sustainability

MDPI

Article

Factors Affecting Entrepreneurship of Somali Students Studying Agriculture

Kalif Mohamud Farah [1] and Yavuz Taşcıoğlu [2,*]

[1] Ministry of Agriculture & Irrigation, KM4 Street, Hodan, Mogadishu 970261, Somalia
[2] Faculty of Agriculture, Department of Agricultural Economics, Akdeniz University, Antalya 07058, Türkiye
* Correspondence: ytascioglu@akdeniz.edu.tr

Abstract: The present study investigated the factors that affect the post-educational agricultural sector entrepreneurship of Somali university students studying agriculture in Turkey. The study data were obtained via an online survey from 77 Somali students carrying out their undergraduate and graduate education. The factor analysis technique was used for the analysis of the data. The hypothesis question of the research was "What are the factors affecting the entrepreneurship of individuals who receive agricultural education?". The factors; i. Ensuring the structural change of Somalia's economic structure, agricultural sector, and rural areas, ii. Having information about production costs and marketing in the agricultural sector in Somalia, iii. Being an entrepreneur and risk-taking in the agricultural sector in Somalia, iv. Being an entrepreneur in rural areas in Somalia and being able to benefit from support, v. Entrepreneurship in the agricultural sector in Somalia, the ability to invest in the agricultural sector, and having a business idea, vi. Availability of national and international support to the agricultural sector in Somalia, vii. Having entrepreneurship ideas in rural areas in Somalia, and viii. Increasing youth participation in the Economy and agriculture sector in Somalia was determined to be effective. Entrepreneurial activity is linked to the social structure and should be supported by education. The entrepreneurial willingness of young people, especially in higher education, will positively affect the economic structure of countries regarding the development and sustainability of the agricultural sector.

Keywords: entrepreneur; agriculture; education; Turkey; Somalia

check for updates

Citation: Farah, K.M.; Taşcıoğlu, Y. Factors Affecting Entrepreneurship of Somali Students Studying Agriculture. *Sustainability* **2023**, *15*, 8346. https://doi.org/10.3390/su15108346

Academic Editor: Bruce Morley

Received: 9 March 2023
Revised: 17 May 2023
Accepted: 18 May 2023
Published: 21 May 2023

Copyright: © 2023 by the authors. Licensee MDPI, Basel, Switzerland. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Somalia is a country with geographical challenges. The climate is dry and hot. The inhabitants of Somalia have difficult living conditions due to its geographical and climatic structure. Most of the country has a flat topography except for the mountainous coastal region in the north and a few major river valleys. Most Somalian people lead a nomadic lifestyle due to pastoralism [1].

According to the 2014 census of the Government of Somalia and the United Nations (U.N.) Population Estimation Survey, the population of Somalia is 12.3 million. Like many countries in sub-Saharan Africa, it mainly consists of a young population. It is estimated that 75% of the population is under the age of 30, of which about 50% is under the age of 15. In the survey study of the Somali National Bureau of Statistics called "Somali High-Frequency Research" in 2017–2018, 50% of the population lives in the urban areas (only 10% in the capital Mogadishu), 26% lives as nomads due to animal husbandry activities and the remaining 24% lives as semi-nomadic due to both plant and animal production activities.

The agricultural sector is the most crucial sector of the Somali economy [2]. The share of the agricultural sector in gross domestic product (GDP) is approximately 75%, and its share in total exports is 93% [3]. The livestock, crop, and fishery subsector are the three main subsectors of the agricultural sector in Somalia [4]. Somalia was a self-sufficient country in terms of grain production at the end of the 1980s. However, the

civil war in 1990 negatively affected the production. The drought in early 2015 caused some of the country's population to face hunger. The urgent need for food aid has spread to about half of the country's population due to the lack of rainfall in late October 2017. Food security has improved, and the risk of famine has decreased, thanks to continued large-scale humanitarian aid and heavy rain during the October–December 2017 season. Despite the challenges faced over the past three decades, the livestock and crop sub-sectors remain Somalia's primary sources of economic activity, employment, and exports. It is critical to the economic recovery and long-term development of Somalia. The country's vast landmass has several agroecological regions supporting expanded and more efficient production for domestic and export markets. Large areas are suitable for grazing and forage production for livestock. Areas with fertile alluvial soils are suitable for basic cereals, oilseeds, legumes, and horticultural crops. Moreover, despite the potential for aquaculture, thanks to Somalia's long coasts, coastal fisheries remained small-scale and artisanal [5].

As per Oxford Languages, sustainability refers to the act of preventing the exhaustion of natural resources in order to maintain a harmonious ecological state. In simpler terms, it means that it is not viable to create a single product while depleting a resource that cannot be replenished quickly enough. Resources should ideally be replaced at a rate equivalent to their consumption. The concept of sustainability encompasses three key elements: the economy, society, and the environment. To be sustainable, it is essential to ensure the well-being of the environment. Society relies on the environment for sustenance and operates within an economy that is also influenced by the state of the environment. For an economy to be considered adequate, it should have positive social impacts and strike a balance between resource consumption and the availability of resources [6]. Currently, the significance of sustainability is heightened within the agricultural sector and the agricultural economy of less developed nations. This is primarily due to the relatively substantial contribution of the agricultural sector to the overall national economy in these countries. Nonetheless, the notion of sustainability holds a prioritized status in the agricultural sector, akin to other sectors across all nations.

