
Agricultural Lecturers Perception of Agri-preneurship Education as a Poverty Reduction and Self-employment Strategy for Graduates in Imo State, Nigeria

¹Chikaire, J.U., ²Chikezie, N.P. and ³Oparaojiaku, J.O.

¹Dept. of Agricultural Extension, Federal University of Technology, Owerri, Imo State,

²Dept. of Agricultural Extension and Rural Sociology, University of Abuja,

³Dept. of Agric. Extension Management, Imo State Polytechnic, Umuagwo, Imo State, Nigeria |

Email : futo.edu.ng@gmail.com

Abstract: *The study aimed at investigating agriculture lecturers perception of the importance of Agri-preneurship education for employment and poverty reduction among graduates of agriculture. Purposive sampling technique was used to select 150 agriculture lecturers from the six higher institutions in Imo state. Data were collected with the aid of structured questionnaire and analyzed using percentages, mean and standard deviation. The result showed that the lecturers were positive in their view of agri-preneurship as a poverty reduction strategy as indicated by very high mean scores ranging from 2.70 to 4.0. Agri-preneurship enterprises identified were crop production (100%), poultry rearing (100%), rabbit rearing, fish farming among others. Results showed also that students need skills in four broad areas: Professional skills such as plants and animal production skills with a high mean of ($M = 2.72$), and technical skills ($M = 2.66$) were identified. Management skills such as a finance management ($M = 3.0$), customer management skill ($M = 2.58$), strategies skill such as communication skills ($M = 3.9$), problem-solving skills ($M = 2.56$) and cooperation/networking skills such as public relations skill ($M = 2.56$), team working skill ($m = 3.14$) among others were also identified. The following constraints were faced in teaching agripneurship education – inadequate funding (100%), poor attitude towards vocational students (100%), poor planning (100%) among others. It was recommended that government should make teaching and learning of vocational studies attractive by adequately funding the educational sector, and providing the infrastructures needed to teach entrepreneurship course.*

Keywords: Education, Agri-preneurship, Poverty Reduction, Self Employment, Graduates

Introduction

Poverty as one of the prevalent social phenomenon has been conceptualized in many ways. For example, poverty is generally referred to as a situation where one is financially unable to meet up with the individual or family basic needs and lives in substandard houses and environments. According to Webster (2009), poverty is the state of lacking a socially acceptable amount of money or material possessions. Poverty is also said to exist when people lack the means to satisfy the basic needs necessary for survival or those that reflect the prevailing standard of living in the community. In other words, when people's nutrition, housing and clothing, though adequate to preserve life, do not measure up to those of the population as a whole, there is poverty.

Poverty has negative implications in people's lives and its devastating and humiliating effect on human and national development cannot be underestimated. For instance poverty has

been associated with poor health, low level of education or skills and high rates of disruptive or disorderly behavior among others. Poverty can be collective, cyclical or case; long- or short-term. It can equally be widespread, concentrated or individual (Webster, 2009). Cyclical poverty refers to poverty that may be widespread throughout a population, but of short-term duration. In other words, it is inability to provide for one's basic needs mainly due to temporary food shortages caused by natural phenomena like flood, draught and poor agricultural planning among others.

The chief economic traits of poverty are unemployment and underemployment, unskilled occupations and job instability. Ebenebe (2000) defined unemployment as a social problem which can be said to exist when an individual's skills, attitudes and cognitive abilities are not gainfully employed by the government and companies or where he cannot by his own initiative employ them to earn a living. The youths have been the most vulnerable of this social menace. Supporting this assertion, Okorie (2000) stated that unemployment is acute among Nigerian youths, especially the school leavers despite the Nigerian government's efforts at various times to reduce unemployment and alleviate poverty.

