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Attitude of Students Towards Participation in Agribusiness in Edo State, Nigeria

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Abstract

The study investigated attitude of students towards agribusiness and constraints that can impede latent entrepreneurs from starting and running agribusiness. Simple random sampling was used to select 83 students from the list of students of college of agriculture participating in entrepreneurship training in Rubber Research Institute of Nigeria and Presco farm. Structured questionnaire was used to collect data for the study. Data obtained were described using percentage, mean and analysed using logit regression at $p \leq 0.05$. Result revealed that majority of the students had favourable attitude ($\bar{X} = 3.43$) towards entrepreneurship and 97.6% were willing to be entrepreneur. Difficulty in finding customers ($\bar{X} = 2.02$) and fear of tough competition ($\bar{X} = 2.02$) were perceived as constraints to entrepreneurship. The most important factors that influenced the students' willingness to become entrepreneur after completion of schooling were marital status and number of family members self-employed. The study concludes that the youth had favourable attitude toward entrepreneurship and are willing to be entrepreneur as long as market and start-up capital are available.

Keywords: Youth, attitude, entrepreneurship,

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Introduction

World youth unemployment rate is increasing rapidly. According to International Labour office (ILO) (2018), the world youth unemployment rate is 13 percent, which is three times higher than adult rate of 4.3 percent. In Nigeria, about 24.5 million youth are currently unemployed (National Bureau of Statistics (NBS), 2018). The number of jobs available is insufficient to employ all youth entering the working population. Daniel (2014) reiterate that the solution to unemployment is to create new jobs. In his opinion, a country needs more new job fields to solve the problem of unemployment. Agricultural sector has been found to be the most promising sector that could create meaningful job for the large number of unemployed youth. This is because agricultural sector offers a wide range of employment opportunities. Business creation in agriculture sector can present viable opportunity to earn a decent living. Thus, promotion of entrepreneurship especially in agribusiness as a possible source of job creation is gaining policy attention.

The concept of entrepreneurship has become the fundamental and valuable way to promote self-reliance and self-employment among young people. Entrepreneurship is the art of setting up and running an enterprise in a profitable and sustainable manner (Teshoma, 2014) cited by Norman et., al (2016). According to Suresh (2017) entrepreneurship can be measured in two ways; actual entrepreneurship, that is, people that have actually started business and entrepreneurial intention or latent entrepreneurship, that is, people intending to start a business.

It is widely documented that effective entrepreneurship education is key to ensuring that young people acquire the competence and skills needed to pursue entrepreneurship. Entrepreneurship education entails teaching students, learners and would be business men, equipping the trainees with skills, teaching responsibility and developing initiatives of prospective learners (Ezeani, 2012) cited by Udiyaundeye (2015). Providing pupils and students with entrepreneurial skill, attributes and behaviour has a positive effect on a young person decision to engage in entrepreneurial activity Cristina et., al (2019). Thus, it increases the number of potential or would- be entrepreneur. According to Suresh (2017), entrepreneurship education can be conducted through theoretical and practical learning systems.

In recognition of the importance of entrepreneurship in solving the problem of the rising youth unemployment, the government introduced a number of agricultural related initiatives to support the development of entrepreneurship and improve rural livelihood. Some of these initiatives are; Youth enterprise with innovation in Nigeria (YOUWIN) initiated in 2011, skill acquisition and entrepreneurship development (SAED) of the National Youth Service Corps initiated in 2012 to serve as a training section for the young graduates during their stay in the orientation camp. As well as integration of entrepreneurship education within the Nigeria education system, entrepreneurship study are compulsory subject for all university undergraduate.

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Despite increased provision of entrepreneurship education and programmes for undergraduates as well as graduate students, increased participation of youth in entrepreneurship activities especially agribusiness after graduation have not been achieved. This can be associated with attitude of young people towards entrepreneurship. According to Norman et., al (2016), the attitude and value young people place on entrepreneurship make them to be dependant and not self-reliant. Young people lack human, social and financial capital which makes it difficult to realize their entrepreneurship intentions (Organization for Economic Co-operation and Development (OECD), 2015). Lack of access to finance, and market as well as inadequate infrastructural development are barriers that undermine efforts to create culture of entrepreneurship among the young people (OECD, 2015). For youth entrepreneurship education to have more impact on job creation, policy makers need to address barriers that may affect entrepreneur and the would - be entrepreneurs interest in entrepreneurship (United Nations conference on trade and development (UNCTAD), 2015). The study thus investigated, attitude of students toward entrepreneurship, constraints to youth entrepreneurship and their willingness to be entrepreneur after completion of schooling.

