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ASSESSING THE DETERMINANTS OF GRADUATES' WILLINGNESS TO PURSUE SELF-EMPLOYMENT IN AGRIBUSINESS; A CASE STUDY OF THE SOKOINE UNIVERSITY OF AGRICULTURE FINALISTS

Jamal Jumanne Athuman

Sokoine University of Agriculture -School of Education: Morogoro -Tanzania
ORCID: <https://orcid.org/0000-0001-7038-7907>

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ABSTRACT

In order to achieve the goal of modernizing agriculture in Tanzania, it is crucial to tap into the potential of highly skilled young individuals, particularly graduates from agricultural faculties. This study aimed to investigate the factors influencing the intention of agricultural students at the Sokoine University of Agriculture (SUA) to engage in agribusiness for their future self-employment. Data was collected through a field survey of 292 final year students. Descriptive analysis and Chi-square statistics were employed to analyze the data. The results revealed a statistically significant influence of students' perceptions regarding the prospects of agribusiness enterprises in Tanzania on their intention to pursue self-employment in agribusiness in the future, with significance levels of 1% and 5%. Additionally, factors such as age, marital status, place of residence, parental educational background, practical agricultural experience, and risk tolerance were found to significantly influence students' intention to engage in agribusiness for future self-employment. Based on the findings, it is recommended that students in tertiary education and related programs should be provided with practical agricultural training and be adequately informed about the potential of agriculture as a pathway to self-employment after graduation.

KEYWORDS: Agribusiness, self-employment, enterprise, and youth workforce.

INTRODUCTION

Agribusiness plays a crucial role in the economies of numerous developing countries, particularly in rural areas, by engaging in diverse business activities connected to agriculture. These activities include the production, supply of inputs, agro-processing, marketing, and distribution of agricultural commodities (GTZ, 2001; Mosha, 1998). Notably, agribusiness serves as a significant provider of employment opportunities (FAO, 2010). Despite Tanzania's transition to an oil-exporting country, the agricultural sector remains crucial to the nation's economy, providing direct and indirect employment to approximately 80% of the workforce (MOFA, 2012; Mkwara, 2012). Agriculture is expected to play a pivotal role in the country's development agenda by driving economic growth,

ensuring food security, and supplying raw materials for industrialization (George, 2008; MOFA, 2007). To improve the average real incomes of Tanzanians, reduce poverty, and promote sustainable rural livelihoods, significant enhancements in agricultural productivity are necessary (MOFA, 2010; Mshana, 2019).

In Tanzania, smallholder farms operated mostly by families dominate the agricultural production landscape, utilizing rudimentary technology to generate about 80% of the country's total agricultural output (MOFA, 2012; Ikunda, 2013). Despite the majority of Tanzania's workforce, particularly in rural and informal sectors, being employed in agriculture (MOFA, 2007), a national assessment of the implementation of the Food and Agricultural Sector Development Policy (FASDEP) revealed that the country produces only 51% of its cereal requirements, 60% of fish demand, 50% of meat, and less than 30% of the necessary raw materials for agro-based industries.

This situation presents a challenge to Tanzania's efforts to achieve food self-sufficiency and provide the necessary raw materials for industrialization. Despite programs and initiatives aimed at attracting youth to agriculture, the lack of commercialization in agricultural production and the aging and illiterate farmer population hinders the country's goal of modernizing agriculture (MOFA, 2007; Musembi, 2012). These factors impede the adoption of improved technologies and large-scale production of agricultural commodities. Therefore, the successful modernization of agriculture and promotion of commercial farming and large-scale production of agricultural commodities in Tanzania rely on harnessing the skills and knowledge of young individuals, particularly graduates from agricultural faculties and colleges (Jehle, 2019; Chambi, 2013). However, there is a lack of empirical evidence from research on how students pursuing agriculture or related programs perceive agribusiness as a potential avenue for future self-employment and the factors influencing their intention to engage in such enterprises upon completion of their studies (Jengo, 2011; Ngowi, 2018). This study aims to examine the factors influencing the intention of students at SUA to pursue self-employment in agribusiness after completing their studies.