In the context of Somalia, the sustainability of the nation's economy is intricately intertwined with the agricultural sector. As such, economic and environmental sustainability, as components of the broader sustainability concept, are directly correlated with the agricultural industry. Economic sustainability in the agricultural sector is contingent upon ensuring people's access to food without apprehension, while environmental sustainability hinges upon the conscientious preservation and judicious utilization of natural resources involved in food production. The harmonious integration of these two factors contributes to the advancement of Somali agriculture and, consequently, the economy. In terms of sectoral progress, fostering and promoting entrepreneurial activities hold considerable significance within the country.

The problems in Somalia's infrastructure and construction sectors and its dependence on imported petroleum products are the most critical negativities affecting the national economy. On the other hand, the country is one of the important trade centers of East Africa, receiving financial development assistance from the international community in various fields. A "National Development Plan" has been prepared with the support of international organizations. Utilization of these advantages can change the national economic structure of Somalia. This change can be achieved at a micro-scale. This change at a micro-scale is possible by supporting entrepreneurial activity. Especially in Somalia, with the high share of the agricultural sector in the national economy, it is rational to start the change from this sector. However, the potential of the country's agricultural sector cannot be utilized sufficiently and to the desired extent. With the utilization of this potential, it is expected that entrepreneurship activity will spread throughout the country and contribute to the agricultural sector and rural areas, especially the economic structure.

Effective higher education is essential in developing the human capital necessary for a nation's growth. There is a direct link between education and development. There are different definitions of development, and one of these definitions is "to reveal human

potential". The most basic way to reveal human potential is through education. In the context of this paper, this education is a more specialized higher education process. The education received in higher education will ensure the development of human capital. However, in some sources, it is thought that the degree obtained from a higher education institution does not support social development [7], and the necessary knowledge and skills will be provided with practice and business life. As an applied science, agriculture is a sector where knowledge, skills, experience, and talents are used together. These facts are essential in entrepreneurship.

Entrepreneur combines their knowledge in their field with a business idea, use business intelligence, evaluate opportunities, follow and applies innovations, and take risks. An entrepreneur should have a leader's spirit and human relations at the forefront, should be able to use initiative, have planning and organizational skills, and be courageous. Entrepreneurship is the activity of individuals establishing and managing their businesses, and the state provides both material and moral support for this. Cantillon, who first used entrepreneurship, divided economic actors into three groups: entrepreneurs, landowners who support entrepreneurship, and workers. He defined the entrepreneur as "the individual who coordinates and decides on the sector in which they operate or will operate when conditions are uncertain" [8].

Numerous studies have been carried out on entrepreneurship. These studies and their aims are as follows; Sabuhilaki (2016) discussed the social factors affecting entrepreneurship based on the comments and views of entrepreneurship science thinkers [9]. Olowa et al. (2015) aimed to determine the factors affecting entrepreneurship development in small and micro-agricultural enterprises [10]. Başol (2019) developed a general definition of entrepreneurship, its significance was emphasized, and the characteristics, benefits, drawbacks, and influencing factors that should be present in an entrepreneur were explained by examining its types. In the study, the factors affecting university students' being entrepreneurs were examined [11]. Esmer and Gıdık (2020) aimed to determine the entrepreneurial tendencies of the students studying in the organic agriculture program in the agricultural sector [12]. Ağızan and Bayramoğlu (2018) revealed the factors affecting the entrepreneurship of the operators through interviews with 98 agricultural operators [13]. Shiri et al. (2013) aimed to investigate the factors affecting agricultural students' entrepreneurial motivation at Razi University [14]. Sargani et al. (2019) aimed to evaluate the influence of personality traits on entrepreneurial intentions among agricultural graduates' profession choice in agriculture as a self-employment avenue to become an entrepreneur in the future [15]. Sargani et al. (2020) evaluated the effect of personality traits of Sindh Agricultural University (SAU) Pakistan and Huazhong Agricultural University (HZAU) graduate students on their agricultural profession choices and entrepreneurial intentions [16]. Bednarikova et al. (2020) investigated the factors that affect the intentions of university students in Siberia to start a business under certain conditions after communism [17]. Sethu (2012) determined the entrepreneurship characteristics of Indian University students and compared them with international averages [18]. Dollisso (2010) evaluated the perceptions, entrepreneurial tendencies, and interests of high school agriculture teachers about entrepreneurship [19]. Rachman et al. (2020) examined the factors influencing entrepreneurial orientation, focusing on agricultural university students [20]. Aliabadi and Gholamrazai (2017) estimated the variables that affect the tendency of agricultural extension and education students studying at Ali Sina University to start SMEs [21]. Rezaee et al. (2020) developed a green entrepreneurship model in the agricultural sector [22]. Afsharzadeh et al. (2015) examined the effect of psychological characteristics on the entrepreneurial intentions of agriculture and natural resources students studying at Razi University in Kermanshah. The factor analysis technique was used to analyze the data [23]. Olumuyiwa et al. (2023) investigated the factors affecting the acquisition of entrepreneurial skills among rural university students in Nigeria and South Africa [24]. Thephavanh et al. (2023) investigated the perceptions of 74 young agricultural entrepreneurs in Laos, a country with a young and highly rural population, about the institutions and support functions

that enable or constrain agricultural entrepreneurship [25]. Walidayni et al. investigated the direct effect of vocational high school students' value co-creation on their entrepreneurial intention and the mediating role of the quality and satisfaction of entrepreneurship education [26]. Rakicevic et al. formulated a model for the impact of entrepreneurship education on social entrepreneurial intention based on human capital theory [27].

