



Role of Agricultural Education Skills in Entrepreneurship Development in Rivers State

**Amadi, N. S. & *Nnodim A.U.*

***Department of Vocational/ Technology Education
Faculty of Technical and Science Education
Rivers State University, Nkpolu-Oroworukwo,
Port Harcourt, Nigeria**

**Corresponding author's Email: ndubisi_amadi@yahoo.com and Phone: 07030228478*

ABSTRACT

This study examined the role of Agricultural Education skills in entrepreneurship development in Rivers State. Specifically, the objectives of the study were to: identify Agricultural Education skills for entrepreneurship development; determine the challenges of Agricultural Education skills in developing entrepreneurship; and ascertain remedies to the challenges of Agricultural Education skills in developing entrepreneurship. The sample size for the study was 40 agricultural lecturers randomly selected from two Universities in Rivers State. Structured questionnaire was used to collect data from respondents. Data were analyzed using mean and standard deviation. Findings from the study revealed that majority of the respondents agreed that Agricultural Education skills include crop farming, fish farming, snail rearing, agricultural mechanics, farm machine operator, rabbit farming, goat farming, food crop processing and leadership skill among others. Also, majority of the respondents agreed that the role of Agricultural Education skills in entrepreneurship development include; enhancement of innovative crop farming method; improvement of fish farming technique; enhancement of snail rearing business; upgrade agricultural mechanics skills; produce competent machine operators and inculcate resourceful Rabbit farming skill among others. It was revealed that the challenges of Agricultural Education in developing entrepreneurship include; lack of funds for farm operation, poor infrastructural facilities, inadequate in-service training for trainers, lack of trained entrepreneur personnel, problem of land tenure system, in-service training, and trained entrepreneur personnel among others. Finally the study revealed that remedies to the challenges of Agricultural Education in developing entrepreneurship include provision of infrastructural facilities, employment of more staff by Government, agriculture education skills developed should drive innovation and wealth creation and enhancement of research activities on Agriculture education skills among others. The study recommends that Government should assist in finding solutions to identified challenges of Agricultural Education skills in entrepreneurship development.

Keywords: Role, Agricultural Education, Entrepreneurship, Skills, and Development

INTRODUCTION

In the twenty-first century, the central property of each country is the knowledge, skills and attitudes toward their human resources. This can increase employment, transfer technology and develop new businesses and the sense of competition, innovation and flexibility in any community (Somaye & Morshedi, 2013). Agricultural education is considered one of the major tools of developing human resources in agricultural skills. Agricultural education programmes provide instructions on crop production, livestock management, soil and water conservation and other aspects of agriculture. Osinem (2007) noted that agricultural education is a process of imparting knowledge, skills and attitudes in agriculture to the learner at any level through hands on experience and guidance to prepare students for entry level jobs. Agricultural education is a systematic programme of instruction for public school

leavers, out-of-school and post-secondary youth, and established farmers, organized for the purpose of improving agricultural methods and rural living (Umoh, 2006). Agriculture is dynamic, rapidly changing industry whose future lies on the transferring and development of new and innovative skill for successful agricultural practices.

Agricultural education is composed of three distinct components which include the classroom instruction which takes place in the classroom setting, supervised agricultural experience which takes place in the field and future farmers association which involves the development of leadership skills in agriculture. Agricultural education programme enhances improvement of traditional agriculture and concentrates on the training of essential skills that are crucial to the success of people entering a career in agriculture. Some of the skills include crop farming, snail rearing, poultry farming, farm management technique and goat farming among others (Cajethan & Benardine, 2015). Furthermore, Woer and Akorga (2016) opined that cultivation of food crops, cash crops, bee farming, fish farming, processing of crops, production of livestock such as poultry, swine, cattle, rabbit, sheep, goat, among others are entrepreneurial skills in agriculture.

