

Entrepreneurial Skill needs of Agricultural Education Graduates in Vocational Training for Combating Unemployment in F.C.T, Nigeria

NGBONGHA, Innocent Okpa¹, AKA, Isaac²

^{1,2} Department of Agricultural and Technology Education, College of Agricultural and Science Education, Federal University of Agriculture, Makurdi. Benue State

ABSTRACT : The study investigates the entrepreneurship skill needs of agricultural education graduates in Vocational training for combating unemployment F.C.T, Nigeria. The study used survey research design. Two research questions two hypotheses were formulated to guide the study. Two hundred and eighty three (283) respondents were randomly selected in the six area council. The instrument used for data collection was the questionnaire. The method of data analysis was the use of descriptive statistic (mean and standard deviation) Benchmark of 2.5 was used as criterion for agreed and less than 2.5 was considered disagreed. Chi-square statistics was used to test the Null hypotheses at .05 level of significance. Based on the findings of this study, it was concluded that various areas of poultry production skills were acquired by graduates of agricultural education and also employment opportunities for agricultural education graduates in marketing of poultry products thrive in the study area. It was therefore, recommended that graduates of agricultural education graduates should be given orientation on the various employment opportunities available within their environment in their area of skills to be self-dependence and also agricultural education graduates should put in to practice their areas of skills acquisition in order to be self-employ and reduce unemployment.

Keywords : Vocational training, entrepreneurship, graduates of Agricultural education

1. INTRODUCTION

Entrepreneurial skills can encompass a broad range of various skills sets like technical skills, leadership and business management skills and creative thinking. Because entrepreneurial skills can be applied to many different job roles and industries, developing your entrepreneurial skills can mean developing several types of skills sets. For example, to be successful in poultry you may need to develop your production skills. To build and maintain successful project teams you might need to improve your leadership and communication skills. Entrepreneurship according to Udoh, (2010) is a process of identifying, developing and bringing a vision to life. This vision may be innovative ideas, an opportunity that lead to the creation of a new venture, formed under condition of risk and considerable uncertainty.

Today, young people are not employable because they lack the necessary skills, especially in vocational and technical area. In a country with an economy that does not grow or grows very little, entrepreneurship can help:

- a) Create and maintain business and create innovative products or processes that add value to the existing ones.
- b) Increase exports,
- c) Helping firms to internationalize, overcoming a culture of risk aversion.

- d) Attract foreign investment, as the economic continues to develop and companies are becoming competitive.

However, entrepreneurship is not an easy road; although some organizations emerge and develop many others arise and quickly disappear from the market (Lumpkin and Gregorg, 2010). The skill acquired by agricultural education graduates is enough to enable them excel in any marketing opportunity if fully harness. Agricultural education is a vocational education programme that provides skills and competence for teaching in areas of agriculture for self-reliance. In support of the definition, National Board for Technical Education (1987) is of the opinion that agricultural education revolves around job skills, employability and self-dependency. Agricultural education is a course that very practical and comprehensive in nature. Agricultural education in Nigerian universities has a significant role of producing individuals who will use their skills and abilities acquired during training to actively participate in the economic growth and development where ever they find themselves. According to William (2000), agricultural education is a double edge sword which provides graduates with needed competent knowledge as an agric educator and equip with necessary skills to be self-reliant. Agricultural education is an aspect of vocational and technical education which encompasses many study areas like agricultural economics, agronomy, soil science, animal science, crop protection, agricultural extension, plant science, agricultural engineering and rural sociology.

Vocational training relates to a specific trade in which the learners participates, hence the term vocational, it also involves the learner directly developing expertise in a particular group of techniques (Avis, 2015). Raymond (2010) stated that vocational training is about work and training for work. One of the goals of vocational training as stated in the National Policy on Education (2004) is to train and impart the necessary skills to individuals who shall be self – reliant. The attainment of this goal would lead to a sustainable technological development. This will in turn make vocational training a veritable tool for entrepreneurship development among graduates who may make use of the skills.

