



Correlational Analysis of Parental Occupation on Students' Agripreneurial Competency Skills and Choice of Agribusiness after Graduation in Abubakar Tafawa Balewa University Bauchi, Nigeria

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Abstract

The broad objective of the study is to determine the relationship of parental occupation on students' agripreneurial competency skills and choice of agribusiness after graduation. The study adopted a descriptive survey design with a population of 196 final year agricultural technology students of 2018/2019 session of the Abubakar Tafawa Balewa university, Bauchi. The sample size for the study was one hundred (100) students that were randomly selected. A self-developed questionnaire was designed and administered for data collection. The questionnaire was validated by three lecturers from the Faculty of Technology Education and Faculty of Agriculture and Agricultural Technology. The Alpha Cronbach's reliability coefficient was 89.56% which was highly reliable. Data obtained was subjected to descriptive statistics and cross-tabulation. The frequency result indicated that majority of the students do not possess agribusiness skills. There was a significant association between parental occupation and agribusiness competency skills possessed by the students, i.e., students' whose parents are civil-servants want to be civil-servants and students whose parents are full-time farmers does want to be farmers.

Keywords: Agribusiness, Agripreneurial, Competency Skills, Parental Occupation

Introduction

Employing competent graduates is of paramount importance to business organizations. poor recruitment decisions are costly to employers from both monetary and non-monetary perspectives. Researcher, such as Promis as cited by Elvy, et al. (2019) have stressed the importance of employing people with the right competencies. The increasing need for knowledge workers and the demand for competent fresh graduates becomes of paramount importance. There is an increasing demand for universities to produce graduates who are more practically work-ready (Poon, 2014; Alhelalat, 2015; Low et al., 2016). Graduate competencies have gained increased attention from the public, professional bodies, higher education and researchers. McClelland an American psychologist cited in Elvy et al. (2019), advocate the concept of competency as a means of describing the value of employees' abilities. The competency notion was redefined and promoted as the competency theory for use in business and education research.

'Competency' refers to visible elements (such as knowledge and skills) and the underlying characteristics (such as attitudes, traits and motives) that drive superior job performance. According to Stephen et al. (2020), due to an aging agricultural population together with high levels of youth unemployment, the need exists to interest youth especially young university graduates to create and pursue innovative approaches to agricultural production and its allied sectors. Such initiatives could involve the integration of agriculture and entrepreneurship, as learned through school-based, agripreneurship (agribusiness) projects (SAPs), to overcome poverty, food insecurity, and youth unemployment (Mukembo, 2017). Agripreneurship involves the application of entrepreneurial principles to identify, develop, and manage viable agricultural enterprises optimally and sustainably for profit and improved livelihoods (Mukembo & Edwards, 2015a). For example, students could apply the knowledge and skills acquired in



entrepreneurship courses to recognize opportunities in agriculture (Mukembo, 2017; Uscanga et al., 2019). To become successful agripreneurs, students ought to acquire many competencies associated with entrepreneurship (Mukembo, 2017).

According to Purna (2016), it is a prevalent estimation that members of a certain social class and their offspring will replicate the class itself. As found by numerous researchers around the world, prevailing family occupation, as a specified social class, exerts a profound influence on the career option of an individual. A person belonging to an entrepreneur family is highly predictable to choose an entrepreneurial career than one hailing from non-entrepreneurial background.

Purna (2016), pointed out that a business-family inculcates higher intentions in its offspring to set up own business. Together, all these empirical findings advocate that family occupational background, in all probability, impacts the entrepreneurial orientation of youth. However, a scrutiny of such studies discloses that the subject of family occupation, as an illustrative variable of entrepreneurship, has attracted very limited attention. Supporters of demographic models also established a pragmatic support for the premise that family occupation influences entrepreneurial intentions (Mathews & Moser, 1995). The present study explored the nature of relationship parental occupation exerts on choice of agribusiness graduating students were willing to venture after graduation. This study therefore sought to examine agriculture students' competency to venture into agriculture-related enterprises after graduation and also explore the parental relationship.

Objectives of the Study

The study's overall aim is to determine the association of parental occupation on students' agripreneurial competency skills possessed and choice of agribusiness after graduation.

The specific objectives were to:

- i. Describe the socio-demographic status of agricultural students
- ii. Find out the competency skills possessed by students of Agriculture in ATBU.
- iii. Determine the relationship between parents' occupation and level of agribusiness competency skills possessed by students

Research Hypothesis

Parents' occupational status does not relate with students' agribusiness competency skills possessed and choice of agribusiness.