Development of skills in agriculture is a key to eradicating rural poverty, promoting equitable economic, social development and sustaining our environment. Yusuf and Soyemi (2012) posited that vocational skills are vital to the economic and entrepreneurial development of any State. The skills are needed for enterprise productivity and profitability as well as individual prosperity. Skills to perform a specific task in agriculture must be taught for successful entrepreneurship development. Agricultural education skills are one of the most important and economically rewarding dexterity. Agricultural education as a vocational programme involves a gradual integration of various agricultural skills in the learner. These vocational skills are imperative in agricultural entrepreneurship to the improvement of livelihoods of the rural population in Nigeria. Khan (2012) asserted that successful farmer-entrepreneurs are technically competent, innovative and plan ahead so they can steer their farm businesses through the stage of enterprise development - from establishment and survival to rapid growth and maturity. The skills developed in agricultural education programmes are very essential in carrying out the full realization of entrepreneurship abilities in the learners. Learners improve in their capacity for innovativeness, creativity, and productivity in the field of agriculture through the substantial skills developed in the programme. As entrepreneurship is regarded as developing a business enterprise, agricultural education provides a rigid platform where entrepreneurial skills are being displayed.

Entrepreneurship means different things to different people and with varying conceptual perspectives. Entrepreneurship creates self-reliance, self-employment and managerial ability for business enterprise (Amesi, 2015). It is all about stimulating and promoting economy; the wiliness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. According to David (2008), entrepreneurship is the ability to set up a business enterprise as different from being employed. This ability should be acquired and should differ in some respects from the abilities required to enable a person to obtain employment. Entrepreneurship is all about new products, new production processes, new designs and market competition and achievement to innovative results and creative market, due to the decision-making uncertainty in different situations by using resources leads (Saeidi, 2009). Based on the assertions above, it is obvious that entrepreneurship involves the development and utilization of skills for innovativeness, creativity and productivity so as to be economically self-reliant. Good entrepreneurs are risk takers and possess varying skills for successful business enterprise. Anyadike, Emeh and Ukah (2012) noted that the need for entrepreneurship development in the country today is necessitated by the fact that entrepreneurship development is a major factor in economic growth and development and also the permanent solution for extreme hunger and poverty necessitated by unemployment. However, the introduction of entrepreneurship programmes to the college, has enhanced students' attributes and further develop awareness of entrepreneurial opportunities and skills to form entrepreneurial ventures (Reza & Tahereh, 2013).

However, in spite of the valuable contribution of agricultural education skills to entrepreneurship development there are constraints which hinder agricultural education learners to venture into entrepreneurial agriculture. Entrepreneurship development is not only an opportunity but also a stipulation to enhance production and profitability. Unfortunately, agricultural education is confronted

with several challenges. According to Fisman and Love (2003) startup firms struggle with overcoming weaknesses in financial market development, even where established firms are able to use their trade credits as a substitute for normal financing. More so, Khan (2012) stated that social barriers, economic barriers, regulations, access to finance and information and their own managerial capacity to cope with risks and changes and to seize opportunities are challenges farmers face in entrepreneurship.

However, there are several remedies on the challenges which learners of agricultural education experience in entrepreneurship development. Food and Agriculture Organization (FAO) (2014) stated that access to the right information, integrated training approaches for youth, modern ICT usage, access to markets, lands and credits facilities are the remedies to entrepreneurship challenges in farming. Furthermore, Amadi and Allison (2017) identified provision of infrastructural facilities, funds, in-service training, and supplementary services as the remedies to challenges in agricultural entrepreneurship. Entrepreneurship development in Agriculture will tend to be boosted when the learners are motivated with adequate facilities and funds for business enterprises. Business enterprises can develop, grow and utilize available resources with minimum production cost only when there is an enabling environment. Hence, the study sought to determine the role of agricultural education skills in entrepreneurship development in Rivers State.

Purpose of the Study

The main purpose of the study was to identify the role of agricultural education skills in entrepreneurship development in Rivers State. Specifically, the study sought to;

- i. identify agricultural education skills in entrepreneurship development;
- ii. determine the role of agricultural education skills in entrepreneurship development;
- iii. determine the challenges of agricultural education in developing entrepreneurship; and
- iv. ascertain remedies to the challenges of agricultural education in developing entrepreneurship

Research Questions

- i. What are agricultural education skills in entrepreneurship development?
- ii. What are the roles of agricultural education skills in entrepreneurship development?
- iii. What are the challenges of agricultural education in developing entrepreneurship?
- iv. What are the remedies to the challenges of agricultural education in developing entrepreneurship?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