Skill acquisition is very essential for the realization of entrepreneurial enterprise for agricultural education graduates to be self-employed (Ebele, 2014). Among the daunting challenges facing individual groups, organization and even nations today is unemployment. Adediran (2009) observed that the unemployment problem which is virtually on the lips of every Nigerian has got out of control along with its attendant social and economic effects. Most of the people affected by unemployment in Nigeria are the Youths particularly graduate. The fast pace of development recorded in nations such as Malaysia, Brazil, China and Indonesia, among others have clearly shown that development is driven by the innovativeness, creativity and enterprise of the people through the acquisition of practical skills in vocational and technical schools. Unfortunately, Nigeria has not been able to enact similar feats owing to poor linkage between knowledge and practical application. This may have been due to lack of appropriate skills and entrepreneurial culture in the educational system. It is pertinent to note that vocational and technical training which are mainly skill acquisition oriented can be a means to an end. It can simply be a tool for securing employment and emancipation of people (graduates) through the provision and acquiring of necessary knowledge and skills to make lives more flourishing. The extent to which Nigeria becomes relevant depends on new dispensation and emerging world order in which she must equip her youths for the emerging challenges (Okpara, 2013). In order to identify the areas of unemployment among graduates of agricultural education, their skill needs must be assessed, It reveal the level of entrepreneurial skill needs that required more training based on the performance gap. The essence of the study is to identify the entrepreneurial skill needs of agricultural education graduates for combating unemployment in Makurdi, Benue State. Specifically, the paper is to find out;

- 1) The areas of skills required by agricultural education graduates in poultry production.
- 2) The employment opportunities available for agricultural education graduates in marketing of poultry products.

2. STATEMENT OF THE PROBLEM

Entrepreneurship skills training are yet to be felt among the graduates of agricultural education in Federal Capital Territory. This has led to poverty, unemployment and general underemployment in the study area. The non-availability of jobs in the country demand that graduates in areas of vocational training put their skills into practice to create employment for them and even employ other. But in Federal Capital Territory, the revise is the

case as graduates still move around the streets of Abuja looking for Job. This may be as a result of lack of required skills by agricultural education graduates or inability to identify opportunities of employment available in their locality. This might have made vocational agricultural education training to be ineffective. Therefore, the study sought to unearth the entrepreneurial Skill needs of Agricultural Education graduates in Vocational training for combating unemployment in F.C.T, Nigeria.

Objective of the Study

The main objective of the study is to identify the entrepreneurial skill needs of agricultural education graduates in vocational training for combating unemployment in F.C.T, Nigeria.

The specific objectives are:

1. Identify the areas of skills required by agricultural education graduates on poultry production.
2. Ascertain the employment opportunities available for agricultural education graduates in marketing of poultry products.

Research Questions

The following research questions are set to guide the study:

1. What are the areas of skills required by agricultural education graduates in poultry production?
2. What are the employment opportunities available for agricultural education graduates in marketing of poultry products?

Research Hypotheses

The study has the following null hypotheses:

1. There is no significant relationship between areas of skills required by agricultural education graduates in poultry production and combating unemployment in F.C.T, Nigeria.
2. There is no significant relationship between employment opportunities of agricultural education in marketing of poultry products and combating unemployment in F.C.T, Nigeria.

3. METHODOLOGY

The research design for this study was a survey research design. According to Osuala (2005) Survey design gives the accurate assessment of the characteristics of the whole populations of people. It is also more realistic than the experimental in that it investigates phenomena in their natural setting. The population for this study consist of (28) Bankers (agric education graduates), one hundred and seventy three (173) Teachers, and eighty two (82), Agric education graduates trained under National Directorate of Employment (NDE) making a total of two hundred and eighty three target population from 2016 to 2019 in all the six (6) Area Council in Federal Capital Territory.

Sample Size and Sampling Procedure

Due to the fact that the population is small the whole population was used. This is according to Nworgu (2006), who recommended that when the population is small the whole sample should be used for the study. For the purpose of the study the researcher developed self-structured questionnaire as the instrument for data collection which is made up of questions arranged systematically based on research questions to obtained data and information from respondents of agricultural education graduates in the study area.

The instrument used for this study was vetted by senior lectures in the Department of Statistics and Sociology, Ahmadu Bello University, Zaria. This is to determine the face and content validity of the instruments. However, all necessary corrections and modifications were made by the same lecturers in the department of statistics and Sociology. Research statement (s) was reconstructed based on the satisfactory comments of the experts in the field of statistics. The researcher administers the instruments (questionnaire) to the subject or respondents personally with the help of two research assistance. The researcher met with the graduates of Agricultural

education in their various organizations in the Federal Capital Territory and administered copies of the questionnaire to them which they filled and returned immediately.