Objective of the study

The study assessed attitude of youth towards entrepreneurship.

Specifically, the objectives of the study were to:

1. ascertain youths' attitude towards entrepreneurship;
2. ascertain youths' willingness to become an entrepreneur;
3. identify youths' preferred agricultural related enterprises and
4. identify youth perceived constraints to entrepreneurship.

Methodology

The study was conducted in Edo State of Nigeria. The State is located in the southern rain forest zone of the country. The State lies within the geographical coordinates of latitudes $05^{\circ} 44'N$ and $07^{\circ} 34'N$ and longitude $06^{\circ} 04'E$ and $06^{\circ} 43'E$. Two distinct seasons are experienced in the State; the raining season which start from March to October and the dry season from November to February. Agricultural activities are prominent in the State as a result of the favourable weather condition and the soil type.

The population of the study comprises of final year (HND and OND) students of Edo State College of Agriculture Iguoriakhi undergoing entrepreneurship training programme in private and government owned farms. Simple random sampling technique was used to select 83 students from the list of 123 students deployed to the

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Rubber Research Institute and Presco farm for entrepreneurship programme. Structured questionnaire was used to collect data from the respondents. Data obtained were analysed using percentage, mean and logistic regression at 5 % probability level.

Attitude was measured using a 12 item statement rated on a five point Likert-type scale of strongly agree = 5, Agree = 4, undecided = 3, disagree = 2, strongly disagree = 1. The scoring was reversed for negative statements. The mean score for each of the statements was calculated and the grand mean score of all the statements was divided by the number of statements to categorize the youth's attitude. Mean score equal or greater than 3.0 were categorized as having a favourable attitude while those having less than 3.0 were grouped as having unfavourable attitude. Also using the attitude score, the minimum score which was 12 (12x 1) points and the maximum score which was 60 (12x5) were summed up and divided by two (60 + 12/2=36). Scores less than 36 were regarded as unfavourable while 36 and above were regarded as favourable attitude.

The constraints were rated on a three – point rating scale as very serious (3), serious (2) and not serious (1) Mean was determined by summing the scale value and divided by 3 (3 + 2 + 1/3 = 2). Constraints with a mean score of 2.0 and above were considered as serious constraints, while mean score less than 2.0 implied not a serious constraint.

A binary logit model was used to identify significant factors affecting youths' willingness to be self-employed.

The empirical model is therefore specified as;

$$\text{Logit} \quad (Y) \quad = \ln \frac{\pi}{1-\pi} = \alpha + \beta_1 \text{AGE} + \beta_2 \text{SEX} + \beta_3 \text{MAR} + \beta_4 \text{DIV} + \beta_5 \text{AOS} + \beta_6 \text{PMO} + \beta_7 \text{FEDU} + \beta_8 \text{NFMSE} + U$$

The variables and their description are as shown in Table 1

Table: 1 Definitions and measurement of explanatory variables

Dependent variable	Willingness to be self- employed after completion of schooling
Independent variable	Measure
Sex	1 if male and 0 otherwise
Age	Age in years
Marital status	1 if married and 0 otherwise
Degree in view	1 if HND and 0 otherwise
Area of specialization	1 if specialized and 0 otherwise

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Parent main occupation 1 if self- employed and 0 otherwise

Fathers' education 1 if tertiary and 0 otherwise

Number of family members self-employed Numbers self-employed

Results and Discussion

Table 2 shows the percentage distribution of respondents based on their personal characteristics. The result shows that most (41.0%) of the respondents were between ages 26-33 years and more than half (55.4 %) of them were female. Also, majority (90.4%) of the respondents' parents had tertiary education. This indicates that majority of the respondents' parents were literate. The implication is that parents' educational attainment might influence the career guidance of their children. About three quarter (73.5%) of the respondents' parents were self-employed and most (72.3%) of the respondents had between 1-5 family members who were self- employed. This suggests that respondents had role models around who could influence them to be self-employed