- H₀₁. There is no significant difference between the mean response of Rivers State University and Ignatius Ajuru University of Education lecturers on agricultural education skills in entrepreneurship development
- H₀₂. There is no significant difference between the mean response of Rivers State University and Ignatius Ajuru University of Education lecturers on the roles of agricultural education skills in entrepreneurship development
- H₀₃. There is no significant difference between the mean response of Rivers State University and Ignatius Ajuru University of Education lecturers on the challenges of agricultural education skills in developing entrepreneurship
- H₀₄. There is no significant difference between the mean response of Rivers State University and Ignatius Ajuru University of Education lecturers on the remedies to the challenges of agricultural education skills in developing entrepreneurship

METHODOLOGY

The study adopted a descriptive survey research design to seek the opinion of the respondents on the role of agricultural education skills on entrepreneurship development. The population of the study was all agricultural education lecturers in Rivers State University and Ignatius Ajuru University of Education. The study used simple random sampling technique to select 20 agricultural education lecturers each from Rivers State University and Ignatius Ajuru University of education making a total of 40 lecturers (n=40). The instrument used for data collection was a survey questionnaire tagged "Role of Agricultural Education Skills in Entrepreneurship Development (RAESED). This instrument was partitioned into four

sections that were structured in four-points rating scale of Strongly Agree (SA-4), Agree (A-3), Disagree (D-2) and Strongly Disagree (SD-1). The reliability of the instrument was established using Cronbach Alpha reliability coefficient to measure the internal consistency of the instrument which yielded reliability coefficient of 0.85. Copies of the instrument were administered and retrieved by the researchers at the spot. Frequency, Mean and Standard Deviation were used to answer the research questions while t-test statistical tool was used to test the hypotheses at 0.05 level of significance for two tailed test. Mean scores < 2.50 were disagreed while mean scores ≥ 2.50 were agreed.

RESULTS AND DISCUSSION

Research question 1: What are Agricultural Education skills in entrepreneurship development?

Table 1: Respondents opinion on agricultural education skills of entrepreneurship development

Agricultural Education skills	RSU Lecturers (n=20)			IAUOE Lecturers (n=20)		
	M	SD	Decision	M	SD	Decision
Crop farming	3.60	0.94	Agreed	3.10	0.85	Agreed
Fish farming	3.30	1.03	Agreed	3.15	0.99	Agreed
Snail rearing	3.15	0.88	Agreed	2.85	0.67	Agreed
Agricultural mechanics	3.30	0.86	Agreed	3.55	0.89	Agreed
Farm Machine operators	3.20	0.77	Agreed	3.10	0.72	Agreed
Rabbit farming	3.55	0.83	Agreed	3.70	0.80	Agreed
Goat farming	3.15	0.99	Agreed	3.25	1.02	Agreed
Food crop processing	3.25	0.85	Agreed	2.85	0.59	Agreed
Leadership skill	3.60	0.82	Agreed	3.60	0.82	Agreed
Landscaping/floriculture	3.20	1.01	Agreed	3.25	1.02	Agreed
Farm management technique	3.40	0.82	Agreed	3.30	0.80	Agreed
Marketing and distribution of agricul products	3.00	0.92	Agreed	2.90	0.85	Agreed
Soil management technique	3.50	0.83	Agreed	3.40	0.82	Agreed
Apiculture	3.10	0.92	Agreed	3.35	0.99	Agreed
Poultry farming	3.35	0.81	Agreed	3.35	0.81	Agreed
Storage techniques	3.25	0.79	Agreed	3.50	0.83	Agreed
Grand Mean &SD	3.31	0.88		3.26	0.84	

Source: Field Survey 2017. SD = Standard Deviation. $\bar{X} \geq 2.5$ Agreed, $\bar{X} < 2.5$ Disagreed

Data in Table 1 showed the distribution of respondents based on agricultural education skills in entrepreneurship development. The study revealed that the following variables: Crop Farming (3.60), fish farming (3.30), snail farming (3.15), agricultural mechanics (3.30), farm machine operators (3.20), Rabbit farming (3.55), goat farming (3.15), food crop processing (3.25), leadership skill (3.60), landscaping/floriculture (3.20) farm management techniques (3.40), marketing and distribution of agricultural products (3.00), soil management techniques (3.50), Apiculture (3.10), poultry farming (3.35) and storage techniques (3.25) were agreed by RSU agricultural education lecturers as agricultural education skills in entrepreneurship development. On the other hand, the study revealed that Crop Farming (3.10), fish farming (3.15), snail farming (3.85), agricultural mechanics (3.55), farm machine operators (3.10), Rabbit farming (3.70), goat farming (3.25), food crop processing (2.85), leadership skill (3.60), landscaping/floriculture (3.25) farm management techniques (3.30), marketing and distribution of agricultural products (2.90), soil management techniques (3.40), Apiculture (3.35), poultry farming (3.35), storage techniques (3.50) were agreed by IAUOE agricultural education lecturers as agricultural education skills in entrepreneurship development. This findings is in line with the findings of Woer and Akorga (2016) who in their work observed that cultivation of food crops, cash crops, bee farming, fish farming, processing of crops production of livestock animals such as poultry, swine, cattle, rabbit, sheep, goat, among others are entrepreneurial skills in agriculture.