Numerous studies were conducted addressing different perspectives on entrepreneurship. However, studies have yet to be conducted to determine the willingness of Somali students who received agricultural education in Turkey to become entrepreneurs. Therefore, the main objective of this research was to determine the factors affecting the willingness of Somali university students studying in agricultural faculties in Turkey to become entrepreneurs and invest in the agricultural sector in which they were educated when they returned to their country after graduation.

The scope of this study encompasses several key aspects. Firstly, it provides detailed explanations regarding the procedures employed for data collection and analysis. Additionally, a comprehensive theoretical evaluation of the analysis techniques utilized in data analysis is presented. Moreover, the study thoroughly examines the qualitative and quantitative findings derived from the research, leading to a comprehensive discussion. Finally, the study concludes by evaluating and providing recommendations based on the aforementioned results.

2. Materials and Methods

2.1. Materials

The primary material of the study comprised secondary data obtained from studies conducted at the international level and primary data obtained through questionnaires with Somali students studying at Agricultural Faculties in Turkey.

In the study, the total number of Somali students studying Faculties of Agriculture in Turkey was 77. The complete census method was adopted in the study, and the data were collected by online survey method since the students were in different provinces. The questionnaire consisted of two parts, the section with the personal demographic characteristics of the students and the section with questions in the form of a five-point Likert scale, where the necessary judgments for the analysis were used to focus on the research purpose. The scoring system in the five-point Likert scale, which is frequently used in academic studies, is as follows: Strongly agree (5 points), Agree (4 points), Neither agree nor disagree (3 points), Disagree (2 points), and Strongly Disagree (1 point).

Of the Somali students, 3.4% receive scholarships from individuals, 6.9% from the private sector, and 89.7% from the Turkish Presidency for Turks Abroad and Related Communities Institution.

The Institution of Presidency for Turks Abroad and Related Communities of Turkey aims to work with citizens living abroad and find solutions to their problems, to develop social, cultural, and economic relations with cognate and related communities, and to carry out activities for these communities.

2.2. Methods

In the analysis of the data obtained in the present study, simple descriptive statistics and factor analysis were employed to determine the factors affecting the entrepreneurial activity of the students. The general purpose of factor analysis is to express the information available in many actual variables in smaller dimensions (factor variables) and to reveal the factor structure represented by the variables. Factor Analysis is a multivariate method that reveals variables' dependency structure. To obtain the data to be used in the analysis, the ordinal (five-point) Likert scaling technique was utilized.

Factor Analysis is a multivariate statistical analysis that presents data meaningfully and concisely by considering the relationships between data. The analysis investigates the interdependence between variables. The main assumptions of the analysis are that the matrix obtained from the data is not divided into sub-matrices of the criteria and pre-diction

variables before the analysis and the linearity of the relationship between the variables. The analysis is also defined as a data reduction technique. It consists of determining the number of factors and naming and interpreting each factor. The present study analyzed the factors that affect and may affect students who become entrepreneurs in their countries after receiving agricultural education.

3. Results

The socio-demographic and factor analysis findings obtained in the study are presented below.

Of the students, 6.5% were female and 93.5% were male.

Furthermore, 16.9% of the students' agricultural structures and irrigation, 15.6% in agricultural economics, 15.6% in horticulture, 14.3% in plant protection, and 37.6% in different faculty departments.

Of the students, 46.8% had an MSc degree, 19.5% had a PhD, and 33.8% had a bachelor's degree.

The shares of the students regarding the family structure and their thoughts on entrepreneurship are given in Table 1.

Table 1. General and entrepreneurial characteristics of the students.

Shares of the General Structure of Student Families	Percent (%)
- The number of siblings of 7 or more students	68.8
- The number of siblings who read 4 or more	68.9
- Share of illiterate mothers	51.9
- Share of illiterate/primary school fathers	57.2
Shares of students' thoughts on entrepreneurship	**Percent (%)**
- Share of students with an entrepreneurial personality	92.2
- Share of students with business ideas	59.7
- Share of students who want to start a business	96.1

For factor analysis, the R-type matrix technique was used, which affects students' willingness to be entrepreneurial and to invest.

Moreover, Bartlett's test and KMO ratios were taken into consideration in the creation of correlation matrices.

Reliability analysis was conducted in the study, and Cronbach's Alpha value was calculated as 0.995, and since it was close to 1, the data in the questionnaire study were found reliable. The KMO test comparing the relationship between the observed and partial correlation coefficients was calculated as 88.1% (0.881) (Table 2). Since this value was higher than 0.50, the data set was considered at a reasonable level for factor analysis.