Nigeria as a nation has been making conscientious effort to improve the living standard of people through the various policies and programs she has designed at one time or another to eradicate poverty. For instance, Operation Feed the Nation (OFN) of 1976 was to encourage people to return to farming; National Directorate of Employment of 1986 was established to capture the unemployed and equip them with the necessary skills that will make them employable and self-sustaining (Onah, 2010). The major objective of the Poverty Alleviation Programme (PAP) of 2000 was to reduce unemployment and raise effective demand in the economy, and National Poverty Eradication Programme (NAPEP) of 2001, provided many youths with the "keke NAPEP" mass transit vehicles. Other programs include the National Accelerated Food Production Program (NAFPP), Poverty Eradication Program (PEP), National Economic Empowerment Development Strategy (NEEDS), to mention but a few.

Despite the lofty objectives of the aforementioned programs, poverty more especially among the youths (University Graduates) still persists. Onah (2010) lamented on this ugly scenario when he stated that despite numerous schemes and projects of the NAPEP aimed at fighting poverty in the country, and the huge financial allocation to the program by the government, the impact is yet to be felt by the poor. In line with the above Obadan (2011) stated that political and policy instability which have resulted in frequent policy changes and inconsistent policy implementation which in turn have prevented continuous progress, absence of effective collaboration and complementation among the three tiers of government and inappropriate program design reflecting lack of involvement of beneficiaries in the formulation and implementation of programs among others, contributed to the failure of most poverty related programs and efforts. Similarly, Olaitan, Ali, Onyemachi and Nwachukwu (2000) were of the opinion that one of the major national constraints is weak implementation of the policies.

The failure of the government to alleviate poverty in Nigeria seems to indicate that poverty and unemployment among the youths is a very difficult task. This is evident in the report of the National Bureau of Statistics (NBS), as cited by Chike-Obi (2012) that the country's unemployment rate raised to 23.9 percent in 2011 from 21.9 percent the previous year; and it is projected to rise above 25 percent by the end of the year, 2012. This situation may have prompted the Nigerian Federal Government to call for the introduction of entrepreneurial

education in institutions of higher learning with effect from the 2007/2008 academic session and various vocational subjects in Unity secondary schools few years later, to equip youths with necessary skills to be self-reliant and entrepreneurial.

Entrepreneurship and Agri-preneurship Education : Entrepreneurship education has become increasingly taught in our colleges, polytechnics and universities. This emphasis is because of the envisaged role of entrepreneurs in creating jobs and wealth and in fact promoting economic growth. While the explosion of interest in entrepreneurship education is relatively recent, the concept of entrepreneurship has long been linked to Schumpeter's theory of economic development (1934); Knight's (1921) explanation of profit and firm; Kizner's (1979) account of the market process and Schultz (1979, 1982) theory of technological adoption and diffusion. Entrepreneurship is generally defined from many strands that incorporate insights from economics, psychology and sociology. We can condense these aspects to define entrepreneurship as a process that can lead to creative solutions to social problems or the formation of new and innovative enterprises (University of Illinois Academy of Entrepreneurial Leadership 2013). Accordingly, three aspects – opportunity recognition, resource acquisition and innovation become identifiable from the definition.

Entrepreneurship is an innovative process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Essential ingredients include willingness to take calculated risk in terms of time, equity, or career, the ability to formulate an effective venture team; the creative skills to marshal needed resources; and fundamental skill of building solid business plan and finally the vision to recognize opportunity where others see chaos, contradiction and confusion (Kuratko and Hodgetts, 2004). The potential of Nigerian's agriculture and its dwindling fortune places urgent need to develop arrangements that can support agricultural development that is presently constrained by inappropriate technologies, institutional weaknesses, and problems of organization and management of research, education and extension systems. For our agriculture to remain competitive in the global economy there needs to be injection of new ideas and creative processes for value creation in a sustainable manner.

