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Willingness to Venture into Agriculture-related Enterprises after Graduation among Final Year Agriculture Students of Federal University of Agriculture, Abeokuta

***Ojebiyi, W. G., Ashimolowo, O.R., Odediran, O. F., Soetan, O.S., Aromiwura, O. A. and Adeoye, A. S.**

Department of Agricultural Extension and Rural Development, Federal University of Agriculture, Abeokuta

**Corresponding Author: oluwagbemiga2013@gmail.com*

Abstract

This study examined willingness to venture into agriculture-related enterprises after graduation among final year agriculture students of Federal University of Agriculture, Abeokuta (FUNAAB) by randomly sampling 120 final year students from the three agriculture colleges in the university with the aid of structured questionnaires. Data collected were subjected to descriptive and inferential statistics. Results revealed that higher proportions of the students were males (53.6%), Christians (74.1%), with mean age of 24.08±2.37 years and had parents who were well educated. Majority (85.7%) were willing to venture into agriculture-related enterprises with livestock production enterprise (67.7%) been the most preferred enterprise. Major reasons for students' willingness were identified to include students' desire to be job creators and self employed, lucrative nature of agriculture and encouragement received during training. Lack of credit loan facilities for agriculture graduates and unavailability of infrastructural facilities such as storage, processing and marketing accesses were major reasons hindering students' willingness to venture into agriculture-related enterprises. Chi-square analysis showed a significant association between students' marital status (χ^2 = 14.368, $p<0.05$) and their willingness to venture into agriculture-related enterprises after graduation. This study concluded that Nigerian agriculture can still contribute significantly to the nation's Gross Domestic Product. For sustainable development to take place, this study recommended that affordable credit loan facilities should be made available to agriculture graduates as this will sustain their willingness to venture into agriculture-related enterprises.

Keywords: Agribusiness, Farming, Farm practical training, Professionalism, Unwillingness,

Introduction

Agriculture was of great importance to Nigeria's economy in the 1960s (Omorogiuwa, Zivkovic and Ademoh, 2014). During this period, Nigeria was noted among world economies for exportation of crops such as shelled groundnuts, cocoa, palm oil, cotton, etc. Aside from revenue generation from the exportation of cash crops, an average Nigerian looked well fed (Edoka, Otajele and Adejo, 2011) because, food production was also at sufficient level despite the use of the traditional means (hoes and cutlasses) by the local producers of these crops.

In buttressing the above point, Adesina (2012) noted that Nigeria accounted for 42% of the world's total export of shelled groundnuts with a total export volume of 502,000 metric tonnes (MT) in 1961. According to him, with 167,000MT which accounts for 27% of the world's export of palm oil, Nigeria was the largest producer of palm oil in 1961. In the discussion of the glory of Nigerian agriculture in 1960s, cocoa farmers

were noted for wealth in the early years of independence as Nigeria accounted for 18% of the global export volume for cocoa in 1961 (Adesina, 2012).

This enviable position of the Nigerian agriculture was lost due to neglect of the sector as soon as the discovery of oil in the country. Now, Nigeria cannot boast of exporting significant quantities of these crops. In fact, local food production is not sufficient to feed her teeming population. In 2008, Nigeria could not import shelled groundnut due to the incidence of aflatoxin which the country could not fix (Adesina, 2012). With respect to palm oil, Nigeria's export declined to 25,000MT in 2008 leaving Nigeria far behind Malaysia that took oil palm seedling from Nigeria to her country while Nigeria's share of the global market for export of cocoa dropped to 8% also by 2008.

Aside from Nigeria's lost glory in the exportation of cash crops, local production of food crops could no longer meet up with the food demand of Nigerians and hence importation seems to be the adopted alternative to ensure that citizen's right to food is not infringed upon. Today, Nigeria now imports food crops such as rice, wheat, sugar, as well as fish. Hence, Nigeria completely shift her position from been one of the largest exporters of food commodities to been the largest importer of food commodities. Because of this, Billions of Naira that should have been used for significant development projects are been spent on food commodities. For instance, Nigeria spent N635 Billion, N356 billion, N217 billion and N97 billion annually on importation of wheat, rice, sugar and fish respectively (Adesina, 2012).