Table 2. KMO and Bartlett's test.

Kaiser–Meyer–Olkin Measure of Sampling Adequacy.		0.881
Bartlett's Test of Sphericity	Approx. Chi-Square	248.605
	Df	77
	Sig.	0.000

The statistical results regarding the eigenvalues and partial and cumulative variance criteria that reveal the initial solution of the factor analysis are given in Table 3. The 50 variables subject to entrepreneurship were reduced to eight factors. The first factor explains 24.34% of the total variance, the second factor explains 37.20% of the total variance, the

third factor explains 45.14% of the total variance, the fourth factor explains 52.12% of the total variance, the fifth factors explain 57.03% of the total variance, the sixth factor explains 61.58% of the total variance, the seventh factor explains 65.48% of the total variance and the eighth factor explains 69.13% of the total variance.

Table 3. Initial solution statistics of factor analysis.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotate Sums of Squares Loadings		
	Total	Variance (%)	Cumulative %	Total	Variance (%)	Cumulative %	Total	Variance (%)	Cumulative %
1	12.171	24.342	24.342	12.171	24.342	24.342	9.223	18.445	18.445
2	6.427	12.854	37.196	6.427	12.854	37.196	5.82	11.641	30.086
3	3.974	7.949	45.144	3.974	7.949	45.144	4.715	9.43	39.516
4	3.487	6.975	52.119	3.487	6.975	52.119	4.415	8.83	48.345
5	2.457	4.914	57.033	2.457	4.914	57.033	2.922	5.844	54.19
6	2.274	4.547	61.58	2.274	4.547	61.58	2.729	5.458	59.647
7	1.952	3.903	65.483	1.952	3.903	65.483	2.452	4.903	64.551
8	1.823	3.646	69.130	1.823	3.646	69.13	2.289	4.579	69.130

The results of the confidence analysis of the factors affecting students to be entrepreneurs in agriculture were also examined in the study. According to the analysis, Cronbach's Alpha values of the factors were found to be 80.1%, 82.3%, 76.4%, 76.3%, 75.4%, 77.6%, 72.3%, and 82.4%, respectively. These values showed that the reliability of the factors obtained through the study was sufficient. The factor analysis rotation solution for the factors affecting entrepreneurship is given in Table 4.

Table 4. Rotation solution of factor analysis.

	Variables	Component							
		1	2	3	4	5	6	7	8
F1a	Improving the agricultural structure, integrating agricultural production with industry, reducing unemployment, and preventing migration.	0.864							
F1b	The agriculture sector can be supported in Somalia.	0.856							
F1c	The agriculture sector is one of the critical sectors of Somalia.	0.801							
F1d	It is necessary to contribute to the Somali economy.	0.780							
F1e	Having business ideas related to the agricultural sector.	0.756							
F1f	I can communicate with people working in the agriculture sector.	0.710							
F1g	Entrepreneurship activity in agriculture is an opportunity.	0.684							
F1h	Improving infrastructure in rural areas, increasing access to education and health services, and protecting and using natural resources and the environment.	0.667							
F1i	Due to the economic structure.	0.659							
F1j	I need to invest in Somalia.	0.612							
F1k	I can more easily adapt to innovations in the agricultural sector.	0.604							

Table 4. *Cont.*

	Variables	Component							
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
F1l	Promote employment in Somalia.	0.600							
F1m	I have business ideas for rural areas in Somalia.	0.490							
F1n	Effective communication and adaptability in human relations are crucial in entrepreneurship in agriculture.	0.488							
F2a	I have knowledge about local markets.		0.819						
F2b	I have knowledge of agricultural marketing methods.		0.815						
F2c	I have knowledge about the production costs of agricultural products.		0.805						
F2d	I have knowledge about the marketing techniques of agricultural products.		0.734						
F2e	I have knowledge about agricultural sector markets.		0.724						
F1f	I have knowledge about foreign trade practices in the agricultural sector.		0.628						
F2g	People around me support me to be an agricultural entrepreneur.		0.357						
F2h	People in my family support me to be an agricultural entrepreneur.		0.356						
F3a	I do not have the ability to influence people working in the agricultural sector.			0.750					
F3b	I can take risks in the agricultural sector.			0.703					
F3c	I can follow innovations in the agricultural sector.			0.660					
F3d	I am not open to innovations and changes in agricultural entrepreneurship.			0.639					
F3e	I can take responsibility in the agriculture sector.			0.629					
F3f	I have knowledge about the agricultural sector.			0.578					
F3g	I have more skills in the agriculture sector.			0.472					
F3h	Somalia needs to have a strong economy.			0.459					
F4a	Declining agricultural investment in Somalia is due to conflicts in fertile land.				0.771				
F4b	The credit system for banks in Somalia is very difficult for young entrepreneurs.				0.767				
F4c	Reawakening interest in rural Somalia.				0.702				
F4d	Support for rural entrepreneurship in Somalia.				0.637				
F4e	There are many factors affecting women's entrepreneurship in Somalia.				0.592				
F4f	Support for rural areas in Somalia.				0.515				
F4g	Employment of young people in rural areas, training them in professions and their contribution to the economy as entrepreneurial individuals.				0.338				
F5a	Willingness to invest in the agricultural sector.					0.394			
F5b	Entrepreneurship in agriculture means realizing different ideas.					0.598			
F5c	Economic benefit and high earnings.					0.549			
F5d	There are many business ideas for the agriculture sector in Somalia.					0.543			
F5e	I do not want to benefit from international support for the agriculture sector in Somalia.					0.506			
F5f	There are many activities related to the agriculture sector in Somalia.					0.428			
F6a	Not having an education in the agriculture sector.						0.798		
F6b	There is national support for the agriculture sector in Somalia.						0.749		
F6c	There is international support for the agriculture sector in Somalia.						0.694		
F6d	I do not want to benefit from national support for the agriculture sector in Somalia.						0.192		

