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Agripreneurship n Youth :
A Systematic Literature Review

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Abstract:
Past studies have found that boosting agriculture entrepreneurship education for the youth is a critical solution to the aging of the agriculture human resource. In order to develop more agribusiness opportunities and strengthen entrepreneurship competencies, entrepreneurship education, and training programs should be applied at an early age. This paper aims to provide an overview of the development of agriculture entrepreneurship research in the context of youth can become a basis for researchers to conduct future studies on the related topic. This paper reveals the general trend of the subject studied, objectives, methodologies, and research finding through an extensive systematic literature review of past studies on this topic conducted between 2000 to 2021. Out of the total of 1,492 papers found using a combination of the words "Agriculture," "Entrepreneurship," and "Youth," 62 articles passed the screening criteria and are further analyzed for this research. This study found that 27% of the reviewed studies focus on university and college students. More than 32% of the studies' objective was to identify the factors influencing youth inclination and intention towards agripreneurship. Subjective norms (external factors) are the determining factors that affect the intention in agripreneurship. Around 39% of the studies used Likert scale questionnaires to obtain data, and more than 55% analyzed the data using qualitative descriptive analysis, 24% used multiple linear regression, and 15% used TPB. This paper highlights the need for agripreneurship studies on young farmers using more variate analysis methods to obtain a broader understanding.
Keywords Agripreneurship, Youth, Agribusiness, Systematic Literature Review, Youth Inclination

1 Introduction

Developing entrepreneurship, especially in the agriculture sector, is vital to overcome the aging agriculture population. Entrepreneurship is acknowledged as one of the main drivers of economic development by encouraging growth, innovation, technology adoption, and poverty reduction (United Nations, 2013). These are the factors that are important to achieve sustainable agriculture. Entrepreneurship contributes to economic development (Baumol, 1968) and is among the four factors of production in addition to land, labor, and capital. Developing agricultural entrepreneurship is necessary to drive human resource productivity in agriculture.

Agripreneurship is not limited to making a farming enterprise profitable but may involve a wide range of agricultural-related initiatives with a positive and transformative impact on communities (Mukembo, 2017). The emphasis is not so that young people return to the farming methods of their parents and grandparents; instead, its emphasis is on value chains, entrepreneurship, and farming as a business. The term agripreneurship fully recognizes the innovation, creativity, resilience, and market orientation implicit in the concept of entrepreneurship (Afande et al.,2015). To create and develop more agribusiness opportunities and strengthen entrepreneurship competencies, entrepreneurship education, and training should be applied to the productive age group commonly known as the youth.

2 Objective

It is unclear which youth group (category) should become the focus of agripreneurship studies. Moreover, what did past studies find on this topic? These questions are essential to understand how to increase youth participation in agripreneurship and help determine what suitable interventions are needed for each specific youth group to obtain higher intention towards agripreneurship. To attain the answers, this research deployed the Systematic Literature Review (SLR) methodology and composed the following research questions:
RQ1: Who are the different subjects of research regarding agripreneurship?
RQ2: What objectives and methods are used to analyze agripreneurship in youth?
RQ3: What factors influence youth inclination, intention, and participation in agriculture?

3 Methodology

A Systematic Literature Review (SLR) was selected as the most suitable method to help map and assess the existing knowledge and gap on specific issues, further developing the knowledge base. This review was prepared following guidelines from Petticrew and Roberts (2008). The approach comprises five steps: 1) identifying the research question; 2) identifying relevant studies; 3) study selection; 4) extracting and charting the data; and 5) collating, summarizing, and reporting the results.

4 Results and Conclusion

This study has clarified the three research questions by extracting 62 papers using the SLR methodology. It is known that agripreneurship, especially among youth, has become a popular topic in the past five years, particularly in Asia, followed by Africa. Past studies mainly focus on highly educated youth, like university and college students, while the youth who needs more attention is the young farmers. This study highlights the need for more research on agripreneurship targeting young farmers to understand what is really needed to help them manage their agribusiness effectively.

The common objectives of the selected studies are to identify the factors that influence youth inclination and intention towards agriculture and agripreneurship. Subjective norms (external factors), along with attitude, are determining factors that affect the intention in agripreneurship. In order for the youth to have a higher intention towards agripreneurship, the perception and attitude of agriculture of their environment; parents, family, teacher/lecturer, and friends, should also be positively promoted. By realizing this fact, the government, extension workers, schools, universities, and other related institutions can provide more appropriate ways to promote agripreneurship for each specific youth group.

More than 39% of the studies extracted incorporated Likert scale questionnaires and interviews to obtain data and analyzed it using qualitative descriptive analysis (55%), regression (24%), and TPB (15%). This study underlines the need for a more variate use of analysis methods to achieve a broader understanding of agripreneurship among youth. When a broad understanding is reached, it is more feasible to provide the proper intervention needed to increase youth participation in agriculture. The currently available training should also be evaluated to ensure its' effectiveness. Securing more youth in agripreneurship will lead to more sustainable agriculture for the future.
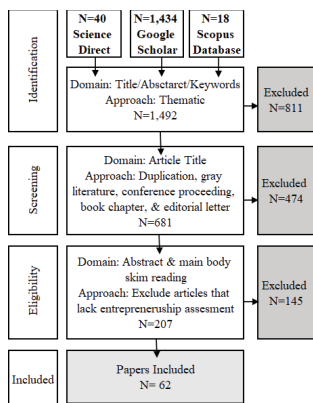

