

**PERCEPTION OF FINAL YEAR AGRICULTURE STUDENTS  
AT THE UNIVERSITY OF BENIN ON FARMING AS A  
FUTURE LIVELIHOOD**

**BY**

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BENIN CITY, NIGERIA**

**NOVEMBER, 2025.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF AGRICULTURAL  
ECONOMICS AND EXTENSION SERVICES, FACULTY OF AGRICULTURE,  
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## CERTIFICATION

This is to certify that this project work was carried out by **Oluwaseun Emmanuel FADELE** with Matriculation Number **AGR2000015** of the Department of Agricultural Economics and Extension Services, Faculty of Agriculture, University of Benin, Benin City.

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## **DEDICATION**

This work is dedicated to Almighty God, the source of all knowledge, whose grace, guidance, and favor have enabled me to complete this endeavor.

I dedicate this project to my beloved mother, Mrs. T. J. Fadele, whose unconditional love, unwavering support, and tireless sacrifices have been the bedrock of my success, and to the cherished memory of my late father, Mr. Adekunle E. Fadele, whose wisdom, strength, and legacy continue to illuminate my path.

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## ABSTRACT

This study examined the perception of final-year students in the Faculty of Agriculture, University of Benin, toward taking farming as a future livelihood. The study aimed to determine students' interest in farming, identify factors influencing their perception, assess their attitudes toward farming relative to other career pathways, and highlight key constraints that may hinder them from choosing farming as a livelihood option after graduation. A total of 66 respondents were selected using a proportionate sampling technique, which ensured that each of the six departments was represented according to its share of the 218 final-year students in the faculty. Data were collected through a structured questionnaire and analyzed using descriptive statistics (frequency, percentage, and mean) and Pearson Product Moment Correlation. The socio-demographic profile revealed that respondents were predominantly male (90.9%), mostly young (87.9% aged 25 and below, with a mean age of 23 years), and single (97%). Most respondents originated from rural communities (63.6%), and exactly half (50%) reported having access to farmland. The findings indicated a generally positive perception of farming, with high mean ratings for statements suggesting that agriculture offers diverse career opportunities (Mean = 4.59), provides sustainable income (Mean = 4.35), and is becoming increasingly attractive due to technological advancements (Mean = 4.54). Students also showed considerable interest in pursuing farming, although their intentions were moderated by structural limitations. Major constraints identified included insufficient start-up capital (Mean = 3.28), limited access to formal credit (Mean = 3.06), inadequate storage facilities (Mean = 3.13), and high input costs (Mean = 3.03). The correlation analysis revealed significant positive relationships between certain socio-economic variables and perception. Residential background ( $r = 0.298$ ;  $p = 0.016$ ), access to land ( $r = 0.312$ ;  $p = 0.011$ ), and farming experience ( $r = 0.341$ ;  $p = 0.005$ ) were all significantly associated with students' perception of farming as a livelihood, suggesting that rural upbringing, land availability, and exposure to farming enhance positive orientation toward agriculture. Conversely, sex, age, marital status and household size showed no significant effects ( $p > 0.05$ ). The study concludes that while final-year agriculture students at the University of Benin perceive farming positively, key structural constraints, particularly inadequate capital, limited access to land, and insufficient equipment, must be addressed to encourage their participation in the agricultural sector. It is therefore recommended that policymakers address critical constraints of inadequate capital, limited credit access, insufficient storage facilities, and high input costs hindering graduates' agricultural participation.

# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background of the Study

Agriculture remains the backbone of most developing economies, including Nigeria, not only in terms of food production but also as a primary source of employment and income generation. Despite the sector's immense potential, there is a growing concern over the declining interest of youths in agriculture, especially in taking up farming as a future livelihood. Agricultural students, who are expected to be the next generation of farmers and agripreneurs, often exhibit varying perceptions toward farming as a profession. Their attitudes and future career choices are shaped by personal interests, societal influence, policy frameworks, and academic exposure (Onyemachi and Ede, 2022). As the demand for food increases with population growth, there is a pressing need to understand the motivation and barriers that influence students' willingness to engage in farming after graduation.

According to Yusuf and Olatunji (2023), the transition of agriculture students into practicing farmers is crucial in sustaining agricultural productivity and rural development. However, the increasing preference for white-collar jobs and urban migration has continued to threaten the future of farming in many African countries. Agriculture students' perceptions play a critical role in determining the future workforce of the agricultural sector.

Positive perceptions may lead to the development of entrepreneurial mindsets and practical engagement in modern agricultural enterprises. Conversely, negative perceptions may result in the abandonment of agriculture for more appealing alternatives.

A study by Bamidele and Chukwuma (2021) found that many students view farming as labor-intensive, poorly rewarded, and lacking prestige compared to other professions. This perception often stems from outdated curricula, inadequate access to farming technology, and the limited presence of successful agricultural role models.

Moreover, factors such as family background, rural or urban upbringing, and exposure to practical training significantly influence students' attitudes (Adedeji and Ibrahim, 2023).

As agricultural universities and polytechnics strive to promote self-reliance through entrepreneurship, there is a growing need to assess whether the current academic and field-based training programs instill enough confidence and interest in students to consider farming as a viable career option. Many Nigerian youths continue to view agriculture as outdated, unprofitable, and incompatible with modern aspirations, leading to widespread disengagement from the sector. This perception has deepened the generational divide in food production, with the average age of farmers in some regions exceeding 60 years (Alabi, 2023).

Similarly, Awobajo, Lawal, and Alase (2025) found that while some agribusiness clusters and youth engagement initiatives show promise, traditional agriculture remains heavily dominated by an aging population.

Recent agribusiness - empowerment programmes in Nigeria have increased youth income by over 50% and improved food security by 75%, demonstrating that with targeted investments, value - chain development and entrepreneurship training, farming can be both profitable and intellectually rewarding (Adeyanju and Mburu, 2023).

However, the cultural, social, and institutional biases against farming still dominate the mindset of many undergraduates, especially those in faculty of Agriculture. The University of Benin, as one of Nigeria's leading institutions, represents a diverse student body with varying perspectives on national development. Understanding how penultimate and final-year students perceive farming as a future livelihood is vital because these students are close to entering the workforce and making long-term career decisions. Their views are shaped by personal ambition, academic exposure, societal influence, and access to entrepreneurial support.

## **1.2 Statement of the Problem**

Nigeria is currently dealing with a paradoxical situation where an aging farming population coexists with high youth unemployment. Despite the enormous potential for agriculture to employ a significant number of unemployed graduates, youth involvement in the industry remains worryingly low (Olalekan *et al.*, 2025). This discrepancy calls into question how Nigerian students view and are motivated to pursue agriculture.

Over the years, various government programs such as the Youth Empowerment in Agriculture Programme (YEAP) and N-Power Agro have been introduced to promote youth participation in agriculture. However, several of these initiatives have failed to achieve their intended goals due to issues such as poor implementation, lack of continuity, delayed stipends, and limited alignment with youth interests and realities (NISER, 2022; Komolafe, Taiwo and Fapojuwo, 2022). Furthermore, the majority of interventions place little to no emphasis on addressing the psychological and cultural barriers that prevent young people from farming, instead concentrating on skills and inputs.

University students in Nigeria are at a pivotal point in their career decision-making process. Their educational background, societal narratives, peer pressure, and financial goals all influence how they view and feel about different occupations, including farming. Regretfully, farming is frequently seen as a "last resort" occupation reserved for people who have no other choice. Students pursuing degrees in non-agricultural fields are especially likely to hold this view. Even though the University of Benin actively encourages entrepreneurship, anecdotal evidence indicates that most students still hope to work in white-collar industries like technology, banking, or oil and gas. It is uncommon to hear people talk about farming as a desirable source of income. This indifference is further reinforced by agriculture's dearth of prominent young role models. Nigeria might continue to lose future agricultural innovators, businesspeople, and leaders if these unfavorable opinions continue.

Therefore, the purpose of this study is to ascertain and record the present attitudes toward farming that penultimate and final-year University of Benin students hold.

Therefore, this study seeks to answer the following research questions:

- i. What are the personal characteristics of final year Agriculture students?
- ii. What perception do students of Agriculture hold towards farming as a future career?
- iii. What is respondents' level of interest in taking up farming?
- iv. To what extent do the teaching and learning of agriculture affect their competency to take up farming enterprises?
- v. What are the constraints students are likely to face in taking farming as a future career?

### **1.3 Objectives of the Study**

The main objective of this study is to examine the perception of University of Benin students on taking farming as a future means of livelihood.

The specific objectives are to:

- i. Describe the personal characteristics of final year Agriculture students.
- ii. examine the perception of Agriculture students towards farming as a future career.
- iii. assess the level of interest of respondents in taking up farming as a career.

- iv. determine the extent to which the teaching and learning of agriculture affect students' competency to engage in farming enterprises.
- v. identify the constraints that students are likely to face in pursuing farming as a future career.

#### **1.4 Justification of the Study**

This study is justified by the pressing need to address Nigeria's food security, unemployment, and youth disengagement from productive economic sectors. Agriculture has long been recognized as a crucial industry with the potential to revolutionize Nigeria's economy. But if young people especially those with education continue to view farming as archaic or unappealing, this potential will go unrealized. Gaining insight into University of Benin students' perspectives is crucial from a strategic and academic standpoint. The nation's future entrepreneurs, legislators, and thought leaders are represented by university students. If they have a negative opinion of farming, it is indicative of a larger national problem that needs to be resolved by specific legislation and a change in perspective (Obiora *et al.*, 2021).

Additionally, this research fills a vacuum in the body of literature. Although a lot of research has assessed young people's engagement in agriculture, not many of these studies have particularly examined final year university students making the move into the workforce. Considering that they are currently making decisions about their future careers, this group is especially pertinent. Their views can be used as a predictor of how

young people nationwide feel about agriculture. Through the identification of the obstacles and possibilities that impact students' inclination to contemplate farming, the research will yield valuable information for curriculum development, youth empowerment tactics, and national agricultural policies. The findings of this study are expected to make a substantial contribution to the current debates about how to encourage young people to participate in the agricultural sector of Nigeria in an informed and driven manner.

This study aims to explore the perceptions of University of Benin students about farming, whether they see it as a respectable and sustainable career path, and what conditions might encourage or discourage their interest. This knowledge is critical for formulating educational, economic, and agricultural policies that promote youth engagement in farming as a viable and rewarding profession. The study will pinpoint the elements that lead to these beliefs, investigate how they affect people's inclination to work in agriculture, and offer solutions for repositioning farming as a desirable career path for Nigerian graduates.

