Exploring the Challenges of Entrepreneurship Training Access to Farmers: The Case of Orange Farmers in Muheza, Tanzania

Mariam Ally Tambwe,
Department of Marketing, College of Business Education, Tanzania
Email: mrmally2000@yahoo.co.uk or m.tambwe@cbe.ac.tz

Abstract

The main objective of the paper is to explore the challenges facing Tanzanian farmers in accessing entrepreneurship training, particularly to orange farmers in Muheza District, Tanga region, Tanzania. Orange farmers are experiencing various problems, including low productivity, access to markets, access to finance, poor farm management, poor post-harvest handling of oranges due to inadequate entrepreneurial knowledge and skills. Farmers must treat farming as a business. For a business to succeed, it requires entrepreneurship knowledge and skills which must be obtained from the training. Entrepreneurship knowledge and skills will enlighten farmers on how to market their products; create business networks and linkages; keep records of income, costs and expenditure; add value through orange processing, manage and grow their farming business. Despite the importance and recognition of farmers in the economic development, access to training is a major constraint among rural people in developing countries. The study employed exploratory research design. In-depth focus group discussions were conducted with a total of 66 participants. The interviews were built around various themes including farmers’ access to entrepreneurship training, the challenges facing orange farmers in accessing entrepreneurship training and the strategies on how to overcome the identified challenges. Qualitative content analysis was used to analyse the data. The findings reveal numerous challenges categorized as institutional, situational, intentional and informational. To overcome the identified challenges various strategies were proposed to include using ICT tools like radio, television, internet and mobile phones in dissemination of entrepreneurship training.

Key words: Entrepreneurship training access, orange farmers, entrepreneurship training, challenges

1. Introduction

In the 21st century, entrepreneurship has gained increased recognition as a very important driver for enhancing society’s welfare and the country’s economy (Blenker et al. 2013). Governments around the world have seen the role of entrepreneurship in motivating people and businesses in order to identify new opportunities that promote positive change as well as creating society’s economic growth (King’ori & Theuri, 2016). Having identified the potential embedded in entrepreneurship in supporting economic growth, many countries, including Tanzania formulated various policies geared to inculcate the entrepreneurship spirit and culture (Simon et al., 2012).

Entrepreneurship education and training include all activities aiming to foster entrepreneurial mind-set, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2009). Some scholars still argue that it is not possible to teach entrepreneurship. Many argue that there is enough evidence that entrepreneurship can be taught
Recognizing the strategic role of entrepreneurship development for the advancement of its people, the United Republic of Tanzania has various policy documents which insist the need for entrepreneurship education and training, including the Tanzanian National Development Vision 2025 and Education for Self-Reliance Policy (1967). Consistent with the above documents, the National Economic Empowerment Policy (2004), Youth Development Policy (2007), Education and Training Policy (1995), National Employment Policy (2008), National Information and Communication Technology Policy (2016) as well as Small and Medium Enterprises Development Policy (2003) all underline the need to integrate entrepreneurship in the educational system. The aim is to advance an entrepreneurial culture in the society and empower learners to contribute more effectively towards their own and national development, including being more competitive in the labour market and creating jobs and wealth (United Republic of Tanzania, 2013).

Despite the importance of entrepreneurship education and training as propagated by many scholars (Berchand & Gregoire, 2005; World Economic Forum, 2009; Simon et al., 2012; King’ori & Theuri, 2016) as a crucial foundation for economic development, access to training is still a challenge to many developing countries including Tanzania (Montpellier Panel Report, 2014). The aim of this study is to explore the challenges facing orange farmers in accessing entrepreneurship training as there has been a challenge of motivating farmers and creating demand for learning by attending the training. The study aimed at finding out what exactly inhibit farmers to access entrepreneurship training and how to overcome the identified challenges for the success of farmers and the country in order to realize the vision of becoming a medium income country. The data were collected in Muheza District, Tanzania from orange farmers who have or have not attended entrepreneurship training.

**Statement of the Problem**

Since independence in 1961, Tanzania has been largely dependent on agriculture as its main economic activity. For example, in 2011 agriculture contributed 26% to the country’s GDP. However, the sector provides 85% of the country’s export earnings, employs 75% of the country’s work force, and generates 95% of the food consumed in Tanzania (URT, 2013, FAO, 2013). In addition to that, Tanzania’s Development vision is to graduate from a Low-Income Country (LIC) to a Medium Income Country (MIC) and industrialized economy by 2025 with

a high level of human development. In order to realize this vision, there is a great need to transform rural farmers’ economy through entrepreneurship training. Due to this reason Tanzania needs a special focus on rural economies where improved agricultural production and market access will lead to better income levels and enhanced country’s economic development.

