



Perceived Agripreneurial Skill Needs of Undergraduate Students in University of Ibadan, Nigeria.

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ABSTRACT

This study assessed the perceived agripreneurial skill needs of undergraduate students in University of Ibadan, Oyo State, Nigeria. Data were collected from 98 randomly selected final year undergraduate students in the Faculty of Agriculture, University of Ibadan, Ibadan. Structured questionnaire was used as data collection instrument. Frequency, percentages, Spearman rank Correlation were employed in data analysis. The result of the study revealed that majority (66.4%) of the respondents were between the ages of 21 and 25 years. More than half (53.1%) were females and higher percentage (95.9%) were Single. About 60% of the respondents practised Christianity. Majority (82.7%) of the respondents indicated their perceived agripreneurial skill needs as managerial, marketing and accounting skills. The extent of perceived agripreneurial skill needs was moderate (44.9%). The result of Spearman rank correlation showed that age ($r=0.215, P\leq 0.05$) had positive and significant relationship with extent of perceived agripreneurial skill needs while sex ($r = -0.161, P\leq 0.05$) had negative and significant relationship with perceived agripreneurial skill needs of the respondents. Furthermore, the attitude of the respondents towards agripreneurial skills acquisition ($r = -0.244, P\leq 0.05$) showed negative and significant relationship with the extent of perceived agripreneurial skill need of the respondents. It was recommended that training should be tailored along with the identified skill needs of the respondents in order to boost the agripreneurial skills of students for self-reliance and enhance holistic development of young entrepreneurs in agriculture in Nigeria.

Key words: Agripreneurial , Skill, Needs, Undergraduates.

INTRODUCTION

Youth unemployment and poverty are key issues in Nigeria that seriously undermine peace and national security in Nigeria. To achieve sustainable growth and development, empowerment of Nigerian youths is essential for their survival as future leaders. The increasing number of youths trapped in the web of unemployment and poverty has been creatively engaging in several social vices such as armed robbery, prostitution, drug trafficking, advance fee fraud, hostage-taking, and vandalization of oil pipelines among other criminal activities which has been inhibiting national economic development (Aminu and Zehadul, 2016).

Globally, tertiary education is viewed as a good investment for national development. This is so because, at this level, it is expected that the system will produce a good number of superior



human resources required for economic growth in its entire ramification using the right mix of human intellectual resources at their disposal (Durosaro, 2000). The goals of Nigerian tertiary education are to: contribute to the national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual and society at large. They are also to develop the intellectual capability of individuals to understand and appreciate their local and external environments having acquired prerequisite knowledge, intellectual skills, and attitude which will enable individuals to be self-reliant and useful member of the society sustainably (Okey *et al.* 2012).

The inclusion of entrepreneurship education in the curriculum and setting up strategies for its full operation sustainably becomes very germane (Okey *et al.*, 2012). The United Nations Educational Scientific and Cultural Organization (UNESCO, 2006), has submitted that one of the drivers towards achieving the current Sustainable Development Goals (SDG) is functional education. In the past, school curricular most especially in the tertiary institutions had failed to provide entrepreneurial skills development for students in order to equip them against the challenge of unemployment in the society (Oyesiku, 2008). Fortunately, in almost all the tertiary institutions in Nigeria today, entrepreneurship education and related courses are taken as a compulsory course but it is becoming more difficult for graduates to utilize the various skills acquired to create employment opportunities for themselves. This may be because the students are not well equipped with the skills and knowledge that are relevant to their needs in the area of agricultural enterprise especially during the internship years.

Agriculture is an enterprise loaded with a very huge potential for Africa and especially Nigeria. The loopholes that require bridging is to stimulate the interest of the youth and expose them to trillion dollars opportunities that are hidden in the sector (Basani and Nawsheen, 2019). According to Enu (2012) entrepreneurship education curriculum had been categorised into personal development, business development and entrepreneurship skill development to fully equip the products of the school system with the needed skills and capacities for future life. Abiodun *et al.* (2015) noted that the quality of agricultural skill acquisition by graduates from various Universities all over the country is generally low due to inability of students to transfer theoretical knowledge acquired to practical ventures and non-availability of a conducive environment to operate the acquired skills.