Research Question 2: *What are the roles of Agricultural Education skills in entrepreneurship development?*

Table 2: Respondents opinion on roles of Agricultural Education skills in entrepreneurship development

Roles	RSU Lecturers(n=20)			IAUOE Lecturers (n=20)		
	Mean	SD	Decision	Mean	SD	Decision
Enhancement of innovative crop farming method	3.28	0.88	Agreed	2.95	0.99	Agreed
Improvement of fish farming technique	3.10	1.01	Agreed	2.86	0.99	Agreed
Enhancement of Snail rearing business	2.67	1.12	Agreed	2.86	1.05	Agreed
Upgrade Agricultural mechanics skills	2.91	1.12	Agreed	2.57	1.09	Agreed
Produce competent Machine operators	2.67	1.07	Agreed	2.86	1.05	Agreed
Inculcate resourceful Rabbit farming Skill	3.22	0.81	Agreed	2.68	1.16	Agreed
Provide creative ideas for goat farming	3.09	0.89	Agreed	3.14	0.91	Agreed
Initiate new techniques for Food Processing	3.19	1.03	Agreed	2.72	1.05	Agreed
Development of leadership skill	3.42	0.89	Agreed	3.09	0.83	Agreed
Instill creative design of Landscaping	3.08	0.77	Agreed	3.04	0.93	Agreed
Advancement of Farm management technique	3.14	0.97	Agreed	2.81	1.07	Agreed
Encouragement of innovative Marketing distribution of agricultural products	2.90	0.86	Agreed	2.76	0.99	Agreed
Improving Soil management techniques	2.91	1.12	Agreed	3.14	0.85	Agreed
Increased capacity for poultry production	2.99	0.79	Agreed	3.09	1.01	Agreed
Impact necessary skills for storage of agricul produce	2.91	1.16	Agreed	2.73	1.24	Agreed
Impact bee- keeping techniques	2.95	0.99	Agreed	2.72	1.11	Agreed
Grand Mean & SD	3.03	0.97		2.88	1.02	

Source: Field Survey 2017. SD = Standard Deviation. $\bar{X} \geq 2.5$ Agreed, $\bar{X} < 2.5$ Disagreed

Data in table 2 showed the distribution of respondents based on roles of Agricultural Education skills in entrepreneurship development. The study revealed that enhancement of innovative crop farming method (3.28), improvement of fish farming technique (3.10), enhancement of Snail rearing business (2.67), upgrade Agricultural mechanics skills (2.91), Produce competent Machine operators (2.67), inculcate resourceful Rabbit farming skill (3.22), provide creative ideas for goat farming (3.09), initiate new techniques for Food processing (3.19), development of leadership skill (3.42), instill creative design of landscaping (3.08), advancement of farm management technique (3.14), encouragement of innovative marketing and distribution of agricultural products(2.90), improving Soil management techniques (2.91), increased capacity for poultry production (2.99), impact necessary skills for storage of agricultural produce (2.91), impact bee- keeping techniques (2.95) were agreed by RSU lecturers as roles of Agricultural Education skills in entrepreneurship development. On the other hand, IAUOE lecturers agreed the following variables as roles of Agricultural Education skills in entrepreneurship development: Enhancement of innovative crop farming method (2.95), improvement of fish farming technique (2.86), enhancement of Snail rearing business (2.86), upgrade Agricultural mechanics skills (2.57), produce competent Machine operators (2.86), inculcate resourceful Rabbit farming skill (2.68), provide creative ideas for goat farming (3.14), initiate new techniques for Food processing (2.72), development of leadership skill (3.09), instill creative design of landscaping (3.04), advancement of Farm management technique (2.81), encouragement of innovative Marketing and distribution of agricultural products(2.76), improving Soil management techniques (3.14), increased capacity for poultry production (3.09), impact necessary skills for storage of agricultural produce (2.73), impact bee- keeping techniques (2.72). This

result is in consonance with Khan (2012) who posited that successful farmer-entrepreneur are technically competent, innovative and plan ahead so they can steer their farm businesses through the stage of enterprise development - from establishment and survival to rapid growth and maturity. This implies that entrepreneurship enhances the development of farm enterprises through innovation, creativity and initiation

