wa swi tiva leswaku vurimi byi nga ku pfuna

- a) Ina
- b) E-e

4.2.1. Ina, hi swihi u ehleketaka vurimi byi nga pfunaka swona

- a) Ku tirha
- b) Ku tithola
- c) Ku susa vusiwana
- d) Ku kuma mintirho
- e) Mali
- f) Swin'wan ni swin'wana

XIYENGE XAVUNTLHAMU

5. KU TSAKELA VURIMI

5.1.Xana u byi tsakerisa ku yini vurimi?

- a) Swi tsongo
- b) Kutsakela-nyana
- c) Kwinene-ngopfu
- d) Ku ka u nga swi tsakeri
- e) Ku va xikarhi
- f) Swin'wana ni swin'wana

5.2. Xana mutswari va wena i murimi?

- a) Ina
- b) E-e

5.2.1. Loko va ri varimi, xana wa va pfuna?

- a) Ina
- b) E-e

Bumabumela-----

XIYENGE XA NTSEVU

TIMHAKA TA SWITIRHISIWA SWA VURIMI ENDHAWINI YA KA N'WINA

6.1 Xana swi kona switirhisi swa vurimi?

- a) Ina
- b) E-e

6.1.1. Ina, hi swihi xana?

- a) Mirhi
- b) Xitolo xo xavisa swa vurimi
- c) Nsimu
- d) Madyelo ya swifuwo
- e) Vuxaviselo bya ntshovelo
- f) Mati
- g) Mbewu
- h) Switirhi
- i) Swin'wana ni swin'wana

6.2 Switirhisiwa leswi xana swi ringanile kumbe a swi ringananga xana?

Bumabumela-----

INKOMU