Agripreneurship as a concept specific to agriculture and drawn from wider entrepreneurship is very critical and urgent. The peculiarities of the country's agriculture sector provide further compulsion to the dire need for agripreneurship. Agriculture is the mainstay of Nigerian economy because it supports high share of employment and livelihood creation. Agriculture employs about two third of Nigeria's labour force and contributing about 42% to the Gross Domestic Product (GDP). It is also an important source of raw materials. However, growth in the sector has not met the needs and expectation of Nigeria (National Planning Commission, 2009). Agripreneurship is necessary for the socio-economic upliftment of the greater population through creation of new agribusinesses, agricultural commodities value chains and overall economic growth.

The aspects of agriculture that could be opened up for entrepreneurship include both the on-farm activities and off-farm ventures. The on-farm activities may involve production, processing, farm input manufacturing, and agro service ventures. Off-farm agripreneurship ventures may include activity such as agric-tourism entrepreneurship. An agripreneurship education program is necessary to increase the amount of entrepreneurship being taught in local agriculture programmes across the country. This way, students will be prepared to become

entrepreneurs and then begin to pursue agribusiness as viable career choice. In order to make university education functional, relevant and practical, the Federal Government of Nigeria, through the National Universities Commission (NUC) made entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities. The aim of the policy is to ginger in the students entrepreneurial spirit that will help to curb the increasing rate of graduate unemployment. Tulgan (1999) states that the primary purpose of entrepreneurial education is to develop in the learners entrepreneurial capacities and mindsets. This will help graduates to recognize business opportunities, mobilize resources and exploit the opportunity for self-employment which will be beneficial for community and national development (Uche *et al.*, 2009).

Currently, entrepreneurship education is being offered in all universities and other higher institutions. The introduction of entrepreneurship education into the university curriculum is an empowerment strategy for graduate self-employment, self-reliance and poverty reduction. Where appropriate skills, attitude and knowledge accompanied with appropriate practical work are taught to the students, they would on graduation become self-employed and employers of labor. This will reduce the rate of unemployment if not completely eradicated and move Nigeria from a consumer to producer nation (Okah and Odelola, 2009). It is on this premise that the researchers are motivated to find out teacher's perception of the relevance of agribusiness education to graduate self-employment and the skills students should acquire to empower them for job creation on graduation. The word empowerment as used in the context of this study involves equipping the students with the potentials by teaching them relevant skills, knowledge and competencies that will enable them to function adequately as entrepreneurs after graduation. It is the recognition of the need to empower youths for self-employment that has necessitated the inclusion of entrepreneurial education in the university curriculum. The specific objectives of the study were to : a) determine agriculture lecturers perception of agribusiness education as a poverty reduction and self-employment strategy; b) identify rural agribusiness enterprises in the area for poverty reduction; c) identify perceived skills needed by students self-employment; d. examine constraints to teaching of agribusiness education in schools.

Methodology

This study was carried out in Imo state, Nigeria. Imo State is situated east of River Niger in the South-Eastern part of Nigeria. It is made up of twenty-seven (27) Local Government Areas and its capital is Owerri. It lies within longitude 6°50E to 3.35E and latitude 4°30N to 6°30N. The state is divided into three (3) senatorial districts of Owerri, Orlu and Okigwe politically and demarcated along three agricultural zones which are Owerri, Orlu, and Okigwe. It lies within the tropical rain and evergreen forest with a tropical climate that is humid all year round. The rainy season spans from March to October and is bimodal with a two-week break (in rainfall) in August. The main annual rainfall in the state is 20,000mm while the annual temperature is between 25°C and 28°C with a relative humidity of about 98% during the rainy season and between 50% and 60% during the dry season.

The population of the study comprised 306 academic staff from four institutions of higher learning in Imo State, Nigeria. namely, Federal University of Technology, Imo State University, Alvan Ikoku College of Education, Imo State Polytechnic, A breakdown of the population showed that there were 143 lecturers in Federal University of Technology, 84 in Imo State