This study adopts Ajzen's (1991) Theory of Planned Behavior (TPB), which suggests that individual decisions regarding self-employment are determined by intention, which is influenced by three factors: attitudes, subjective norms, and perceived behavioral control. Ajzen (1988) argues that intention is a strong predictor of an individual's willingness, efforts, and plans to engage in a specific behavior. The TPB, derived from the Reasoned Action Theory (Fishbein and Ajzen, 1975), states that intention is shaped by personal attitudes and subjective norms, reflecting social influence. Intention, as presented in the TPB, is a crucial component in explaining the likelihood of a behavior occurrence and its actual manifestation. Intention represents an individual's subjective probability of engaging in a particular behavior. Attitude refers to an individual's psychological evaluation of their favorability or unfavorability towards a particular issue or action. This psychological tendency encompasses various forms of evaluation, including cognitive, affective, and conative aspects (Nurul et al., 2012; Warioba, 2017). Shook and Bratianu (2010) argue that attitudes are shaped by beliefs

and perceptions of likely outcomes. Therefore, the more favorable the perception of agribusiness is for an individual, the stronger their intention to pursue such a career, and vice versa. This study argues that students' intention to engage in self-employment in agribusiness is expected to be influenced by their perception of agribusiness, their experience and training in agriculture, which shape their attitudes, as well as their perception of the social and economic environment supporting agribusiness development.

Youth and Graduate Unemployment in Tanzania

The issue of unemployment has a disproportionate impact on the youth population worldwide, creating significant challenges for sustainable development and economic progress. According to data from the International Labour Organization (ILO) in 2010, the global youth unemployment rate was 12.6%, while the rate for adults stood at 4.8% (ILO, 2010; Mbogoni, 2014).). This substantial disparity between youth and adult unemployment rates highlights the specific vulnerability of young people in the labor market. The high youth unemployment rate has broader socioeconomic implications. It hinders the productive potential and capacity for innovation within economies, as a significant portion of the working-age population remains underutilized (ILO, 2017). Unemployment among young people can also contribute to social inequalities, exacerbate poverty, and increase the risk of social unrest and instability (UNESCO, 2012). Moreover, the mismatch between the skills possessed by youth and the skills demanded by the labor market further perpetuates the unemployment crisis (World Bank, 2012). Recognizing the importance of addressing youth unemployment, governments and international organizations have implemented various initiatives and policies aimed at creating employment opportunities for young people. These efforts include promoting entrepreneurship, expanding vocational training programs, improving access to quality education, and fostering an enabling business environment for youth-led enterprises (ILO, 2017; UNESCO, 2012).

In Tanzania, despite Tanzania's impressive economic growth in the past decade, unemployment remains a major challenge in the country. Over a period of two decades, the unemployment rate among Tanzanian youth has doubled, rising from 14.8% in 1992 to 16.4% in 2000, and reaching nearly 29% in 2009 (ISSER, 2010). Despite government initiatives such as the National Youth Employment Programme (NYP), now known as the Tanzania Youth Employment and Entrepreneurial Development Agency (GYEDA), the Youth in Agriculture Project, and Skills Training and Job Placement Programme, the youth unemployment situation continues to worsen. The Institute of Social Statistics and Economic Research (ISSER) reported in 2009 that approximately 250,000 young people enter the labor market annually, but only 2% are absorbed into the formal sector, leaving 98% to seek employment in the informal sector or remain unemployed. (Kavishe, 2008; Kimaro, 2016)

The formal sector has proven unable to accommodate the growing number of young job seekers entering the market each year, making the informal sector the primary option for employment

opportunities (Majule, 2015; Nyange, 2017). Given that agriculture and agribusiness-related enterprises represent the largest segment of the informal sector in Tanzania, the government has identified the sector as key for job creation and employment generation. The National Youth Policy aims to promote youth participation in agriculture, with objectives including the promotion of modern agriculture as a viable career option and the provision of resources for youth engagement in agriculture (Mwesiga, 2012).

The problem of youth unemployment in Tanzania affects all segments of the youth, regardless of educational level, posing a threat to national security, sustainable development, and the effective utilization of the country's human resources. In 2011, the Unemployed Graduates Association of Tanzania was launched in response to the alarming rate of youth unemployment across various segments (Makombe & Shao, 2010). Several policies and programs have been implemented to provide entrepreneurial training and orientation for tertiary graduates, such as the Internship for Skills and Entrepreneurial Training and the Youth-in-Agribusiness modules of the Tanzania Youth Employment and Entrepreneurial Development Agency. Entrepreneurship education has also been introduced in some tertiary institutions, including universities and polytechnics, to raise awareness and encourage graduates to consider self-employment as a career option (Matto, 2015). Despite these commendable initiatives, graduate unemployment continues to rise. For instance, according to unemployment rate estimates by Otoo et al., (2009) and Shao, (2003), while the national unemployment rate decreased from 11% in the early 2000s to 5.8% in the late 2000s, the graduate unemployment rate increased from 14.7% in 1987 to over 40% in 2011.