Methodology

The research design was a descriptive survey design. The study area Bauchi State, lies between 9.3° and 12.3° north of the equator and 8.5° and 11° east of the Greenwich Meridian. The state is bordered by eight states, with total land area of about 549,260 square kilometers, and about 5.3% of Nigeria's total land mass. The university has two campuses, one at Yelwa and the main campus and Gubi. The university has seven faculties with one medical college. The population of this study comprises of all the 2018/2019 500 level students of the Faculty of Agriculture, and Agricultural Technology (comprising of students of Agricultural Economics and Extension, Crop Production, Soil Science and Animal production departments) as well as the Final Year students of Agricultural Education from Faculty of Technology Education totally 196 students. The populations were gotten from the record officers of each programme. The sample size for the study was (100) students that were randomly selected. A total of (20) proportionate final year students from each programme were selected using the attendance register gotten for each of the class representative. The total returned questionnaires were ninety-nine, that is (99%) retrieved.

A self-developed questionnaire title 'Competency of Agriculture Student to Venture into Agribusiness (CASVA)' was the instrument for data collection. The sections of the instrument were; socio-demographic data, competency skills possessed by students and area of agribusiness students are willing to venture after graduation. The competency section was rated on a five-point Likert-type scale ranging from Novice (1), Beginner (2), Competent (3), Proficient (4) and Expert (5) while other measurements were based on nominal scale. The questionnaires were administered by the researchers and the class captains of the final year students from the departments where data were collected.

Data collected was during the second semester 2018/2019 session. It takes the researchers two weeks to retrieved the questionnaires. The questionnaire was validated by three lecturers;



two from the Faculty of Technology Education and one from the Faculty of Agriculture and Agricultural Technology. The validators were requested to ascertain the appropriateness of the items in relation to the objectives of the study and the relevance and adequacy or otherwise of language used in the construction of items in the questionnaire. Validators corrections were carried out before the questionnaire was subjected to pilot study in a different environment that has similar settings to the study area.

Forty questionnaires were distributed for pilot study at the College of Agriculture Yelwa, Bauchi for determination of the reliability of the instrument. SAS JMP (version 14) was used to

determine the reliability co-efficient of the instrument. The Alpha Cronbach's reliability coefficient was (89.6%) which was highly reliable for the questionnaire to be administer for the study.

Data obtained was subjected to descriptive statistics and cross-tabulation analysis using SAS JMP (version14) statistical software. The essence of using the statistical software was to give a robust, reliable, comprehensive and in-depth analysis for the result.

Results and Discussion

Research Question 1: What is the socio-demographic status of agricultural students

Table 1: Relative frequency distribution for the socio-demographic status of students

S/no.	Variables	Frequency	Percent (%)
a.	Sex		
	Male	68	68.68
	Female	31	31.31
	Total	99	100
b.	Age Category		
	20-23yrs	36	36.36
	24-27yrs	32	32.32
	28-31yrs	23	23.23
	32yrs and above	8	08.08
	Total	99	100
c.	Employment Status		
	Unemployed	50	50.50
	Self-employed	21	21.21
	Employed in private sector	17	17.17
	Others specify	11	11.11
	Total	99	100
d.	Parents' Occupational status	Frequency	Percent (%)
	Farmer	31	31.30
	Civil Servant	53	53.55
	Trader	15	15.15
	Total	99	100
e.	Parents' Educational Qualification		
	First school leaving certificate	20	19.4
	SSCE	27	26.2
	OND/HND	32	31.1
	Degree	12	11.7
	Master's	5	4.9
	PhD	2	1.9
	Total	99	100

Source: Field survey, 2019

Table 1 shows the relative frequency distribution for the socio-demographic status of students. The table indicated that 69% of the

students were males whereas the remaining 31% were females. This revealed that most of the agricultural programmes are male



dominated. Majority of the students fall within the age category of 20-27years. Half of the respondents (50.5%) were unemployed and the remaining were (21%) self-employed, (17%) employed in private sectors and (11%) did not specified their employment status.

Research Question 2: What is the level of agribusiness competency skills possessed by students?

Table 2: Relative frequency result for the level of agribusiness skills possessed by students

Construct	Frequency	Relative Proportion	Hypothesized Probabilities	Likelihood Ratio	Pearson
Expert	5	0.0500	0.2000		
competent	17	0.1700	0.2000		
Proficient	15	0.1500	0.2000		
Beginner	37	0.3700	0.2000		
Novice	26	0.2600	0.2000		
Total	100	1.0000			
Chi-sq.				31.1476	29.2000
DF				4	4
Prob>Chi-sq.				<.0001	<.0001

Source: Computed from Field Survey data, 2019

The table revealed that the relative proportion of the students with competent to expert level with agribusiness skills was 0.22 (22%). Whereas, more than 0.60 (60%) of the relative proportion of the students possessed beginners to novice level of agribusiness skills. The reported chi square indicated that there was significant association between students and the

level of agribusiness skills they possessed. The implication shows that the sample was a true representation of the population.

