

Youths Participation on Development of Entrepreneurship Agricultural Fresh Produce Preservation Skill Training Module

Norhafizah Md Zain^{[a],*}; Farah Adila Abdullah^[a]; Tengku Halimatun Sa'adiah T. Abu Bakar^[a]; Nurhanan Abdul Rahman^[a]; Nurul Azwa Mohamed Khadri^[a]; Ch Huck Ywih^[a]; Zul Ariff Abdul Latiff^[a]

^[a]Faculty of Agro- Based Industry, University Malaysia Kelantan, Jeli, Kelantan, Malaysia.

*Corresponding author.

Supported by the SGJP INSPEK, University of Malaysia Kelantan, Malaysia.

Received 15 May 2019; accepted 8 July 2019

Published online 26 July 2019

Abstract

Agriculture product preservation can prevent the dumping of waste of fresh produce and also can increase the agriculture entrepreneurship for country development. Most of youth have unemployment problems especially after completing their studies because lack of skills and experience. Through this skill training module, it helps youth to build another career that can help them in future which is involving in agriculture entrepreneurship. This study was developed skill training module to attract youth that want to venture into agriculture product preservation business. A total of 30 respondents in University Malaysia Kelantan, Jeli Campus were joined the training where a developed questionnaire was used to gain the data at the end of the training. For analysis, the descriptive analysis was employed by using SPSS software. Based on the results, all of the respondents gave positive feedback towards this training and many of them interested to join this field of business to improve the quality of life in the future.

Key words: Agriculture product preservation; Skill training module; Youth; Entrepreneurship

Norhafizah, M.Z., Farah Adila A., Tengku Halimatun Sa'adiah, T. A. B., Nurhanan, A. R., Nurul Azwa, M. K., & Zul Ariff, A. L. (2019). Youths Participation on Development of Entrepreneurship Agricultural Fresh Produce Preservation Skill Training Module. *Canadian Social Science*, 15(7), 40-44. Available from: <http://www.cscanada.net/index.php/css/article/view/11141>
DOI: <http://dx.doi.org/10.3968/11141>

INTRODUCTION

Malaysian youth play an important role to achieve the status of a fully developed country by the year 2020. The National Youth Development Policy of Malaysia describes the age of youth is between 15 and 40 years old. It is in line with the main focus of youth development programmes and activities in the country should be young people aged between 18 to 25 years (Bernama, 2015). Meanwhile, according to United Nations the definition of youth is people whom aged between 15 to 24 years old. However, for cross-country comparison, youth data will be separated into different age groups which are between the 15 to 24 year and the 25 to 40 year age groups in order to stabilize both the national and the international definitions of youth.

On the other hand, it cannot be denied that agriculture sector in Malaysia gave a big contribution towards economy development. Malaysia is a blessed country with fertile soil and good climate which is highly suitable for agriculture activities (Abdullah and Sulaiman, 2013). Most of people that live in rural area participated in farming activities which as becomes a major contribution towards their income sources. It starting from harvesting the crops, continued with the process of agriculture produce until the end product for consumption or storage (Alonge, 2011). Agriculture preservation such as vegetables, fruits and grains are very important to fulfil the needs of food supply in developing countries. Methods such as drying, fermentation, sulphating and scalding or blanching in hot water lead to the processing of final product for consumer such as fruit jam, juices, ketchup, alcohol, pickles and canning food. All of these products can be commercially marketed. Thus it can increase the involvement of youth towards agriculture entrepreneurship.

In addition, entrepreneurship has been proving one of the main factors of economic development. The Malaysian government gradually encouraged the involvement of people especially youth to involve in entrepreneurship as it is in line with the national agenda (Nor et al., 2015).

In order to attract youth involvement into agricultural entrepreneurship, Malaysian government has implemented variety of activities and programs to improve their skills (Bernama, 2012). Thus, it is important for the youth to have an education and training on entrepreneurship. This will equip graduates with innovative enterprise skills. Any agriculture activities can be converted into a business (Mohamed et al., 2012).