Sampling and Data Collection

The target population for this study consisted of all final year students from BSc. With Education (Agricultural Science and Biology) and Bachelor of Arts in Rural Development of the Sokoine University of Agriculture during the 2021/2022 academic year. Due to limitations in time and resources, a simple random sampling technique using the lottery method was employed to select 60% of the total 521 final year students from the two-degree programmes. A total of 292 questionnaires were properly filled and considered usable, representing 93% of the target sample size. Therefore, the final sample size for the study was 292, comprising 42 agribusiness students and 250 agricultural technology students. The collected data were entered into SPSS version 23.0 and analyzed using descriptive statistics, including frequency counts, means, and standard deviations. F-statistics and chi-square tests were used to assess statistically significant differences. The results were presented in tables.

Demographic Characteristics of Students:

The surveyed group of 292 final year students had an average age of approximately 23 years old, with a standard deviation of 3.69. The oldest participant was 35 years old, while the youngest was 21 years old. The majority of the respondents (88.7%) were 30 years old or younger, indicating that the students were generally in their youthful age. Furthermore, more than two-thirds of the students

(69.7%) were male, and over half of them (58.9%) hailed from urban areas. In terms of marital status, the majority of the students (89.4%) were single, while only a small percentage (10.6%) were married (Table 1).

Table 1: Demographic Characteristics of Respondents

Demographic Characteristics	Frequency	Percentage (%)
Age (Years):		
21 – 30 years	259	88.7
Above 30 years	33	11.3
Mean Age = 23.13 years (N = 292; std deviation =3.69; Range = 21 - 35 years)	Total 292	100.0
Sex:		
Male	204	69.9
Female	88	30.1
	Total 292	100.0
Status Of Current Place of Resident:		
Rural	120	41.1
Urban	172	58.9
	Total 292	100.0
Marital Status of Students		
Single	261	89.4
Married	31	10.6
	Total 292	100.0

Source: Field survey data, 2023

Students' Job Preference after Graduation

The students' job preferences after graduation were assessed using a three-point Likert scale, including "Not prefer at all," "somewhat prefer," and "most prefer." The results of the analysis are presented in Table 2. The employment options available to students after completing their studies at the university were categorized in this study as "self-employed in agribusinesses," "self-employed in other sectors," and "employed by the public/private sector."

The analysis revealed that more than half (54.8%) of the 292 interviewed students did not prefer agribusiness at all as a means of self-employment after graduation. Only a small percentage (8.6%) considered self-employment in agribusiness as their most preferred job option after graduation. In terms of other areas of self-employment outside the agricultural sector, approximately 54.1% and 31.8% of the students ranked their preference as "somewhat prefer" and "most prefer," respectively. These findings confirm the results of Ayanda et al. (2012), which showed that most agricultural students at Kwara State University prefer to be employed in fields outside their area of study, such as banks and international organizations. The results also indicated that there is a high preference among undergraduate students to be employed in either the public or private sector after graduation. Approximately 61.3% of the 292 students ranked being employed in either the private or public sectors

as their most preferred job option after graduation, despite the current high rate of unemployment among graduates in the country.

Table 2: Distribution of Students Job Preference

Job Type	Level of Preference						Total
	Not prefer at all		Somewhat prefer		Most prefer		
	Freq.	%	Freq.	%	Freq.	%	
Self-employed in Agribusiness	160	54.8	107	36.6	25	8.6	292
Self-employed in others Enterprises	41	14.0	158	54.1	93	31.8	292
Employed by Public/Private Sector	85	29.1	28	9.6	179	61.3	292

Source: Analysis of field survey data, 2013

Students' Preference of Agribusiness Enterprises

Despite being students of agriculture, only 132 out of the 292 students interviewed for this study (45.3%) ranked their job preference in agribusiness as either "somewhat prefer" or "most prefer." These students indicated their intention to pursue agribusiness as a self-employed enterprise after completing their studies. They mentioned various agribusiness enterprises that they preferred to engage in after graduation. The distribution of students' preferences in different agribusiness enterprises is presented in Table 3.