Research Question 3: *What are the challenges of Agricultural Education in entrepreneurship development?*

Table 3: Respondent’s opinion on challenges of Agricultural Education in entrepreneurship development

Challenges	RSU Lecturers n=20			IAUOE Lecturers n=20		
	Mean	SD	Decision	Mean	SD	Decision
lack of funds for farm operation	3.23	0.81	Agreed	3.23	0.88	Agreed
Poor infrastructural facilities,	3.23	0.89	Agreed	3.05	1.04	Agreed
Inadequate in-service training for Trainers	2.63	1.17	Agreed	2.81	1.07	Agreed
Lack of trained entrepreneur personnel	2.91	1.12	Agreed	2.95	1.05	Agreed
Problem of land tenure system	3.28	0.82	Agreed	3.23	0.93	Agreed
Insufficient practical demonstration Farm	2.63	1.17	Agreed	3.09	1.01	Agreed
Attitude of the students towards Agriculture	2.96	1.05	Agreed	3.13	0.72	Agreed
Restiveness of the youths	2.62	1.08	Agreed	3.04	0.88	Agreed
Trainee lack of innovative and plan Idea	2.77	1.14	Agreed	2.76	0.99	Agreed
Inaccessibility to credit facilities	3.10	1.01	Agreed	2.95	0.95	Agreed
Trainees' lack of technical competent	2.77	1.14	Agreed	3.09	0.95	Agreed
Lack of managerial skill development	2.77	1.04	Agreed	3.09	0.83	Agreed
Poor decision making and leadership Skills	2.67	1.12	Agreed	2.86	0.99	Agreed
Unpredictable weather conditions	2.99	0.97	Agreed	2.90	0.97	Agreed
poor risk bearing capacity	2.95	0.99	Agreed	2.86	1.15	Agreed
Poor marketing strategy	2.76	1.04	Agreed	2.90	0.97	Agreed
Grand Mean & SD	2.89	1.04		3.00	0.96	

Source: Field Survey 2017. SD = Standard Deviation. $\bar{X} \geq 2.5$ Agreed, $\bar{X} < 2.5$ Disagreed

Data in table 3 showed the distribution of respondents based on challenges of Agricultural Education skills in entrepreneurship development. The study revealed that lack of funds for farm operation (3.23), poor infrastructural facilities (3.23), inadequate in-service training for trainers (2.63), lack of trained entrepreneur personnel (2.91), problem of land tenure system (3.28), insufficient practical demonstration farm (2.63), attitude of the students towards Agriculture (2.96), restiveness of the youths (2.62), trainee lack of innovative and plan idea (2.77), inaccessibility to credit facilities (3.10), trainees' lack of technical competent (2.77), lack of managerial skill development (2.77), poor decision making and leadership skills(2.67), unpredictable weather conditions (2.99), poor risk bearing capacity (2.95), poor marketing strategy (2.76) were agreed by RSU lecturers as the challenges of agricultural education skills in entrepreneurship development. Conversely, IAUOE lecturers also agreed the following variables based on the mean as the challenges of agricultural education skills in entrepreneurship development; lack of funds for farm operation(3.23), poor infrastructural facilities(3.05), Inadequate in-service training for trainers(2.81), lack of trained entrepreneur personnel(2.95), problem of land tenure system (3.23), insufficient practical demonstration farm (3.09), attitude of the students towards Agriculture (3.13), restiveness of the youths(3.04),trainee lack of innovative and plan idea (2.76), inaccessibility to credit facilities (2.95), trainees' lack of technical competent(3.09), lack of managerial skill development(3.09),

poor decision making and leadership skills(2.86), unpredictable weather conditions (2.90), poor risk bearing capacity(2.86), poor marketing strategy(2.90). This showed that teaching and learning of agricultural skills in Rivers State encounter diverse challenges which may affect its impact on the learners. The findings is similar with Khan (2012) who stated that social barriers, economic barriers, regulations, access to finance and information and their own managerial capacity to cope with risks and changes and to seize opportunities are challenges farmers face in entrepreneurship.