A total of two hundred and forty seven (283) copies of questionnaires administered to the graduates of Agric education within five (5) weeks. The graduates' research questions answered was analyzed using mean score. The mean score was computed for calculated 'Strongly agree' and 'Agree' statements (that is, 'Strongly agree' represent 'Agree' statements, while 'Strongly Disagree and Disagree' represented 'Disagree' statements. The mean score was calculated from the responses of the respondents to the items on four- point rating scale. The rating scale techniques were used because according to Agbamu (2005), it will enable the respondents to indicate the degree of their opinions in a given statement.

Null hypotheses (HO) one and two were tested using Chi- Square statistics all at .05 level of significance. In answering the research question any variable with a mean score of 2.5 and above be consider agree while any variable with mean score of less than 2.5 will be considered disagree. The null hypothesis (Ho) is rejected when the calculated (p) value is less than the table value, while the null hypothesis (Ho) was retained when the calculated (P) value greater than or equal to the table value.

4. RESULTS

The results are presented according to the research questions that guided the study.

Research Question One: What are the areas of skills required by agricultural education graduates in poultry production?

Table 2: Mean rating and Standard Deviation of agric education graduates response on areas of skills required by agricultural education graduates in poultry production in Federal Capital Territory

S/N	Areas of Skills	Mean	SD	Decision
Q1	What are the areas of skills required by agricultural education graduates in poultry production?			
1	Ability to carry out watering system.	3.14	.720	Agree
2	Ability to formulate poultry feeding.	2.83	1.034	Agree
3	Ability to identify the symptoms of diseases in birds.	2.52	1.159	Agree
4	Ability to put specific number of birds in a cage.	2.07	1.223	Disagree
5	Ability to carry out sanitation in poultry house.	2.81	1.099	Agree
6	Ability to feed birds with appropriate rations.	2.46	.833	Disagree
7	Ability to managing the physical environment (air, adjust the heat, light and humidity	3.61	.992	Agree
8	Ability to prepare hall/ poultry house before stocking the chickens.	2.50	.795	Agree
9	Ability to cull the sick chicken or birds.	1.27	.631	Disagree
10	Ability to manage one-day old chicks.	2.56	1.069	Agree
11	Ability to detect symptoms of diseases.	1.62	.497	Disagree
12	Ability to administer the right drugs for the right diseases.	1.97	.452	Disagree

Data in table 1 shows that 7 skills were acquired by agricultural education graduates in poultry production under the sub-heading, (General) except for items (4, 6, 9, 11 and 12) which reveal that there are inadequate skills in that area.

Research Question two: What are the employment opportunities of agricultural education graduates in marketing of poultry products?

Table 3: Mean rating and Standard Deviation of Agric Education graduates response on the employment opportunities in marketing poultry products in Federal Capital Territory.

S/N	Marketing of poultry products	Mean	SD	Decision
Q2	What are the employment opportunities available for agricultural education graduates in marketing of poultry products?			
1	Ability to advertise poultry products.	3.24	.666	Agree
2	Ability to carry out market survey of availability of products	3.16	1.063	Agree
3	Ability to carry out survey to identify price attached.	2.55	1.180	Agree
4	Ability to market various poultry products.	2.31	1.115	Disagree
5	Ability to market day old chicks.	2.57	1.136	Agree
6	Ability to market eggs to wholesalers.	2.54	.962	Agree
7	Ability to grade broilers according to quality by age.	3.65	.907	Agree
8	Ability to develop contingency plans as a method of dealing with future uncertainties	2.56	.752	Agree
9	Ability to keep purchase and sale record.	1.30	.637	Disagree
10	Ability to identify the right time to make sale.	2.53	1.049	Agree
11	Ability to sell in small measure to allow for more people to buy.	1.56	.552	Disagree
12	Ability to strategies by reducing cost to allow for patronage.	1.94	.462	Disagree

The result in table 2 shows that eight items (1, 2, 3, 5, 6, 7, 8 and 10) scored above the criterion mean of 2.50. This implies that the skills acquired on the eight items are enough available employment opportunities for agricultural education graduates in marketing of poultry products. While the remaining 4 items score below the cut-up point as indicated on the table above.