The dwindling interest of young people in agriculture, irrespective of its paramount importance in national growth, has been a concern to policymakers, educators, and stakeholders in Nigeria (FAO, 2022). Although there have been many studies evaluating the views of youth on agriculture as a career (Okeke and Umeh, 2022; Yusuf *et al.*, 2023), the majority have concentrated on the general youth or rural adolescents, without explicitly targeting final-year agricultural university students who are on the verge of the

labor market transition. This research is original in the sense that it aims at the final-year agricultural students of the University of Benin, who, despite being students of agriculture, might still hold perceptions and attitudes that trigger or discourage them from pursuing farming as a profession (Obiora *et al.*, 2023).

In contrast to earlier studies that usually generalize outcomes to all adolescents, this study aims to bridge the gap by considering a key sub-group, final-year agriculture students, whose choices directly impact Nigeria's agricultural workforce. Knowledge of their outlook will help shed light on whether or not formal training in agriculture is aligned with practical goals and career options among alumni (Olawuyi and Adeola, 2022).

This study is justified because it will yield data that can help universities and curriculum developers in re-examining agricultural training courses to increase their relevance, practicality, and conformity with modern agribusiness opportunities (Adebayo *et al.*, 2023). It will help policymakers develop tailored interventions to encourage young graduates to consider farming as an attractive and lucrative career opportunity, thereby improving food security and reducing graduate unemployment (Umar *et al.*, 2023).

Moreover, extension agencies and NGOs that work on youth empowerment and agriculture will be educated by the research, which will guide the crafting of specialized programs that suit the special needs and goals of agriculture graduates (Abubakar and Hassan, 2022). The research will also be used as a valuable reference point for future

researchers who desire to study youth involvement in agriculture within the framework of Nigerian higher education.

### **1.5 Hypothesis of the Study**

**H0<sub>1</sub>:** There is no significant relationship between students' personal characteristics and their perception of farming as a future livelihood.

**H0<sub>2</sub>:** There is no significant relationship between students' level of interest and the extent to which teaching and learning of agriculture affect their competency.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

This chapter focuses on the review of related literature. A literature review includes the current knowledge as well as theoretical and methodological contributions to a particular topic. It documents the state of the art with respect to the topic you are writing. It surveys the literature in the topic selected. In this research work the literature review includes the Conceptual Review, Empirical Review and Theoretical Framework.

### **2.1 Conceptual Review**

#### **2.1.1 Concept of Future Livelihood**

The concept of livelihood broadly refers to the means and activities people use to make a living and ensure their survival. However, recent scholarship has expanded this definition by focusing on the evolving socio-economic environment and challenges faced by youth, especially in Africa. According to Yusuf *et al.* (2021), livelihood includes access to income, education, health, and security that supports individuals' well-being. In the context of Nigerian students, particularly at institutions like the University of Benin, livelihood means identifying viable and sustainable sources of future income amidst rising graduate unemployment. Farming, therefore, is not just about subsistence; it has increasingly become a viable business venture. Oladipo *et al.* (2022) observed that the economic realities in Nigeria have pushed more young people to explore non-traditional career paths, including agribusiness, as a source of livelihood. The shift in perception

from farming as a survival tool to a wealth-generating mechanism is crucial in understanding youth perspectives on livelihood. As such, livelihood encompasses dynamic strategies to earn a living that are context-specific and shaped by access to resources, cultural beliefs, and institutional frameworks.

Sustainable livelihood emerged as a response to global development challenges and environmental concerns. A sustainable livelihood, as updated by DFID and emphasized by Nwachukwu and Salisu (2021), is one that can cope with and recover from stresses and shocks, maintain or enhance its capabilities and assets, and provide for future generations without degrading the natural resource base. In this view, farming is seen as sustainable when it ensures food security, contributes to the local economy, and conserves environmental integrity. Recent research by Akinyemi and Kolawole (2021) illustrates how integrating modern agricultural technologies and climate-smart practices can make farming a more attractive livelihood for educated youth. For many students, sustainable livelihood means engaging in a profession that not only generates income but also aligns with environmental, economic, and social stability. Furthermore, sustainable farming practices can reduce the vulnerability of rural households and urban migrants alike, making it a robust option in times of economic uncertainty. In the Nigerian context, where dependence on oil has proven unsustainable, agriculture offers a more inclusive and resilient alternative.

## **2.2 Comparison between White-Collar Jobs and Agribusiness as Livelihood Paths**

### **2.2.1 White-Collar Jobs as a Livelihood Path**

White-collar jobs refer to professional, administrative, or office-based occupations typically requiring formal education, including positions in banking, teaching, government, or engineering. These jobs are traditionally seen as prestigious, offering job security, fixed salaries, and predictable work environments. According to Adebayo and Ifeanyi (2023), many Nigerian youths, especially university graduates, view white-collar employment as the ideal livelihood due to its structured career progression and social recognition. However, the saturation of the formal job market has led to underemployment and prolonged job search periods after graduation. As Umeh and Ibrahim (2021) note, Nigeria's white-collar sector cannot absorb the growing population of graduates, leading to a demand-supply mismatch in the labor market.

### **2.2.2 Agribusiness as a Livelihood Path**

Agribusiness involves all commercial activities in the agricultural value chain farming, processing, distribution, marketing, and export. It is increasingly viewed as a viable alternative livelihood path for youth due to its income potential, flexibility, and contribution to national food security. According to Musa and Adeyemi (2021), agribusiness provides more opportunities for entrepreneurship, wealth creation, and innovation than many entry-level white-collar jobs. Modern farming practices, such as

greenhouse cultivation, hydroponics, mechanized farming, and e-commerce platforms, have made agribusiness more attractive to educated youth. Youth in agribusiness are not limited to planting crops or rearing animals they can engage in agritech, logistics, consultancy, or agrifinancing. In a study conducted by Bello *et al.* (2021), youth engaged in small-scale poultry and fish farming earned more income within their first two years than peers in formal employment. Moreover, agribusiness contributes to national development by creating jobs and improving food systems. Agribusiness offers flexibility, autonomy, and scalability that white-collar jobs often lack. Young entrepreneurs can determine their income based on effort and market conditions, which allows for faster financial growth and diversification.

### **2.2.3 Modern vs. Traditional Views of Farming as a Career in Nigeria**

#### **2.2.3.1 Modern Views**

Modern views of farming among Nigerian youth are gradually shifting due to technological advancement, digital integration, and policy reforms. Many now see agriculture not merely as a survival occupation but as a profitable and scalable enterprise. Young entrepreneurs are leveraging mechanization, precision farming, mobile apps, and agribusiness models to drive innovation and income. According to Adegbite and Okeke (2022), initiatives like agritech startups, greenhouse farming, and export-oriented agribusinesses have reshaped youth perception, positioning farming as a modern, rewarding venture. Farming is now increasingly associated with smart investments and

sustainable growth. Youth are participating in training, pitch competitions, and accelerator programs aimed at modern agribusiness. This digital and business-oriented transformation enhances farming's image as a dynamic career path rather than a last resort. Also, modern farmers adopt data-driven approaches, drone technology, and online marketplaces to optimize production and profits. Social media has also helped rebrand agriculture, with influencers showcasing success stories in poultry, fish farming, and vegetable cultivation. Danjuma and Kalu (2023) argue that modern farming appeals more to educated youth when linked with lifestyle flexibility, financial independence, and innovation. This perspective is reinforced by increased access to grants and platforms like Farmcrowdy and ThriveAgric, which connect farmers with investors and buyers.

### **2.2.3.2 Traditional Views**

Traditionally, farming in Nigeria has been viewed as a low-status, labor-intensive occupation meant for the uneducated or rural poor. It was commonly perceived as a subsistence activity passed down through generations, lacking innovation and economic prestige. According to Oladipo *et al.* (2022), many Nigerian parents discourage their children from choosing farming as a career, associating it with poverty and physical hardship. This perspective often stems from observing older farmers struggle with outdated tools, poor yields, and market exploitation. Farming was seen more as a necessity than a career choice, done to survive rather than prosper. Cultural norms reinforced this perception, further pushing educated youth toward white-collar or urban jobs. The traditional mindset contributed heavily to the rural-urban migration and

underinvestment in agriculture. Furthermore, traditional farming lacks the attraction of immediate or visible financial gain, which discourages young people from exploring its potential. The manual nature of the work, combined with unpredictable climate conditions and lack of infrastructure, deepens the negative outlook. As Adebayo and Ifeanyi (2023) observed, rural youth are often reluctant to inherit family farmlands, preferring to seek better livelihoods in cities or abroad. Traditional farming methods are also rarely featured in mainstream media or education, reducing their appeal to modern youth.

### **2.2.3.3 Perception of Youth on Agriculture in Nigeria**

Many Nigerian youths perceive agriculture as an unattractive and outdated occupation, primarily due to its association with manual labor, poverty, and rural backwardness. This negative perception is deeply rooted in historical experiences where farming was largely subsistence-based and unrewarding. According to Okafor and Okeke (2023), young people often consider agriculture as a last resort rather than a first-choice career path. Cultural expectations, lack of parental encouragement, and the societal glorification of white-collar jobs further influence this mindset. As a result, even youths from agrarian backgrounds aspire for urban employment, abandoning family farmlands in pursuit of formal sector jobs. This has contributed to youth unemployment and rural-urban migration, despite the agricultural sector's vast potential for job creation and economic development.

However, recent developments in agribusiness, technology, and youth-targeted government initiatives have started to shift this perception. Many youths are now beginning to see agriculture as a modern and profitable venture. Digital platforms, mechanization, improved access to information, and value chain diversification have rebranded farming into an entrepreneurial activity. Adegboye and Ezeh (2022) found that young people involved in programs like the National Young Farmers Scheme or digital agriculture training are more likely to view agriculture as a viable livelihood option. Moreover, the success stories of youth agripreneurs on social media platforms have inspired others to explore farming. Despite this positive trend, access to finance, land, and reliable markets remain major barriers to scaling youth interest into full participation.

Another critical factor influencing youth perception of agriculture in Nigeria is the limited integration of agriculture into formal education and career guidance systems. Most secondary and tertiary institutions treat agriculture as a peripheral subject, rather than promoting it as a modern, science-driven, and innovative field. This educational neglect leads youth to believe that agriculture lacks career advancement opportunities or relevance in today's economy. Chinedu and Bello (2023) emphasize that the absence of structured agribusiness incubation programs, especially in universities and polytechnics, has widened the gap between theoretical knowledge and practical application. This misalignment contributes to apathy and detachment from the agricultural sector. Furthermore, school curriculums rarely highlight the technological and entrepreneurial possibilities in agriculture such as drone farming, hydroponics, or value chain integration.

