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The Kebbi Journal of Agriculture and Natural Sciences has the sole aim of providing an intellectual platform and ideas for scholars, by promoting interdisciplinary studies related to agriculture and natural science through publishing the latest scientific research findings that are of direct policy implications and beneficial to the research community. Consequently, the journal covers all aspects of Crop Science, Animal Science, Agricultural Economics, Agricultural Extension and Rural Development, Food Science, Fisheries and Aquaculture, Biotechnology, Soil Science and Agricultural Engineering, Forestry and Environment, Wildlife, Agricultural Education, Agro-allied Industries as well as all Natural Science researches related to Agriculture.

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ANALYSIS OF GRADUATING STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS AGROPRENEURSHIP: EVIDENCE FROM SOUTH WESTERN AND NORTH CENTRAL NIGERIA

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ABSTRACT

The study examined student's perceptions, attitudes and participation in agropreneurship through Technical and Vocational Education and Training (TVET), with focus on household resources dependency. The study employed multistage procedure to extract necessary information from students using a well-structured questionnaire. The study was analysed using 5-likert rating scales with T-test. The result of the perceptions and attitudes statements indicated a significant and positive perception about agropreneurship recognizing it as an agribusiness venture with high prospects of success in Nigeria with a (mean=3.61, p-value of 0.000) was significant and ranked first while least perceived statement towards agropreneurship was that, students disagreed with the statement agropreneurship does not provide maximum profit and income with a (mean=2.30, p-value of 0.000). The results of household dependency also showed a high dependency of students on the statement that without household support they would not engage in agropreneurship with a (mean=4.72, p-value of 0.000) while the least ranked and insignificant statement that household farming experience motivates their participation remain undecided among students with a (Mean = 3.39, p-value = 0.892). The statement was insignificant. In conclusion, the study found out that agropreneurship had positive perception and attitudes towards Technical and Vocational Education and Training with high dependency on household resources among graduating students.

Key words: Agropreneurship, Household, TVET, Participation and Perception.

Introduction

Agriculture has been left in the hands of peasant farmers with less commercialization who employ traditional implements for most of their farm operations (Kansanga et al, 2019).

Nigeria agriculture can regain its potential by ensuring food security and relevance in the world agricultural economy through exportation, this can be achieved by engaging vibrant and educated youth who can utilized



modern technology that will lead to increased agricultural productivity. According to the International Milmi, (2018: Labor Organization ILO, 2015), youth agropreneurship could be the bridge to address the challenges of poverty and unemployment experienced by many young people especially in developing countries. One of the objectives of Agricultural Technical and Vocational Education and Training (ATVET) is to provide agricultural students with adequate self-reliant hands-on skills and knowledge in different areas of agricultural ventures (Mulugeta & Mekonen, 2016). This area of study has emerged as an entrepreneurial or vocational form of education, which aims at training students for professions in agriculture, and it now encompasses a wide range of agri-business or agripreneurship prospects in addition to traditional farming.

The term "agropreneurship" has gained popularity as the world's tends toward sustainable goals and this can be achieved through youth's innovation development and participation in vocational training that encourages sustainable agriculture and agropreneurial spirit exhibited by people who actively look for opportunities in the agricultural sector (Musa et al., 2021). These prospective agropreneurs boost agricultural productivity while also promoting rural economies and opening up job opportunities. Furthermore, there seems to be dwelling intentions of fresh and young graduates to launch agri-businesses or go into agropreneurship. The researcher argues that this condition may be attributed to numerous challenges facing Agricultural Education programmes in Nigerian tertiary institutions (Bature et al., 2024). Government Policies to date have not diversified the productive base from the continued dependency on oil sector. Agropreneurship simply refers to entrepreneurship in agriculture.