Table 2: Distribution of respondents according to their personal characteristics

Personal characteristics	Percentage
Age	
18-25	30.1 (25)
26-33	41.0 (34)
36-40	29.9 (24)
Sex	
Male	44.6 (37)
Female	55.4 (46)
Marital status	
Married	68.7 (57)
Single	31.3 (26)
Degree in view	
HND	53.0 (44)
OND	47.0 (39)
Area of specialization	
Crop production	27.7 (23)
Animal production	20.5 (17)
Extension	6.0 (5)
Agricultural technology	45.8 (38)
Father's education	
Non formal	1.2 (1)
Primary	7.2 (6)
Secondary	1.2 (1)
Tertiary	90.4 (75)
Parent major occupation	
Salary employment	26.5 (22)

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Self employed	73.5 (61)
Number of family members self employed	
1-5	72..3 (60)
6-10	27.7 (23)

- Frequencies in parentices
Source: Field Data, 2019

Result in Table 3 shows that the grand mean attitudinal scores of the respondents were $\bar{X} = 3.43$. This implies that the youth in the study area had favourable attitude towards entrepreneurship. Table 4 further shows that 83.1% of the respondents had favourable attitude towards entrepreneurship while very few (16.9%) had unfavourable attitude towards entrepreneurship. This implies that majority of the youth in the study area were favourably disposed to self -employment. This finding agrees with the findings of Gbadeghesin and Mohannak (2016), who reported that the attitude of youth towards entrepreneurship was positive.

Table 3: Attitude of students to entrepreneurship

Statements	Mean	SD
Entrepreneurship is better than working for others.	4.76	0.55
Income from entrepreneurship is sufficient to meet my needs	3.94	0.78
Entrepreneurs must be appreciated and respected in the society because they provide work for other people.	3.57	1.44
Entrepreneurs can exploit their professional skills and competencies more effectively in their own businesses than in salaried employment	3.27	1.53
Entrepreneurship gives hope for survival in the future.	3.43	1.60
When looking for a life partner, I prefer an entrepreneur than a person who has salaried employment	3.59	1.52
Salaried employment is easier and better than entrepreneurship	2.90	1.47
Entrepreneurship is for drop out and illiterate youth.	3.56	1.45
Inadequate government support discourage one from starting a business	2.80	1.65
The risk and challenges of starting a business is too high, hence it discourage one from starting	3.27	1.53
People who cannot adapt to conventional jobs end up as entrepreneurs.	3.80	0.78
12 I can only start a business of my own when all efforts to secure a salaried employment have failed	2.24	1.30

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Grand mean

3.43

Source: Field Data, 2019

Table 4: Distribution of respondents according to attitude score

	Percentage
Unfavourable (Score ≤ 36)	16.9% (14)
Favourable (score ≥36)	83.1% (69)

- Frequencies in parentises

Result in Table 5 also shows that the majority (97.6%) of the youth were willing to be self-employed. This implies that higher proportion of the students are willing to start their own agribusiness as self-employment after schooling. The result is consistent with the findings of Ojebiyi et., al (2015) who reported that 85.7% of final year agricultural students of Federal University of Agriculture Abeokuta (FUNAB) were willing to venture into agricultural - related enterprise after graduation.

Table 5: Distribution of respondents according to willingness to be self - employed

Willingness	Percentage
Yes	97.6 (81)
No	2.4 (2)

Table 6 depicts the preferred enterprise of the respondents. Under livestock, more than half (56.7%) of the respondents prefer poultry business while oil palm seedling production was preferred under seedling production enterprise by most of the respondents (45.8%). Also, most (45.8%) of the respondents preferred oil palm plantation establishment business while few (28.9%) preferred rubber plantation establishment. This implies that livestock enterprise is the most preferred enterprise by the students. This is in line with the report of Ojebiyi et., al (2015) which also reported preference of livestock production over crop production by agricultural students of FUNAB.