University, 33 academic staff in Alvan Ikoku College of Education, 46 in Imo State Polytechnic, The simple random sampling technique was used to select the sample size from the captive population.. Then proportionate random sampling technique was used to select 70 academic staff from the Federal University of Technology, 42 from Imo State University, 15 lecturers from Alvan Ikoku College of Education, and 23 from Imo State Polytechnic, This gave a sample size of 150 lecturers at 50 percent. The simple random sampling technique was used to ensure that every member of the population has equal and independent chance of being selected. Simple statistical tools such as mean, percentages and frequency distribution tables were used to analyze objectives 2 and 4 of the study. A 4-point Likert type scale of Strongly agree (SA), Agree (A), D (Disagree) and Strongly Disagree (SD) assigned scores of 4, 3, 2 and 1 was used to analyze objective 1 of the study. The mean cut-off point was 2.50 and any mean response below 2.50 was not a relevant of agriprenurship to poverty reduction. Objective 3 was achieved on a 3-point Likert type scale of highly needed, needed and not needed assigned scores of 3, 2 and 1. The mean cut-off point was 2.0 and any mean response below 2.5 was not a skill needed in agriprenurship for poverty reduction.

Results and Discussion

Agriprenurship Education for Poverty Reduction

Table 1 showed the respondents positive view of agriprenurship education as a poverty reduction and self-employment strategy. The high mean response of 4.0 revealed that agriprenurship education will empower students to face the challenges of unemployment after graduation. A mean response of 2.87 indicated also that agriprenurship education will empower graduates to be employers of labour, allow students contribute to economic development (M = 3.00), make students to be self-reliant (M = 3.24), expose students to the world of business (M = 3.42), expose students to be creative and innovative (M = 3.25), prepare students to face risks in agribusiness (M = 2.70) and expose students to knowledge and skills (M= 2.82). Other relevance of agriprenurship education included capacity to reduce /discourage rural-urban migration (M = 3.16), capacity of providing jobs for millions of youths (M= 3.14), among others. These agree that agriprenurship plays various roles in the growth and development of national economy through entrepreneurship development which increases the income level and employment opportunities in rural as well as urban areas (Bairwa *et al.*, 2012). Agriprenurship also play following role in the economic system (Sah, 2009), a.) It helps in inducing productivity gains by smallholder farmers and integrating them into local, national and international markets. b) It helps in reducing food costs, supply uncertainties and improving the diets of the rural and urban poor in the country. c) It also promote growth, increases and diversifies income, and provides entrepreneurial opportunities in both rural and urban areas.

Functional agri-prenurship education could help to reduce the high rate of unemployment and poverty in both urban and rural areas of Nigeria, African and the world at large through equipping the recipients with the knowledge and skills for setting up and running small scale businesses. The biggest employer in the study area is the private sector, basic, functioned and entrepreneurship education has the capability of providing jobs for millions of people in factories, agriculture enterprises, other service industries and small-scale businesses.

According to Anho (2013), basic, functional, and entrepreneurial education is capable of building good human and personal relations thereby addressing personal and social challenges. Vital to the prosperity of any enterprise, is an efficient, capable, trustworthy and social cohesive and considerate personality which is the hall mark of an educated citizen. This idea of personal and social challenges can be addressed with basic, functional and entrepreneurship education.

Managers and administrators with such education will allow their personality to radiate joy and goodness in their endeavour . This comes with empathetic i.e. placing you in someone’s shoes, thinking as the person dose. Sanbom (2003) also noted that the greatest success skill we ever develop in lives is the ability to build healthy relationship with other. If good human and personal relationship is built, personal, corporate and national security is guaranteed.

Introduction of new technologies: Entrepreneurship according to Barika (2007), Thom-Otuya and Thom- Otuya (2008) introduce new ideas, new goods, new methods and technology used in re-orgnising the enterprise in a country. This level of entrepreneurship is effecting and commensurate with developing economy form in underdeveloped or developing countries. The entrepreneur are called innovative entrepreneur. Agripreneurship education reduces rural and urban migration by engaging the rural population gainfully. This will check the overcrowding of the unemployed and underemployed experienced in the urban centres. Such overcrowding have coffin beer associated with agitations joblessness, robbery, stealing, gansterism, oil pipe vandalism/theft, rumour mongering among other vises, which breach a personal and society peace hence national security concern.