Nowadays, the major problem that mostly faced by youth was unemployment crisis. Although economic recovery was underway by the second quarter of 1999 with a growth rate of 4.1 per cent, the Crisis exposed the vulnerability of youth in Malaysia because based on International Labour Organisation (ILO) there are slowing global employment growth and increasing unemployment or underemployment which affect the less opportunity to decent work and high levels of social uncertainty. So it can cause the failure to successfully integrate young people into the labour market. Besides that, the conventional thoughts about agriculture sector is a rough job with low salaries and it is not a good future for the people has influence youth in participating into the agriculture entrepreneurship. Mostly youngsters are more preferred glamorous job such as in commercial sectors (Abdullah and Sulaiman, 2013). To this end, agriculture entrepreneurship skill training through the use of an articulated and developed module becomes necessary. Obiyai et al. (2011) stated that skill training is crucial for industrial stabilization and poverty reduction by creating a critical mass of technically and qualified entrepreneur that can encourage investment, job opportunities and increase production.

The aim of this research is to provide a module that will be useful for youth training in entrepreneurship agricultural fresh produce preservation in order to identify the level of youth participation and the effectiveness of it to provide business opportunity for youth. Besides it also help to provide rural employment, upgrade rural incomes and ensuring food security. Government helps in youth development for citizenship, employment and leadership is an important topic in order to overcome the challenge posed to agriculture education and training (AET).

METHODOLOGY

This research is a quantitative study which is as a form to get data and information. 30 respondents with age ranged between 18 to 40 years old which was selected randomly for this project. The prerequisite for the youths to be selected is literate and complete all 3 workshops which were held at University Malaysia Kelantan (UMK) Jeli Campus. A questionnaire was developed based on the module development which was distributed before and after Development of Entrepreneurship Skill Training Module. All items in the questionnaire were measured by using five-point Likert scales ranging from 1 representing "strongly disagree" to 5 representing "strongly agree". SPSS

software has been use for this study. The analysis involve is descriptive analysis to analyse the demographic profile of the respondents and to check the frequency, mean, standard deviation and percentage of all items in questionnaire.

RESULTS AND DISCUSSION

Descriptive Analysis

Demographic Information

The demographic profile comprises gender, race, religion, age, place of origin, marital status, occupation, educational level, sources of information on this skill training module and the main reason they joined this skills training module. Table 1 shows the demographic profile of the respondents. Majority of respondents were female with 90.0% compared to male which is only 10.0%. Gender becomes one of the important factor in determining the youth attitude and acceptance towards entrepreneurship (Abdullah and Sulaiman, 2013). Most of them are Malay (96.7%) and only one is Indian (3.3%). Meanwhile, the mean score for age recorded is 27.1 years because most of them are students at degree level (43.3%). Majority respondents (73.3%) from rural area, thus most of them got the information about this skill training module just from friend with 46.7% compared to the other sources. Since they were from rural area, they have big interest involving themselves in agriculture entrepreneurship. Particularly, new business creation in the agriculture sector for rural youth can present an important and give an opportunity to earn a decent living beside can enhance the rural development (Goldin et al., 2014). The demographic profiles of the respondents in Table 1 as below:

Table 1
Socio Demographic Profile of the Respondents

Characteristics	Frequency	Percentage (%)	Mean	SD
Gender				
Male	3	10.0		
Female	27	90.0		
Race				
Malay	29	96.7		
Chinese				
Indian	1	3.3		
Others				
Religion				
Islam	29	96.7		
Buddhism				
Hinduism	1	3.3		
Others				
Age (years)				
<= 20	5	16.7		
21-30	19	63.3		
31-40	3	10.0	27.1	11.05
41-50	1	3.3		
51-60	1	3.4		
>= 61	1	3.3		
Place of Origin				
Urban	8	26.7		
Rural	22	73.3		
Marital status				
Single	24	80.0		
Married	5	16.7		
Others	1	3.3		

Characteristics	Frequency	Percentage (%)	Mean	SD
Occupation				
Government	3	10.0		
Private sector				
Student	17	56.7		
Unemployed	4	13.3		
Self-employed	6	20.0		
Educational level				
PMR	3	10.0		
SPM	3	10.0		
Certificate	1	3.3		
Diploma	5	16.7		
Degree	13	43.3		
Master	4	13.3		
Others	1	3.3		
Sources of information on this skill training module acquired from:				
Friend				
Printed media (poster, flyer, etc)	14	46.7		
Social media (FB, Whatsapp, ets)	1	3.3		
Family				
Organization (University, government sector and private sector)	11	36.7		
Others	4	13.3		
The main reason I joined this skills training module because:				
Interest	20	66.7		
Peer influence	8	26.7		
Family influence				
Educators influence	1	3.3		
Environmental influence	1	3.3		
Others				

The level of youth involvement in entrepreneurship agricultural produce preservation skill training module.