According to Table 3, approximately 31.8% of the students preferred livestock and poultry production, while 24.2% preferred crop production as their chosen agribusiness enterprise for self-employment. Additionally, 17.4% of the 132 students who preferred self-employment in agribusiness expressed their interest in agro-processing and agricultural marketing as their preferred enterprises after graduation. Only 8.3% of the students preferred to engage in fishery and aquaculture as a self-employment enterprise. Agro-forestry and tree crop production were preferred by 17 students (12.9%), while 7 students (5.3%) expressed their preference for beekeeping, snail farming, or mushroom production as a self-employment enterprise.

Table 3: Distribution of Students' preference of Agribusiness

Agribusiness Enterprise	Frequency	Percent (%)
Crop Farming	32	24.2
Livestock and Poultry Enterprise	42	31.8
Agro-forestry and Tree crops	17	12.9
Agro-processing and Agricultural marketing	23	17.4
Fishery and Aquaculture	11	8.3

Bee keeping/Snail/Mushroom Production	7	5.3
Total	132	100.0

Source: Analysis of field survey data, 2023

The influence of students' perception on their intention:

To assess students' perception regarding the prospects of self-employment in agribusiness, they were asked to rate their agreement with specific statements on a five-point Likert scale. The scores ranged from "Strongly Disagreed" (SD) = -2 to "Strongly Agreed" (SA) = 2. This approach, used by Ayanda et al. (2012) and Oloruntoba (2008) in similar studies, aimed to gauge students' perception. The analysis of average scores revealed significant differences, at both the 5% and 1% levels of significance, between students who intended to engage in self-employment in agribusiness and those who did not. Table 4 presents the distribution of average scores and F-statistics between these two groups.

Among students intending to pursue self-employment in agribusiness after graduation, the highest-ranked statements they agreed with were: 'Agribusiness has a high prospect of success in Tanzania' (M = 1.89), 'Agriculture in Tanzania has a lot of untapped potential' (M = 1.39), 'Agricultural related enterprises are very lucrative' (M = 1.09), 'Agribusiness befits my status as a university graduate' (M = 0.92), and 'It is easy to create self-employment in agribusiness' (M = 0.54). On the other hand, students who did not intend to pursue agribusiness as self-employment ranked the following statements highest: 'Agribusiness has a high potential for self-employment in Tanzania' (M = 1.69), 'Many Tanzanians have made a lot of fortunes from agriculture' (M = 1.65), 'SUA curriculum had equipped me to be successful in agribusiness' (M = 1.45), 'I have the requisite technical knowledge to be a successful agricultural entrepreneur' (M = 1.36), Third Trimester Field Practical (TTFP) offered me valuable experience to engage in agribusiness' (M = 1.21), and 'Government policies favor agricultural enterprise creation' (M = 0.49).

Table 4 demonstrates that students intending to engage in agribusiness after graduation were more likely to agree (with a mean score of 0.54) that it is easy to create self-employment in agribusiness compared to those who did not intend to engage in agribusiness (who were generally undecided, with a mean score of 0.13) about the ease of establishing agribusiness. Both groups generally agreed that agricultural related enterprises are very lucrative, but students with the intention of engaging in self-employment in agribusiness scored higher (average of 1.09) compared to those who did not intend to pursue agribusiness (average of 0.74) on the Likert scale. This implies that students intending to engage in self-employment in agribusiness are more likely to perceive agricultural related enterprises as highly lucrative compared to their peers who do not see agribusiness as a future avenue for self-employment. Contrary to expectations, students who did not intend to engage in agribusiness as a future avenue for self-employment held a strong perception that agribusiness has a high potential for self-employment in Tanzania, and that many Tanzanians have achieved success in the field. These students strongly agreed (mean score of 1.69) with the statement that agribusiness has a high potential for self-

employment, compared to students who intended to pursue agribusiness (mean score of 1.47). Similarly, students who did not plan to engage in self-employed agribusiness strongly agreed ($M = 1.65$) that many Tanzanians have made fortunes from agriculture, while those intending to engage in agribusiness only agreed ($M = 1.28$) with the statement. However, students intending to engage in agribusiness strongly agreed ($M = 1.89$) with the statement that agribusiness has a high prospect of success in Tanzania, perceiving it as a viable avenue for self-employment. In contrast, those who did not plan to pursue agribusiness as self-employed entrepreneurs merely agreed ($M = 1.38$) with the statement. Thus, students intending to engage in self-employment in agribusiness are more likely to hold a strong positive perception about the prospects of agribusiness in Tanzania compared to their peers who do not envision themselves in agribusiness as self-employed entrepreneurs.