Table 1 Perceived Relevance of Agripreneurship Education for Poverty Reduction.

Statements	Mean	SD
Agripreneurship education will		
Empower students face the challenges of unemployment after graduation	4.00	0.231
Empower graduates to be employers of labour	2.87	1.264
Allow students contribute to economic development	3.00	0.143
Expose student to the world of business	3.42	0.495
Make students self-reliant	3.24	1.072
Helps students to be creative and innovative	3.25	1.071
Expose students to knowledge and skills	3.82	1.563
Prepare students to face risks in agribusiness	2.70	0.880
Agripreneurship education has the		
Capacity to reduce/discourage rural-urban migration	3.16	0.367
Capacity of providing jobs for millions of youths	3.14	0.634
Capacity for self-empowerment	3.30	0.495

Capacity to reduce unemployment	3.44	1.045
Capacity to reduce level of dependency or lack	3.42	0.495
Capacity to increase/improve income sufficiently	3.30	0.495
Ability to enable graduates pay back loan and advances	3.58	0.495
Capacity of helping meet individual and social needs	3.10	1.028

Agripreneurship Enterprise/Opportunities

Data on Table 2 showed that many agripreneurship opportunities exist for graduate poverty reduction and self-employment strategy. All the respondents (100%) indicated that great opportunity exist in the area of agricultural crop production. Other major areas included poultry keeping/production (96.6%), rabbit rearing (98%), fish farming (100%), raising horticultural/ornamental crops (95.3%), sale of fruits/vegetables (89.3%), Kunu drink preparation (84.6%), Zobo making (75.3%), snail production (80.6%), grass-cutter farming (88.6%), wood treatment (87.3%), soap/detergent production (82.6%), coal production/sales (89.3%), clothes dyeing/production (83.3%), paper pulp making (7.6%), tobacco growing/production (75.3%), mushroom keeping/production among many others. The above response shows that agriculture remains a key sector of the economy of most developing nations employing greater number of the population. This implies that agriculture is likely to remain a priority, both for policy makers as well as businesses, in the foreseeable future and any move to ramp up the sector calls for a multi-pronged strategy. In recent years, there has been a considerable emphasis on crop diversification towards horticulture (fruits, vegetables, ornamental crops, medicinal & aromatic plants and spices), plantation crops (coconut, cashew nuts and cocoa) and allied activities. Creation of critical infrastructure for cold storage, refrigerated transportation, rapid transit, grading, processing, packaging and quality control measures open major opportunities for investment.

Table 2 Agripreneurship Enterprise/Opportunities

Agripreneurship opportunities	Percentage
Agricultural crop production	100.0
Coal production and sales	89.3
Clothes dyeing and production	83.3
Paper pulp making	76.6
Poultry keeping and production	96.6

Tobacco production	75.3
Soap and detergent production	82.6
Wood treatment	87.3
Rabbit rearing	98.0
Grasscutter rearing	88.6
Snail production	80.6
Mushroom keeping and production	76.0
Fish farming and rearing	100.
Raising horticultural/ornamental crops for sales	95.3
Roselle juice making (zobo)	75.3
Kunu drink preparation	84.6
Sale of fruits and vegetables	89.3