Research Question 4: *What are the Remedies to challenges of Agricultural Education in entrepreneurship development?*

Table 4: Respondents opinion on remedies to challenges of Agricultural Education in entrepreneurship development

Remedies	RSU Lecturers n=20			IAUOE Lecturers n=20		
	M	SD	Decision	M	SD	Decision
Government and NGOs should provide funds for Agricultural Education programmes	3.04	.88	Agreed	3.00	1.07	Agreed
Provision of infrastructural facilities	3.25	.93	Agreed	2.91	1.12	Agreed
Employment of more staff by the Government	3.37	.76	Agreed	3.19	0.92	Agreed
Agriculture education skills developed	3.05	.99	Agreed	3.09	0.83	Agreed
Should drive innovation and wealth creation.						
Enhancement of research activities on Agriculture education skills	2.86	1.05	Agreed	2.76	1.04	Agreed
Easy access to Farm inputs	3.14	.91	Agreed	3.32	0.76	Agreed
Training for managerial skill development	2.72	1.05	Agreed	3.18	0.80	Agreed
Training for effective decision-making	2.96	1.05	Agreed	2.98	0.70	Agreed
Proscription of all legal barriers to land Acquisition	2.58	1.13	Agreed	2.58	1.14	Agreed
Easy access to credit facilities	3.00	1.02	Agreed	3.18	0.87	Agreed
Regular review of agric education curriculum	2.87	1.19	Agreed	2.77	1.14	Agreed
Adequate provision of instructional materials	2.72	1.19	Agreed	3.28	0.88	Agreed
Effective communication between trainers and train	3.09	0.83	Agreed	2.71	0.95	Agreed
Grand Mean & SD	2.97	1.00		3.00	0.94	

Source: Field Survey 2017. SD = Standard Deviation $\bar{X} \geq 2.5$ Agreed, $\bar{X} < 2.5$ Disagreed

Data in table 4 showed the distribution of Respondents opinion on Remedies to challenges Of Agricultural Education skills in entrepreneurship development. The study revealed that Government and NGOs should provide funds for Agricultural Education programmes (3.04),Provision of infrastructural facilities (3.25),Employment of more staff by the Government (3.37),Agriculture education skills developed should drive innovation and wealth creation (3.05), Enhancement of research activities on Agriculture education skills(2.86),Easy access to Farm inputs(3.14),Training for managerial skill development (2.72),Training for effective decision-making(2.96),Proscription of all legal barriers to land acquisition(2.58),Easy access to credit facilities(3.00),Regular review of agricultural education curriculum (2.87), Adequate provision of instructional materials(2.72),Effective communication between trainers and trainees(3.09) were accepted by RSU lecturers as the Remedies of challenges Of Agricultural Education skills in entrepreneurship development. In the same vein, IAUOE lecturers accepted the variables in the table that Government and NGOs should provide funds for Agricultural Education programmes (3.00),Provision of infrastructural facilities (2.91), Employment of more staff by the Government (3.19), Agriculture education skills developed should drive innovation and wealth creation.(3.09), Enhancement of research activities on Agriculture education skills(2.76), Easy access to Farm

inputs(3.32), Training for managerial skill development (3.18), Training for effective decision-making(2.98), Proscription of all legal barriers to land acquisition (2.58), Easy access to credit facilities(3.18), Regular review of agric education curriculum(2.77), Adequate provision of instructional materials(3.28), Effective communication between trainers and trainees (2.71). This implies that in other for agricultural education to fulfill its role of entrepreneurship development in its learners strategies above should be engaged to remedy challenges in agricultural entrepreneurship. This is in conformity with Amadi and Allison (2017) who identified provision of infrastructural facilities, funds, in-service training, and supplementary services as the remedies to challenges in agricultural entrepreneurship.

Hypothesis (H₀₁): There is no significant differences between the mean response of RSU and IAUOE lecturers on Agricultural Education skills in entrepreneurship development.