This is an unfortunate situation for a country like Nigeria which is blessed with vast natural and human resource endowments. In terms of natural resources, Nigeria has an arable land potential of 98 million hectares (ha) out of which 84 million ha (86%) is cultivatable and 40% (34 million ha) of the cultivatable land area is currently been used for agriculture (Adesina, 2012). The implication is that about 60% of the total cultivatable land area is currently untapped. In addition to land area, the country is blessed with marine resources, rivers, lakes and creeks which are excellent for fish production. The climatic conditions in the country also support and encourage agricultural production activities. With regards to human resources, the country's population is currently over 170 million. More than two-thirds of this population constitutes youths (Eneji, Mai-Lafia and Weiping, 2013) who should be actively engaged in productive agricultural enterprises that will lead to food sufficiency in the country and increased foreign earnings from exportation of surplus agricultural produce. However, instead of these youths to be engaged in different agricultural activities, they leave rural areas which serve as the center for agriculture in Nigeria to urban cities which have more economic benefits. This rural-urban migration has been attributed to poor living conditions prevalent in rural areas and inadequate infrastructural facilities (Ademola and Ladele, 2005) among other factors that resulted from the neglect of agriculture sector and rural areas. Hence, youths have been frustrated and discouraged from taking up agriculture-related enterprises (Ayanda, Olooto, Motunrayo, Yusuf and Subair, 2012). Due to this development, rural areas are currently dominated by the aged farmers who are not agile to meet up with the food demand of the growing population.

For Nigeria's agriculture to regain its lost glory of ensuring food security and relevance in the world economy through exportation, the aged farmers need to be replaced with vibrant and educated youth who are able to meet up with global technological development that will lead to increased agricultural productivity. According to Ekoja (2004), education is a significant factor in the adoption of innovations among farmers. Age has also been recognized as a limiting factor to farmers' willingness to make use of technologies as well as work on farms (Ismaila, Gana, Tswanya and Dogara, 2010).

Also, Successive Nigerian governments have attempted to improve rural livelihood, provide employment and ensure food security through agricultural development initiatives. Some of these are Directorate of Food, Road and Rural Infrastructure (DFRRI), National Accelerated Food Production programme (NAFPP), National Directorate of Employment (NDE), Agricultural Development Projects (ADPs), Operation Feed the Nation (OFN), River Basin Development Authority (RBDA), Nigerian Agricultural Insurance Scheme (NAIS), National Fadama Development Project (NFDP), Green Revolution, Poverty Alleviation Programme (PAP), National Economic Empowerment and Development Strategies (NEEDS), National Special Programme for Food Security (NSPFS), and Growth Enhancement Support Scheme (GESS) (Adebayo and Okuneye, 2005; Jibowo, 2005). Agriculture is also one of the seven-points agenda in the vision 20-20-20 programme (Omorogiuwa et al., 2014). Most of these programmes had little or no impact on the lives of the rural farmers because of corruption, inconsistency in government policies; top-down approach used in implementting development programmes among other several reasons. In lieu of this, the focus of agriculture should be shifted from been seen as development programmes/ projects, it should rather be considered as a business. That is, it should be seen as a profession, not a hobby for everyone but for professionals. It should be considered as prestigious like Medicine, Law, Engineering, etc that most youths will want to associate with.

In recognition of the importance of education to the development of agriculture and the need to professionalize agriculture, the Nigerian government took a strong stance by inculcating the teaching of agricultural science into the education curricula of primary and secondary schools in the country. Aside from this, Universities and Colleges of Agriculture were also institutionalized at both state and federal levels of government in order to produce graduates with required manpower for agricultural development. Currently, there are three federal universities of agriculture located in Abeokuta, Makurdi and Umudike with the tripodal objective of research, teaching and extension in agriculture. In addition, faculties and departments of agriculture were also introduced into other states and federal universities, polytechnics and colleges. Private institutions also have faculties of agriculture in their academic programmes.

It is however surprising to note that graduates who studied different aspects of agriculture such as agricultural economics, agricultural extension, crop production, animal science/production, soil science, etc are currently looking for scarce white-collar jobs in the banking, oil and gas sectors, etc thereby abandoning what they spent several years to study in universities, polytechnics and colleges while people who had no special education in agriculture are doing well in different agricultural enterprises. For instance, owners of the 10 leading farms in Nigeria in 2014 published in LEADERSHIP on February 28 were not graduates of agriculture; they were primarily politicians (former heads of states, senators, governors and their families) and business tycoons who took agriculture as viable business enterprise (Adah and Chiama, 2014). The implication of this is that although studying agriculture may be a necessity, it is not the most important pre-requisite to owning and managing a successful agricultural business. According to Ayanda *et al.* (2012), it is expected that graduates of these institutions who studied agriculture should develop passion in agriculture and serve as active work force that will replace the aged population thereby improving agricultural productivity.