The University of Ibadan being a pioneer University in Nigeria has established some centres such as Centre for Entrepreneurship and Innovation (CEI) and that of Centre for Sustainable



Development (CESDEV) in order to better harness the opportunities in the Faculty of agriculture to train students on entrepreneurial skills and other subject matter. This study therefore, assessed the perceived agripreneurial skill needs of undergraduate students in the Faculty of Agriculture, University of Ibadan, Nigeria. Specifically, the study described the personal characteristics of the respondents, identified the perceived agripreneurial skill needs of the respondents in the study area; determined the extent of agripreneurial skill needs of the respondents and ascertained the attitude of students towards agripreneurial skill acquisition.

Hypotheses of the Study

Based on the objectives of the study, the following hypotheses were stated in a null form

Hypothesis 1: There is no significant relationship between selected personal characteristics of the respondents and the extent of their agripreneurial skill needs.

Hypothesis 2: There is no significant relationship between attitude towards agripreneurial skill acquisition and the extent of their agripreneurial skill needs.

METHODOLOGY

The study was carried out in the University of Ibadan, (UI) Ibadan Oyo State. The University was the first university to be established in Nigeria. It was founded in 1932, originally as an affiliated College of the University of London, to be granted full independent status in 1962 (Times Higher education, 2019).

Currently, UI has eleven Faculties which include Faculty of Agriculture as well as several other academic units among which are Centre for Sustainable Development (CESDEV), Centre for Entrepreneurship and Innovation (CEI) (Nigerian Finder, 2019)

The target population was all final year undergraduate students currently studying Agriculture in the various Departments. Faculty of agriculture comprised of five (5) Departments namely; Agricultural Economics, Agricultural Extension and Rural Development, Agronomy, Animal Science, Crop Protection and Environmental Biology. From each department, 45% of total final year students were randomly selected to give a total of 98 respondents that form the sample size for the study (Table 1). Questionnaire was used as data collection instrument for the study. Descriptive statistics such as (frequency counts, percentages, Mean, standard deviation) and inferential statistical tool (Spearman Rho correlation) was used to test the relationship between the variables of the study.



The dependent variable of the study was perceived agripreneurial skill needs of the respondents and this was measured in terms of the extent of skill needed on a four (4) point rating scale of greatly needed = 3, Somewhat needed = 2, fairly needed = 1 and not needed = 0. Mean score was generated for each respondent. This was used to rank the skill needs by the respondents and categorised the respondents into low, moderate and high skill needs. Attitude towards agripreneurial skills acquisition was measured on a five (5) point Likert type scale of Strongly Agreed=5, Agreed = 4, Undecided = 3, Disagreed = 2 and Strongly disagreed = 1 for positive statements and vice versa for negative statements. Ten attitudinal statements (five positive and five negative) were supplied to the respondents. The respondents were asked to give their agreement to the statements. The mean and standard deviation was used to categorise the respondents' attitude into favourable, neutral and unfavourable.

Table 1: Summary of sampling procedure and sample size n=98

Departments	Number of students	Selected Respondents (45%)
Agricultural Economics	63	28
Agricultural Extension and Rural Development	37	17
Agronomy	44	20
Animal science	55	25
Crop Protection and Environmental Biology	17	8
Total	217	98

Field Survey, 2018

RESULTS AND DISCUSSION

Personal Characteristics of the Respondents

Table 2 revealed that more than half (66.3%) of the students were in the age range 21-25 years, 21.4 % were in the range of 26-30 years, 11.2 % were less than 21 years while the minority 1 % were more than 30 years of age. The mean age was 23.7 years. This finding tallies with that of Amegnaglo *et al.* (2016) that the average age of students participating in agriculture falls between 21-35 years. This implied that the students were still young and can cope with the hands-on-activities involve in agripreneurial skill acquisition. More than half (53.1%) of the respondents were female while 46.9% were male. This implies that there are more female students studying Agriculture at the University of Ibadan. The findings of Sanusi *et al.*(2017) had shown that female dominated innovative entrepreneurship education in Nigerian tertiary institutions.



Almost all (95.9%) of the respondents were still single while only 4.1% were married. This implies that majority of the respondents are single. According to Grable (2000) it was noted that marital status can affect people’s concerns, values , priorities and propensity to take risks in any enterprise.