Despite its importance, the agriculture sector in Tanzania is largely conducted traditionally and practiced by small holders. This type of agriculture is predominately depending on rain, has low yielding production; lacks access to critical farming information, market facilitation and financial intermediation (World Bank, 2011). Smallholder orange farmers should have knowledge and skills in order to increase productivity and enhance economic development which can be obtained through training. Unfortunately, access to training is a major constraint among rural people in developing countries (Montpellier Panel Report, 2014).

The practice shows that most of the small holder orange farmers receive training, information and guidance from extension officers (Makorere, 2013). However, there are a number of challenges facing the extension officers to reach and provide training and guidance to the farmers, including: the number of extension officers is insufficient; they lack sufficient experience and knowledge, poor infrastructure, inadequate financial resources and weak institutional structures (ibid). These factors combine to limit the extent to which extension services can support poor farmers who are invariably located in the remote areas (ILO, 2011; Makorere, 2013).

Studies show that low level of education and training hinder entrepreneurs’ success and most farmers as entrepreneurs have never undergone formal or entrepreneurship training which inhibit their success (O’Neil & Mahadea, 2005; King’ori & Theuri, 2016). However, while there are extensive literatures on entrepreneurship education and training, evidence demonstrating the challenges facing farmers in accessing entrepreneurship training is lacking. Greater knowledge and understanding is needed on what the challenges do farmers face in accessing entrepreneurship training and how to overcome the identified challenges.

**Study Objectives**
The main objective of this study is to explore the challenges facing orange farmers in Muheza, Tanzania in accessing entrepreneurship training.

**Specific Objectives**
Specifically, the study aims at:
1) Examining the extent to which orange farmers have access to entrepreneurship training.
2) Identifying the challenges facing orange farmers in accessing entrepreneurship training.
3) Proposing strategies on how to overcome the identified challenges.
2. Literature Review

Theory

This study is based on Human Capital Theory. Human Capital is one of the main factors of economic growth in the modern knowledge-based economy era where knowledge, skills, competencies, attitudes, health and welfare have an impact on the productivity of people. Schulz (1961) defines human capital as knowledge and skills obtained by people as capital in the process of education and training which generates income (Fitzsimmons, 1999). Schultz (1961) proposed the theory of human capital and it was further developed by Gary S. Becker in 1962 and 1964. Human capital theory advocates that education or training imparts useful knowledge and skills to workers, which in turn increase their productivity and incomes (Becker, 1964).

Several authors (Levin & Kelley, 1994; Thurow, 1975; Spence, 1973) have criticized the human capital theory for being too simplistic in its analysis of employee productivity. They have also argued that education alone cannot lead to organizational productivity; it has to be accompanied by other variables (Fugar et al. 2013). Despite these critics, the theory is still relevant in understanding human capital investment in the perspectives of both individuals and the firm (Bass & McMurrer, 2006; Fugar et al., 2013).

The author has decided to adopt the human capital theory in this study because she believes that, although human capital theory applies to employees’ productivity, the theory can equally apply to farmers because agriculture is the crucial driver of Tanzanian economy. In 2011 agriculture contributed 26% to the country’s GDP. However, the sector provides 85% of the country’s export earnings, employs 75% of the country’s work force, and generates 95% of the food consumed in Tanzania (URT, 2013, FAO, 2013). The theory insists on acquisition of knowledge and skills as a prerequisite to competitive and successful business. It is believed that farmers’ access to entrepreneurship training will equip farmers with appropriate knowledge and skills on the farm and business management that will lead to improved sales, profits and income. Access to entrepreneurship training will improve farming practices as well as farmers’ economic well-being.