Both categories of students, those who intended to engage in self-employed agribusiness after completing their studies and those who did not, believed that agriculture in Tanzania has significant untapped potential. Those intending to pursue agribusiness as a future avenue for self-employment agreed ($M = 1.39$) with the statement that agriculture in Tanzania has untapped potential, while those who did not plan to pursue agricultural-related enterprises also agreed ($M = 1.26$) with the same statement. Additionally, both groups held a low perception regarding the favorability of government policies in promoting self-employed enterprise development in agribusiness. Students intending to engage in agribusiness had a mean score of 0.48, while those who did not plan to pursue agribusiness as future self-employment had a mean score of 0.49 on the statement. This implies that both groups had a low perception of the effectiveness of government policies in fostering self-employed enterprise development in agribusiness. These perceptions were observed despite the existence of government agriculture policies such as the Food and Agriculture Sector Development Policy (FASDEP I & II), Tanzania Poverty Reduction Strategy (GPRS I & II), Medium Term Agricultural Sector Investment Plan (METASIP) for 2011-2015, and the Tanzania Shared Growth and Development Agenda, which aimed to modernize agriculture and encourage youth involvement in the field to address unemployment and food security issues and promote general prosperity. The implementation of programs and projects such as the Youth in Agriculture Programme, Block Farming Programme, Agriculture Services Sub-sector Investment Programme, and National Service in Agriculture, among others, were not deemed convincing enough by the students interviewed in this study.

Table 4: Distribution of the mean score of students’ perception

Statement	Intention	Mean (M)	F	df	Sig.
It is easy to create self-employment in agribusiness	Yes (n= 132)	0.54	7.75	290	0.01
	No (n= 160)	0.13		251.59	
Agricultural related enterprises are very lucrative	Yes (n= 132)	1.09	127.54	290	0.00
	No (n= 160)	0.74		234.66	
Agribusiness has a high potential for self-employment in Tanzania	Yes (n= 132)	1.47	30.82	290	0.00
	No (n= 160)	1.69		243.28	
Many Tanzanians have made a lot of fortunes from Agriculture	Yes (n= 132)	1.28	36.05	290	0.00
	No (n= 160)	1.65		229.62	
Agribusiness have a high prospect of success in Tanzania	Yes (n= 132)	1.89	104.51	290	0.00
	No (n= 160)	1.38		220.22	
Agriculture In Tanzania has a lot of untapped potential	Yes (n= 132)	1.39	3.51	290	0.06
	No (n= 160)	1.26		285.57	
Government policies favor agriculture enterprise creation	Yes (n= 132)	0.48	3.58	290	0.06
	No (n= 160)	0.49		272.64	
Agriculture is a less risk business enterprise in Tanzania	Yes (n= 132)	-0.46	2.08	290	0.15
	No (n= 160)	-0.37		270.21	
Agriculture is a business and not a way of life	Yes (n= 132)	0.89	5.16	290	0.02
	No (n= 160)	1.28		261.11	
Agribusiness enterprise befits my status as a university graduate	Yes (n= 132)	0.92	59.17	290	0.00
	No (n= 160)	0.51		278.22	
SUA Curriculum had equipped me to be successful in agribusiness	Yes (n= 132)	1.02	3.95	290	0.05
	No (n= 160)	1.45		226.25	
SUA TTFP offered me a valuable experience to engage in agribusiness	Yes (n= 132)	0.74	34.92	290	0.00
	No (n= 160)	1.21		213.00	
I made the right choice by pursuing agriculture or agribusiness	Yes (n= 132)	-0.07	14.22	290	0.00
	No (n= 160)	0.06		288.30	
I have the requisite technical knowledge to be a successful agricultural entrepreneur	Yes (n= 132)	1.15	1.57	290	0.21
	No (n= 160)	1.36		244.41	

Source: Analysis of field survey data, 2023

Personal Attributes of Students and their Intentions in Agribusiness

This study investigated the personal characteristics of students who expressed their desire to pursue self-employment in agribusiness after completing their studies, as well as those who did not intend to engage in such ventures. The goal was to determine whether students' personal attributes significantly influenced their intention to pursue agribusiness as a means of self-employment. A Chi-square analysis was conducted to test the statistical relationship between students' personal attributes and their

intention to engage in self-employment in agribusiness after graduation, with a significance level of 5%. The results are presented in Table 5. The analysis revealed significant differences in age, marital status, place of domicile, parental educational background, practical agricultural experience, and risk tolerance between students who intended to pursue self-employment in agribusiness and those who did not.