This study therefore sought to examine agriculture students' willingness to venture into agriculture-related enterprises after graduation: a case study of final year agriculture students in Federal University of Agriculture, Abeokuta (FUNAAB). The specific objectives of the study were to describe the socioeconomic characteristics of

FUNAAB agriculture students; identify their preferred course of study; determine the students' willingness to venture into agriculture-related enterprises; identify reasons for agriculture students' willing to venture into agriculture-related enterprises; and identify for agriculture students' unwillingness to venture into agriculture-related enterprises after graduation. The study also hypothesized that no significant association existed between students' selected socioeconomic characteristics and their willingness to venture into agriculture-related enterprises.

Methodology

Description of the study area

The study was carried out in Federal University of Agriculture, Abeokuta (FUNAAB). FUNAAB is one of the three Federal Universities of Agriculture in Nigeria. It was established January 1, 1988 with the tripodal objective of research, extension and teaching in agriculture. It started from off from the old campus of Abeokuta Grammar School, Isale-Igbein and moved to its permanent site along Alabata road in 1997. The university currently has a total of 179 academic programmes made up of 44 undergraduate programmes and 135 graduate (22 Post graduate diploma, 57 Masters degree and 56 Doctorate degree) programmes (Wikipedia, 2015). The university which initially started with five Colleges now has about nine Colleges. Three of these (College of Agricultural Management and Rural Development - COLAMRUD, College of Plant Science and Crop Production – COLPLANT and College of Animal Science and Livestock Production - COLANIM) teach agriculture related courses.

To achieve the objectives of establishing the university, comprehensive practical work in fields, livestock units, farm workshop, fisheries establishment, etc were put in place by the university (COLAMRUCS, 2005). The Farm Practical Year (FPY) programme is aimed at complementing classroom teachings in agriculture with on-farm training and actual production. Previously, the programme takes place at the second semester of the fourth year (400 Level) of a 5-year programme for 6 months within the university for training in livestock, crop production, farm management and fisheries units. But now, trainees for the programmes are located in agro-allied farms across Ogun state for a full academic session of the fourth year in order to explore diverse modern agricultural practices and have a better understanding of rural life. At lower levels, farm practices were also undertaken by almost all students of the University of Agriculture, Abeokuta at the second and third years of their academic programmes (COLAMRUCS, 2005).

Sampling procedure and sample size

The three colleges (COLAMRUD, COLANIM and COLPLANT) teaching agriculture related courses were purposively selected for this study. Final year students of the 2014/2015 sessions were also chosen for this study because they have undergone the Farm Practical Year training, are almost through with their academic programme and should be at a point of making decisions as to the choice of agriculture after graduation. About 10% of the final year students were randomly sampled from each of the three colleges to give a total of 120 final year students. However, only 112 duly completed questionnaires were returned and utilized for data analysis. This gives a response rate of 93%.

Data analysis

Data obtained through the questionnaires were subjected to descriptive and inferential statistics. Objectives of the study were described using frequency counts, percentage, mean and standard deviation while the hypothesis was tested using the Chi-square analytical technique.

Measurement of key variables

Students' willingness to venture into agriculture-related enterprises: This was measured nominally as Yes or No. Those

whose responses were "Yes" are those willing to venture into agriculture-related enterprises while those who responded otherwise were unwilling.

Enterprise of interest: Agriculture enterprise of interest was identified nominally as crop production, livestock production, aquaculture, bee keeping and others from those willing to venture into agriculture-related enterprises.

Reasons for willingness: This was measured with a 9-item self developed scale on a 3-point Likert type ratings of Major reason, Minor reason and Not a reason with scores of 2, 1 and 0 respectively. The scores were summed for each item and then divided by the number of respondent (112) to give a mean score. Items with mean scores 1.00 were not considered as reasons for agriculture students' willingness to practice agriculture-related enterprises and those with mean values greater than or equal to 1.00 were considered as reasons for students' willingness to venture into agriculture-related enterprises.

Reasons for students' unwillingness: This was measured with a 15-item self developed scale on a 3-point Likert type ratings of Major reason, Minor reason and Not a reason with scores of 2, 1 and 0 respectively. The scores were summed for each item and then divided by the number of respondent (112) to give mean scores. Items with mean scores ≥1.00 were categorized as reasons for students' unwillingness to venture into agriculture-related enterprises while items with mean scores <1.00 were categorized otherwise.