Entrepreneurship is the concept that covers converting an idea or vision into a new and realistic business or venture creation, diversification of existing business by an individual, a group, or an established business. Entrepreneurship drive and agropreneurship which have been acknowledged to have played and continue to play a significant role in advancing and promoting agropreneurial intentions and assisting further development of Agropreneurship mindsets of the citizens especially students of higher educational institutions (HEIs) (Bature, 2024). Therefore, Agricultural Technical and Vocational education and Training (ATVET) can contribute effectively to the increasing entrepreneurial mindset of the youth and enhance their intention to become Agropreneurs, which is the brain behind the success of the most developed and sustained economies of the world today.

Agriculture still remains the backbone of Nigeria economy, employing a large percentage of the population and contributing significantly to the country GDP. Yet, its potential to create wealth, reduces unemployment, and reduces food insecurity from the sector remains underutilized was as results of low level of youth participation and little government policies that lacks support (Adelabu & Franke, 2023).

The success of agribusiness in Nigeria could be encouraged by positive attitudes and perceptions of youth towards agropreneurship (Ikebuaku & Dinbabo, 2023). Graduating students often depend on household resources which may not be sustainable for the promotion of agropreneurship. Therefore, examining perception and attitudes towards agropreneurship among graduating students in Southwest and North-Central Nigeria is imperative. The objectives of the study were to assess the perception and attitude of students toward agropreneurship and analyse agro-

preneurial activities and their dependence on household resources.

Materials and Methods

This study was conducted in South-west and North- central States of Nigeria. The south-western plains and ranges of Nigeria with majority generally situated between 300 and 600 meters above sea level (Oyeyemi et al., 2015). The North-central plain is normally raised between 300 and 700 meters above sea level. Multistage sampling procedures were used in the investigation. The first stage involves the purposeful selection of two geopolitical zones and states in Nigeria (Southwest: Ekiti and Ogun states and North Central: Kwara state). The subsequent stage involved a random selection of one university, one polytechnic, and one college of education. Random selection of 10 percent of students at faculty of Agriculture of each institution from the list of graduating students totaling to 400 students used and sampled for this study. During the course of this study the College of Education of Ekiti state was upgraded to University.

T-testing and Likert Rating Scale

T-test was used to analyze the objectives of the study, which were to assess the perception and attitude of students toward agropreneurship and to analyse agro-preneurial activities and their dependence on household resources with five possible responses on 5 Likert-scale of 1= strongly disagree, 2= disagree, 3= undecided, 4= Agree and 5= strongly agree. Shobharani et al., (2022) used these 5 Likert possible responses to investigate the youth's perception towards agricultural entrepreneurship in their study area. T-test given as below;

$$t = \frac{\bar{x} - \mu}{s / \sqrt{n}}$$

Where;

\bar{x} = observed mean of sample

μ = assumed mean

s = standard deviation

n = sample size

Result and Discussion

Students Perceptions and Attitudes towards Agropreneurship and Participation in TVET

Table 1 depicts that Students demonstrated a significantly positive perception towards the majority of agropreneurship-related statements and had eleven (11) negative perception statements towards agropreneurship.

Students were indifferent to the statement "It is easy to create self-employment in agribusiness" with (mean of 3.07 and was not statistically significant at p-value 0.294). This implies that students may and may not want to venture into another business different from agribusiness. This was in conformity with the study of (Pervez et al, 2024). The statement that agricultural enterprises are lucrative had (mean of 3.55 and statistically significant at p-value 0.000). This may as result success stories they have heard and made to them to agree that it is profitable.

Also, statement 3 "Agribusiness has high self-employment potential" was positive and significant at mean of 3.56 and p-value of 0.000). This aligns with the findings of Olawoye et al. (2020), who reported that entrepreneurship in agriculture can serve as a major solution to Nigeria's raising youth unemployment problem. The statement "Many Nigerians have made a lot of fortunes from Agriculture" was positive and significant with an agreement (mean of 3.60 and p-value of 0.000). This was as result of awareness created in the recent year to engage more youth to venture into agribusiness which was neglected (Babu et al, 2024).