Table 4. *Cont.*

	Variables	Component							
		1	2	3	4	5	6	7	8
F7a	I have entrepreneurial ideas for rural entrepreneurship in Somalia.							0.612	
F7b	I have the courage for entrepreneurial activity in agriculture.							0.543	
F8a	Young people are valued more effectively in preparing economic and agricultural policies in Somalia.								0.650

Factor Loadings and factor name suggestions are presented in Table 5.

Table 5. Factors, Share of Variance, Factor Loading, and Factor Names.

Factor No	Share of Variance (%)	Factor Loadings	Factor Names
Factor 1	24.3	F1a, F1b, F1c, F1d, F1e, F1f, F1g, F1h, F1i, F1j, F1k, F1l, F1m, F1n	Ensuring the structural change of the economic structure, agricultural sector, and rural areas in Somalia
Factor 2	12.8	F2a, F2b, F2c, F2d, F2e, F1f, F2g, F2h	Having knowledge about production cost and marketing in the agricultural sector in Somalia
Factor 3	7.9	F3a, F3b, F3c, F3d, F3e, F3f, F3g, F3h	Being an entrepreneur and risk-taking in the agricultural sector in Somalia
Factor 4	6.9	F4a, F4b, F4c, F4d, F4e, F4f, F4g	Being an entrepreneur in rural areas in Somalia and being able to benefit from support
Factor 5	4.9	F5a, F5b, F5c, F5d, F5e, F5f	Entrepreneurship in the agricultural sector in Somalia, the ability to invest in the agricultural sector, and having a business idea
Factor 6	4.5	F6a, F6b, F6c, F6d	Availability of national and international support to the agricultural sector in Somalia
Factor 7	3.9	F7a, F7b	Having entrepreneurship ideas in rural areas in Somalia
Factor 8	3.6	F8a	Increasing youth participation in the Economy and agriculture sector in Somalia

The statistical results of the factor analysis initial solution are given in Table 3. In line with the eigenvalue, variance, and additive variance criteria obtained in the analysis, the variables were grouped under three factors. The three main factors identified in the analysis explain 65.77% of the total variance. Evaluating the weight of each factor in the total variance value, the first factor explains 25.45% of the total variance, the second factor 20.45%, and the third factor 19.87%.

4. Discussion

According to the results obtained in the study, the first factor, according to the factor loadings, was named "Ensuring the structural change of the economic structure, agricultural sector and rural areas in Somalia". Entrepreneurship activity is directly related to the economic structure. The functioning and confidence in the economic structure enable both domestic and foreign investors in all sectors of the economy and, thus, entrepreneurs to be included in the economic structure. Ensuring the functioning of the economic structure encourages investors and entrepreneurs. In this framework, structural arrangements to be made in the agricultural sector, the most critical sector in the Somali economy, and economic structure in the rural areas, the field of activity of the agricultural sector, will encourage individuals to invest. This factor affecting Somali students studying in agricultural faculties

in Turkey to become entrepreneurs is directly related to the changes and regulations to be made in the economic structure, agricultural sector, and rural areas.

The second factor was "Having knowledge about production cost and marketing in the agricultural sector in Somalia". Another critical element of being an entrepreneur is having information about the production and market structure of the sector to be invested in and directing the investment according to this structure. In this context, one of the factors affecting students' entrepreneurship in investing in the agricultural sector is their knowledge of the agricultural sector's production costs and marketing dimensions. Directing production according to production costs and creating marketing strategies according to market demands is an essential part of success in entrepreneurship.

The third factor was "Being an entrepreneur and risk-taking in the agricultural sector in Somalia". Risk-taking is one of the essential elements of entrepreneurship. There is a vital link between entrepreneurship and risk-taking. In this context, being an entrepreneur and risk-taking in the agricultural sector is seen as another factor affecting entrepreneurship among students.

The fourth factor was "Being an entrepreneur in rural areas in Somalia and benefitting from support". Entrepreneurship activity is directly related to capital. Capital is important in the development of economic structure and in making investments. Although the equity capital dimension of capital is a different issue, in economically underdeveloped countries, the lack of capital prevents investment and entrepreneurship, especially the lack of equity capital. In this context, countries try to revitalize the existing sector by supporting all sectors of the economy from time to time. Students think that the supports made to the agricultural sector are essential to entrepreneurs and that they can become entrepreneurs by increasing their equity capital with the support they will receive from the state.