Referring to Table 2 and 3, the findings show differences on the impact of youth involvement in agriculture entrepreneurship before and after the respondents participating in skill training module. Before participating in skills training module, there are 10%

of the respondents are strongly disagree on statement 'I have extensive knowledge before participating in this skill training module' with the lowest mean score (M=2.80). Meanwhile, after participating in this skill training module, the result change drastically with 0% respondent who strongly disagrees on the first statement about the knowledge. Thus, it is shows that the skill training module program gave a big impact in providing knowledge about the agriculture entrepreneurship to the respondents. On the other hand, majority of the respondents were agreed on statement 'I found that before participating in this skill training module, my skill had increased' with the highest mean score (M=3.77 and 4.27) before and after participating in this skill training module and they were also agreed (73.3%) on the statement 'after participating in this skill training module, I am able to reduce the dumping of waste of fresh produce' with the highest mean score (M=4.27). It can conclude that, the respondent gave positive response towards this program and have interest to participate in agriculture entrepreneurship for their future plan. Besides that, based on the result in Table 2 and 3, apparently the respondents that strongly disagree and disagree in few statements before participating skill training module program change dramatically after participating skills training module program because only few of them who disagree with all statements. Most of them agree with this skills training module in terms of knowledge, skills, self-motivation (emotional and mental endurance), interest, confidence level and communication skill, social network, job opportunities and action should be taken to improve agriculture entrepreneurship. Both knowledge and skills can lead for the youth preparation to start up their own business (Abdullah and Sulaiman, 2013). It is in line with the government agenda that continually encourage youth involving in entrepreneurship that become job opportunities which is can reduces the rate of unemployment (Rengiah, 2016).

Table 2
The Level of Youth Involvement in Agriculture Entrepreneurship Before Participating in Development of Entrepreneurship Agricultural Fresh Produce Preservation Skill Training Module (DEAFPP) in Kelantan

Statement	Percentage(%)					Mean	SD
	1*	2*	3*	4*	5*		
1 I have extensive knowledge before participating in this skill training module	10.0	23.3	46.7	16.7	3.3	2.80	0.96
2 I found that before participating in this skill training module, my skill had increased	3.3	10.0	20.0	40.0	26.7	3.77	1.07
3 Before participating in skills training module, I can build emotional and mental endurance to start a business	0.0	10.0	40.0	30.0	20.0	3.60	0.93
4 Before participating in this skill training module, my interest in this field is increasing	3.3	10.0	33.3	36.7	16.7	3.53	1.01
5 Before participating in this skill training module, my confidence and ability to deal with the surrounding communities is increasing	0.0	3.3	43.3	40.0	13.3	3.63	0.77
6 Before participating in skills training module, I can build a broader social network	0.0	6.7	56.7	30.0	6.7	3.37	0.72
7 Before participating in this skill training module, I was able to improve the quality of life for my family	3.3	0.0	46.7	40.0	10.0	3.53	0.82
8 Before participating in this skill training module, I am able to create a new jobs	0.0	10.0	43.3	36.7	10.0	3.47	0.82
9 Before participating in this skill training module, I am able to reduce the dumping of waste of fresh produce	0.0	10.0	33.3	40.0	16.7	3.63	0.89

Table 3
The Level of Youth Involvement in Agriculture Entrepreneurship After Participating in Development of Entrepreneurship Agricultural Fresh Produce Preservation Skill Training Module (DEAFPP) in Kelantan