Students had a positive agreement for statement 5 that "Agribusiness has strong



success prospects in Nigeria” with (mean of 3.61 and p-value of 0.000) were positive significant and this was as result of the contribution of agriculture to Nigeria. Ikuemonisan (2024) said Nigeria has a strong advantage in terms of climate suitable for growing different agro-products. The statement 6 “Nigeria has untapped agricultural potential” was agreed upon by the students with (mean of 3.54 and positively significant at p-value 0.000). This means that student believed Nigeria has many untapped areas in agribusiness which can lead to job creation. These results resonate with studies by Olowa and Olowa (2022), which emphasize that youth recognize the vast opportunities in agricultural value chains if the right infrastructure and policy support are provided.

Most of the students having experience change in government programmes and policies were unable to ascertain or indifferent if “Government policies favor agriculture enterprise creation” with (mean of 3.03 and p-value of 0.000 was not significant). Government instability and policies change did not encourage students to actively participate to become an agropreneur. This was supported by the study of (Azeez, 2023). Perception statement 8 “Agriculture is a less risk business enterprise” had (mean of 2.79 and p-value of 0.001 was negative but significant” as the students were indifferent with the statement because agriculture has more risk than other business since is majorly rain-fed. This was in conformity with study of (Hennings et al., 2024).

Item 9 on the perception statement were not significant and negative which implied that students did not perceived it as business bust as way of life. The statement had (mean 2.89 and p-value of 0.081). Item 10 with the statement agricultural students were agreed that pursuing agribusiness was the right choice as a result that institutions in Nigeria had

inculcated entrepreneurship into her education curriculum which has equipped students with skills in agricultural vocations with (mean of 3.39, and p-value of 0.000).

Agribusiness suits graduate status statement 11 had (mean of 3.37 with p-value of 0.000) this statement was also positive and significant which means students are gradually moving away from traditional method of employed to be self-employed. I have the requisite technical knowledge to be a successful agricultural entrepreneur was statement 12 was positive and significant with (mean of 3.28 and p-value of 0.000). This means if they received proper TVET training in school they would perform better as an agropreneur.

Statement 13 Students feel that if they are technically equipped for agribusiness they will be so glad to launch to be an agropreneur after graduation (mean of 3.30 and p-value of 0.000). Agropreneurship contributes to food security was statement 14, the student strongly believed that if youth engaged more in agropreneurship it will lead to more production of agro-products that are eco-friendly and reduce food insecurity of any nation. The agreement had (mean of 3.52 and p-value of 0.000 was significant). This agreement aligned with study of (Zaremohzzabieh et al, 2022).

Others perception statement that were not included had positive agreement with (mean of 3.25 and p-value of 0.001). Item 16 on table fourteen revealed that students had positive attitudes to participate in agropreneurship and TVET if their institutions properly engaged them in agropreneurship training “Academic institutions should encourage students to consider agro-preneurship” (mean of 3.68 and p-value of 0.00).

The students had a positive attitude and with the statement 17 “I want to start my own business” (with mean of 3.53 and was significant at p-value of 0.001). The students are will to be agropreneur which is a good



signs, government should fully support this young willing people to startup their business. The statement 18 “I am a risk taker” was agree to be significantly positive among the students with (mean of 3.54 and 0.00)

Most student was undecided if to work with large company for better career prospect with statement 19 with (mean of 3.14 and at p-value 0.000). Agro-preneurship is an honourable profession was positive and significant among the students statement 20 with mean of (3.56 and p-value 0.000).), implying a dual aspiration: while students value entrepreneurship, many still seek the stability and prestige associated with corporate employment. This duality was also discussed by (Barsoum et al., 2015) who highlighted that African youth often balance entrepreneurial desire with realistic employment security needs.