The Contribution of Entrepreneurship Training to Tanzanian Farmers’ Development

There are various contributions made by entrepreneurship training to Tanzanian farmers’ development such as: to foster entrepreneurial mindsets, skills and behaviour among the farmers; to empower farmers with the competencies and skills necessary to prepare them to respond to their life needs, including running their own farming business; to develop innovation in farmers and develop their skills to identify, create, initiate and successfully manage personal, community, and business opportunities; to increase the awareness and understanding of the process involved in initiating and managing their farms as well as to enhance the public’s perception on farming business as serious career option; and lastly, to identify and stimulate entrepreneurial drive, talent and skills to undo the risk aversive bias of several analytical techniques and to devise attitudes towards change (Kahan, 2013).
From the above-seen the contributions of entrepreneurship education to farmers, it is evident that, development of skills enhances the capability of farmers to improve their efficiencies, and thus ultimately improving their economy (United Nations Conference on Trade and Development (UNCTAD), 2011). By focusing on building the capacity of farmers, Tanzanian government will be able to increase the productivity of a large proportion of its labor force as most of the Tanzanian living in rural areas.

Knowledge Gap
Despite the enthusiasm and widespread belief that entrepreneurship education/training is a tool for economic development and growth, there are still on-going debates about its suitability to Tanzanian farmers. However, various organizations’ intervention - government, private sector and international organizations toward spreading entrepreneurship training to various groups in Tanzania have made it possible to stimulate entrepreneurial practices to many farmers.

As stated in numerous studies (Blenker, et al. 2006; Zacharias, 2009; Iwu & Nzeaku, 2012; Muhara, 2012; Lackeus, 2013; Fayolle & Gailly, 2008; Kaijage & Wheeler, 2013), entrepreneurship education is becoming more and more important everywhere in the world and researches in entrepreneurship are growing and getting legitimacy in the scientific communities. However, a few scholars have focused on the subfield of entrepreneurship training. Although the key to a successful entrepreneurship education/training is to find the most effective way to manage the teachable skills and identify the best match between student needs and teaching techniques, there is no universal pedagogical recipe to teach entrepreneurship and the choice of techniques and modalities depends mainly on the objectives, contents and constraints imposed by the institutional context (Zahra et al., 2012). Practitioners and educators need to redefine entrepreneurship education in a way that is relevant to the contextual reality of nascent and aspiring entrepreneurs (Kaijage and Wheeler, 2013). A significant upsurge in entrepreneurial activity has, to a large extent undermined perception of traditional models of entrepreneurship education.

Regarding the participant levels, many researches have been conducted to school and university students (Bechard & Gregoire (2002), Oosterbeek et al. and von Graevenitz et al. (2010, Fayolle (2006), Souitaris et al. (2007) planting of a far-off idea of entrepreneurship as a future career path. However, from an economic and venture creation perspective, the potentially more interesting target group is farmers who are practicing and venturing into the farming business. This study will focus on filling this gap by looking at the small holder orange farmers

Based on the above-mentioned facts, little research has been conducted in entrepreneurship education/training to Tanzanian farmers. This study will theoretically contribute to the further development and application of the entrepreneurship training for farmers’ economic development and adding a moderating variable of ICT use in disseminating entrepreneurship education to orange farmers in Tanzania.
3. Method

Research Design

This research employed an exploratory type. An exploratory study is a valuable way of finding out ‘what is happening; gaining new insights, asking questions and assessing phenomena in a new light’ (Robson, 2002, p.91). Thus, it gave new insights on the challenges facing orange farmers in Muheza District, Tanzania in accessing entrepreneurship training.

The study used qualitative research methods, whereby in-depth focus group discussions were conducted with a total of 66 participants. The interviews were built around various themes including farmers’ access to entrepreneurship training, the challenges facing orange farmers in accessing entrepreneurship training and the strategies on how to overcome the identified. The qualitative data were analyzed using qualitative content analysis by identifying relevant themes in the data.

The Research Context

The study was carried in Muheza District of Tanzania Mainland. Muheza district was purposively selected because is the largest orange producer in Tanga region and Tanzania as a whole (Makange, 2009; Mwanakatwe, 2006; Erick, 2008; Makorere, 2012). Muheza District lies south and west of Tanga district and is bordered by Mkinga to the north, Pangani in the south and Korogwe district in the west. Muheza district has a total area of 1,974 km² and arable land covers 1,145 km².