Table 2 further shows that more than half(60.2%) of the respondents were Christians, 38.8% of the respondents were Muslims and 1.0% of the respondents were traditionalist. This implied that the students practice religion as they desired. Andrew (2016)had earlier established that religion has arole to play in determining entrepreneurial behaviour of an individual.

Majority(82.7%) of the respondents had undergone agripreneurial training while 17.3% had no training on agripreneurial skill. This implies that majority of the respondents had training on agripreneurial skill acquisition.

Table 2: Distribution of respondents according to Personal characteristics

Personal characteristics	Frequency	Percentage	Mean
Age (Years)			
< 20	11	11.2	23.7 years
21-25	65	66.3	
26-30	21	21.4	
>30	1	01	
Gender			
Male	46	46.9	
Female	52	53.1	
Marital status			
Single	94	95.9	
Married	4	4.1	
Religion			
Islam	38	38.8	
Christianity	59	60.2	
Traditional	1	1.1	
Training on Agripreneurial skills acquisition			
Yes	81	82.7	



No 17 17.3

Source; Field survey, 2018

Perceived Agripreneurial Skill Needs of the Respondents.

Table 3 showed the areas of perceived agripreneurial skill needs to include customer care relation (87.8%), Writing an agricultural business plan for fund (85.7%), Risk management (84.7%), Marketing of agricultural produce (82.7%) and Value addition (82.7%). Other areas of needs include: Ability to prepare financial statement for agricultural enterprise (78.6%), Recordkeeping and accuracy (76.5%), Proper disease management (68.4%), Vaccination of poultry birds (64.3%) and Artificial insemination (63.3%). This finding tally with the report of Mbeine (2012) that marketing- related information and value addition skill are needed by young people involved in agricultural business.

Table 3: Distribution of respondents according to Perceived Agripreneurial skill needs.

Agripreneurial skill Needs	Frequency	Percentage
Customer relation skill	86*	87.8
Writing an agricultural business plan for fund	84	85.7
Risk management	83	84.7
Marketing of agricultural produce	81	82.7
Value addition	81	82.7
Ability to prepare financial statement of agricultural enterprise	77	78.6
Record keeping and accuracy	75	76.5
Planting of crops	74	75.5
Feeding of animals	74	75.5
Raising of poultry birds	72	73.5
Nursery preparation	68	69.4
Proper disease management skill	67	68.4
Fish breeding and hatching skill	65	66.3
Fish production	64	65.3
Vaccination of poultry birds	63	64.3
Artificial insemination	62	63.3

Field survey, 2018 * Multiple Responses.

Extent of Agripreneurial skillneeds of the respondents.

The result in Table 4 revealed that the most needed agripreneurial skills were: writing an agricultural business plan (Weighted Mean Score (WMS) = 2.65), Customer relation skill (WMS= 2.58) and marketing of agricultural produce (WMS= 2.54) which rank 1st, 2nd and 3rd



respectively. Other skills needed are Risk management (WMS=2.53), Ability to prepare financial statements of agricultural enterprise (WMS=2.52), proper disease management skill (WMS=2.49), Recordkeeping and accuracy (WMS=2.46), value addition to produce(WMS=2.43), Planting of crops (WMS=2.39), Vaccination of poultry birds (WMS=2.38), Feeding of animals (WMS=2.37), Fish production (WMS=2.32) and Fish breeding and hatching skill (WMS=2.26). The least needed agripreneurialskills include: Nursery preparation (WMS=2.22), Raising of poultry birds (WMS=2.21), Artificial insemination (WMS=2.17).This result shows that the perceivedagripreneurialskill needs of the respondents arerelated to managerial, marketing and accounting skills.

Table 4: Showing Distribution of respondents according to mean scores and ranking of the extent of agripreneurial skill needs.

Agripreneurial skill	Mean scores	Rank
Writing agricultural business plan for fund	2.65	1 st
Customer relation skill.	2.58	2 nd
Marketing of agricultural produce	2.54	3 rd
Risk management	2.53	4 th
Preparation financial statement of agricultural business	2.52	5 th
Proper disease management skill.	2.49	6 th
Record keeping skill	2.46	7 th
Value addition to produce	2.43	8 th
Planting of crops	2.39	9 th
Vaccination of poultry birds	2.38	10 th
Feeding of animals	2.37	11 th
Fish production	2.32	12 th
Fish breeding and hatching skill	2.26	13 th
Nursery preparation	2.22	14 th
Raising of poultry birds	2.21	15 th
Artificial insemination	2.17	16 th

Field survey, 2018

Categorization of respondents based on the extent of agripreneurial skill needs.