Results and Discussion

Findings from the study as presented in Table 1 shows that 53.6% and 46.4% of the students were males and females respectively. This implies that both genders were adequately represented in the admission of agriculture students in the university. It could therefore be inferred that discrimination against the female gender in the pursuit of higher education was well taken care of by the university management.

About three-quarter (74.1%) of the students were Christians while one-quarter (25.0%) of the students were Muslims. Only about 0.9% of them professed to be traditional believers. It could be inferred that although Christianity was the predominant religion among the students, the two major religions among agriculture students in FUNAAB were Christianity and Islam.

About 83.9% of the students were single while the remaining students were either married (4.5%) or engaged (11.6%). This implies that the pursuit of professional careers is likely to be the primary focus of majority of the students since no family responsibility is likely to distract them. Table 1 also reveals that about 72.3% of the agriculture students were in the 22-26 years age brackets while 17.0% and 10.7% fell in the 27-30 and 18-21 years age brackets. The mean age of 24.08±2.37 years indicated that the students are youths and are neither children nor adolescents. Hence, they are expected to make sound decisions on their profession of choice after graduation.

Table 1 further reveals that more than half (51.8%) and more than two-thirds (69.6%) of the mothers and fathers respectively had tertiary education while about 33.0% and 21.4% of the mothers and fathers respectively had secondary education. Very few of the parents had at most primary education. This implies that the agriculture students came from parents who were well educated elites that understood the value education and professional careers.

Table 1: Socioeconomic characteristics of the agriculture students in FUNAAB (n = 112)

Socioeconomic characteristics	Frequency	Percentages (%)	Mean	Standard deviation
Sex				
Male	60	53.6		
Female	52	46.4		
Religion				
Islam	28	25.0		
Christianity	73	74.1		
Traditional	1	0.9		
Age (years)				
18 – 21	12	10.7		
22 – 26	81	72.3	24.08	2.37
27 - 30	19	17.0	years	
Marital status				
Single	94	83.9		
Married	5	4.5		
Engaged	13	11.6		
Mother's education				
No formal education	5	4.5		
Primary education	12	10.7		
Secondary education	37	33.0		
Tertiary education	58	51.8		
Father's education				
No formal education	3	2.7		
Primary education	7	6.3		
Secondary education	24	21.4		
Tertiary education	78	69.6		
Mother's occupation				
Civil service	49	43.8		
Farming	5	4.5		
Trading/Business	52	46.4		
Others	6	5.4		
Father's occupation				
Civil service	59	52.7		
Farming	11	9.8		
Trading/Business	29	25.9		
Artisan	10	8.9		
Others	3	2.7		
Membership of farmers' associations				
Yes				
No	7	6.3		
	105	93.8		

Source: Field survey, 2015

Although, level of education is generally high among the students' parents, the fathers were more educated than the mothers. The generally high level of educational attainment among the parents also explains why they sponsored their children's higher

education because according to Keng (2004), only parents who are well educated themselves will cater for their children's education.

With respect to parental occupation presented in Table 1, about 43.8% and 56.7% of the students' mothers and fathers respectively were civil servants while about 46.4% and 25.9% of the mothers and fathers respectively were into different private businesses. Only about 4.5% and 9.8% of the mothers and fathers respectively were farmers. This is expected to affect the students' choice of agriculture-related enterprises as career. This supports the findings of Jeffrey, Marcia and Susan (2004) cited by Ayanda *et al.* (2012) who noted that parents and guardians play a significant role in the occupational aspirations of their children. As shown in Table 1, about 6.3% of the students belonged to different farmers' associations. This is an indication that some of the students are already into agriculture-related enterprises.

Students' preferred course of study before university admission

Table 2 reveals that close to two-thirds (29.5%) of the students wanted to study agriculture before admission into the university. This implies that about 70% of the students were forced to study agriculture as a career as a last resort to pursuing higher education. Among the most preferred courses of study were Engineering (17.9%) and Medicine (17.0%), Mathematics (7.1%), Microbiology (6.3%) and Computer science (7.1%). This is in line with the findings of Ayanda *et al.* (2013) which reported the most preferred courses to be Medicine, Microbiology, Biochemistry and Chemistry as either first or second choices.