The fifth factor was "Entrepreneurship in the agricultural sector in Somalia, the ability to invest in the agricultural sector and having a business idea". Students want to work in the agricultural sector because they are educated in agricultural faculties. In this context, it is a natural process for students to be entrepreneurs in their country's agricultural sector, invest in the agricultural sector, and have business ideas in the sector in which they are generally educated. Forming a business idea is the first phenomenon of entrepreneurial activity, as accepted by the students.

The sixth factor was the "Availability of national and international support to the agricultural sector in Somalia". Somali farmers do not receive sufficient assistance from the government and foreign organizations. Although the agricultural sector is the primary sector of the Somali economy, the development of the sector needs to be ensured with the support of the current government(s). Economic conditions affect Somalia's agricultural structure and restrict modern production techniques' use. In cases where equity capital is insufficient, the sector's elements want to continue their production primarily by benefiting from government support and incentives. The development of sectors is directly related to support to a certain extent. The basic logic of support is to revitalize the existing sector to provide opportunities to entrepreneurs and managers. In this framework, students stated that national and international supports affect entrepreneurship in the agricultural sector.

The seventh factor was "Having entrepreneurship ideas in rural areas in Somalia". Students have entrepreneurship ideas for rural areas in Somalia. However, these ideas cannot be turned into action for many reasons, such as transportation, security, insufficient public services, etc. Challenges need to be eliminated for business ideas to turn into action. Investments to be made in rural areas will affect and increase entrepreneurship. Rural development activities are not only an economic change for those living in rural areas, but providing the necessary infrastructure is one factor that encourages entrepreneurship. Students stated that entrepreneurial ideas for rural areas would be implemented with increased infrastructure works for rural areas.

The eighth factor was "Increasing youth participation in Somalia's economy and agriculture sector". Change in the economic structure is achieved through innovations. The fact that the youth have a sufficient say in changing the existing structure will accel-

erate this change. In this context, providing opportunities for young people to become entrepreneurs will contribute to the changes in the economic structure. Students think that to be an entrepreneur, privileges should be made for young people for both the economic structure and the agricultural sector and that it will be effective for young people to become entrepreneurs.

Entrepreneurial activity is directly related to the country's economic structure, depending on its location. The strong and dynamic economic structure supports the implementation of entrepreneurial activity. Along with the economic structure, especially technical education strengthens the existence of entrepreneurship. Technical education is generally carried out in higher education institutions. However, higher education institutions raise employers instead of job seekers for the current economic structure, positively affecting entrepreneurship. Doung has stated that, although entrepreneurship education does not directly affect entrepreneurial intention, it increases entrepreneurial intention through attitude towards entrepreneurship and perceived behavioral control [28]. Walter and Block have stated that there is no convincing empirical evidence that entrepreneurship education significantly contributes to business ventures [29]. Sanchez and Oosterbeek et al. found a positive relationship between entrepreneurship education and entrepreneurial intention [30,31]. In the present study, agricultural education shows an applied structure due to the structure of the agricultural sector and being an applied education model. This has caused it to show a different characteristic from the structure seen in individuals who have received entrepreneurship education. It is seen that a significant part of these students, especially those who receive agricultural education, have entrepreneurial personalities, and their willingness to start their businesses is again at a significant rate. This is due to the general structure of the agricultural sector.

Also, in some studies, family structure directs entrepreneurship differently. Schimperna et al. argued that the family structure positively and negatively affects entrepreneurship [32]. Lanphier and Carini argued that entrepreneurship is positively affected by increased financial support opportunities among family members [33]. In the present study, examining the family structure of the students, it was seen that they grew up in a large family, the number of siblings who were studying was high, and their parents had low levels of education.

5. Conclusions

The agricultural sector meets human needs in many fields, especially human nutrition. The contribution of the agricultural sector to total employment is significant, and this rate is higher, especially in underdeveloped and developing countries. As in other sectors, meeting the need for qualified human resources is vital in increasing the added value produced. This study focuses on agricultural employment and entrepreneurship at the level of less developed countries and Somalia. Since the agriculture sector is under the influence of nature, being an entrepreneur means meeting the risks and uncertainties related to nature. In addition, the country's geographical location, climate structure, and many factors require the entrepreneur in the agricultural sector to have different thinking skills from other sectors during and after the production process. The country's economic structure supports individuals to be entrepreneurs.

The most important contribution of education to individuals is to reveal their potential. The reflection of education on the individual is at a level that will affect the social structure and, therefore, the national structure. In underdeveloped and developing countries, individuals cannot reveal their potential because the education system cannot be provided to the desired extent. This creates a restrictive effect on the social and economic development of the agricultural sector of the countries. Therefore, the present study sought the answer to the question, "What are the factors that affect the entrepreneurship of individuals who receive agricultural education?". Within the framework of the hypothesis, the factors affecting the willingness of Somali university students studying in agriculture faculties to be entrepreneurs and invest in the agricultural sector were explained.