The students agreed with statement 21 “Agropreneurship is a good way to make lots of money” were positive and significant with (mean of 3.61 and p-value 0.000). Agropreneurs around the world are making huge income and contributing positively to the country GDP. The students in the study positively agreed with statement 22 “Agropreneurs are largely responsible for new innovations, technologies and products”. Young and vibrant would love new innovation that will ease their productivity as supported by (Irungu et al, 2015). The agreement had a mean of 3.42 and significant at p-value 0.000.

The students believed that government and institution should prioritize agricultural TVET training that will enhance creativity and promote development of the country. Agropreneurship should be given top priority for development. The statements 23 were positive and significant at (mean 3.62 with p-value of 0.000). Student totally disagree that “statement 24 Agropreneurship does not help

in developing good personality”. This statement was positive and statistically significant at (mean 2.47 and p-value of 0.000).

Agropreneurship does not provide good employment opportunity was strongly disagree among the students with (mean 2.34 and p-value of 0.000). The students believed agropreneurship can give good employment if government and institution can invest and adequately equipped in agriculture. Agropreneurship does not provide maximum profit and income was statement 26 were positive and significant at (mean 2.30 and p-value 0.000).

The students disagree with the statement 27 “Agropreneurship is more difficult than other sectors” with a (mean of 2.53 and positively significant at p-value 0.000) but believed all sector is had and so agribusiness should be separated from others. There is no job satisfaction as an agropreneur the students this with statement 28 with (a mean of 2.57 and p-value 0.000).

The risk attached to agropreneurship is too high was statistically significant with mean (2.82 and p-value of 0.004). The students disagreed with the statement 29, agreed to be a risk taker. The statement 30 “I usually find my ideas unusual” were agreed among the students with mean of (2.78 at p-value of 0.004). Agropreneurship is time consuming and seasonal was also agreed to by the students because agriculture in Nigeria is rain-fed with (mean of 2.88 and p-value 0.075) was positive and significant with statement 31. Therefore, irrigation farming should be encouraged among students to be able to practice all year round agricultural activities (Kimaro et al, 2015). Others attitudinal statement not specified was significant at mean of 2.79 and p-value of 0.003.



Table 1: Students Perceptions and Attitudes towards Agro-Preneurship and Participation in TVET

/N	Statements	t	df	Sig. (2-tailed)	Mean Difference	Mean	95% Confidence Interval of the Difference	Remarks
1.	It is easy to create self-employment in agri-business	1.051	399	.294	0.072	3.07	-.06 .21	Neutral
2.	Agricultural related enterprises are very lucrative	7.568	399	.000	0.550	3.55	.41 .69	Agree
3.	Agribusiness has a high potential for self-employment in Nigeria	7.539	399	.000	0.560	3.56	.41 .71	Agree
4.	Many Nigerians have made a lot of fortunes from Agriculture	8.417	399	.000	0.603	3.60	.46 .74	Agree
5.	Agribusiness have a high prospects of success in Nigeria	8.260	399	.000	0.607	3.61	.46 .75	Agree
6.	Agriculture in Nigeria has a lot of untapped potential	7.118	399	.000	0.535	3.54	.39 .68	Agree
7.	Government policies favour agriculture enterprise creation.	.434	399	.665	0.025	3.03	-.09 .14	Neutral
8.	Agriculture is a less risk business enterprise	-	399	.001	-0.210	2.79	-.33 -.09	Neutral
9.	Agriculture is a business and not a way of life	-	399	.081	-0.110	2.89	-.23 .01	Neutral
10.	I made the right choice by pursuing agribusiness	5.477	399	.000	0.380	3.38	.24 .52	Neutral
11.	Agribusiness enterprise befits my status as a graduate	5.502	399	.000	.373	3.37	.24 .51	Neutral
12.	I have the requisite technical knowledge to be a successful agricultural entrepreneur	4.095	399	.000	.275	3.28	.14 .41	Neutral
13.	Agropreneurship training had equipped me to be successful in agribusiness	4.315	399	.000	.303	3.30	.16 .44	Neutral
14.	Agropreneurship is a way to food security	7.108	399	.000	.518	3.52	.37 .66	Agree
15.	Others specify	3.353	399	.001	.245	3.25	.10 .39	Neutral
16.	Academic institutions should encourage students to consider agro-preneurship	9.133	399	.000	.675	3.68	.53 .82	Agree
17.	I want to start my own business	7.281	399	.000	.527	3.53	.39 .67	Agree
18.	I am a risk taker	7.860	399	.000	.535	3.54	.40 .67	Agree
19.	I prefer to work for a large company, for better career prospect	2.029	399	.043	.135	3.14	.00 .27	Neutral
20.	Agro-preneurship is an honourable profession	7.822	399	.000	.558	3.56	.42 .70	Agree
21.	Agropreneurship is a good way to make lots of money	8.516	399	.000	.605	3.61	.47 .74	Agree