To reshape youth perception, there is a need for reformed agricultural education that incorporates business skills, digital tools, and internship pathways. Making agriculture a visible and respected profession from the classroom could encourage more youth to consider it a serious and rewarding livelihood path.

#### **2.2.4 Indicators of Viable Livelihood Options for Youth**

**Access to Productive Resources:** Access to productive resources such as land, capital, equipment, and inputs is a critical indicator of viable livelihood options for youth. These resources empower young people to start and sustain income-generating ventures, particularly in agriculture and small-scale enterprises. As noted by Adebayo and Ifeanyi (2023), one of the major hindrances to youth engagement in farming is the lack of access to land and credit facilities. Viable livelihood options must guarantee youth access to these essentials to ensure sustainability and growth. Youths are often excluded from land ownership due to traditional inheritance systems and weak land reform policies, making farming less attractive. Without capital, even the most motivated individuals cannot invest in technology, hire labor, or purchase necessary inputs. Odetola and Etumnu (2021) emphasized that governments and financial institutions must create inclusive financing frameworks such as agricultural loans, grants, or startup funds tailored for youth.

**Market Accessibility and Demand:** A livelihood option becomes viable when there is consistent access to markets with strong demand for the products or services offered. Youths need assurance that the fruits of their labor be it farm produce, digital services, or

artisan crafts can be sold profitably. According to Bello and Shuaibu (2023), market access is a vital factor that determines whether a youth-led enterprise survives or collapses. For instance, agricultural activities often suffer due to the absence of reliable value chains and market linkages. A farm producing perishable items like vegetables or dairy, for example, becomes unsustainable without cold storage facilities and access to urban markets. Youth entrepreneurship also thrives when digital platforms and e-commerce facilitate broader market reach, a fact confirmed by Emeh and Udoh (2022), who note the growing role of digital technology in improving youth livelihoods. Transport networks, communication tools, and cooperative systems also enhance market access.

**Availability of Skills Development and Training:** Skills development and training are indispensable indicators of viable livelihood options for youth in any economic setting. A youth population without access to technical, entrepreneurial, or vocational training will struggle to find or create meaningful employment. Chinedu and Bello (2023) argue that education systems in Nigeria often fail to equip students with practical skills necessary for the labor market, especially in agriculture and small-scale enterprise. Instead of theoretical learning alone, modern livelihood pathways require hands-on experience in areas like agritech, food processing, digital marketing, or financial literacy. Vocational training programs, youth boot camps, and mentorship opportunities help bridge this gap. According to Danjuma and Kalu (2023), targeted skill acquisition initiatives enhance youth employability and entrepreneurial resilience. For example, training in greenhouse

farming, beekeeping, or poultry management transforms agriculture into a tech-driven, appealing sector.

**Institutional and Policy Support:** The presence of strong institutional and policy support is another critical indicator of viable livelihood options for youth. When youth-targeted policies exist and are effectively implemented, they create a nurturing environment for innovation and productivity. According to Musa and Adeyemi (2021), government policies on youth employment, agriculture, and entrepreneurship can either empower or limit young people’s economic participation. Institutions such as the Ministry of Youth and Sports, Ministry of Agriculture, and Small and Medium Enterprises Development Agency (SMEDAN) play vital roles in facilitating grants, training, and business advisory services. However, the success of these programs depends on transparency, accessibility, and accountability. Policy support must be inclusive, removing age, gender, and geographic barriers that prevent youth from participating. Emeh and Udoh (2022) also highlighted that consistent implementation and monitoring of youth policies significantly improve outcomes in job creation. Viable livelihoods are sustained when youth know that the government backs their aspirations with real opportunities, not just promises.

**Social Acceptance and Motivation:** A viable livelihood must be socially acceptable to the youth and their communities; societal attitudes greatly influence career choices. In many African societies, farming is often seen as a “poor man’s job,” discouraging educated youth from considering it as a serious career path. As stated by Danjuma and

Kalu (2023), the negative societal perception of agriculture remains a major obstacle to youth involvement, despite its economic potential. Social motivation encouragement from peers, family, and mentors also plays a vital role. Youth are more likely to pursue a livelihood that is respected, encouraged, and modeled within their immediate environment. This is why youth agripreneurs who are successful role models have a ripple effect on changing perceptions. According to Ibe and Onuoha (2022), positive storytelling, success documentation, and media campaigns that rebrand farming can transform youth mindsets. When youth see peers earning well, using modern tools, and gaining recognition through agriculture, their attitude shifts from resistance to enthusiasm.

## **2.2.5 Value Chain Opportunities in Agriculture for Youth**

### **2.2.5.1 Input Supply and Agritech Services**

The input supply segment offers youth significant opportunities in the production and distribution of seeds, fertilizers, agrochemicals, and agricultural machinery. With increasing demand for improved farm inputs, youth can establish agribusinesses that distribute certified seeds or provide mechanization-as-a-service models, such as tractor hiring platforms. According to Oladipo *et al.* (2022), agritech startups are transforming input supply by using mobile apps and logistics systems to connect rural farmers with quality inputs on credit or pay-as-you-use basis. Youth entrepreneurs can also operate agro-dealer shops or act as last-mile distributors for large input companies. This segment not only boosts farm productivity but also serves as a profitable business model with low

entry barriers when supported by digital tools. The use of satellite data, farm sensors, and AI-driven advisory services also allows youth to offer precision agriculture tools.

### **2.2.5.2 Production and Farm Management**

The production stage planting, growing, and harvesting remains central to the agricultural value chain, and youth involvement here can be enhanced with mechanization and climate-smart techniques. With land access and training, youth can engage in high-value crops, horticulture, livestock, aquaculture, and poultry. Adebayo and Ifeanyi (2023) noted that youth-led cooperative farms, hydroponics, and greenhouse farming are gaining popularity due to higher yields and urban market appeal. Additionally, digital tools like farm record-keeping apps and weather forecast systems help young farmers make better decisions. Government-backed programs and commercial farm clusters have also provided support through input subsidies and extension services. Youth who embrace sustainable farming practices can access organic markets locally and internationally. Despite risks such as climate change and price volatility, farming at this stage offers income, food security, and entrepreneurship training when properly supported. It also allows youth to diversify into other value chain segments such as processing and aggregation.

### **2.2.5.3 Agro-processing and Value Addition**

Agro-processing is one of the most profitable and scalable value chain segments for youth. This stage involves transforming raw agricultural produce into consumable or industrial products such as flour, juice, oil, packaged grains, and snacks. Value addition not only increases shelf life and market value but also creates branding and export opportunities. According to Musa and Adeyemi (2021), youth-led SMEs in agro-processing are emerging in sectors like cassava, tomatoes, rice, and dairy, using solar dryers, grinders, and packaging machines to meet urban consumer demands. Agro-processing bridges the gap between farm and market and reduces post-harvest losses. Youth can establish small-scale processing plants, collaborate with cooperatives, or supply to supermarkets and online stores. They can also innovate around food safety, packaging design, and nutritional enhancements. Agro-processing is especially suitable for youth with business and food science backgrounds and helps drive industrialization and rural employment.

#### **2.2.5.4 Aggregation and Storage**

Aggregation involves collecting produce from multiple farmers and organizing it for transport, processing, or sale in bulk. This provides economies of scale and allows youth to act as intermediaries between smallholder farmers and large buyers. Aggregators typically manage logistics, quality control, and record-keeping. Musa and Adeyemi (2021) argue that youth-led aggregation businesses can thrive using digital platforms that link supply with demand, especially in urban markets and export chains. Cold storage and warehousing are also crucial to reduce post-harvest losses, especially for perishable

goods like vegetables, dairy, and fish. Youth can invest in cold rooms or mobile cooling trucks with solar backup, serving as service providers for farming communities. These businesses generate income through commission, storage fees, or contract fulfillment. Proper aggregation also facilitates traceability and compliance with quality standards. With training and modest investment, youth can fill the critical gap in Nigeria's fragmented agricultural supply chain.

#### **2.2.5.5 Marketing and Agricultural E-Commerce**

The marketing end of the value chain offers dynamic opportunities for youth through agri-e-commerce, export, branding, and digital sales. Youth can serve as marketers, brand developers, or online vendors using platforms like WhatsApp, Instagram, and specialized agriculture marketplaces. As Akinlolu and Mohammed (2025) note, digital marketing helps farmers bypass exploitative middlemen and access broader customer bases. Youth can offer packaging, home delivery, and social media promotion services. In export agriculture, opportunities exist in certification and distribution of products like shea butter, hibiscus, ginger, and sesame seeds. Digital tools for price tracking, mobile payment, and inventory systems have enabled small producers to reach urban consumers or institutional buyers more efficiently. Youth can also create niche markets around organic, vegan, or health-based agricultural products. By branding agriculture as both a lifestyle and a business, youth are redefining the sector's image and profitability potential in Nigeria.

## **2.2.6 Constraints to Agriculture for Youth**

### **2.2.6.1 Limited Access to Land**

One of the most significant barriers to youth engagement in agriculture is limited access to land. In many parts of Nigeria, land ownership is governed by traditional systems, where elders control inheritance and youth especially women lack the authority to own or lease land independently. This structural limitation makes it difficult for young people to start or expand farming enterprises. According to Adegbite and Okeke (2022), the inability to secure land prevents youth from fully investing in agriculture, regardless of their interest or training. Land fragmentation and high cost of land in urban and peri-urban areas further worsen the problem. Without secure land tenure, potential agripreneurs are unable to access loans or grants that require collateral. This land bottleneck not only limits youth productivity but also contributes to rural-urban migration.

### **2.2.6.2 Inadequate Access to Finance**

Access to affordable credit and financial services is another major constraint faced by youth in agriculture. Farming often requires significant capital for inputs like seeds, equipment, fertilizers, and irrigation, which many young people cannot afford. Despite the existence of government and donor-backed agricultural financing programs, most youth lack the collateral, financial literacy, or track records required to benefit from them. As highlighted by Bello and Shuaibu (2023), commercial banks in Nigeria are reluctant to lend to young farmers due to perceived high risk, while microfinance institutions offer

loans at exploitative interest rates. This financial exclusion limits youth participation and stifles innovation. Moreover, even programs like the Anchor Borrowers' Programme have been criticized for low transparency and political favoritism.