Accordingly, the economic structure of the country, the geographical and climatic structure of the rural area, the potential of the agricultural sector, the cost of production in agriculture, the presence and status of the national and international market, and the incentive and support elements for the area emerge as the determining variables. Moreover, focusing on the young population as the target audience in the agricultural sector should be considered a compelling dynamic in forming business ideas and entrepreneurship at the mass level. Therefore, it is considered beneficial to expand the transparency environment brought by the free market in the agricultural sector to realize reforms to transform the agricultural sector in underdeveloped countries. The fact that the entrepreneurial willingness and potential of young entrepreneur candidates who receive education at the university level are different brings up the variation in target audience-oriented marketing policy tools. Here, the development and sustainability of the sector need to bring the young population, who has the willingness to agricultural entrepreneurship, to the agricultural employment process. In underdeveloped countries, public incentives and support for young people with high education levels to become agricultural entrepreneurs are considered necessary and beneficial.

Regarding the traceability of the process, it is deemed necessary to follow the employment process following the graduation of international students at universities where international education is provided. At this point, improving communication with students at the universities in question will be necessary, as establishing a network system that ensures feedback.

Author Contributions: Conceptualization; K.M.F. and Y.T.; methodology; K.M.F. and Y.T.; software; K.M.F. and Y.T.; validation; K.M.F. and Y.T.; formal analysis; K.M.F. and Y.T.; investigation; K.M.F. and Y.T.; resources; K.M.F. and Y.T.; data curation; K.M.F. and Y.T.; writing—original draft preparation; K.M.F. and Y.T.; writing—review and editing; K.M.F. and Y.T.; visualization; K.M.F. and Y.T. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: This study did not require ethical approval.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement: Not applicable.

Acknowledgments: We would like to thank the Presidency for Turks Abroad and Related Communities (YTB), Ministry of Culture and Tourism, Republic of Turkey for its contribution to the education of Kalif Mohamud Farah.

Conflicts of Interest: The authors declare no conflict of interest.

References

1. Britannica. Available online: https://www.britannica.com/place/Somalia (accessed on 20 August 2020).
2. The World Bank. Somalia Capacity Advancement, Livelihoods and Entrepreneurship, through Digital Uplift Project. Project Appraisal Document. 2019. Available online: http://documents.worldbank.org/curated/en/267241552269666297/pdf/ProjectAppraisal-Document-PAD-SCALED-UP-P168115-revised-February-26-201902262019-636878520441412199.pdf (accessed on 20 August 2020).
3. The World Bank. World Bank Group's First Strategy for Somalia to Support Inclusive Growth and Resilience. 2018. Available online: https://www.worldbank.org/en/news/pressrelease/2018/09/25/world-bank-groups-first-strategy-for-somalia-to-support-inclusivegrowth-and-resilience (accessed on 16 August 2020).
4. The World Bank. Somalia Drought Impact and Needs Assessment. 2018. Available online: https://www.undp.org/content/undp/en/home/librarypage/climate-anddisaster-resilience-/somalia-drought-impact-and-needs-assessment.html (accessed on 18 August 2020).
5. The World Bank. Rebuilding Resilient and Sustainable Agriculture in Somalia. 2023. Available online: https://documents1.worldbank.org/curated/en/803231522165074948/pdf/124653-Somalia-CEM-Agriculture-Report-Overview-English-Revised-July-2018.pdf (accessed on 1 May 2023).
6. Graf, R. "What-Does-Sustainability-Really-Mean?". Available online: https://rebeccagraf-63084.medium.com/what-does-sustainability-really-mean-23dd80e01cc6 (accessed on 16 May 2023).
7. Lauder, H.; Mayhew, K. Higher education and the labor market: An introduction. *Oxf. Rev. Educ.* **2020**, *46*, 1–9. [CrossRef]