Table 2: Preferred course of study before university admission (n = 112)

Preferred courses	Frequency	Percentages (%)
Agriculture	33	29.5
Medicine	19	17.0
Engineering	20	17.9
Physics	3	2.7
Mathematics	8	7.1
Computer science	8	7.1
Microbiology	7	6.3
Biochemistry	2	1.8
Food science	2	1.8
Veterinary medicine	1	0.9
English language	2	1.8
Economics	2	1.8
Biology	2	1.8
Geography	1	0.9
Pharmacy/Nursing	2	1.8

Source: Field survey, 2015

Students' willingness to venture into farming enterprises

Table 3 indicates that majority (85.7%) of the students were willing to venture into agriculture-related enterprises after graduation. This implies that higher proportion of the agriculture students in FUNAAB will practice their profession after graduation. This agrees with Ayanda *et al.* (2013)'s findings which reported that 84.6% of the final year students in Kwara State University (KWASU) were satisfied with the farm practical training programme and were willing to provide required manpower in the agriculture sector after graduation. This is an indication that the Nigerian agriculture can still take the lead in terms of contribution to the nation's gross domestic product (GDP) and hence, Nigeria can be among the top 20 economies in the world by year 2020.

More than two-thirds (67.7%) of the students who showed interest in agriculture will venture into livestock enterprises while about 38.5% will be going into crop production enterprises. Only about 17.7% and 2.1% of these students were willing to go into bee keeping and fisheries production respectively. This implies that livestock enterprise is the most preferred agricultural enterprise by the students and is in line with the report of Ayanda *et al.* (2012) which also reported the preference of livestock production over crop production by agriculture students in KWASU. It can also be inferred that the students are more likely to venture into enterprises that are directly related to their courses of study.

Higher proportions of the students who were unwilling to practice their course of study intend to go into banking (43.8%) and entrepreneurship (37.5%). About 12.5% and 6.3% also prefer oil and gas industry and lecturing jobs respectively. The preference of the banking sector was also displayed by 77.8% of agriculture students in KWASU (Ayanda *et al.*, 2012).

Reasons for students' willingness to venture into farming enterprises

Based on the mean values in Table 4, the most important factor responsible for agriculture students' willingness to venture into agriculture-related enterprises is the students' desire to be job creators (mean value = 1.81). This is followed by their desire to be self employed (mean value = 1.76) and the lucrative nature of agriculture-based enterprises (mean value = 1.76). Other identified reasons were training-induced (mean value = 1.44), high unemployment rate (mean value = 1.26). This implies that training received during agriculture degree programme and the alarming unemployment rate in the country has awakened the agriculture students to the reality that they need to be job creators and self employed because agriculture is a lucrative enterprise. Some of the also prefer agriculture due to availability of land (mean value = 1.05) and ease and simplicity of starting up an agribusiness (mean value = 1.03).

Table 3: Students' willingness to venture into farming enterprises (n = 112)

Students' willingness	Frequency	Percentages (%)
Willingness to venture into agriculture-related enterprises		
Willing	96	85.7
Not willing	16	14.3
Agriculture enterprise of interest (n = 96)		
Crop production	37	38.5
Livestock production	65	67.7
Bee keeping	2	2.1
Aquaculture	17	17.7
If not willing, What is your dream job? (n = 16)		
Banking	7	43.8
Entrepreneurship	6	37.5
Oil and gas	1	6.3
Lecturing	2	12.5

Source: Field survey, 2015

Table 4: Reasons for students' willingness to venture into farming enterprises (n = 96)

Reasons	Not a reason	Minor reason	Major reason	Mean value	Ranking
Training received encouraged me to want to practice farming	10 (10.4)	34 (35.4)	52 (54.2)	1.44	4th
My parent(s) are farmers	72 (75.0)	18 (18.8)	6 (6.3)	0.31	9th
Agriculture is a profitable/lucrative enterprise	3 (3.1)	17 (17.7)	76 (79.2)	1.76	2nd
Persuasion by parents and relatives	67 (67.8)	22 (22.9)	7 (7.3)	0.38	8th
Agriculture is simple and easy to start up	30 (31.3)	33 (34.4)	33 (34.4)	1.03	7th
Unemployment rate is very high	23 (24.0)	25 (26.0)	48 (50.0)	1.26	5th
Desire to be self employed	5 (5.2)	13 (13.5)	78 (81.3)	1.76	2nd
Desire to be a job creator not job seekers	5 (5.2)	8 (8.3)	83 (86.5)	1.81	1st
Availability of land	24 (25.0)	43 (44.8)	29 (30.2)	1.05	6th

Source: Field survey, 2015

Reasons for students' unwillingness to venture into farming enterprises

As found in Table 5, lack of access to credit loan facilities to agriculture graduates (mean value = 1.56) ranked first among the reasons for non-preference of agriculture by agriculture students. This is followed by unavailability of storage facilities (mean value = 1.50), unavailability of processing facilities (mean value = 1.44), capital intensive nature of agriculture (mean value = 1.38) and unavailability of marketing facilities for agricultural produce (mean value = 1.38). This implies that these students would have wanted to practice agriculture-related enterprises if infrastructural facilities (for processing, storing and marketing agricultural produce) are made available. Special credit loan facilities directed at agriculture graduates would have also induce their interest in agriculture.