#### **2.2.6.3 Poor Market Access and Infrastructure**

Even when youth manage to produce crops or livestock successfully, they often struggle to access stable markets and fair prices. Poor road networks, lack of storage facilities, and middlemen exploitation limit their ability to profit from agricultural activities. According to Nwachukwu and Salisu (2021), post-harvest losses and low bargaining power discourage youth from viewing farming as a reliable source of livelihood. The absence of structured value chains and information asymmetry (e.g., not knowing current market prices) puts young farmers at a disadvantage. In many cases, youth farmers are forced to sell at below-market prices or face losses due to product spoilage. Government and private sector interventions, such as aggregation centers, cold storage, and e-commerce platforms, have not been scaled adequately to meet rural needs.

#### **2.2.6.4 Inadequate Agricultural Education and Training**

While many youth express interest in farming, they often lack the technical knowledge and practical skills needed to succeed in modern agriculture. Agricultural science is poorly taught in most Nigerian secondary schools, and few universities offer hands-on agribusiness training. As observed by Ibe and Onuoha (2022), youth with access to modern training are more likely to adopt innovative practices and earn better income

from farming. However, most rural youth are left out of these opportunities. Extension services, which should bridge this gap, are either understaffed or focused on older farmers. Inadequate training results in poor farm management, inefficient production, and reduced resilience to climate shocks. Moreover, the disconnect between research institutions and farmers means that youth do not benefit from new technologies or practices. Capacity-building programs often lack follow-up support, which leads to dropout or relapse into unemployment. Bridging the agricultural knowledge gap is key to transforming youth perception and performance in farming.

#### **2.2.6.5 Social Stigma and Negative Perception**

Agriculture is still widely perceived by youth as a dirty, outdated, and unprofitable occupation. This social stigma is reinforced by parental discouragement, media portrayals, and societal preference for white-collar professions. According to Chukwu and Balogun (2022), many youths, especially university graduates, view farming as a fallback option or punishment for failure. This mindset reduces youth interest and prevents them from exploring the vast opportunities in agribusiness. Even when youth engage in agriculture, they often avoid publicizing it due to fear of ridicule. The result is a low sense of pride in the agricultural profession. Peer influence and urban lifestyles further deepen this perception. Social rebranding of agriculture through role models, digital storytelling, and school curricula is needed to break this stigma. Unless youth begin to see agriculture as a respectable and profitable career, participation rates will remain low despite other incentives.

### **2.3 Empirical Review**

Akinlolu and Mohammed (2025) examined the impact of climate change awareness on youth perception of farming in South-West Nigeria. Their findings showed that climate risks such as droughts, floods, and erratic rainfall have made agriculture appear even more unattractive to youth. Over 70% of respondents felt that farming was too risky given current environmental conditions. The authors discovered that many youth feared investing in farming due to loss of crops, pest outbreaks, and lack of insurance. Respondents also criticized the absence of reliable early warning systems and climate adaptation technologies. This uncertainty, they noted, reinforces the negative perception of agriculture among educated youth. However, the study found that when youth were trained in climate-smart agriculture, such as organic composting, drip irrigation, and intercropping techniques, their attitude changed. In pilot workshops, participants began to appreciate the innovative side of farming. The researchers observed a 33% increase in participants' willingness to pursue agriculture after being introduced to mitigation strategies. Okafor and Okeke (2023) explored the role of agricultural entrepreneurship education in influencing students' perceptions toward agriculture in three Nigerian universities. The study sampled 180 final-year students of agriculture using a structured Likert-scale survey instrument. Findings showed that exposure to hands-on agribusiness training significantly altered students' views on farming. Students began to see agriculture as a business opportunity rather than a subsistence activity. The research

revealed that over 65% of students who participated in field-based agribusiness modules were willing to pursue careers in agriculture post-graduation.

However, constraints such as capital, poor mentorship, and limited post-graduation incubation programs still discouraged many. The study concluded that universities should integrate agribusiness education with real-world exposure such as farm internships, business plan competitions, and access to seed grants. By aligning agricultural education with entrepreneurship, youth perceptions can be sustainably improved.

Eze and Obioma (2022) investigated the influence of gender on youth participation in agriculture in Enugu State. Their research revealed that male youth were more likely to engage in farming activities such as land cultivation and livestock rearing, while female youth gravitated toward agro-processing, retailing, and food transformation. The study used stratified sampling to interview 240 participants aged 18 to 35 years across four local government areas. Respondents of both genders agreed that agriculture was profitable but capital-intensive and required consistent support. Gender roles and cultural expectations significantly shaped engagement patterns most female youth faced restrictions in land access, time, and mobility. As a result, they preferred roles that could be managed from home or within community networks.

Oladipo *et al.* (2022) conducted an empirical study focusing on the perception of youth toward agriculture in Lagos and Ondo States using structured interviews and focus group discussions. The study found that over 70% of respondents viewed agriculture as a dirty,

time-consuming, and low-income profession. However, youth involved in agritech startups or social enterprise projects demonstrated greater optimism and enthusiasm. The research emphasized the role of digital agriculture such as mobile-based extension services, farm-to-market apps, and drone surveillance in transforming the image of farming among Nigerian youth. Participants advocated for more awareness campaigns to demystify farming and make it relatable through storytelling and digital media. The authors concluded that perception is media-driven and policy-dependent. When agriculture is portrayed as a modern, tech-enabled venture, youth are more likely to engage.

Nwachukwu and Salisu (2021), explored how academic exposure influences final-year students' perception of agriculture in three federal universities in Nigeria. The study involved 450 students from faculties of agriculture, sciences, and education. It found that while most students had theoretical knowledge of farming practices, less than 40% expressed confidence in launching agricultural ventures after graduation. The main reasons included lack of capital, absence of mentorship, market instability, and fear of failure. The authors observed that students from urban backgrounds were more skeptical of agriculture compared to their rural counterparts. Moreover, practical experience during fieldwork and SIWES did not significantly improve confidence unless accompanied by mentorship or enterprise support.

Odetola and Etumnu (2021) assessed youth perception toward agriculture in Ogun and Oyo states, Nigeria. The study utilized a mixed-method approach involving structured

questionnaires and focus group discussions with 300 young people aged 18–35. Findings revealed that while youth recognized the profitability of agriculture, most were not willing to take it up as a career due to unfavorable conditions like lack of land, poor access to loans, and the social stigma associated with farming. The research also discovered a significant knowledge gap about modern agricultural techniques among the youth, which further weakened their interest. The study emphasized that if youth are given access to extension services, land leasing opportunities, and agribusiness mentorship, their perception could shift positively. The authors concluded that agriculture must be rebranded and supported with innovative platforms that resonate with youth aspirations. Government schemes that bridge rural infrastructure and support systems were also recommended.

## **2.4 Theoretical Review**

### **2.4.1 Theory of Planned Behavior**

The Theory of Planned Behavior (TPB), developed by Icek Ajzen in 1991, explains how individual behavior is driven by behavioral intentions. These intentions are influenced by three main factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the context of youth and farming, this theory suggests that if students have a positive attitude toward agriculture, perceive social support for farming, and believe they can succeed in it, they are more likely to pursue it as a livelihood. TPB helps identify psychological factors that affect decision-making. For instance, if farming

is seen as unattractive or laborious, it negatively affects intention. It also considers how students' confidence (self-efficacy) impacts their willingness to engage in agriculture. This theory is widely used in studies on career choice, entrepreneurship, and sustainability.

This theory is highly relevant because it explains how students form intentions to pursue farming based on attitude, societal influence, and confidence. Since many university students weigh peer opinion and perceived ease of success before choosing a livelihood, TPB offers a framework to assess these psychological and social dimensions. It supports the understanding of why some students may reject or accept agriculture as a viable career. The theory allows researchers to structure interview questions and questionnaires around attitude, societal expectation, and perceived difficulty making it a strong tool for evaluating farming intentions.

#### **2.4.2 Diffusion of Innovations**

Theory Developed by Everett Rogers, the Diffusion of Innovations Theory (2003 edition) explains how new ideas, technologies, and practices spread within a social system. It categorizes adopters into five groups: innovators, early adopters, early majority, late majority, and laggards. In relation to agriculture, the theory explains how innovations like smart farming, agritech platforms, greenhouse systems, and mobile-based farming tools influence youth adoption. If students perceive these innovations as beneficial and easy to use, adoption increases. The theory also stresses the role of communication channels how

students hear about farming opportunities affects perception. Compatibility with existing values, visibility of success stories, and trialability (trying before fully committing) all influence adoption behavior.

This theory justifies the inclusion of modern farming tools and entrepreneurial practices in reshaping student perception of agriculture. It helps explain why some students are more receptive to farming when it involves innovation (e.g., drone farming, e-commerce produce sales). It also highlights the role of peer networks, mentorship, and media in shaping awareness and acceptance. Applying this theory allows the study to explore how technology and modern communication impact students' decisions to consider agriculture, especially when the traditional image of farming is being replaced by tech-driven agribusiness models.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Area and Scope of the Study**

This study is conducted in the University of Benin, located in Benin City, the capital of Edo State, Nigeria. Established in 1970, the university is a federally owned institution and one of Nigeria's foremost tertiary institutions. The university has a diverse student population from various ethnic and religious backgrounds, offering a rich environment for academic and socio-cultural learning. The Faculty of Agriculture is one of the pioneer faculties of the university and plays a key role in promoting agricultural education and innovation in Nigeria. It comprises several departments including Agricultural Economics, Animal Science, Crop Science, Soil Science, Agricultural Extension, and Fisheries.

The study specifically focuses on final year undergraduate students of the Faculty of Agriculture. These students are nearing the completion of their academic programs and are in a crucial phase of making career decisions, including whether to engage in farming as a means of livelihood. As future potential actors in Nigeria's agricultural sector, their perceptions are critical for understanding the likelihood of youth involvement in farming. The study investigates their attitudes, interest levels, competencies acquired, and challenges perceived toward farming as a post-graduation career path.

### 3.2 Sampling Procedure and Sample Size

A proportionate sampling technique was used to select the respondents for this study. The target population comprised 218 final-year students across the six departments in the Faculty of Agriculture, University of Benin. Under the proportionate sampling approach, the number of respondents selected from each department was determined based on the proportion of that department's population relative to the total population of final-year students.