Perceived Entrepreneurial Skills of Students

Table 3 showed the necessary agripreneurial skills needed by graduates to prepare them for job creation, self-employment and poverty reduction. The skills have been classified into 5 major areas namely professional skills, management skills, opportunity skills, strategic skills and cooperation/networking skills. The respondents agreed that graduate students must have plant and animal production skills (M = 2.72) and technical skills (M = 2.62), these two skills were classified as professional skills. These skills, if acquired makes them experts in their chosen career. The management skills included financial management skill with a mean response of 2.56, administration skills (M = 2.54), human resource management skill (M = 2.58), customer management skill (M = 2.45), and general planning skills (M = 2.7). On the other hand, the opportunity skills were ability to recognize business opportunity (M = 2.44), market/customer orientation skills (M = 2.42), awareness of threats in business (M = 2.40), innovation skills (M = 3.50), creatively skills (M = 2.72) and risk management skills (M = 2.56). The strategic skills were important: communication skills (M = 2.34), monitoring/evaluation skills (M = 2.86), strategic planning skills (M = 2.32), goal setting skill (M = 2.40), strategic decision making skills (M = 3.14), motivational skills (M = 2.60), marketing skills (M = 2.65) and problem solving skills (M = 2.70). Other important skills included public relation skills (M = 2.30), analytical skill (M = 2.34), networking skills (M = 2.44), team working skills (M = 2.72), and leadership skills (M = 2.54). These skills were generally grouped as cooperation/networking skills.

Table 3 Perceived Entrepreneurial Skills of Students.

Perceived skills	Mean	SD
Profession skills	2.72	1.269
Plant or animal production skills	2.62	1.039
Technical skills	3.00	0.530
Management skill		
Financial management skill	2.56	0.983
Administration skills	2.54	1.172
Human resource management skill	2.58	1.171
Customer management skill	2.45	1.308
General planning skill	2.70	0.702
Opportunity skills		
Recognizing business opportunities	2.44	1.172
Market/customer orientation skill	2.42	1.455
Awareness of threats in business	2.40	0.983
Innovation skill	3.50	1.308
Creativity skill	2.72	0.875
Risk management skill	2.56	1.287
Strategic skills		
Communication skill	2.34	1.123
Monitoring/evaluation skill	2.86	0.827
Strategic planning skill	2.82	0.919
Goal setting skill	2.40	1.273
Strategic decision making skill	3.14	0.634
Motivational skill	2.60	0.635

Marketing skill	2.65	1.172
Problem solving skill	2.70	1.061
Cooperation/networking skills		
Public relation skill	2.30	1.271
Analytical skill	2.34	0.634
Networking skill	2.41	1.172
Team working	2.72	1.061
Leadership skill	2.54	0.986

Constraints to Effective Agriprenuership Education

Teaching effective agriprenuership education is bedevilled with numerous challenges and problems as indicated in Table 4. The lecturers indicated that inadequate funding, inadequate/shortage of qualified manpower, poor planning, and corruption were the major problems facing the teaching of agriprenuership education in our schools as indicated by a 100% response each. There is dearth of entrepreneurship teachers in the institutions of higher learning, in terms of quality and quantity. Most University lecturers are not professional teachers and as such lack requisite skills and methods with which to inculcate the needed knowledge, skills and attitude in a manner that will help learners cultivate practically, entrepreneurial skills. This is why Ebele (2007) posited: entrepreneurship education is not just only about teaching people how to run a business, it involves inculcating in an individual creative thinking and promoting strong sense of self worth and accountability. The above assertion entails that knowledge in the three domains are of great importance if the entrepreneurship education must make meaningful impact in the learners. This is why Obiefuna, Ifegbo and Ike-Obioha (2010) pointed out that because school teacher continues to theorize, leaving the aspect of demonstrating learning, the programs of the curriculum are not adequately and effectively delivered. Entrepreneurship educations demands that learners are exposed to the three domains of learning, namely: cognitive, affective, and psychomotor domains. On the contrary, the school system emphasizes much on cognitive with outright neglect of affective and psychomotor domains. Against this background, Ezegebe, (2012) stated that quality in the standard of learning lies on the potency of the teacher in the use of instructional materials for relevant illustration and explanation. Akanbi advised that teachers of entrepreneurship programs should incorporate discussion and demonstration methods as their mode of delivery.