Table 5: Reasons for students' unwillingness to venture into farming enterprises (n = 16)

Reasons	Not a reason	Minor reason	Major reason	Mean value	Ranking
Agriculture is not a recognized and respected profession	6 (37.5)	3 (18.8)	7 (43.8)	1.06	11th
Agriculture is capital intensive and expensive to start	2 (12.5)	6 (37.5)	8 (50.0)	1.38	4th
It is a risky venture	4 (25.0)	5 (31.3)	7 (43.8)	1.19	8th
Farming is the business of rural people	6 (37.5)	3 (18.8)	7 (43.8)	1.06	11th
I just hate agriculture	11 (68.8)	1 (6.3)	4 (25.0)	0.56	15th
Agriculture is a business that just anybody can practice	9 (56.3)	4 (25.0)	3 (18.8)	0.63	14th
Lack of access to credit loan facilities to agriculture graduates	1 (6.3)	5 (31.3)	10 (62.5)	1.56	1st
Markets for agricultural produce are not readily available	1 (6.3)	8 (50.0)	7 (43.8)	1.38	4th
Storage facilities are not available	0 (0.0)	8 (50.0)	8 (50.0)	1.50	2nd
I am not confident I can manage an agribusiness on my own	4 (25.0)	6 (37.5)	6 (37.5)	1.13	10th
Processing facilities are not available	2 (12.5)	5 (31.3)	9 (56.3)	1.44	3rd
A better job is awaiting me after graduation	5 (31.3)	3 (18.8)	8 (50.0)	1.19	8th
I have been warned by my parent(s) or guardian(s) not to go into farming after graduation	10 (62.5)	1 (6.3)	5 (31.3)	0.69	13th
Agriculture is tedious and time consuming	4 (25.0)	4 (25.0)	8 (50.0)	1.25	6th
Known agriculture graduates are still unemployed after several years of graduation	4 (25.0)	4 (25.0)	8 (50.0)	1.25	6th

Source: Field survey, 2015

Association between students' selected socioeconomic characteristics and their willingness to venture into farming

Chi-square analysis reveals that significant association exists between marital status (χ^2 = 14.368, p<0.05) and the students' willingness to venture into farming enterprises while no significant associations existed between other socioeconomic characteristics and the students' willingness to practice agriculture. This implies that students who are married are less likely to venture into farming than their single counterparts.

Table 4: Association between students' selected socioeconomic characteristics and their willingness to venture into farming

Variables	χ^2- value	p-value	df	Decision
Sex	1.938	0.164	1	Not significant
Age	4.257	0.119	2	Not significant
Marital status	14.368	0.024	3	Significant
Mothers' education	2.565	0.464	3	Not significant
Fathers' education	1.556	0.670	3	Not significant
Mothers' occupation	0.158	0.984	3	Not significant
Fathers' occupation	4.681	0.322	4	Not significant

df = degree of freedom, significant level = 0.05
Source: Computed from collected data (2015)

Conclusion and Recommendations

The study revealed that higher proportion of the agriculture students were males, Christians, single, and had educated parents who were mostly civil servants. Majority of the students were willing to practice agriculture enterprises like livestock and crop production after graduation. Reasons for students' unwillingness to practice agriculture include lack of access to credit loan facilities by agriculture graduates, unavailability of storage and processing facilities. The study therefore concluded that more agriculture students will venture into agriculture-related enterprises if credit loan facilities and infrastructural facilities are made available to graduates of agriculture.

The study therefore recommended that stakeholders in the agriculture sector should make arrangement for special credit loan facility for graduates of agriculture. Infrastructural (storage, processing and marketing) facilities should also be provided in rural areas where key agricultural activities are taking place. These will encourage those who were unwilling to venture into agriculture-related enterprises while sustaining the interest of those who were currently willing to venture into farming.

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