	Statement	Percentage(%)					Mean	SD
		1*	2*	3*	4*	5*		
1	I have extensive knowledge before participating in this skill training module	0.0	3.3	0.0	63.3	33.3	4.27	0.64
2	I found that before participating in this skill training module, my skill had increased	0.0	0.0	10.0	53.3	36.7	4.27	0.64
3	After participating in skills training module, I can build emotional and mental endurance to start a business	0.0	0.0	23.3	63.3	13.3	3.90	0.61
4	After participating in this skill training module, my interest in this field is increasing	0.0	3.3	3.3	70.0	23.3	4.13	0.63
5	After participating in this skill training module, my confidence and ability to deal with the surrounding communities is increasing	0.0	0.0	13.3	56.7	30.0	4.17	0.65
6	After participating in skills training module, I can build a broader social network	3.3	0.0	0.0	63.3	33.3	4.23	0.77
7	After participating in this skill training module, I was able to improve the quality of life for my family	0.0	0.0	6.7	70.0	23.3	4.17	0.53
8	After participating in this skill training module, I am able to create a new jobs	3.3	0.0	16.7	53.3	26.7	4.00	0.87
9	After participating in this skill training module, I am able to reduce the dumping of waste of fresh produce	0.0	0.0	0.0	73.3	26.7	4.27	0.45

The effectiveness of DEAFPP Skill Training Module in provides business opportunity for youth in Kelantan.

The results presented in Table 4 showed that most of the respondents gave a positive feedback towards the DEAFPP Skill Training Module. Most of the respondents agree with statement ‘Modules and training that I have taken can improve the skills and knowledge that related with this entrepreneurship field’ with the highest mean score (M=4.33). Skills and knowledge is crucial in entrepreneurship. Basic knowledge and skills in management are necessary at the early stage until the development stage in running an enterprise (Papulova and Mokros, 2007). Other than that, most of the respondents were also agree on statement ‘Modules and training that I have taken can improve the economic status of my family’ and ‘Modules and training that I have taken can reduce the disposal of agricultural waste’ which showed that they were satisfied to be entrepreneurs in this field

with the highest percentage (56.7%). Brooks et al. (2013) stated that most of young people enter the labour force and seek employment makes the need of job become serious. Agriculture helps creating an opportunities for young people in productive activity of 70-80 percent of workers in agriculture and informal nonfarm enterprises (Brooks et al., 2013). Besides that, the lowest mean score (M=3.33) was recorded on statement ‘to start a business would be easy for me’ and ‘to keep a business working well is easy for me’ because for them it was not easy to handle this business without proper skills and knowledge and the most important thing they were very young and did not have enough experience in this business area. Overall most of respondents have positive response about this training and most of them were interested to involve in this field of business. This training helps economic development in improving the quality and quantity of future generation entrepreneurs (Abdullah and Sulaiman, 2013).

Table 4
The Effectiveness of DEAFPP Skill Training Module in Provide Business Opportunity for Youth in Kelantan

	Statement	Percentage (%)					Mean	SD
		1*	2*	3*	4*	5*		
1	I’m really interested to involve in this entrepreneurship.	3.3	0.0	10.0	53.3	33.3	4.13	0.86
2	I’d rather be entrepreneur rather work under people.	0.0	6.7	20.0	46.7	26.7	3.93	0.87
3	I will start a business under this field because I had an opportunity and skill.	0.0	6.7	20.0	53.3	20.0	3.87	0.82
4	I am satisfied to be entrepreneurs in this field.	0.0	3.3	20.0	56.7	20.0	3.93	0.74
5	I believe I can succeed when starting this business, and can improve the economy of my family.	0.0	0.0	20.0	50.0	30.0	4.10	0.71
6	My parents gave impetus towards my future career as an entrepreneur.	0.0	10.0	26.7	36.7	26.7	3.80	0.96
7	My friends see entrepreneurship as a logical choice for me.	0.0	3.3	36.7	43.3	16.7	3.73	0.79
8	I believe modules that have been exposed very useful for me to involve in this business.	0.0	3.3	3.3	53.3	40.0	4.30	0.70
9	I was encouraged to become entrepreneurs in the area where I live.	0.0	6.7	26.7	46.7	20.0	3.80	0.85