Approximately 70% of the arable land is utilized and the rest is unexploited. Tanga region is located in the north-eastern side of the Tanzania mainland. It is bordered by the republic of Kenya in the north, Kilimanjaro region in the northwest, the Manyara region in the west, Morogoro and Coast region in the south and the Indian Ocean in the east. Administratively, the region is divided into eight districts, namely Handeni, Kilindi, Korogwe, Lushoto, Muheza, Pangani, Tanga and Mkinga. The region has an area of 26,770 Km² or 3.0% of total land in Tanzania, of which about 75% of the land (approximately 2 million hectares) is estimated for agriculture accounting for 20% of the regional total land. Agriculture in this region is the major economic activity of the people and the major crop being oranges. Tanga is the largest citrus grower in the country (URT, 2013). Muheza district is the largest orange producer within the Tanga region.

Agriculture is the dominant preoccupation of the district’s inhabitants. The importance of this sector is reflected by the fact that 80% of the economically active population of Muheza district depend on agriculture (National Bureau of Statistics – (NBS), 2013). The dominant tribe in the study area (Muheza district) is “Wabondeyi”. Orange is a dominant fruit produced in Muheza district as well as a main source of income. NBS (2012) estimated the contribution of orange to total household income to be 75% in the year 2011. This implies orange play an important role to the people of Muheza district.
Population
The targeted population in this study is smallholder oranges owning 1-10 acres of farm plots. The population was identified with the help of District Agriculture and Livestock Development Officer (DALDO) using farmers’ census of 2012 in the district. The population for this study involves 334 farmers as indicated in Table 3.1 below (Muheza Socio-economic profile, 2016). Agricultural officers as the key informants were included in the study because they constitute a set of knowledgeable persons in the sub-sector. The officers included: District Agriculture and Livestock Development Officer (DALDO), Subject Matter Specialist-Horticulture (SMS-Horticulture), Ward Agriculture and Livestock Development Officers (WALDOs) and Village Extension Officers (VEOs).

Table 1: The population of orange farmers in Muheza District

<table>
<thead>
<tr>
<th>Division</th>
<th>Ward</th>
<th>Village</th>
<th>Total population (N)</th>
<th>Approx. sample size (Nx20%)</th>
<th>Key informants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muheza</td>
<td>Kwafungo</td>
<td>Bagamoyo</td>
<td>62</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makole</td>
<td>70</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Panga-mlima</td>
<td>57</td>
<td>11</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mbambala</td>
<td>63</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Songa-kiabaoni</td>
<td>49</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>334</td>
<td>60</td>
<td>6</td>
</tr>
</tbody>
</table>

The Survey Data, 2017

Sampling Procedures and Sample Size
The selection of a sample from the population is commonly used because of limitations to cover the whole population (Barnett, 1991; Kinnear & Taylor, 1987). Sampling theory provides an opportunity to minimize cost and to achieve acceptable results (Casley & Kumar, 1988; Kinnear & Taylor, 1987).

In this study, purposive, multi-stage (cluster) and random sampling techniques were employed to get a representative sample. Purposive sampling was used to identify divisions and the area of interest, while multi-stage sampling was used at three stages to get the study sample. Nevertheless, six Agricultural officers from the Ward (i.e. WALDOs and VEOs) were included in the sample. These six Agricultural officers were not sampled as the study included all of them in the study as indicated in table 3.1 above. A total of 66 respondents were selected randomly (60 farmers and 6 trainers) was drawn from different areas of the Muheza district. The study used farmers with 18-65 ages, farming experience of more than three years and who have attended any entrepreneurship training. Respondents were selected based on their convenience, accessibility and proximity to the author. We used incentives like buying their products and explaining the purpose of the study in order to get information.

Data Collection
Data were collected in two phases; the first phase was interview and observation where the respondents were asked questions which enabled the author to explore the extent of respondents’ access to entrepreneurship training and examined the challenges facing them in
accessing entrepreneurship training in relation to the development of the entrepreneurial capacity of farmers. Each interview lasted for 15 to 20 minutes. Phase two of data collection was, Focus Group Discussion (FGD) where a group of ten/twelve respondents were interviewed. Five groups were administered. The purpose of the focus group discussion was to identify the shared experience in terms of the challenges facing them in accessing entrepreneurship training and the strategies on how to overcome the identified challenges. Each group lasted for 50 - 60 minutes and the members were given chances to speak out their views. The interview guide was prepared in English and then translated into Swahili a commonly spoken language in Tanzania and then back to English. The interviews in the FGD were tape recorded and transcribed for data analysis. The data were collected between October – December 2016.