22.	Agropreneurs are largely responsible for new innovations, technologies and products	5.639	399	.000	.420	3.42	.27	.57	Agree	
23.	Agropreneurship should be given top priority for development	8.404	399	.000	.615	3.62	.47	.76	Agree	
24.	Agropreneurship does not help in developing good personality	-	399	.000	-.533	2.47	-.66	-.40	Disagree	
25.	Agropreneurship does not provide good employment opportunity	8.149	-	399	.000	-.658	2.34	-.78	-.53	Disagree
26.	Agropreneurship does not provide maximum profit and income	10.239	-	399	.000	-.705	2.30	-.83	-.58	Disagree
27.	Agropreneurship is more difficult than other sectors	10.888	-	399	.000	-.470	2.53	-.59	-.35	Disagree
28.	There is no job satisfaction as an agropreneur	7.567	-	399	.000	-.433	2.57	-.56	-.30	Disagree
29.	The risk attached to agropreneurship is too high	6.502	-	399	.004	-.1850	2.82	-.310	-.060	Neutral
30.	I usually find my ideas unusual	2.898	-	399	.000	-.217	2.78	-.34	-.10	Neutral
31.	Agropreneurship is time consuming and seasonal	.3.553	-	399	.075	-.120	2.88	-.25	.01	Neutral
32.	Others specify	1.784	-	399	.003	-.215	2.79	-.36	-.07	Neutral
		2.972								

Source: Authors' Computation, 2025.

Key Decision: Strongly Agree=4.21-5.00, Agree=3.41-4.20, Undecided=2.61-3.40, Disagree=1.81-2.60, Strongly Disagree =1.00-1.80

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Table 2: Students' Participation in Agropreneurial Activities and Dependency on Household Resources

S/N	Statements	t	df	Sig. (2-tailed)	Mean	Mean difference	95% Confidence interval of the difference	
1	I actively participate in agro-preneurial activities while I was in school	24.464	399	.000	4.60	0.600	.55	.65
2	I have received training from school or elsewhere	23.475	399	.000	4.59	0.585	.54	.63
3	I engaged in agro-related business during holidays	22.421	399	.000	4.56	0.558	.51	.61
4	My participation is influenced by my family involvements in agriculture	17.861	399	.000	4.47	0.473	.42	.52
5	My household provides labour support for my agro-activities	16.142	399	.000	4.40	0.400	.35	.45
6	I rely on family land to carry out agropreneurial activities	20.591	399	.000	4.53	0.525	.47	.58
7	My parents funds my agricultural activities	15.034	399	.000	4.45	0.450	.39	.51
8	My household farming experience motivates my participation	-.135	399	.892	3.39	-0.007	-.12	.10
9	Without household support I would not engage in agro-preneurial	31.639	399	.000	4.72	0.715	.67	.76
10	I stored or process my products using household facilities (e.g., silo, barns, shed and kitchen	21.644	399	.000	4.55	0.545	.50	.59

Sources: Authors' Computation, 2025.