	Statement	Percentage (%)					Mean	SD
		1*	2*	3*	4*	5*		
10	There are agencies that provide support and infrastructure facilities in entrepreneurial activity.	0.0	0.0	13.3	53.3	33.3	4.20	0.66
11	To start a business would be easy for me.	0.0	20.0	43.3	20.0	16.7	3.33	0.99
12	To keep a business working well is easy for me.	0.0	16.7	50.0	16.7	16.7	3.33	0.96
13	I know how to develop an entrepreneurial project.	0.0	3.3	40.0	46.7	10.0	3.63	0.72
14	If I tried to start a business, I would have a high probability of succeeding.	0.0	6.7	26.7	53.3	13.3	3.73	0.79
15	If I want, I could become self-employed after this training module.	0.0	0.0	26.7	50.0	23.3	3.97	0.72
16	Perhaps it is the best way for me to start my own business after undergoing this training module.	0.0	0.0	26.7	50.0	23.3	3.97	0.72
17	Modules and training that I have taken can reduce the disposal of agricultural waste.	0.0	3.3	6.7	56.7	33.3	4.20	0.71
18	Modules and training that I have taken can improve the economic status of my family.	0.0	0.0	13.3	56.7	30.0	4.17	0.65
19	Modules and training that I have taken can improve the skills and knowledge that related with this entrepreneurship field.	0.0	3.3	3.3	50.0	43.3	4.33	0.71
20	Modules and training that I have taken can give a positive response and perception among the youth.	0.0	6.7	6.7	46.7	40.0	4.20	0.85
21	Modules and training that I have taken can create awareness on the importance of entrepreneurship in this field among youth.	3.3	0.0	3.3	50.0	43.3	4.30	0.84

CONCLUSION

As a conclusion, this study reveals that entrepreneurship of agricultural fresh produce preservation skill training module gave a positive feedback from youth and many of them were interested in agriculture sector for their future plan. Besides that, it is an opportunity for them to learn the process of agriculture product preservation in order to build a food based product business. Perhaps it is the best way for them to start their own business after undergoing this training module. Agriculture continues to be an engine towards comprehensive and accelerated economic growth. With good skills and knowledge from training module will help the involvement of youth in agriculture entrepreneurship. Youth are keen to belong to a community that supports their development and where they can share ideas and learn from others. Different strategies have been employed for youth integration into policy development in agriculture in order to bring young people to the policymakers' table and strong engagement of young people into the agriculture sector.

REFERENCES

- Abdullah, A. A., & Sulaiman, N. N. (2013). Factors that Influence the Interest of Youths in Agricultural Entrepreneurship. *International Journal of Business and Social Science*, 4(3), 288-302.
- Alonge, D. A. F. (2011). Food processing, preservation and storage for economic development in Nigeria. *Proceedings of the 11th International Conference and 32nd Annual General Meeting of the Nigerian Institution of Agricultural Engineers*, 32, 57-64.
- Bernama (2012). *Transition To agribusiness to be led by private sector*; says PEMANDU. Retrieved Januari 15 2015 from

http://etp.pemandu.gov.my/sub_page.aspx?id=43c397c4-0e2e-4350-91f5-5c09a11e0677&pid=a6014584-aa98-45f1-827e-d4b261e4dae4&print=1

- Bernama (2015). *Khairy: New definition of youth age to be implemented in 2018*. Retrieved Januari 15 2015 from <http://www.theborneopost.com/2015/05/17/khairy-new-definition-of-youth-age-to-be-implemented-in-2018/>
- Brooks, K., Zorya, S., Gautam, A., & Goyal, A. (2013). Agriculture as a Sector of Opportunity for Young People in Africa. *Policy Research Working Paper*, 6473, 1-43.
- Goldin, N., Patel, P., & Perry, K. (2014). *The global youth wellbeing index* (p.27). Centre for Strategic and International Studies and International Youth Foundation, Washington DC.
- Mohamed, Z., Rezai, G., Nasir Shamsudin, M., & Mu'az Mahmud, M. (2012). Enhancing young graduates' intention towards entrepreneurship development in Malaysia. *Education+ Training*, 54(7), 605-618.
- Nor, N. M., Masdek, N. N. M., & Maidin, M. K. H. (2015). Youth Inclination towards Agricultural Entrepreneurship. *Economic and Technology Management Review*, 10, 47-55.
- Obiyai, K. K., Osinem, E C., & Agbulu, N. O. (2011). Development of Entrepreneurship Skill Training Module for Youths Participation in Fish Preservation and Marketing Occupation. *Asian Journal of Agricultural Sciences*, 3(2), 115-118.
- Papulová, Z., & Mokroš, M. (2007). Importance of Managerial Skills and Knowledge in Management for Small Entrepreneurs. *E-Leader, Prague*, 1-8.
- Rengiah, P. (2016). The effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university students: (A research findings on the structural equation modeling). *European Journal of Business and Social Sciences*, 5(02), 30-43.