The trustworthiness of qualitative research is questioned by positivists, but various authors (Silverman, 2001; Shenton, 2004; Lincoln and Guba, 1985) have explained how to deal with it. Lincoln and Guba (1985) have identified four criteria to ensure trustworthiness of qualitative research namely credibility, transferability, dependability and conformability. In this study, the researcher also has used various strategies to ensure trustworthiness as explained below.

The researcher adopted research methods well established in qualitative investigations including in-depth interviews, focus group discussion and observation. The researcher spent time in Muheza, in order to be familiar with respondents’ culture prior to data collection. This was done so as to gain adequate understanding of the respondents and establish relationship of trust between the parties. In tandem with that, despite the purposive sampling used in many qualitative researches (Lincoln and Guba, 1985), the researcher decided to use random sampling procedure to avoid bias from any unknown influences from the selected participants.

The researcher used various triangulation methods including, the use of various data collection instruments such as in-depth interviews, focus group discussion and observation in order to compensate for their individual limitations and exploit their respective benefits. In addition to that, the researcher used a wide range of informants including farmers, Ward Executive offices (WEOs), Village Executive officers (VEOs) and Extension officers in order to corroborate the information given by one individual in comparison with those in a comparable position. This strategy helped the researcher to understand and get rich picture of the attitudes, needs or behavior of the participants in the study. The researcher also conducted data sources triangulation by reviewing various documents to get a clear understanding on entrepreneurship training access. Site triangulation was also done using different villages as shown in table 1 above in order to reduce the effect of local factors peculiar to one location. Shenton (2004) depicts that, where similar results emerge from different locations, findings will have greater credibility in the eyes of the reader. This applied in the study.

The researcher also asked for the access for data collection from the authorities by submitting an introduction letter requesting for data collection permission. In addition to that, participants’ consent was requested in order to ensure honesty in informants during data collection process.
Lastly, trustworthiness was ensured by requesting participants to read the transcribed data to check if the transcriptions match the intended meaning of the participants.

**Data Analysis**

The collected data was analyzed using content analysis where the tape-recorded information was listened; transcribed data was coded into different themes. The analysis was guided by to explore the challenges facing orange farmers in accessing entrepreneurship training. The results are presented in the next section.

4. **Findings and Discussion**

The findings of this study are presented hereunder as follows:

i) **The Extent of Entrepreneurship Training Access**

In this study farmers were asked to rank the extent of their entrepreneurship training access and were given three options including high, moderate and low. The study participants explained the extent of the entrepreneurship training access is low. The results show that farmers have inadequate access to entrepreneurship training that hinder their farming business success. The findings depict that a greater need and immediate efforts should be taken to ensure that farmers’ access to entrepreneurship training are established. One participant claimed that;

“We do not have access to entrepreneurship training that is why we fail in business. I have been farming oranges for about ten years, but I am still poor. I think this is due to ignorance on so many things. I always conduct my farming traditionally using experience from grandparents while the world has changed. The greatest challenge is where and how can we get that entrepreneurship training while we are in rural areas?”

The implication of these findings is that, there is inadequate access to entrepreneurship training which is a most crucial driver for economic development. The government in collaboration with the private sector should support these farmers by fostering entrepreneurship training opportunities.

ii) **The Challenges Facing Orange Farmers in Accessing Entrepreneurship Training**

There are many challenges found to hinder farmers’ access to entrepreneurship training as explained by participants. The data were transcribed and presented into five sub-themes including institutional, situational, intentional, informational and social challenges. All quotes presented were translated from Swahili to English.

A. **Institutional Challenges**

These are the challenges from the institutions like the government and private sector involved in dissemination of entrepreneurship training that impede farmers’ access to entrepreneurship...
training such as lack of national regulatory agency or framework for farmer entrepreneurship training, the unattractiveness of entrepreneurship training programs, limited choice of training schedules, inadequate numbers of trainers, unqualified trainers and unsuitable training methods. 

The participants explained that there are many challenges associated with trainers and training institutions which hamper access as claimed by one participant: “I have attended one entrepreneurship training session conducted last year, the trainer was talking alone, telling us unrealistic issues concerning farm and business management. He taught us as if we were his kids. From that day I am not interested to attend any entrepreneurship training”. This was the problem with professionalism of the trainers who is not familiar with adult facilitation skills. In addition to that one trainer interviewed expressed that “the government need put in place a national regulatory agency or framework for entrepreneurship training to farmers. That is what is lacking in our country. If the country is serious in assisting farmers, they should put appropriate training infrastructure starting with a road map, that is, a national entrepreneurship training framework for farmers after identifying the farmers’ training needs”.