Research Question 3: What is the relationship between parents' occupation and level of agribusiness competency skills possessed by students

Table 3: Cross tabulation result for the relationship between parents' occupation and level of agribusiness competency skills possessed by students

	Expert	competent	Proficient	Beginner	Novice	Row Total
Full-Time Farmers	0 (0.00%)	0 (0.0%)	0 (0.0%)	10 (10.0%)	22 (22.0%)	32 (32.0%)
Civil Servants	0 (0.0%)	14 (14.0%)	15(15.0%)	20 (20.0%)	4(4.0%)	53 (53.0%)
Others specified	5 (5.0%)	3 (3.0%)	0 (0.0%)	7 (7.0%)	0 (0.0%)	15 (15.0%)
Column Total	5 (5.0%)	17 (17.0%)	15 (5.0%)	37 (37.0%)	26 (26.0%)	100 (100.0%)

Source: Field Survey, 2019

This procedure constructs a two-way table showing the frequency of occurrence of unique pairs of values for the relationship between parents' occupation and agribusiness competency skills possessed by students. This table shows how often the 3 types of Parental occupation occur together with each level of the five values for the agribusiness competency skills possessed by students. Majority (37.0%) of the students possessed beginner's agribusiness competency skills and most of

them belong to parents who are civil servants. On a similar direction, twenty-six percent (26%) of the students who were novice came from full-time farmers' background. This is to say that most of the students' agribusiness competency skills possessed was theoretical in nature. This is an indication that some of the students are already not into agriculture-related enterprises.



Table 4: test of independence result for the relationship between parents' occupation and level of agribusiness competency skills possessed by students

Statistic	Value	p-value	Df
Contingency Coefficient	0.6755		
Pearson's R	0.0001	0.0001	98
Kendall's Tau b	-0.5860	0.0000	
Lambda	0.1905		
Chi-Square	83.925	8	0.0000

Source: Computed from Field Survey data, 2019

This table shows the results of a hypothesis test run to determine whether or not to reject the idea that the relationship between parents' occupation and the level of agribusiness competency skills possessed by students are independent. Since the P-value is less than 0.05, we can reject the hypothesis that the relationship between parental occupation and the level of agribusiness competency skills possessed by students are independent at the 95.0% confidence level. Therefore, the observed value of parental occupation for a particular case is related to its value for agribusiness competency skills level possessed by students.

The statistics also measure the degree of association between parents' occupation and agribusiness competency skills possessed by students. Of particular interest are the contingency coefficient and lambda, which measure the degree of association on a scale of 0 to 1. Lambda measures how useful the parents' occupation is used as a factor in predicting the level of agribusiness competency skills possessed by students. For example, the value of lambda with columns dependent equals 0.1905. This means that there is a 19.05% reduction in error when parents' occupation is used to predict the level of agribusiness competency skills possessed by students. For those statistics with P values (Pearson's R and Kendall's Tau b), P values less than 0.05 indicate a significant association between parents' occupation and the level of agribusiness competency skills possessed by students at the 95% confidence level. This support the findings of Jeffrey, Marcia and Susan as cited by Ayanda *et al.*, (2012) who noted that parents and guardians play a significant role in the occupational aspirations of their children. This is an indication that some of the students are already into agriculture-related enterprises.

Discussion of Findings

On a similar study conducted at the Federal University of Technology Minna by Ojebiyi, Ashimolowo, Odediran, Soetan, Aromiwura and Adeoye (2015), found the mean age of students to be between 24.08±2.37 years which indicated that students are youths and are neither children nor adolescents. Hence, they are expected to make sound decisions on their profession of choice after graduation.

Parental entrepreneurship serves as a strong determinant of self-career. A considerable amount of empirical studies uncovers a corresponding relationship between the family occupational status and the probability of the offspring becoming entrepreneurs in future. Another study conducted by Nsikak-Abasi and Essien (2013) in Nigeria, found that the entrepreneurial aspirations of students in technical schools were significantly influenced by the parents' counseling, educational status, tribe and socioeconomic status. There have been some crucial studies abroad which probed into the relevance of kinship to venture creation and development. Athanasios and Panikkos (2011) found a weak correlation, in Cyprus, between a family occupation and start-up intentions of the respective wards. Aykut and Belgin (2011) observed no significant impact of family profession on individual entrepreneurship propensity. Family occupation had a significant impact on the plea to start own business Wang and Wong, (2004), Mathews and Moser (1995) also, have provided strong empirical support for the constructive association of family background with entrepreneurial intention. Students whose parents happened to be in businesses, in Singapore and Australia, were found more likely to launch new ventures (Phan, Wong & Wang).



Conclusion

There is high level of incompetent agribusiness skills level possessed by the students. This is to say the demand for competent fresh graduates will not be met. Since majority of the students' whose parent are civil servants wants to be civil servant indicate that majority students will not practice agribusiness after graduation.

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