Key Decision: Strongly Agree=4.21-5.00, Agree=3.41-4.20, Undecided=2.61-3.40, Disagree=1.81-2.60, Strongly Disagree =1.00-1.80

Students' Participation in Agropreneurial Activities and Dependency on Household Resources

This section presents the interpretation of each variable statements based on students' participation in agropreneurial activities and their dependency on household resources. The variables were rated on a five-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The significance of each variable is analyzed using one-sample t-tests.

Table 2 revealed that students strongly agree to the statement that "I actively participate in agro-preneurial activities while I was in school" and this indicate a positive TVET training received in school with (Mean =4.60, p-value=0.000). This was in line with the study of Nyang'au et al (2021) that students were actively involved in agricultural activities.

There were a strong agreement among students with the statement "I have received training from school or elsewhere" which was significant with (Mean = 4.59, p-value=0.000). They agreed to have their TVET training either in school or outside the school. Students believes that both school and outside the classroom TVET training is proper for agropreneurship that is institution and industry collaboration (Azeem et al., 2022).

Statement 4 states that "I engaged in agro-related business during holidays" were highly agreed upon with (Mean = 4.56, at p-value = 0.000), which is also statistically significant. This revealed that majority of the students engaged in farming activities during off-academic session which could have led to their decision to be an agropreneur (Azeem et a.l, 2023).

Participation of students in agropreneurship was facilitated by household resources dependency. The fair agreement had (Mean = 4.47, p-value =0.000) with this statement "My participation is influenced by my family

involvements in agriculture". This indicated that students get more support from family than other institution to start-up agribusinesses venture. This was supported by study of Jamshidi & Shafiee (2023) that most youth do not have other source of support except from family which might be enough to encourage the business ventures.

The result indicated moderate agreement of students to the statement that "My household provides labour support for my agro-activities" with (Mean = 4.40, p-value = 0.000). The students in the study area largely depend on family labour for their agricultural activities. These were so; because agriculture in Nigeria is subsistence depending mainly on family labour the result is statistically significant. According to Abu & Soom (2016), family labour is cheap and is a strong support for family business. The result revealed that students rely on family land for their farming activities having high level of participation was explained with the (Mean = 4.53, p-value= 0.000) with a strong agreement that lands in the study area were characterised as communal and inheritance tenure system.

The statement "My parents funds my agricultural activities" explained a moderate household funding serves as motivation for students to participate in agropreneurship with (Mean = 4.45, p-value= 0.000). Students were undecided about the statement "My household farming experience motivates my participation" (Mean = 3.39, p-value = 0.892). The statement was insignificant.

The result revealed that students without family support may not participate in agropreneurial activities because majority may not be financially capable to engaged in farming activities and these had the highest agreement with statement "Without household support I would not engage in agro-preneurial" with (Mean = 4.72, p-value= 0.000)

Students strongly agree with the statement “I stored or process my products using household facilities (e.g., silo, barns, shed and kitchen)” (Mean = 4.55, p-value = 0.000). This can be related to the financial strength of students with no other support from institutions and NGO’s was the reasons students tend towards the family to actively participate in agropreneurship.

Conclusion and Recommendation

The study concluded that students show a strong interest and positive attitude towards agropreneurship. This positive interest of youth must be utilised as a tool to bridge the gap of unemployment in the country. The findings of the study also identify that participation of students in agropreneurship rely heavily on household support rather than institutional and government support. To sustain youth participation and engagement in agropreneurship, policy stability, access to start-up funds and institutional support are crucial. In conclusion, the study recommends institutional based TVET training for students that are geared toward agropreneurship with the aim of lurching them into agribusiness ventures since they had positive perception towards agropreneurship. Also, government should develop realistic policies such as incentives, credit facilities and infrastructure beyond household support as indicated by the study.

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