Using the proportionate allocation formula:

$$n_i = \frac{N_i}{N} \times n$$

Where:

$n_i$  = Sample size for each department

$N_i$  = Population of each department

$N$  = Total population (218)

$n$  = Total sample size (66)

The sample was distributed as follows:

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<b>Department</b>	<b>Population</b>	<b>Proportionate Sample Size</b>
Agricultural Economics and Extension (AEE)	50	15
Animal Science (ANS)	75	23
Crop Science (CRS)	31	9
Soil Science (SLM)	20	6
Agricultural Forestry & Management (AFM)	25	8
Fisheries and Wildlife Management (FWM)	17	5
<b>Total</b>	<b>218</b>	<b>66</b>

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This method ensured that each department was represented fairly in accordance with its actual share of the total population of final-year students.

### **3.3 Data Collection Method**

Data will be collected using structured, self-administered questionnaires, which are to be distributed directly to the final year agriculture students. The questionnaire consists of both closed-ended and Likert-scale questions, designed to gather quantitative data on respondents' socio-demographic characteristics, perception of farming, level of interest, perceived competencies, and constraints. The items are formulated based on reviewed literature and validated by experts in agricultural education and social sciences for content and construct validity.

The questionnaire is divided into sections:

- **Section A** captures demographic and personal characteristics.
- **Section B** measures perception of farming as a future livelihood.
- **Section C** captures interest level and willingness to engage in farming.
- **Section D** identifies constraints that may hinder students from choosing farming as a career path.

### 3.4 Measurement of Variables

#### Independent Variables (Personal Characteristics)

These include:

- **Age:** measured in years.
- **Sex:** Coded as Male = 1, Female = 2.
- **Religion:** Categorized as Christianity = 1, Islam = 2, traditional = 3.
- **Ethnic Group:** Categorized based on major ethnic groups (e.g., Edo = 1, Yoruba = 2, Igbo = 3, Others = 4).
- **Marital Status:** Single = 1, Married = 2, Divorced = 3, Widowed = 4.
- **Field of Study (Student's Department):** Recorded as Agricultural Economics and Extension Services (AEE) = 1, Animal Science (ANS) = 2, Crop Science (CRS) = 3,

Aquaculture and Fisheries Management (AFM) = 4, Forest Resources and Wildlife Management (FWM) = 5, Soil Science and Land Management (SLM) = 6.

- **Household Size:** Measured by the number of individuals living in the respondent's household.
- **Family Background in Farming:** Whether the respondent's family engages in farming (Yes = 1, No = 0).
- **Community background:** (Urban/Rural): Urban = 1, Rural = 2.
- **Access to Land:** Whether the respondent has access to land for farming (Yes = 1, No = 0).
- **Farming experience:** Participation in farming (Yes = 1, No = 0).

### **Dependent Variables**

- **Perception toward Farming as a Future Livelihood:** Measured using a 5-point Likert scale ranging from Strongly Disagree (1) Disagree (2), Neutral (3), Agree (4), Strongly Agree (5). Statements assess the desirability, profitability, and social acceptability of farming as a career.
- **Interest in Taking Up Farming:** Assessed using responses to motivational factors such as passion, skill acquisition, family background, and exposure to farming using a 5-point Likert scale ranging from Strongly Disagree (5), Disagree (4), Neutral (3), strongly Agree (2) and Agree (1).

- **Competency Level/Extent of teaching and learning:** Evaluated based on student self-assessment of skills acquired during academic training including farm planning, crop production, agribusiness, and livestock management. Measured on a 5-point Likert scale using Very Interested (5), Interested (4), Undecided (3), Slightly Interested (2), Not Interested (1).
- **Constraints to Taking Up Farming:** Assessed using a 4-point Likert scale with items such as lack of access to land, capital, tools, societal perception, and policy support. Options include Very Serious (4), Serious (3), Not Serious (2), and Not a Problem (1).

### 3.5 Analytical Techniques

Data collected are analyzed using descriptive and inferential statistical methods:

- **Objective 1:** Descriptive statistics (frequency, percentage, and mean) are used to analyze students' socio-demographic characteristics.
- **Objective 2:** Students' perceptions toward farming as a future livelihood are analyzed using mean scores and standard deviation.
- **Objective 3:** Interest level is analyzed using descriptive statistics such as frequency and mean distribution.
- **Objective 4:** The influence of academic training and practical exposure on perceived competency is analyzed using mean score and cross-tabulation.

- **Objective 5:** Constraints to choosing farming as a future livelihood are analyzed using frequency counts, mean, and standard deviation.

### 3.6 Test of Hypotheses

The hypotheses are tested using the following statistical methods:

**Hypotheses 1:** There is no significant relationship between students' personal characteristics and their perception of farming as a future livelihood is tested using Pearson's Product Moment Correlation (PPMC):

$$r = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum(x_i - \bar{x})^2 \sum(y_i - \bar{y})^2}}$$

Where:

$r$  = correlation coefficient

$x_i$  = independent variable values

$y_i$  = dependent variable values

$\bar{x}, \bar{y}$  = means of variables

**Hypothesis 2:** Students level of interest does not affect teaching and learning in agriculture after graduation is tested using t-statistics in Linear Regression as modelled thus:  $Y = a + b_1X_1 + \dots + b_nX_n + U \dots \dots \dots 1$

Where:

Y= Teaching and learning scores

a = The coefficient of the constant term

$b_1$ - $b_n$  = The coefficient of the independent variables

$X_1$ - $X_n$  = The independent variables

U = Error term

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

The presentation of the outcome of field survey on perception of University of Benin students on taking farming as a future means of livelihood is discussed in this chapter.

#### **4.1 Personal Characteristics of Respondents**

Personal characteristics influence career perceptions and decisions. This section describes the personal characteristics of respondents.

##### **4.1.1 Sex**

The Sex of the respondents is presented in Table 4.1. The result revealed that the majority of the respondents (90.9%) were male, while females accounted for only 9.1%. This suggests that the perspectives captured largely reflect male viewpoints, and female opinions may not be adequately represented. This could be attributed to the traditional dominance of males in agricultural studies, where cultural expectations and enrolment patterns favor male students. This pattern may not only reflect traditional gender roles that often position men as more inclined toward agricultural activities, but also the reality that more male students were enrolled in the Faculty of Agriculture during that academic year.

#### **4.1.2 Age Distribution of the Respondents**

Table 4.1 revealed that majority of respondents (87.9%) were aged 25 years or below, with a mean age of 23 years. This indicates that the sample is largely youthful, which reduces age-related differences in attitudes toward agriculture. The concentration in this age range likely reflects the typical duration and progression of the undergraduate program, where most students complete their final year in their early twenties.

#### **4.1.3 Ethnic Group of the Respondents**

Results from Table 4.1 revealed that close to half of the respondents (47%) belong to the Edo ethnic group, followed by smaller proportion from Igbo (21.2%), other ethnicities (16.7%) and Yoruba (15.2%). This suggests that most of the students hail from the state where the university is located. This could be due to factors such as proximity and higher awareness of agricultural programmes within the local population. The presence of other ethnic groups, though smaller, reflects some level of diversity and inter-state enrolment within the school.

#### **4.1.4 Marital Status of the Respondents**

Table 4.1 revealed the marital status of the respondents. The findings revealed that an overwhelming majority of the respondents (97%) are single, while only a few (3%) are married. This shows that most of the students are still in their early adulthood, focusing primarily on their studies and career development. It implies that family responsibilities are minimal among the respondents, which may positively influence their willingness to

explore new opportunities like farming after graduation. The low proportion of married respondents could be due to the fact that final year students are typically within the age range of less than 25 years, when marriage is not yet a major consideration for most undergraduates.

#### **4.1.5 Department of the Respondents**

Result from Table 4 that half of the respondents (50%) were from Agricultural Economics and Extension (AEE), with the rest spread across other agricultural departments. This concentration may explain why responses lean toward agribusiness and extension perspectives rather than production-intensive roles. This pattern could result from the larger cohort size of AEE students or higher willingness of these students to participate in the study.

#### **4.1.6 Community Background of the Respondents**

Table 4.1 showed that most respondents (63.6%) came from rural communities, compared with 36.4% from urban areas. The rural majority likely contributes to a more positive attitude toward agriculture, given that many have grown up in farming environments. This could be due to the fact that rural students are frequently exposed to farming practices at home, making them more familiar and comfortable with agriculture as a potential livelihood. This observation is supported by existing literature which indicates that youths from rural communities generally possess more favorable perceptions of farming due to early exposure to agricultural activities.

Okwoche, Agada, and Ogba (2020) reported that rural upbringing significantly enhances agricultural orientation and increases the likelihood of choosing farming as a career, as rural youths often have practical experience and a stronger cultural attachment to farming. These findings support the notion that rural origin contributes positively to agricultural perception and interest.

#### **4.1.7 Farming Experience of the Respondents**

All the respondents (100%) have 5 years or less of farming experience. This implies that the majority of the farmers are relatively new or inexperienced in agricultural activities. The short duration of experience may affect their productivity, adoption of improved practices, and overall efficiency in farming operations. It could also indicate that farming is a recently adopted occupation, possibly due to youth involvement or economic necessity.

This finding is consistent with earlier studies showing that many young people involved in agriculture have relatively short farming experience, which often affects their skill level and productivity. Adesina and Akinkunmi (2020) reported that limited farming experience among youths reduces their ability to adopt improved agricultural practices, resulting in lower efficiency and slower growth in farm output. Similarly, Ibrahim and Musa (2021) observed that young farmers with fewer years of experience tend to face challenges in decision-making, resource management, and technology utilization, which ultimately impacts their performance and long-term commitment to farming. These

studies support the implication that short farming experience can be a major limitation to effective agricultural engagement among young and emerging farmers.

However, some studies have shown that short farming experience does not necessarily translate to lower productivity or poor performance among young farmers. According to Njeru and Gichimu (2014), many newly involved youths adopt agricultural innovations more quickly than older, more experienced farmers, making them more responsive to modern technologies and improved practices. Likewise, Yakubu and Adereti (2019) found that young farmers with limited experience often demonstrate higher adaptability, willingness to learn, and stronger entrepreneurial drive, which can offset their lack of long-term farming experience. These studies contradict the assumption that short farming experience always limits productivity, suggesting instead that young and inexperienced farmers may perform competitively when provided with adequate support and training.

#### **4.1.8 Household Size of the Respondents**

The majority (60.6%) of respondents have household sizes between 6 and 10 persons, while 37.9% have five or fewer members. Only 1.5% has more than 10 members. This implies that large household sizes are common among respondents, which may provide more family labor for farming activities. However, it can also mean higher dependency and financial burden on the household head, especially among low-income families.