B. Situational Challenges
These are the challenges associated with the infrastructure and resources such as finance and time. Study participant explained that there are no training institutions in their villages, hence it is inconvenient for them to leave their farming activities and travel in order to attend training. However, travelling requires money and time. Many training institutions are found in urban areas. Farmers are denied rights of adult learning because farmers’ success requires new knowledge and skills which will be obtained from the training.

The acute challenge of smallholder farmers is poverty and lack of resources (Misaki, et al., 2015). The interviewed participants face a similar challenge which hinders their full participation and access to training due to lack of money to pay for training and transport.

Time was another challenge explained by study participants to allocate time for learning and time for other tasks. They are too busy to leave their farming activities and attend training.

C. Intentional Challenges
These are the challenges embedded in farmers’ themselves, including problems associated with the intention, willingness or interest to attend entrepreneurship training, patience and confidence. According to Huang (1989), Chen (1999) and Kao (2007/2009), after schools most people think that learning is unnecessary, so they tend to take no interest in it. Other people in some age may have doubts in their learning ability and show lack of confidence. The study participants revealed they are not interested in learning as they have enough experience obtained from their elders in farming practices which suffice the running of their farming business. One participant said: “I have attended training and started applying the skills and knowledge acquired from the training. Thanks to God that I got many oranges, but
challenge is a lack of customers and lack of orange processing industries. My oranges rot in the farm, what is the benefit of the training?"

D. Informational Challenges
These are associated with lack of advertisements or insufficient information to farmers when training opportunities are provided. Farmers live in remote areas where most of them have limited access to media. The study participants explained that they rely much on extension officers for training and information, but the challenge is, communication with extension officers is rare. Research data shows that information exchange between extension officers and farmers was inefficient and jeopardized farmers’ access to entrepreneurship training. Thus, this could be one potential for information and communication technology, which will make the information exchange and even the training more efficient and automated.

E. Social Challenges
These are challenges associated with the social issues like society’s support and the roles farmers play in the community, culture, etc. Many of the farmers interviewed were women who have multiple roles in the society. The study participants, especially women, are loaded with many roles which deprive their participation in training. They have farming activities, housework to do, children/family to attend and sometimes their husbands prevent them to attend training. Some male participants were found with excessive alcohol consumption that could lead to disinterest in attending the training. In some cases, a few participants expressed lack of community support when a farmer has to attend training by being assisted his/her tasks by family members as explained by one participant: “I got an opportunity to attend entrepreneurship training in Tanga, my husband did not allow me to go. He told me to take care of my father-in-law who visited us. So, I lost that opportunity”.

These results reveal a lot of challenges and areas that require further detailed research in order to understand various aspects in-depth as the aim of this study was to explore and give insights of the challenges facing farmers in accessing entrepreneurship training.

iii) The Strategies on how to Overcome the Identified Challenges
The study participants explained various strategies in order to overcome the identified challenges which are presented according to the themes hereunder:

A. Institutional
The issue of national entrepreneurship training agency or framework were straight directed to the government in collaboration with the stakeholders to work on it if they really want to realize the vision of becoming a medium income country. The focus should be put on training farmers and inculcating the entrepreneurial spirit in order to enhance rural economy.

The use of information and communication technology (ICT) was another strategy revealed by study participants. One farmer said: “If we can learn through the radio or the internet using our mobile phone instead of the traditional way of face-to-face teaching and learning approach, there would be no time and transport problems as well as the issues of unqualified trainers or unsuitable teaching methods will be alleviated. The government and training
Another strategy expressed by participants was identification of farmers’ training needs so as to produce appropriate contents as per the farmers’ needs. Care must be taken in course design, the choice of teaching materials and methods, teaching attitude and environment to fit rural farmers’ needs. Entrepreneurship trainers should be professional who are experts in facilitating adult learning and strengthen a professional relationship of mutual respect between a learner and a trainer leading to farmers’ interest and confidence in learning.

**B. Situational**

Due to unavailability of the training institutions in rural areas, participants advised the strategy of adapting distance teaching and learning approach using ICT tools like the radio, television, connected computers and mobile phone as a solution to distance, transportation and time problems.

**C. Intentional**

On the side of the farmers’ intention, participants proposed more awareness and inspirations given to farmers by having role models among them who have accessed and applied entrepreneurship training and become successful. Role models would be good trainers for farmers.