Table 6: Respondents enterprise of interest

Enterprise	Percentage
Livestock	
Poultry	56.7(47)
Piggery	10.8 (9)
Fish farming	21.7 (18)
Snail farming	2.4 (2)
Beekeeping	1.2 (1)

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No response	7.2 (6)
Seedling production	
Oil palm seedlings	45.8 (38)
Cocoa seedlings	8.4 (7)
Rubber seedlings	31.4 (26)
High value fruit tree seedlings	9.6 (8)
Ornamental plant seedlings	4.8 (4)
Plantation establishment	
Oil palm plantation	45.8 (8)
Cocoa plantation	13.3 (11)
Rubber plantation	28.9 (24)
No response	12.0 (10)

Source: Field Data, 2019

The result of the study also shows that there are number of constraints that the students identified as hindrances that may affect their participation in entrepreneurship activities after completion of schooling. Difficulties in finding customers ($\bar{X} = 2.02$) as well as fear of tough competition ($\bar{X} = 2.02$) were identified by the respondents. (Table 6)

Table 6: Respondents' Perceived constraints to entrepreneurship

S/N	Statements	Mean	SD
1	Lack of good business idea	1.68	0.74
2	Lack of startup capital	1.90	0.70
3	Difficulties to obtain license and certificate	1.76	0.79
4	Difficulty in finding customer	2.02	0.74
5	Inadequate power supply	1.70	0.83
6	Fear of tough competition	2.02	0.74
7	Insufficient land	1.64	0.65

Source: Field Data, 2019

The result of estimation of the logit model in Table 7 shows that the probability of youth willingness to be an entrepreneur was significantly influenced by two variables; marital status and number of family members self-employed. The coefficient of marital status and number of family members self-employed were positive and statistically significant at 5%. The positive coefficient of marital status means that an increase in number of married youth increases the probability of youth willingness to be entrepreneur. The likely reason for this result might be that as a married individual with family obligations, he/she will rather be willing to create job for himself/ herself to generate income to meet the family needs rather than staying idle and waiting for salary job which he/she might not get eventually. Also, the positive coefficient of number of family member self-employed means that an increase in number of family members self-employed, increases the probability of youth willingness to be entrepreneur. However, parent's occupation, age, sex, fathers' education area of specialization and degree in-view were all found not to be significant. Thus, parent occupation, age, sex, fathers' education, and degree in view were not very important variables that influenced youth's willingness to be an entrepreneur. This result is consistent with the findings of Rodrigue et., al (2019) that gender, parent's occupation

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and parent's education have no significant influence on entrepreneurship intension among undergraduate students in the Republic of Benin.

Table 7: Relationship between socio-economic characteristics and willingness to be an entrepreneur

	Coefficient	Z	Sig.	Exp (B)
Constant	1.753	1.950	0.808	5.771
Age	0.250	0.096	0.757	1.284
Sex	0.210	0.181	0.670	0.811
Marital status	0.571	0.398	0.047*	0.565
Degree in view	0.583	0.753	0.386	0.558
Area of specialization	0.029	0.013	0.911	0.972
Parents' occupation	0.026	0.001	0.975	1.027
Father's education	0.330	0.242	0.623	0.719
Number of family members self-employed	0.561	1.043	0.023*	1.752
Model statistics				
Log likelihood	-12.45			
LR chi² (8)	46.19			
Prob > chi²	0.05			
Pseudo R²	0.359			

Source: Computation from Field Data, 2019

Conclusion and Recommendations

Students have a favourable attitude towards entrepreneurship. As a result of participating in entrepreneur programme, many of the students showed willingness to

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be self- employed after completion of schooling. The youth were mostly interested in poultry and oil palm seedling production enterprise.

Difficulties in finding customers and fear of tough competition were perceived as major constraints that may affect student interest in entrepreneurship activities after completion of schooling. Marital status, number of family members self-employed have influence on students' willingness to become an entrepreneur. These variables therefore played significant roles in determining willingness of youth to become self-employed.

Policy measures should be directed at stimulating the interest of youth towards entrepreneurship through media campaign and field trips to successful young entrepreneur farms as well as linking the young entrepreneur to market and other resources.

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