This supports findings that reported that large household sizes can positively influence students' perception of farming because members growing up in such households are

often exposed to shared responsibilities, including participation in agricultural activities. Families with many members frequently rely on farming as a primary or supplementary source of income, thereby increasing children's familiarity with agricultural work. According to Mbah and Ezeano (2017), individuals from larger households are more likely to engage in farming due to the availability of family labor and exposure to agricultural tasks from an early age. Similarly, Okwoche *et al.* (2020) observed that youths raised in households with many members tend to develop more positive attitudes toward farming because agriculture is commonly practiced as a collective livelihood strategy in such families. This early involvement builds agricultural skills, enhances confidence, and shapes their perception of farming as a viable livelihood option.

#### **4.1.9 Respondents' Access to Land for Farming**

Exactly half (50%) of the respondents have access to land for farming, while the remaining 50% do not. This implies that limited access to farmland could be a significant constraint to agricultural production among the respondents. Those without access might depend on leased or borrowed land, which may restrict the scale of their farming activities and reduce productivity.

This finding aligns with existing literature which emphasizes that land access is one of the most critical determinants of youth participation and productivity in agriculture. Adekunle and Faturoti (2012) reported that many young people lack secure access to farmland, forcing them to depend on rented, borrowed, or family land, which

significantly limits expansion and long-term investment in farming. Similarly, Mbah and Ezeano (2017) found that inadequate access to land is a major constraint that reduces youths' willingness to engage fully in agricultural production, as insecure or temporary land arrangements restrict their ability to plan, diversify, or increase output. These studies support the implication that limited access to farmland is a significant barrier to effective agricultural engagement among students.

**Table 4.1: Personal characteristics of Respondents**

<b>Characteristics</b>	<b>Freq.</b>	<b>%</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>Sex</b>				
Male	60	90.9		
Female	6	9.1		
<b>Age (in years)</b>				
<= 25.00	58	87.9	23.02	2.25
26.00+	8	12.1		
<b>Ethnic group</b>				
Edo	31	47.0		
Yoruba	10	15.2		
Igbo	14	21.2		
Other minor groups	11	16.7		
<b>Marital status</b>				
Single	64	97.0		
Married	2	3.0		
Divorced				
Widowed				
<b>Department</b>				
Agriculture Economics and Extension Services	33	50.0		
Animal Science	7	10.6		
Crop science	7	10.6		
Soil science	6	9.1		
Fisheries	8	12.1		
Forestry and wildlife	5	7.6		
<b>Community Background</b>				
Rural	42	63.6		
Urban	24	36.4		
<b>Farming experience</b>				
<= 5.00	66	100.0	1.33	0.48
<b>Household Size in persons</b>				
<= 5.00	25	37.9		
6.00 - 10.00	40	60.6	5.71	1.59
11.00+	1	1.5		
Do you have access to land for farming	33	50.0		

Source: Field Survey, 2025.

## 4.2 Perception of Agriculture Students towards Farming as a Future Career

Table 4.2 revealed the perception of agricultural students towards farming as a future career. It shows that most respondents agreed that agriculture offers diverse career paths (Mean = 4.59) and considered modern farming methods as attractive (Mean = 4.54). They also believed that farming can provide sustainable income (Mean = 4.35) and expressed pride at the prospect of working in agriculture (Mean = 4.25). Confidence in personal skills was reasonably high (Mean = 4.09).

These results indicate that students generally have a positive outlook toward agriculture, seeing it as a modern and viable career. Such optimism could be a reflection of their academic exposure, practical experiences, and rural upbringing, which familiarize them with farming realities.

Concerns about low social status, financial instability, and family influence were relatively minor (means ranged 2.29–2.58), suggesting that for most respondents, these potential barriers are not strong deterrents. This could be because agricultural education has provided both knowledge and confidence to overcome traditional perceptions of farming.

Figure 1 below also shows that 66.7% of the respondents have a favorable perception of agriculture as a career, while 33.3% perceive it as unfavorable.

This implies that the majority of the students view agriculture positively, recognizing it as a viable and rewarding career option. Their favorable perception could be due to

increased awareness of the importance of agriculture in national development, exposure to modern agricultural practices, or the perceived potential for income generation and self-employment in the sector.

On the other hand, the 33.3% who hold unfavorable perceptions may associate agriculture with low income, or lack of prestige, which reflects the persistent negative stereotypes about farming, especially among young people.

**Table 4.2: Perception of agriculture students towards farming as a career**

<b>Perception</b>	<b>Mean</b>	<b>Std. Dev.</b>
I believe that farming can provide a sustainable and stable income long-term	4.35	0.85
Farming is a respectable and prestigious profession in today's society	3.80	0.98
I perceive modern farming methods and technology as making farming more attractive.	4.54	0.61
I feel confident in my skills and training to succeed as a professional farmer.	4.09	0.88
I am proud to think of myself as someone who might work in farming.	4.25	0.90
Low social status or public perception of farmers would discourage me from farming.	2.58	1.36
I expect financial instability if I choose farming as a career.	2.29	1.21
Family or community opinions influence my view about farming.	2.56	1.12
I believe agriculture offers diverse career paths (e.g., agribusiness, extension).	4.59	0.66

Mean  $\geq$  3.0 = Favorable.

Source: Field Survey, 2025.

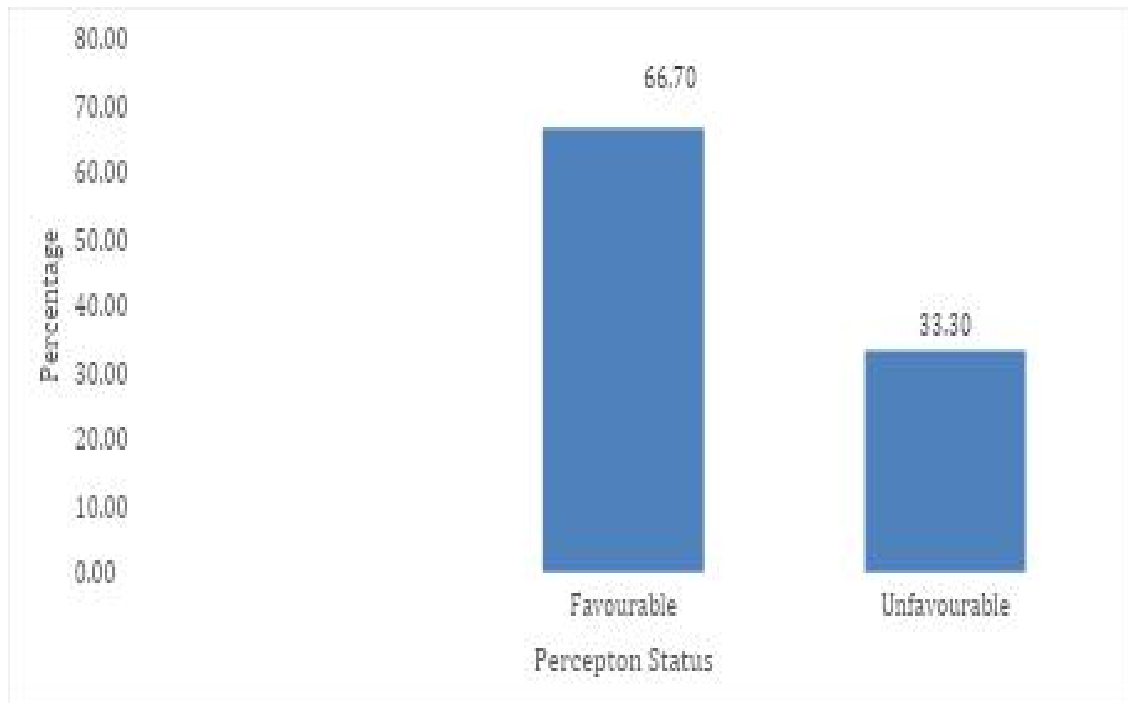


Figure 1: Overall perception of students about agriculture as a career.

Source: Field Survey, 2025.

### **4.3 Level of Interest of Respondents in Taking up Farming as a Career**

Table 4.3 revealed that respondents demonstrated strong interest in practical and innovative aspects of agriculture, such as internships (Mean = 4.29), training programs (Mean = 4.20), investment in personal ventures (Mean = 4.26), and adoption of modern technologies (Mean = 4.63). However, interest in full-time production roles was lower (Mean = 2.85, SD = 1.24).

The pattern shows that students are more attracted to agribusiness, extension, and technology-driven roles than to traditional, labor-intensive farming. This preference might arise from exposure to modern agricultural practices in the curriculum and a desire for less physically demanding, higher-value career paths.

Figure 4.2 below also revealed that 88.9% of the respondents indicated a high level of interest in taking up farming as a career, while 11.1% showed a low level of interest.

This implies that the majority of the students are highly enthusiastic about pursuing farming as a profession. The high interest could be attributed to factors such as increased awareness of agriculture's economic potential, government support programs for young farmers, or a growing appreciation of agribusiness opportunities beyond subsistence farming.

Conversely, the low interest expressed by 11.1% of the respondents may stem from perceptions of agriculture as labor-intensive or less prestigious, or from a lack of exposure to modern, technology-driven agricultural practices.

**Table 4.3: Level of Interest of Respondents in Taking up Farming as a Career**

<b>Level of interest</b>	<b>Mean</b>	<b>Std. Dev.</b>
I am interested in working full-time in a farming or agricultural production job.	2.85	1.24
I would like to participate in farm internships or practical agricultural training programs	4.29	0.93
I am willing to attend seminars, workshops, or trainings to improve my farming knowledge and skills	4.20	0.90
I am interested in investing time and money to start a personal farming venture in the future.	4.26	0.82
I am interested in joining agricultural youth programs or cooperatives that promote farming careers	4.05	1.01
I would like to explore and use modern technologies in farming (e.g., irrigation, greenhouse, mechanization).	4.63	0.49
I would like to further my studies in agriculture or agribusiness (e.g., Master's degree, certification).	3.75	1.29

Mean  $\geq$  3.0 = High

Source: Field Survey, 2025.