Another strategy revealed by the participants is to teach what is needed by farmers. Satisfying their need would be an incentive for them to appreciate the importance of training and its benefits to them. Guidance and consultations could also assist farmers to eliminate intentional challenges and build up confidence of farmers in learning.

The author of this paper believes that intentional is the greatest challenge facing farmers in accessing entrepreneurship training. The experience shows that, sometimes the training is available and even for free in their villages, but still the attendance, participation and application of the knowledge and skills acquired is a problem. This might be caused by a culture and slowness to change. In order to get a root cause of this problem a further research is needed on what causes farmers disinterest in learning and attending training? If intentional challenge is overcome, then all other challenges would not be that difficult to overcome.

**D. Informational**

The strategy for the information challenge expressed by participants includes the use of proper communication channels for rural farmers. Institutions which provide training should not only depend on communication media like the radio, television and publications, they should also utilize local channels like using village leaders and extension officers in disseminating information to potential trainees.
E. Social
On the issue of conflicting roles, the strategy explained by participants was to adapt technology enhanced approach in teaching so that farmers can learn on their own time and place. Another strategy given was to extend the society’s support and encouragement so that farmers could have time to attend training. The society should embrace change for development by attending the training and applying the knowledge and skills acquired from the training.

The summary of the findings is as shown in table 2 below.

<table>
<thead>
<tr>
<th>s/n</th>
<th>Theme</th>
<th>Main issues found</th>
<th>How to overcome the challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Extent of entrepreneurship training access</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extent of access</td>
<td>Low access to entrepreneurship training</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Challenges facing farmers in accessing entrepreneurship training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Institutional challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of national regulatory agency for entrepreneurship training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unattractiveness of entrepreneurship training programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Limited choice of training schedules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unqualified trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unsuitable teaching methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Establish the national entrepreneurship training agency or framework for farmers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The use of ICT in teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conduct farmers’ training needs assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Situational challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of resources like money, time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Poor infrastructure like transport problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Adopt distance learning using ICT enhanced approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intentional challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of appreciation of the benefits of training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Doubts in learning ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Increase awareness and inspiration through role models</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Training should consider the farmers’ needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informational challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of advertisements or insufficient information about availability of the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use appropriate communication channels which are context specific</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conflict of roles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lack of community support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Slowness to change</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of multi-media teaching approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Extend society’s support and encouragement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Conclusion and Recommendations
The study was on the challenges facing orange farmers in Muheza, Tanzania on accessing entrepreneurship training. Sixty farmers and six agricultural and extension officers were selected using cluster and random sampling techniques. The extent of farmers’ entrepreneurship training access is low due to various challenges. The challenges were categorized into institutional, situational, intentional, informational and social. The strategies
to overcome the identified challenges included; the establishment of farmers’ training needs in order to determine the course contents and design, teaching and learning methods which is appropriate for farmers; the use of ICT tools in teaching and learning process in order to facilitate access to many farmers was also among the strategies outlined; the provision of guidance and consultation in order to inspire and motivate farmers to participate in learning; and the provision of society’s support and encouragement for accepting change by attending and applying knowledge and skills acquired from the training.

From the study findings, it was recommended that;

- Appropriate national entrepreneurship training agency or framework for farmers should be developed by addressing the identified challenges that hinder entrepreneurship training access to farmers.
- The government in collaboration with stakeholders should ensure access of capacity building to farmers as an important economic group in realizing the country’s transformation agenda of becoming an industrialized country through farming activities.
- Extension and agricultural officers should be properly trained and provided with all necessary technological packages required to teach and guide farmers on accessing and utilizing entrepreneurship knowledge and skills acquired through the training
- Farmers should embrace change by accepting to attend entrepreneurship training and using the knowledge and skills acquired for their economic development.

References


Huang F. (1989); Adult Psychology and Learning, Shita Bookstore, Taipei

ILO (2011); Rural Development through Decent Works, Skills for Development, Rural Policy Briefs, International Labor Office, Geneva


Lackeus, M. (2013), Developing Entrepreneurial Competences: An Action-Based Approach and Classification in Entrepreneurial Education,


Montpellier Panel Report (2014); Small and Growing Entrepreneurship in African Agriculture; Agriculture for Impact


Spence, M. (1973); Job market signalling, Quarterly Journal of Economics 87(3) 355-375