Other constraints included lack of well- equipped entrepreneurship centre (96.6%), inadequate training of teachers (98%), lack of continuity in government, poor attitude towards vocational studies (89.3%), inadequate teaching materials/resources (84.6%), epileptic power supply (87.3%), political instability (88.6%) and insecurity of lives and property (85.3%). Infrastructural and instructional facilities refer to physical facilities in this work. The importance of adequate physical facilities in the school system was highlighted by some authors

(Aguokagbue, 2000; Ezegebe, 2012), who were of the view that teaching and learning are very unrealistic in the absence of equipment. The problems in realization of entrepreneurship objective of institutions of higher learning have been compounded by lack of infrastructural/instructional facilities. The importance of infrastructural and instructional facilities cannot be over-emphasized; hence there is a correlation between learning and conducive school and classroom environment. Akanbi (2002) referring to entrepreneurship education in tertiary institution rightly pointed out that, “in order to make the program functional, the education planners must be forthcoming in terms of needed instructional materials and manpower. Funding, as we know, is the live-wire of any organization. Insufficient fund certainly leads to ineffective implementation and achievement of educational goals. In their own view Aliu and Ibe (2008) maintained that provision of adequate infrastructure, support services and facilities for effective delivery will go a long way to guarantee success of entrepreneurship education. This condition stated above can only be true if sufficient fund is provided and effectively managed. Both government and the society have a very poor attitude towards entrepreneurship training. There is a general belief that education which exposes people to white collar job is superior to education that leads to acquisition of entrepreneurship skills

Table 4 Constraints to Effective Agriprenuership education

Constraints	Percentage
Inadequate funding	100.0
Poor attitude towards vocational studies	89.3
Lack of well equipped entrepreneurship centre	96.6
Inadequate resource/teaching materials	84.6
Epileptic power supply	87.3
Inadequate/shortage of qualified manpower	100.0
Poor planning on part of government	100.0
Political instability/power change	88.6
Insecurity of lives and property	85.3
Inconsistent government policy	98.0
Corruption	100.0

Conclusion

Agricultural extension lecturers were positive in their assessment of agri-prenuership education as a poverty reduction and self employment strategy. They perceived agriprenuership education

as a means of empowering graduates through exposure to knowledge and skills, making them self-reliant, creative and innovative, preparing them to face risks in business among others. Many agripreneurship opportunities exist for graduates to undertake and acquisition of professional skills in crop and animal production, management skills, strategic skills, cooperation skills are important for graduates to excel in the business world.

References

- Aguokogbuo, C.N. (2000). Administrative and Curriculum implication of the UBE. A paper presented at the International conference on Universal Primary Basic Education held at University of Nigeria Nsukka.
- Akanbi, A.A. (2002). Entrepreneurship Education in the Tertiary School Curriculum. *Journal of the World Council for Curriculum and Instruction* 3(2). 101-107.
- Aliu, S and Ibe, G (2008). Recent trend in Entrepreneurship Education in Nigeria: Problems and Challenges. [http://www.isbe.org.uk/Dr. Sola Aliu 08](http://www.isbe.org.uk/Dr.SolaAliu08). Retrieved 15 sept; 2012.
- Anho, J.E. (2013). *Recreating the Management and Administration of Adult and Non-Formal Education Vis-à-vis Entrepreneurship Education for Unemployment and Poverty Eradication*. A paper presented at the Conference of Association of Nigeria Teachers (ASCONT), Enugu.
- .Barika, R.B. (2007). Entrepreneurship in a Developing Economy (A Case Study of Nigeria). *The Enterprise Aba Association of Public Policy Analysis* 9(2), p. 136-145.
- Bairwa, S. L. and Kushwaha S. (2012) *Agro Industry scenario in India* In Edited by Prof. S. P. Singh "Agricultural research and Sustainable development in India", Bharti Publications, New Delhi, 110093, pp 159-182.
- Chike-Obi, M. (2012). Sustainability as a key in Life, Business and Government. A lecture presented at the University of Nigeria, Nsukka, during her 52nd Founders' Day Celebration held on October 4, 2012.
- Ebenebe, R.C. (2000). Integrating the Transmissive Mode of Teaching and Experimental Learning Strategies: An Education Empowerment Strategies for Poverty Alleviation
- Ezegbe, B.N. (2012). Resource Status of National Teachers' Institute (NTI) NCE By Distance Learning System (DLS) as a tool for effective social studies teacher training programme.
- Kirzner, I.M. (1979). *Perception, Opportunity and Profit: Studies in the theory of Entrepreneurship*. Chicago:University of Chicago Press.
- Knight, F.H. (1921). *Risk, Uncertainty and Profit*. New York: August M Kelly.
- Kuratko, D.F. and Hodgetts, R.M. (2004). *Entrepreneurship: Theory, Process, Practice* Mason: South Western Publisher
- National Planning Commission NPC (2009). Report of the Vision 2020 National Technical Working Group on Agriculture and Food Security. Abuja. NPC <http://www.npc.gov.ng/vault/NTWGFfinalReport/agriculture&foodsecurityntwgreport.pdf>
- Mackinnon T. and Reinikka, R. (2000) *lesson from Uganda on Strategies to Fight Poverty*. Policy Research Writing Paper 2440. Washington D.C. World Bank
- Obadan, M.I (2011). *Poverty Reduction in Nigeria: The way forward*, <http://www.google.com> (12/7/12).
- Obiefuna, C. Ifegbu, P, and Ike-Obiora, B.U. (2010) Meeting the global challenges of Entrepreneurship using a year Basic Education. *International Journal of Educational*