Figure 1. Screening Process of the Articles

Table 1. Common Objective of Research and The Subjects Targeted

Objective \ Subject	University/ College Students	Vocational/ High School Students	Youth in General	Young Farmers	Program Participants	%
Inclination and intention factors towards agripreneurship	8	4	4	1	3	32%
Factors influence youth to become agripreneurs	4		3	1		13%
Influence of training towards entrepreneurial intention	1					2%
Characteristics of agripreneurs	1		1	3		8%
Perception and attitude towards agripreneurship	3	2	5	2		19%
Affect or evaluation of training			2	3	6	17%
Percentage (%)	27%	10%	24%	16%	14%	

Note: Multiple answers. Papers using secondary data were not included.

Table 2 Methodology of Each Reviewed Paper

	Methodology Applied	Reference of Publication	%
Data Gathering Method	Likert Scale Questionnaire	Abdullah & Samah, 2014; Afande et al., 2015; Ambad et al., 2021; Baliyan et al., 2020; Das, 2017; Dollisso, 2010; G. Shivacharan et al., 2017; Man, 2012; Mukembo et al., 2020; Nade & Mattee, 2019; Nurlaela et al., 2020; Nor et al., 2015; Nyabam et al., 2018; Ofodile & Ndelekwute, 2015; Olutegbe & Ayodele, 2020; Prihatna et al., 2017; Reyes, 2020; Roma et al., 2020; Sa'adiah et al., 2019; Sazila et al., 2018; Sher et al., 2017; Yu & Wang, 2019; Zain et al., 2020; Zidana et al., 2020	39
	Questionnaire & Interview	A. A. Abdullah et al., 2013; Afande et al., 2015; Ajekwe and Ibiamke, 2020; Ambad et al., 2021; Aman et al., 2017; Amadi and Nnodim, 2018; Baliyan et al., 2020; Bednarikova et al., 2020; Dollisso, 2010; Gangwar and Kameswari, 2016; Hilmi, 2021; Kyalo and Teresia, 2013; Man, 2012; Mat Taib et al., 2019; Muiruri et al., 2020; Nade and Mattee, 2019; Nyabam et al., 2018 Saptu et al., 2020; Sazila et al., 2018; Singh and Misra, 2021; Olah and Flora, 2015; Withanage and Damayanthi, 2019; Zain et al., 2020	37
	Focused Group Discussion	Musa et al., 2021; Nade and Mattee, 2019	3
	Qualitative Descriptive Analysis	A. A. Abdullah et al., 2013; Adeyanju et al., 2020; Afande et al., 2015; Alabi et al., 2019; Amadi and Nnodim, 2018; Aman et al., 2017; Ambad et al., 2021; Ayu and Nauly., 2020; Baliyan et al., 2020; Barau et al., 2016; Damayanthi, 2019; Das, 2017; Dash and Kumar, 2017; Dollisso, 2010; ; Hilmi, 2021; Kyalo, 2013; Muiruri et al., 2020; Nade, 2019; Nor et al., 2015; Novanda et al., 2020; Nyabam et al., 2018; Ommani, 2011; Prihatna et al., 2017; ; Qureshi et al., 2016; Roma et al., 2020; Samah et al., 2012; Sher et al., 2017; Suzani et al., 2010; Sa'adiah et al., 2019; Withanage and Ofodile et al., 2015; Yamaguchi et al., 2020; Yunandar et al., 2019; Zidana et al., 2020; Zain et al., 2020	55
Data Analysis Method	Theory of Planned Behavior	Abdullah and Samah, 2014; Mukembo et al., 2020; Musa et al., 2021; Novanda et al., 2020; Olutegbe and Ayodele, 2020; Reyes, 2020; Ridha et al., 2017; Suprehatin et al., 2020; Saptu et al., 2020	15
	Push and Pull Theory	Prihatna et al., 2017; Zidana et al., 2020	3
	Regression & Multiple Linear Regression	Adeyanju et al., 2020; Ayu and Nauly., 2020; Bednarikova et al., 2020; Das, 2017; M. Kan et al. 2019; Nurlaela et al., 2020; Nor et al., 2015; Ommani, 2011; Prihatna et al., 2017; Samah et al., 2012; Sher et al., 2017; Suzani et al., 2010; Yamaguchi et al., 2020; Yu and Wang, 2019; Zidana et al., 2020	24
	Partial Least Square (PLS) & Structural Equation Modelling	Ambad et al., 2021; Chen and Liang, 2020; Mat Taib et al., 2019; Novanda et al., 2020; Saptu et al., 2020; Suprehatin et al., 2020; Reyes, 2020; Ridha et al., 2017;	13
	Factor Analysis	Chen & Liang, 2020; Kan et al., 2018; M. Kan et al., 2019; Nade, 2019; Nor et al., 2015; Yu & Wang, 2019;	10
	Thematic Analysis	Hilmi, 2021; Musa et al., 2021	3
	SWOT Analysis	Regmi & Naharki, 2020	2
	Entrepreneurial Event Model	Olutegbe & Ayodele, 2020	2

Note: Multiple answers. Papers using secondary data were not included.