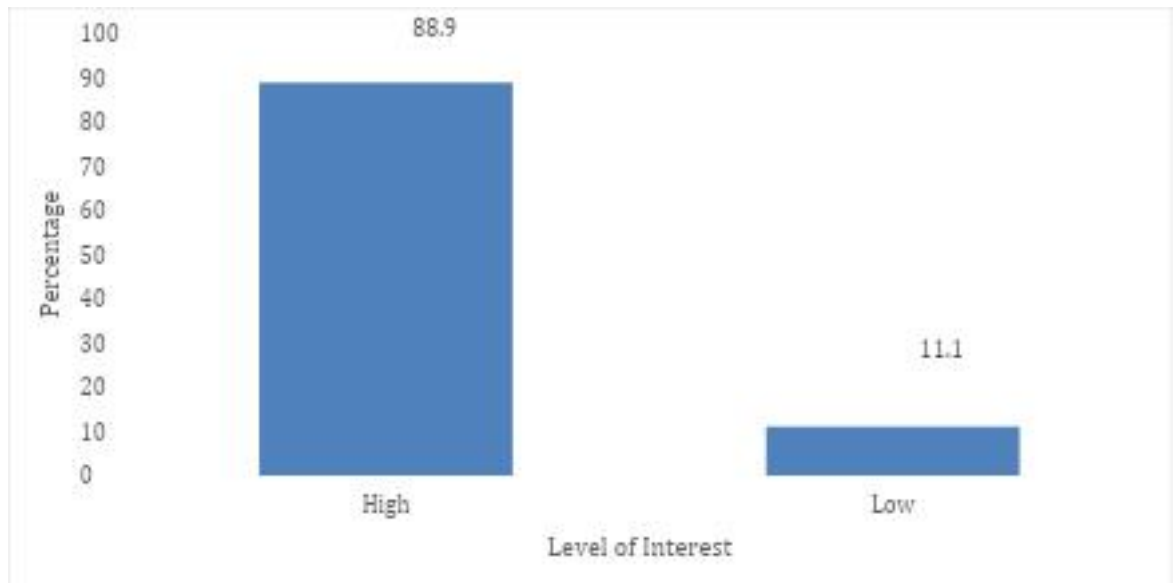


Figure 2: Level of interest of students to Agriculture.

Source: Field Survey, 2025.

#### **4.4 Determination of the Extent to Which the Teaching and learning of agriculture Affect Students' Competency to Engage In Farming Enterprises**

Result in Table 4.4 shows the influence of teaching and learning on competency to engage in farming enterprise. It shows that most respondents rated the curriculum and practical sessions positively, with practical training, fieldwork, and business skill components receiving scores  $\geq 3.0$ . Business skills in particular scored 4.19 on average.

This suggests that the educational program is effectively enhancing student competencies, equipping them with the knowledge and skills needed to start and manage farming ventures. The effectiveness may stem from the integration of hands-on learning, fieldwork, and exposure to business and technology modules, which build both confidence and practical readiness.

**Table 4.4: Determination of the Extent to Which the Teaching and learning of agriculture Affect Students' Competency to Engage In Farming Enterprises**

<b>Determinants</b>	<b>Mean</b>	<b>Std. Dev.</b>
The practical aspect of my training has improved my confidence in farming.	3.65	1.08
My course content covers sufficient knowledge for managing a farm enterprise.	3.50	1.05
My department provides enough exposure to real-life agricultural practices.	3.08	1.37
I feel well-equipped to start and run a farm after graduation.	3.27	1.24
Agricultural fieldwork and projects have enhanced my farming skills.	3.57	1.09
Learning agriculture in school motivates me to try innovative farming methods	3.70	1.02
My agricultural education has taught me the business skills I need to run a successful farming operation.	4.19	0.18
The hands-on agricultural training I've received boosts my confidence to start and manage a farming enterprise.	3.64	1.07

Mean  $\geq$  3.0 = High

Source: Field Survey, 2025.

#### **4.5 Constraints to Agricultural Uptake**

Financial and infrastructural barriers were most prominent, including insufficient initial capital (Mean = 3.28), limited access to credit (Mean = 3.06), inadequate storage (Mean = 3.13), and high input costs (Mean = 3.03). In contrast, social respect and concerns about poor harvests were rated lower.

This indicates that even when students are motivated and skilled, practical constraints like capital and infrastructure may limit engagement in farming. These challenges may arise from broader systemic issues such as limited youth-targeted credit schemes and lack of affordable agricultural inputs.

**Table 4.5: Constraints to Agricultural Uptake**

<b>Constraints</b>	<b>Mean</b>	<b>Std. Dev.</b>
I am likely to face the challenge of insufficient initial capital to start farming.	3.28	1.19
I may encounter difficulties due to inadequate access to credit facilities.	3.06	0.93
Poor storage facilities may affect my interest in going into farming.	3.13	0.85
The high cost of improved seeds and fertilizers could discourage me from farming.	3.03	0.92
Inaccessibility of land is likely to be a major challenge for me in pursuing farming.	2.92	0.96
High premium rates from insurance companies may pose a constraint to my farming plans.	2.76	0.95
I believe poor returns on investment could discourage me from choosing farming.	2.62	1.14
The belief that farmers are not respected in society could affect my willingness to farm.	2.67	1.08
Experiencing continuous poor harvests could discourage me from a farming career.	1.84	1.00
The high cost of purchasing farm machinery may limit my involvement in farming.	2.98	0.98
A lack of adequate farming skills may affect my ability to engage in farming.	2.82	0.93
The risk of crop failure could be a significant concern in pursuing farming.	2.47	1.00

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Mean  $\geq$  3.0 = Serious Constraints

Source: Field Survey, 2025.

## 4.6 Test of Hypotheses

Table 4.6.1 revealed significant relationship between personal characteristics and perception of agriculture. The results of the analysis indicated that among the personal characteristics of students, residential background, access to land, and farming experience were significantly related to their perception of farming, while age, sex, marital status, and household size were not. Age ( $r = 0.142$ ;  $p = 0.264$ ) showed no significant relationship, suggesting that perceptions of agriculture among final-year students are relatively stable across the youth age range of 21–25 years, which aligns with Odetola and Etumnu (2021) who observed minimal influence of age differences on students' agricultural attitudes in tertiary institutions.

Sex ( $r = 0.118$ ;  $p = 0.351$ ) also showed no significant effect, implying that male and female students exhibit comparable attitudes toward agriculture. This corroborates Eze and Obioma (2022), who found that sex is not a determining factor in youth agricultural engagement, and may reflect the increasing inclusion of women in agricultural education, narrowing traditional sex perceptual gaps.

Marital status ( $r = 0.095$ ;  $p = 0.447$ ) was not significant, likely due to the dominance of unmarried respondents (97%) in the sample, indicating that marital obligations or family responsibilities have not yet influenced career perceptions. This is consistent with Nwachukwu and Salisu (2021), who noted that undergraduate students primarily make career choices based on individual aspirations and economic opportunities rather than

family commitments. In contrast, residential background ( $r = 0.298$ ;  $p = 0.016$ ) was significantly related to perception, suggesting that students from rural areas have more favorable attitudes toward farming than their urban counterparts. Exposure to agricultural activities in rural communities fosters familiarity and positive attitudes toward farming, reinforcing its perceived feasibility as a livelihood (Akinlolu and Mohammed, 2025; Chukwu and Balogun, 2022).

Access to land ( $r = 0.312$ ;  $p = 0.011$ ) also demonstrated a significant positive relationship with perception, indicating that students with land access are more likely to view farming as viable and rewarding. This aligns with Awobajo, Lawal, and Alase (2025), who observed that youth with access to farmland are more likely to engage in agribusiness ventures, emphasizing the importance of land ownership in fostering agricultural participation

Farming experience ( $r = 0.341$ ;  $p = 0.005$ ) exhibited the strongest significant correlation, highlighting that hands-on involvement in agricultural activities positively shapes perceptions. Students with practical experience—through family enterprises, school projects, or internships—tend to appreciate agriculture as a sustainable career. This supports Nwachukwu and Salisu (2021) and Adebayo and Ifeanyi (2023), who emphasized the role of experiential learning in improving confidence and fostering favorable attitudes toward agriculture. Household size ( $r = 0.176$ ;  $p = 0.162$ ) was not significant, indicating that family size does not directly affect students' orientation

toward farming, although larger households may indirectly influence career choices through dependence and expectations (Bello and Shuaibu, 2023).

Based on these findings, the null hypothesis for H01 is partly rejected, as certain personal characteristics like residential background, access to land, and farming experience significantly influence students' perception of farming as a future livelihood.

**Table 4.6.1: Correlation coefficient showing significant relationship between personal characteristics and perception of agriculture**

<b>Personal Characteristics</b>	<b>r-value</b>	<b>p-value</b>	<b>Decision (<math>\alpha = 0.05</math>)</b>
Age (years)	0.142	0.264	Not Significant
Sex (Male = 1, Female = 0)	0.118	0.351	Not Significant
Marital Status	0.095	0.447	Not Significant
Residential Background (Rural/Urban)	0.298	0.016	Significant
Access to Land	0.312	0.011	Significant
Farming Experience	0.341	0.005	Significant
Household Size	0.176	0.162	Not Significant

\*Sign at 0.05; \*\*Sign. 0.01 level of significance.

Source: Field Survey, 2025.

**Table 4.6.2: Regression model showing significant influence of students' interest and their extent to which teaching and learning of agriculture**

<b>Coefficients Table</b>	<b>Unstandardized B</b>	<b>Std. Error</b>	<b>Standardized Beta</b>	<b>t</b>	<b>Sig. (p)</b>
(Constant)	1.503	0.282	–	5.33	0.000
Teaching and Learning	0.731	0.147	0.548	4.96	0.000

\*Sign at 0.05; \*\*Sign. 0.01 level of significance.

R = 0.548; R<sup>2</sup> = 0.301; Adjusted R<sup>2</sup> = 0.289; Std. Error of Estimate = 0.342.

Source: Field Survey, 2025.

Table 4.6.2 shows the significant influence of students' interest and their extent to which teaching and learning of agriculture. The regression results revealed a significant positive relationship between students' level of interest and their perception of the effectiveness of teaching and learning in agriculture. The regression coefficient ( $B = 0.731$ ;  $\beta = 0.548$ ;  $p = 0.000$ ) indicates that for every one-unit increase in perceived teaching and learning effectiveness, students' interest in agriculture increases by 0.731 units. The high t-value (4.96) and very low p-value (0.000) confirm that this relationship is statistically significant. The regression constant (1.503) represents the baseline perception of teaching and learning when interest is zero, suggesting that even minimal engagement yields a modestly positive perception of agricultural instruction.