Research 10 (1). 102-112.

- Okah, R. and J.A. Odelola, 2009. Entrepreneurship education at tertiary level in rivers state: A situational analysis. *African Journal of Educational Research and Development*, 3(2): 108-121
- Okorie, J.U. (2000). Sustaining the Multipurpose Contributions of Motorcycle Transport (okada) Business as a Poverty Alleviation Initiative. *Journal of Nigerian Educational Research Association*. 14 (1). 10-16.
- Olaitan, S.O. et al (2000). Poverty and Poverty Alleviation Initiatives in Nigeria, Nsukka-Nigeria: Nigerian Educational Research Association (NERA). 33.
- Onah. F.O. (2010), *managing Public Programmes and Projects (2nd ed)* Nsukka: Great AP Express Pubs
- Sah, Pooja, Sujana, D. K. and Kashyap, S. K. (2009) Role of Agripreneurship in the Development of Rural Area, Paper presentation in ICARD at Banaras Hindu University, Varanasi – br 221005
- Schultz, T.W. (1979). Concepts of Entrepreneurship and Agricultural Research Kaldor Memorial Lecture Iowa State University.
- Schultz, T.W. (1982). Investment in Entrepreneurial Ability *Scandinavian Journal of Economics* 82, 437-448.
- Schumpeter, J.A. (1934). *The theory of Economic Development: An inquiry into Profits, Capital, Credit, Interest and Business Cycle* Cambridge: Harvard University Press.
- Sudharani, V. (n.d). Study material on Entrepreneurship Development Department of Agricultural Extension. Rajaendranagar: Acharya N-G Ranga Agricultural University.
- Thom-Otuya V.C. and Thom-Otuya B.E.(2008) Enhancing Sustainable Development through the Promotion of Entrepreneurial Skills in the Niger-Delta. *Delta Business Education Journal* 1(3). Association of Business Educators of Nigeria, Delta State Chapter, p. 216-224.
- Tulgan, B., 1999. Generation x: The future is now. *Entrepreneur of the year magazine*. Fall. 42
- Uche, C.M., A.I. Nwabueze and O.N. Ememe, (2009)Developing entrepreneurial skills among university students: A tool for achieving millennium development goals in south-south state of Nigeria. *African Journal of Educational Research and Development*, 3(2): 54-64.
- University of Illinois Academy of Entrepreneurial Leadership (2013). <http://www.business.illinois.edu/ael/entrepreneurship.pdf> retrieved August 4
- Webster, M (2009). Poverty. *Encyclopædia Britannica 2009 Student and Home Edition*. Chicago: Encyclopædia Britannica