The result in Table 5 shows that almost 60% of the respondents were categorized as to have agripreneurial skill needs ranging from moderate to high levels respectively. This finding



tallies with that of Waguey (2014) who reported that most of the undergraduate students have moderate to high entrepreneurial career index.

Table 5: Categorization of Respondents according to Level of agripreneurial skill needs.

Category	Skill needs scores	Frequency	Percentage
Low	<34	40	40.8
Moderate	35-47	44	44.9
High	>48	14	14.3
Total		98	100

Field survey, 2018 Mean= 41.05 Standard Deviation= 7.12

Attitude of the respondents towards agripreneurial skill acquisitions

It was revealed that if agripreneurial skill needs are met it will make me to be fulfilled in life (WMS=4.32), Entrepreneurship lectures received is not sufficient to prepare an agribusiness plan (WMS=4.18) respectively. There is a relationship between entrepreneurship education and self-employed intention (WMS=4.17); the experience had at agriculture entrepreneurship skill has nothing to do with my passion for agricultural business (WMS=4.13), as a result of taking subject on agricultural entrepreneurs, I have a better understanding about business (WMS=4.11); I hope to start personal agricultural business due to entrepreneurship course attended (WMS= 4.05); being an agripreneur, there is no dignity for me as a graduate (WMS=3.96). I still prefer collar job to that of being an entrepreneur (WMS= 2.98); agripreneurial skill acquisition is a waste of time (WMS= 2.98). This implies that the respondents responded to the attitudinal statement as they perceived it necessary to them.

Table 6: Distribution of the respondents according to attitude towards agripreneurial skills acquisition n=98

Attitudinal Statements	SD	D	U	A	SA	WMS	RANK
To be fulfilled in my career, entrepreneurial training should be related to my agripreneurial skill needs	3(3.1)	4(4.1)	8(8.2)	27(27.6)	56(56.1)	4.32	1 st
Through entrepreneurial training, I have developed the ability to initiate new ventures in	4(4.1)	3(3.1)	12(12.2)	31(31.6)	48(49.0)	4.18	2 nd



agriculture.

Entrepreneurship lectures received is not sufficient to prepare an agri-business plan.	3(3.1)	5(5.1)	8(8.2)	37(37.8)	45(45.9)	4.18	2 nd
There is no relationship between my agripreneurship education and self-employed intention.	3(3.1)	3(3.1)	15(15.3)	30(30.6)	47(48.0)	4.17	4 rd
The experience I had on agripreneurship has nothing to do with my my passion for agri business	3(3.1)	6(6.1)	9(9.2)	37(37.8)	43(43.9)	4.13	5 th
As a result of taking subjects on entrepreneurship, I have better understanding of setting up business.	2(2.0)	4(4.1)	9(9.2)	40(40.8)	43(43.9)	4.12	6 th
I hope to start my personal agricultural business due to entrepreneurship courses attended.	4(4.1)	9(9.2)	11(11.2)	28(28.6)	46(46.9)	4.05	7 th
Being an agripreneur, there is no dignity in it.	2(2.0)	7(7.1)	18(18.4)	37(37.8)	34(34.7)	3.96	8 th
I still prefer white collar job to be an agripreneur because	18(18.4)	30(30.6)	16(16.3)	10(10.2)	24(24.5)	2.92	9 th
Skill acquisition is a waste of time.	14(14.3)	35(35.7)	18(18.4)	10(10.2)	21(21.4)	2.89	10 th

Field Survey, 2018.

SD=strongly disagreed D= disagreed U=undecided A= agreed SA= strongly agreed



WSM – Weighted Mean Score

Categorization of respondents according to attitudinal scores.

Result in Table 7 shows that majority (85.7%) of the respondents had unfavourably disposition towards agripreneurial skillacquisition while 8.2% of the respondents were favourably disposed towards agripreneurial skill acquisition and only very few (6.1%) of the respondents had neutral disposition towards agripreneurial skill acquisition.