Table 5: T-test analysis on the opinion of RSU and IAUOE lecturers on agricultural education skills in entrepreneurship development

Respondents	N	\bar{X}	STD	DF	T-cal	T-Crit	Decision
RSU	20	3.31	0.88				
IAUOE	20	3.26	0.84	38	0.184	1.96	Accepted

The result of the above table 5 shows that t-cal (0.184) was less than t-crit (1.96) at degree of freedom (38) and 0.05 level of significance. This implies that the hypothesis which stated that there was no significant difference in the mean responses of RSU and IAUOE lecturers on Agricultural Education skills in entrepreneurship development was accepted. .

Hypothesis (H₀₂): There is no significant differences between the mean response of RSU and IAUOE lecturers on the roles Agricultural Education skills in entrepreneurship development.

Table 6: T-test analysis on the opinion of RSU and IAUOE lecturers on the roles Agricultural Education skills in entrepreneurship development

Respondents	N	\bar{X}	STD	DF	T-cal	T-Crit	Decision
RSU	20	3.03	0.97				
IAUOE	20	2.88	1.02	38	0.480	1.96	Accepted

The result of the above table 6 shows that t-cal (0.48) was less than t-value (1.96) at degree of freedom (38) and 0.05 level of significance. This implies that the hypothesis which stated that there was no significant difference in the mean responses of RSU and IAUOE lecturers on the roles Agricultural Education skills in entrepreneurship development was accepted. Therefore, the stated hypothesis was upheld.

Hypothesis (H₀₃): There is no significant differences between the mean response of RSU and IAUOE lecturers on the challenges of Agricultural Education in developing entrepreneurship

Table 7: T-test analysis on the opinion of RSU and IAUE lecturers on the challenges of Agricultural Education in developing entrepreneurship

Respondents	N	\bar{X}	STD	DF	T-cal	T-Crit	Decision
RSU	20	2.89	1.04				
IAUE	20	3.00	0.96	38	-0.35	1.96	Accepted

The result of the above table 7 shows that t-cal (-0.35) was less than t-crit (1.96) at degree of freedom (38) and 0.05 level of significance. This implies that the null hypothesis which stated that there was no significant difference in the mean responses of RSU and IAUE students on the challenges of Agricultural Education in developing entrepreneurship was accepted. Therefore, the stated hypothesis was upheld.

Hypothesis (H₀₄): There is no significant differences between the mean response of RSU and IAUE students on the remedies to the challenges of Agricultural Education in developing entrepreneurship.

Table 8: T-test analysis on the opinion of RSU and IAUE students on the remedies to the challenges of Agricultural Education in developing entrepreneurship

Respondents	N	\bar{X}	STD	DF	T-cal	T-Crit	DECISION
IAUE	20	2.97	1.00				
RSU	20	2.99	0.95	38	0.07	1.96	Accepted

The result of the above table 8 shows that t-cal (0.07) was less than t-crit (1.96) at degree of freedom (38) and 0.05 level of significance. This implies that the hypothesis which stated that there was no significant difference in the mean responses of RSU and IAUE students on the roles Agricultural Education in entrepreneurship development was accepted. Therefore, the stated hypothesis was upheld.

CONCLUSION

Based on the findings of the study, it was deduced that Agricultural education skills needed for entrepreneurship development are Crop farming, Fish farming, Snail rearing, Agricultural mechanics, Farm Machine operators, Rabbit farming, Goat farming, Food crop processing, Leadership skill, Landscaping/floriculture, among others. These skills play the roles of impacting necessary skills for storage of agricultural produce, enhancement of innovative crop farming method, improvement of fish farming technique, enhancement of Snail rearing business, upgrade Agricultural mechanics skills and many more. However, the study deduced that despite the relevance of these skills, agricultural education is constraint with lack of funds for farm operation, poor infrastructural facilities, inadequate in-service training for trainers, lack of trained entrepreneur personnel, problem of land tenure system and others. Fortunately, these challenges can be remedied with the provision of infrastructural facilities and employment of more staff by the Government.

RECOMMENDATIONS

The study therefore recommended that:

- Government should provide adequate fund for agricultural education programme
- Agricultural education graduates should utilize their knowledge and skills in entrepreneurship development

- Government and tertiary institutions of education and agriculture should awareness should be create awareness on the importance of agricultural education to self employment.
- Enabling environment should be created for agricultural entrepreneurs so as to effectively operate their business enterprise
- Government should encourage graduates of agriculture with capitals for business set-up.

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