8. Grebel, T.; Pyka, A.; Hanusch, H. An Evolutionary Approach to the Theory of Entrepreneurship. *Ind. Innov.* **2003**, *10*, 493–514. [CrossRef]
9. Sabuhilaki, B. Social Factors Affecting Entrepreneurship and Youth Employment. *Int. J. Hum. Cult. Stu.* **2016**, *3*, 1226–1236.
10. Olowa, O.W.; Olowa, O.A. Factors Affecting Entrepreneurship Development in Agribusiness Enterprises in Lagos State, Nigeria. *Global. J. Manag. Bus. Res. B Econ. Comm.* **2015**, *15*, 25–32.
11. Başol, M. The Effect of Entrepreneurship Properties of Students on Entrepreneurship Features Example of Düzce University. Master's Thesis, Düzce University, Düzce, Türkiye, 2019.
12. Esmer, Y.; Gıdık, B.A. Research on Determination of Agricultural Entrepreneurship Tendencies of Organic Agriculture Students. *Turk. J. Agric. Econ.* **2020**, *26*, 147–156.
13. Ağızan, K.; Bayramoğlu, Z. Determination of Factors Affecting Entrepreneurship in Agriculture: Konya Province Ereğli District Survey. *Kahramanmaraş Sütçü İmam Uni. J. Agric. Nature* **2018**, *22*, 294–305. [CrossRef]
14. Shiri, N.; Alibaygi, A.; Faghiri, M. Factors Affecting Entrepreneurial Motivation of Agricultural Students at Razi University. *Int. J. Agric. Manag. Dev.* **2013**, *3*, 175–180. [CrossRef]
15. Sargani, G.R.; Zhou, D.; Mangan, T.; Rajper, H. Determinants of Personality Traits Influence on Entrepreneurial Intentions Among Agricultural Students Evidence from Two Different Economies. *Eur. J. Bus. Manag. Res.* **2019**, *4*, 1–10. [CrossRef]
16. Sargani, G.R.; Zhou, D.; Raza, M.H.; Wei, Y. Sustainable Entrepreneurship in the Agriculture Sector: The Nexus of the Triple Bottom Line Measurement Approach. *Sustainability* **2020**, *12*, 3275. [CrossRef]
17. Bednarikova, Z.; Bavorova, M.; Ponkina, E. Entrepreneurial intention of agriculture undergraduates in Russia. *Agric. Resour. Econ.* **2020**, *6*, 5–22. [CrossRef]
18. Sethu, H.S. Study of Entrepreneurial Tendencies in Manipal University Students Based on GETT (General Entrepreneurial Tendency Test). *Voi. Res.* **2012**, *1*, 78–83.
19. Dollisso, A. Integrating Agricultural Entrepreneurship into High School Agriculture Curriculum. *J. Agric. Educ.* **2010**, *51*, 125–133. [CrossRef]
20. Rachman, H.; Wahyu, N.T.; Shadiqur, R.M. Analyzing factors affecting the entrepreneurial orientation of agricultural university students. *Russ. J. Agric. Socio-Econ. Sci.* **2020**, *97*, 186–193. [CrossRef]
21. Aliabadi, V.; Seymohhammadi, S.; Gholamrezai, S. The Role of Entrepreneurial Competencies to Tendency for SMEs Startup by the Students of Agricultural Extension and Education at Bu Ali Sina University, Iran. *Agric. Educ. Admin Res.* **2017**, *9*, 41–52. [CrossRef]
22. Rezaee, B.; Naderi, N.; Rostami, S. Developing a Green Entrepreneurship Model in Agricultural Sector (Case Study: Kermanshah County). *Environ. Educ. Sustain. Dev.* **2020**, *9*, 171–191. [CrossRef]
23. Afsharzadeh, N.; Papzan, A.H.; Farahnaz, R.; Piralidehi, F.G.; Pirmoradi, A. Study of Psychological factors Affected to the Intention of Student to Entrepreneurship (Case study Agriculture and Natural Resources Students Campus at Razi University in Kermanshah Province). *Int. J. Life Sci.* **2015**, *9*, 12–16. [CrossRef]
24. Olumuyiwa, O.A.; Kimweli, K.M.; Modise, M.A. Comparative Factors Influencing Entrepreneurial Skills Acquisition amongst Students in Rural Universities of Sub-Sahara Africa's Developing Nations. *Educ. Sci.* **2023**, *13*, 229. [CrossRef]
25. Thephavanh, M.; Philp, J.N.M.; Nuberg, I.; Denton, M.; Larson, S. Perceptions of the Institutional and Support Environment amongst Young Agricultural Entrepreneurs in Laos. *Sustainability* **2023**, *15*, 4219. [CrossRef]
26. Walidayni, C.T.; Dellyana, D.; Chaldun, E.R. Towards SDGs 4 and 8: How Value Co-Creation Affecting Entrepreneurship Education's Quality and Students' Entrepreneurial Intention. *Sustainability* **2023**, *15*, 4458. [CrossRef]
27. Rakicevic, Z.; Njegic, K.; Cogoljevic, M.; Rakicevic, J. Mediated Effect of Entrepreneurial Education on Students' Intention to Engage in Social Entrepreneurial Projects. *Sustainability* **2023**, *15*, 4606. [CrossRef]
28. Doung, C.D. Exploring the link between entrepreneurship education and entrepreneurial intentions: The moderating role of educational fields. *Educ. + Train.* **2022**, *64*, 869–891. [CrossRef]
29. Walter, S.G.; Block, J.H. Outcomes of entrepreneurship education: An institutional perspective). *J. Bus. Ventur.* **2016**, *31*, 216–233. [CrossRef]
30. Sanchez, J.C. The impact of an entrepreneurship education program on entrepreneurial competencies and intention. *J. Small Bus. Manag.* **2013**, *51*, 447–465. [CrossRef]
31. Oosterbeek, H.; Praag, M.V.; Ijsselstein, A. The impact of entrepreneurship education on entrepreneurial skills and motivation. *Eur. Econ. Rev.* **2010**, *54*, 442–454. [CrossRef]
32. Schimperna, F.; Nappo, F.; Marginalia, B. Student Entrepreneurship in Universities: The State-of-the-Art. *Admin Sci.* **2022**, *12*, 5. [CrossRef]
33. Lanphier, T.S.; Carini, R.M. A Process Evaluation of a Learning Community Program: Implemented as Designed? *Educ. Sci.* **2022**, *12*, 60. [CrossRef]

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of MDPI and/or the editor(s). MDPI and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.