Age was found to be a significant predictor of agricultural students' intention to engage in agribusiness as a future self-employment avenue after graduation. Younger students were more likely than older ones to express their intention to pursue self-employed agricultural enterprises ($\chi^2 = 8.65$; $df = 1$; $N = 292$; $p < 0.05$). Among the students aged 30 years or younger, 48.3% intended to engage in self-employment in agribusiness, compared to only 21.2% of students older than 30 years. Marital status also had a significant influence on students' intentions ($\chi^2 = 11.84$; $df = 1$; $N = 292$; $p < 0.05$). Among the interviewed students, 48.7% of the married students and 16.1% of the single students intended to pursue agribusiness as a future self-employment avenue after graduation, while 51.3% of the married students and 83.9% of the single students did not intend to pursue self-employed agribusiness enterprises.

Contrary to expectations, students from urban areas were found to be more likely to intend to engage in future self-employment in agribusiness than those from rural areas. The analysis ($\chi^2 = 10.02$; $df = 1$; $N = 292$; $p < 0.05$) indicated that students' place of domicile significantly influenced their intention to pursue agribusiness as a source of future self-employment. Approximately 34.2% of students from rural areas intended to engage in agribusiness, compared to 52.9% of their urban counterparts. Similarly, 65.8% of students from rural areas did not intend to engage in agribusiness as a future self-employment option, compared to 47.1% of those from urban areas.

The educational background of students' parents was found to be significantly related to their intention to engage in self-employment in agribusiness after graduation. Students whose parents had no formal education were more likely to intend to pursue agribusiness as a source of future self-employment compared to those whose parents had some level of formal education. Among students whose parents had no formal education, 64.1% intended to engage in agribusiness, while only 19.4% of students whose parents had a tertiary level of education expressed the same intention. On the other hand, 80.6% of students whose parents had a tertiary level of education, 35.9% of those whose parents had no formal education, and 77.6% of those whose parents had a basic educational background expressed their intention to pursue agribusiness as a self-employment avenue after graduation.

The students' practical agricultural experience, specifically whether they had directly engaged in crop cultivation or animal rearing, was found to be significantly related to their intention to pursue agribusiness as a future self-employment venture after graduation. Students with practical experience in agriculture were less likely to intend to engage in self-employment in agribusiness compared to those without such experience. Approximately 33% of students with practical agricultural experience

expressed their intention to engage in agribusiness, while 50.7% of those without such experience intended to do so ($\chi^2 = 7.99$; $df = 1$; $N = 292$; $p < 0.05$).

Risk tolerance is crucial in entrepreneurial practice and enterprise development, as it involves taking risks (Mdee, 2010). The study examined students' perception of themselves as risk-averse or risk-loving and cross-tabulated their responses with their intention to engage in self-employment in agribusiness after graduation. The analysis ($\chi^2 = 8.81$; $df = 1$; $N = 292$; $p < 0.05$) revealed a significant difference between students who perceived themselves as risk-averse and those who perceived themselves as risk-loving. More than half (53.2%) of the students who considered themselves risk-loving intended to pursue agribusiness as a source of future self-employment, while only 35.8% of those who considered themselves risk-averse expressed the same intention. Likewise, 64.2% of the risk-averse respondents and 46.8% of the risk-loving respondents did not intend to engage in agribusiness as a self-employment option after graduation.

However, students' sex, parental main occupation, and the program they were pursuing at the university were not significantly related to their intention to engage in self-employment in agribusiness after graduation. Approximately 48.7% of male students and 38.6% of female students expressed their intention to pursue agribusiness as a future self-employment avenue. Additionally, 44.8% of students whose parents' main occupation was self-employment and 46.1% of those whose parents' main occupation was employment in private or public organizations intended to engage in agribusiness as a source of self-employment. Among the students interviewed, 50.0% of those studying BSc. Education (Agricultural Science & Biology) and 44.4% of those studying BA. Rural Development intended to pursue agribusiness as a self-employment enterprise.

Students identified difficulties in obtaining startup capital, limited availability of credit facilities, high borrowing costs, challenges in obtaining land, the high risk and uncertainty associated with agricultural production, and the lack of government support for young entrepreneurs as major constraints in engaging in agribusiness as a self-employment option. They also expressed a lack of knowledge in entrepreneurship and business management skills, attributing it to the insufficient incorporation of entrepreneurial development and training in agricultural education curricula at the tertiary level.

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