Null Hypotheses one: There is no significant relationship between entrepreneurial skills required by agricultural education graduates in poultry production in F. C. T.

Data for answering the test of hypothesis 1 are presented in table 2

Table 4: Chi-Square Test on Entrepreneurial Skills required by Agricultural Education Graduates in poultry production in F.C.T.

	Df	χ^2_{α}	Sig.	Alpha Level	Remark
Chi-square	17	470.95	0.000	0.05	S, R
Number of Valid Cases	283				

Df = degree of freedom, χ^2_{α} = chi-square calculated, Sig. = P-value; $P < .05$, S = Significance, R= rejected

Table 2 shows a chi-square value of 470.95 under the df of 17, which gives a P-value of 0.000, which is less than the α -value of 0.05. This implies that the test is significant. This indicates that areas of skills required by agricultural education graduates have a positive significant effect in combating unemployment in F.C.T. Therefore, the null hypothesis was rejected.

Null Hypotheses Two: There is no significant relationship between employment opportunities available for agricultural education graduates in marketing of poultry products and combating unemployment in F.C.T.

Table 5: Chi-Square Test of the Employment Opportunities available for Agricultural Education Graduates in Marketing of Poultry Products in F.C.T.

	Df	$\chi^2\alpha$	Sig.	Alpha Level	Remark
Chi-square	17	308.63	0.017	0.05	S, R
Number of Valid Cases	283				

Df = degree of freedom, $\chi^2\alpha$ = chi-square calculated, Sig. = P-value; $P < .05$, S = Significance, R= rejected

Table 2 shows a chi-square value of 308.63 under the df of 17, which gives a P-value of 0.017, which is less than the α -value of 0.05. This implies that the test is significant. This indicates that employment opportunities of agricultural education graduates have positive significant effect in combating unemployment in F.C.T. Therefore, the null hypothesis was rejected.

5. DISCUSSION

The results in Table 2 and 4 reveal that, various types of poultry production skills are acquired by agricultural education graduates in Federal Capital Territory. This finding agrees with the findings of Kayoma, (2009) who also found that, skills in poultry production are more than enough for those whose are willing to acquire them which also required interest and commitment in the part of the individual. Oviawe, (2010) opined that for any training/required skills to be effective, materials and equipment must be made available. He further stresses that in the case of poultry production, the required materials are not expenses for the beginner but the major priority is the basic interest. Adeyemo (2012) described skill as a quality of performance exhibited by an individual as a result of participating in activity. Therefore, basic technical skills are skills needed to succeed in a business. With this assertion, it can be concluded that the entrepreneurial skills acquired by agricultural education graduates in poultry production is enough to make them self-reliant if they will put in to practice.

In addition, the results in Table 3 and 5 showed that, employment opportunities in marketing of poultry products thrive in the study area most especially in marketing of day old chicks, marketing of eggs to wholesalers, advertisement of poultry products etc. This finding agrees with the result obtained from Aina, (2012) who noted that, most of the employment opportunities we have today are in agriculture (marketing of poultry products) both in large scale and in small scale. He added that marketing of poultry products is one of the businesses that does not required large portion of land and huge income. Therefore, the earlier the youth realizes this opportunity the better for the society. Supporting this opinion, Dele and Yakubu, (2000) opined that, marketing poultry products are employment opportunities waiting for agricultural graduates to harness. For graduates to be an entrepreneur and self-employed they must be ready to take the risk not minding the unhealthy and unstable micro-economic environment of the country (Ayodele, 2006).

6. CONCLUSION

Based on the findings of this study the researcher concluded that various areas of poultry production skills were acquired by graduates of agricultural education and also employment opportunities for agricultural education graduates in marketing of poultry products thrive in the study area.

7. Recommendations

Based on the findings of the study, the following recommendations were made:

1. Agricultural education graduates should put in to practice their areas of skills acquisition in order to be self-employ and reduce unemployment.
2. Agricultural education graduates should be given orientation on the various employment opportunities available within their environment in their area of skills to be self-dependence.

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INFO:-

Corresponding Author: NGBONGHA, Innocent Okpa, Department of Agricultural and Technology Education, College of Agricultural and Science Education, Federal University of Agriculture, Makurdi. Benue State.

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