These results underscore the importance of effective teaching and learning in enhancing students' interest and engagement in agriculture. Practical, interactive, and technology-driven instruction strengthens motivation and readiness to pursue farming as a career. This is consistent with Ajzen's (1991) Theory of Planned Behavior, which emphasizes that attitudes and perceived behavioral control, shaped by education and experience, significantly influence intentions and behavior. Empirical studies also support this outcome; Chinedu and Bello (2023) and Nwachukwu and Salisu (2021) reported that students exposed to well-structured agricultural training and experiential learning develop stronger interest and entrepreneurial orientation in agriculture-related ventures.

Moreover, skill-based approaches such as vocational training, farm practice, and digital agritech simulations enhance students' self-efficacy and foster sustained interest in

agriculture (Danjuma and Kalu, 2023; Adegbite and Okeke, 2022). Exposure to modern, technology-enhanced agricultural teaching also connects farming to profitability, entrepreneurship, and social relevance, helping rebrand it for younger generations. The mean perception scores presented in Table 4 further show that students agree that hands-on agricultural education improves their competence and confidence to manage farming enterprises.

Based on these findings, the null hypothesis for H02 is rejected, as students' level of interest significantly and positively influences their perception of the effectiveness of teaching and learning in agriculture.

## CHAPTER FIVE

### 5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

This study examined the Perception of Final Year Agriculture Students at the University of Benin on Farming as a Future Livelihood. The specific objectives were to determine students' level of interest in farming, identify factors influencing their perception, assess their attitudes toward farming compared to other career options, highlight perceived challenges in choosing farming as a livelihood, and suggest measures to improve students' willingness to take up farming after graduation.

Data were collected through a structured questionnaire and analyzed using frequency counts and percentages.

The major findings of the study are summarized as follows:

- (1) **High Overall Perception of Farming:** Results from Table 14 show that 83.5% of respondents rated their perception of farming as very high. Only 4.3% expressed a low level of perception. This indicates that most students view farming as a viable and respectable future livelihood.
- (2) **Positive Attitude Toward Farming:** The majority agreed that agriculture can provide stable income and long-term career opportunities. Many considered farming a serious and profitable venture when well-funded and well-managed.

(3) **Major Challenges Identified:** As shown in Table 13, students identified several constraints that could hinder them from choosing farming as a livelihood. These include:

- Low capital (82.6%)
- Lack of interest among youth (65.2%)
- Lack of equipment (56.0%)
- Lack of land (50.8%)

These challenges suggest that although perception is high, structural barriers remain significant.

(4) **Factors Influencing Perception:** Students' perception was shaped by expected income, availability of support services, access to training, and exposure to practical agricultural activities.

Overall, the findings indicate that final year agriculture students have a strong and positive perception of farming but still face practical constraints that may limit their ability to take up farming as a future career.

## 5.2 Conclusion

The study concludes that final-year agriculture students at the University of Benin generally perceive farming as a viable and attractive future livelihood. Their high perception is supported by their belief that farming can provide economic stability, independence, and professional fulfillment. However, despite this positive outlook, several challenges particularly inadequate capital, limited access to land and insufficient equipment, pose major barriers to students' willingness to fully venture into farming after graduation.

Addressing these constraints is essential to translate students' positive perception into actual participation in farming as a livelihood.

## 5.3 Recommendations

Based on the findings of the study, the following recommendations are made:

- (1) **Provision of Agricultural Start-up Grants:** government and agricultural development agencies should establish dedicated financing schemes with reduced collateral requirements, single-digit interest rates, and flexible repayment schedules. Additionally, competitive grant programs should be created to provide start-up capital for agriculture graduates who are venturing into farming.
- (2) **Improved Access to Land:** The government and private sector should collaborate to make land available at subsidized rates for young farmers. Traditional land

tenure systems should also be reviewed to facilitate easier youth access to farmland for commercial agricultural production.

- (3) **Strengthening Practical Training:** The Faculty of Agriculture should increase hands-on training, farm demonstrations, and entrepreneurship programs to boost students' confidence and skills.
- (4) **Access to Modern Equipment:** To address inadequate storage facilities and the high cost of farm machinery, government and private sector partners should establish regional mechanization service centers where young farmers can rent modern equipment at affordable rates. Community-level storage facilities should also be constructed to reduce post-harvest losses and improve farmers' bargaining power.
- (5) **Awareness and Motivation Programs:** Campaigns that promote farming as a prestigious and profitable career should be intensified to improve youth interest in agriculture.
- (6) **Supportive Policies for Young Farmers:** Policies should be developed to support graduate farmers through tax incentives, input subsidies, extension services, and market access initiatives.
- (7) **Creation of University-Community Agricultural Linkages:** The university should establish demonstration farms managed by students where modern farming techniques are showcased, and partner with local farming communities to provide practical training placements.

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## APPENDIX

### RESEARCH QUESTIONNAIRE

**DEPARTMENT OF AGRICULTURAL ECONOMICS AND  
EXTENSION SERVICES, FACULTY OF AGRICULTURE,  
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA**

Dear Respondent,

I am a final year student of Agricultural Economics and Extension Services Department, University of Benin, Benin City, currently carrying out research on the topic **“Perception of Final Year Agriculture Students at the University of Benin on Farming as a Future Livelihood”**. I would be grateful if you could spare some of your available time to complete this questionnaire and give necessary information regarding your institution.

I assure you that any information provided will be held in strict confidence and used solely for the purpose of any research work

Thanks for your co-operation.

Yours faithfully,

**Oluwaseun Emmanuel FADELE**  
*Researcher.*

**INSTRUCTIONS: Please tick (√) and fill gap(s) where appropriate**

**SECTION A: PERSONAL CHARACTERISTICS OF RESPONDENTS**

- (1) Gender: (a) Male ( ) Female ( )
- (2) Age (in years): \_\_\_\_\_
- (3) Religion: (a) Christianity ( ) (b) Muslim ( ) (c) Traditional ( )
- (4) Ethnic group: (a) Edo ( ), (b) Yoruba ( ), (c) Igbo ( ), Others (specify) \_\_\_\_\_  

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- (5) Marital status: (a) Single ( ) (b) Married ( ) (c) Divorced ( ) (d) Widowed ( )
- (6) Department: (a) Agriculture Economics and Extension Services ( ) (b) Animal Science ( ) (c) Crop science ( ) (d) Soil science ( ) (e) Fisheries ( ) (f) Forestry and wildlife ( )
- (7) Community Background: (a) Rural ( ) (b) Urban ( )
- (8) Farming experience? (a) Yes ( ) (b) No ( )
- (9) Household Size \_\_\_\_\_ persons
- (10) Do you have access to land for farming? Yes( ) No( )

**SECTION B: PERCEPTION OF AGRICULTURE STUDENTS TOWARDS FARMING AS A FUTURE CAREER**

Choose or Tick (√) appropriate option. Choose between Strongly Disagree= 1, Disagree = 2, Neutral= 3, Strongly Agree= 5, Agree =4.

S/N	Variables	5	4	3	2	1
1	I believe that farming can provide a sustainable and stable income long-term					
2	Farming is a respectable and prestigious profession in today's society					
3	I perceive modern farming methods and technology as making farming more attractive.					
4	I feel confident in my skills and training to succeed as a professional farmer.					
5	I am proud to think of myself as someone who might work in farming.					
6	Low social status or public perception of farmers would discourage me from farming.					
7	I expect financial instability if I choose farming as a career.					
8	Family or community opinions influence my view about farming.					
9	I believe agriculture offers diverse career paths (e.g., agribusiness, extension).					

**SECTION C: ASSESSMENT OF LEVEL OF INTEREST OF RESPONDENTS IN TAKING UP FARMING AS A CAREER**

Choose or Tick (√) appropriate option. Choose between Very Interested (5), Interested (4), Undecided (3), Slightly Interested (2), Not Interested (1)

S/N	Variables	5	4	3	2	1
1	I am interested in working full-time in a farming or agricultural production job.					
2	I would like to participate in farm internships or practical agricultural training programs					
3	I am willing to attend seminars, workshops, or trainings to improve my farming knowledge and skills					
4	I am interested in investing time and money to start a personal farming venture in the future.					
5	I am interested in joining agricultural youth programs or cooperatives that promote farming careers					
6	I would like to explore and use modern technologies in farming (e.g., irrigation, greenhouse, mechanization).					
7	I would like to further my studies in agriculture or agribusiness (e.g., Master's degree, certification).					

**SECTION D: DETERMINATION OF THE EXTENT TO WHICH THE TEACHING AND LEARNING OF AGRICULTURE AFFECT STUDENTS' COMPETENCY TO ENGAGE IN FARMING ENTERPRISES**

Choose or Tick (✓) appropriate option. Choose between Strongly Disagree= 1, Disagree = 2, Neutral= 3, Strongly Agree= 5, Agree =4.

<b>S/N</b>	<b>Variables</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	The practical aspect of my training has improved my confidence in farming.					
2	My course content covers sufficient knowledge for managing a farm enterprise.					
3	My department provides enough exposure to real-life agricultural practices.					
4	I feel well-equipped to start and run a farm after graduation.					
5	Agricultural fieldwork and projects have enhanced my farming skills.					
6	Learning agriculture in school motivates me to try innovative farming methods					
7	My agricultural education has taught me the business skills I need to run a successful farming operation.					
8	The hands-on agricultural training I've received boosts my confidence to start and manage a farming enterprise.					

**SECTION E: IDENTIFICATION OF CONSTRAINTS THAT STUDENTS ARE LIKELY TO FACE IN PURSUING FARMING AS A FUTURE CAREER**

Choose or Tick (√) appropriate option. Choose between Very Serious (4), Serious (3), Not Serious (2), Not a Problem (1)

<b>S/N</b>	<b>Variables</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	I am likely to face the challenge of insufficient initial capital to start farming.				
2	I may encounter difficulties due to inadequate access to credit facilities.				
3	Poor storage facilities may affect my interest in going into farming.				
4	The high cost of improved seeds and fertilizers could discourage me from farming.				
5	Inaccessibility of land is likely to be a major challenge for me in pursuing farming.				
6	High premium rates from insurance companies may pose a constraint to my farming plans.				
7	I believe poor returns on investment could discourage me from choosing farming.				
8	The belief that farmers are not respected in society could affect my willingness to farm.				
9	Experiencing continuous poor harvests could discourage me from a farming career.				
10	The high cost of purchasing farm machinery may limit my involvement in farming.				
11	A lack of adequate farming skills may affect my ability to engage in farming.				
12	The risk of crop failure could be a significant concern in pursuing farming.				