This implies that almost all (91.8%)of the respondents had unfavourable and neutral disposition towards the agripreneurial skill acquisition.This may probably be due to lack of interest of the student in agriculture as a profession. The finding of this study corroborates the report of Suriname (2011) that young people had poor image about agriculture which needs to be changed and the young people are the ideal catalysts for such change inthe agricultural sector because they are more prone and willing to adopt new ideas. But this finding is contrary to the report of Thomas and Foruoku, (2018) that youth in agricultural programme in Ondo State Nigeria had a favourable attitude towards agricultural skills acquisition.

Table 7: Categorizations of respondents according to attitude towards agripreneurial skill acquisition.n=98

Category	Attitudinal score	Frequency	Percentage
Unfavourable	<34	84	85.7
Neutral	35- 40	6	6.1
Favourable	>41	8	8.2
Total		98	100

Source: Field survey, 2018. Mean=37.41 Standard Deviation=3.50

TEST OF HYPOTHESES

Hypothesis 1

There is no significant relationship between selected personal characteristics and extent of perceived agripreneurial skill needs of the respondents.

The result of Spearmanrank order correlation in Table 8 revealed that positive and significant relationship existed between age ($\rho=0.215, P\leq 0.05$) of the students andthe extent of perceived agripreneurship skill needs. Conversely, significant but negative ($\rho= - 0.161, P\leq 0.05$)



relationship existed between sex of the respondents and extent of perceived agripreneurial skills needs. This implied that as the respondent's advances in age there was a corresponding increase in the extent of agripreneurial skill needs. This may be attributed to the desire of the student to be self-reliance after living the school. Also, the more female respondents we have, the less the extent of perceived agripreneurial skill needs. This implies that the male counterparts are those that needed agripreneurial skill. This may be because the male students have more interest in agriculture and agricultural business than the female counterpart.

Table 8: Summary of Spearman Rho Order Correlation (ρ) Showing Relationship between selected Personal Characteristics of the respondents and the extent of perceived Agripreneurial skill needs

Variable	Correlation coefficient (ρ)	p-value	Remark	Decision
Age	0.215	0.014	Significant	Rejected
Sex	-0.161	0.025	Significant	Rejected

Field survey 2018

Hypothesis 2:

There is no significant relationship between attitude towards agripreneurial skills acquisition and extent of perceived agripreneurial skill needs.

Furthermore, result in Table 9 showed that there was a significant but negative ($r=-0.244$, $P\leq 0.05$) relationship between the attitude towards agripreneurial skill acquisition and the extent of perceived agripreneurial skill needs of the respondents. This implies that the more favourable disposition the respondents are towards agripreneurial skill acquisition the more agripreneurial skill needed. This is in line with Ayanda *et al.* (2012) that students have an unpleasant perception about agriculture as an enterprise for future means of livelihood. This was further corroborated by Abiodun *et al.* (2015) and (Okojie, 2008) who reported that undergraduate students only struggle hard to obtain degree rather than the knowledge and skills that would make them self-reliant. The influence of our colonial master who focused more on theories rather than practical skill acquisition may have accounted for this ugly development

Table 9: Summary of Spearman Rank Order Correlation Showing Relationship between Attitude towards agripreneurship skill acquisition and the extent of perceived Agripreneurship skill needs.

Variable	Correlation	p-value	Remark	Decision
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	coefficient (ρ)			
Attitude towards agripreneurial skill acquisition	-0.244	0.015	Significant	Rejected

Source: Field survey 2018

CONCLUSION AND RECOMMENDATIONS

It could be concluded from the study that the undergraduate students needed agripreneurial skills on customer relation, how to write an agricultural business proposal to attract fund, risk management, marketing of agricultural produce and value addition. However, the level of agripreneurial skill needs was moderate and the attitude towards agripreneurship skill acquisition was unfavourable. Age had a positive and significant relationship with extent of perceived agripreneurial skill needs while both sex and attitude towards agripreneurship skill acquisition had negative and significant relationship with agripreneurial skill needs of the respondents respectively. It was recommended that higher institutions of learning should provide more training on agripreneur to boost the agripreneurial skill of students and the training should be tailored towards the identified needs in order to enhance holistic development of the respondents as they will be self-reliance and self-employed in agriculture.

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