



## AGRICULTURAL EDUCATION AND EMPLOYABILITY OF LABOUR IN DELTA STATE

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### ***Abstract***

This study examined the literature. agricultural education Entrepreneurial skill as a tool for theory was used to employability of labour ascertain the in Delta State. The study achieved two specific objectives, answer two research questions and testes two null hypotheses. A variable stated in study was reviewed in

### ***Keywords:***

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effectiveness of agric  
education. The study  
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### **INTRODUCTION**

Agricultural education has been an essential factor in the success of agricultural development in Nigeria. It is that part of the total educational process that provides knowledge, develops skills, and inculcates the attitude necessary for entry and progress in an agri-business. It gets people into jobs that are requiring specialized training in agriculture. The percentage of agricultural education in generating employment for unemployed youths in Nigeria cannot be explain based on the fact that agriculture has taken the landspace of employability development across the country (Agbulu,

empirical studies male and 80 female variance (ANOVA) propounded by other students. was used to test the scholars. Cross Questionnaire was hypotheses at 0.05 sectional survey used as instrument for level of significance. research design was data collection and it The finding of the used in the study. The was validated by two study shows that population of the study experts in the agricultural education comprised of three Department of creates the largest (300) hundred Agricultural employment for respondents and it Education University graduates in Delta includes agricultural of Benin, Edo State. State. The study education male and Data obtained from the concluded that school female students. A respondents shows a should continue to random sampling reliability index of 0.89 teach agricultural technique was used to using Pearson's education in their select one hundred and Product Moment curriculum. It is twenty (120) Correlation recommended that respondents out of the Coefficient. The data government should entire population. The was analyzed with the provide adequate Sample selection use of mean and farming facilities for consists of 40 standard deviation agricultural education agricultural education while analysis of

2022). Agricultural education portrays its primary objective that can bring economy growth through the creation of job for employability of laborer. Agricultural education can be formal, informal and non-formal (home, school and community). It involves acquisition of knowledge, skills and attitudes in various areas of agriculture. It involves competencies that must be possessed by the learner independently in the aspect of selecting agriculture as source of occupation (Okoro, 2020).

Agricultural education has grown from primitive stage to commercial stage of productivities which every student need to create job for themselves. Although, agricultural education can be used as potential tool for employment reason because land that is available for development can be cultivated by hiring workers to do the job especially in the rural community today. It is clear that there is substantial of 48.19 percent of unemployed graduate youths who went into farming as small and mediums scale business according (National Bureau of Statistics report for the third

quarter of 2017), there is a declining trend since 2001. In the rural sector where agricultural activities predominate, there is high unemployment rate estimated at 25.6 % (NBS, 2017).

Ochi (2020) view agricultural education as a programme structure by agricultural science instructors that specialized in vocational skill and experience. The term agriculture education is a system of training or pre-training given to person in an agricultural department of vocational and technical under the supervisor and control management board of the institution. Employability is defined as a process of gaining employment to work in a specific company of firms. Bellowa (2021) said that employability of labour is a way of providing job for unemployed graduate within the area of specification obtained from the vocational training given to the employees.

Education has been the instrument of economic development while agricultural education can be view as vocational training design in a curriculum to taught by professional teacher by transformation of knowledge of skills and experience on the learners (Agbulu, 2021). Agricultural education is defined as a subject that assist people to build, and develop skills, abilities, potentials and other forms of vocational behaviours that help to positive value to the society individual lives (Ogenm 2017).

### **Impact of Agricultural education for employability of Labour**

An individual persons need to prepare for an occupation most especially in the aspect of self-employment to acquire potential skills and competences in various area of occupation gained as job. Learning and training of agricultural education students enable them to organized and manage small scale business of their own and at the same time create employment for jobless youths in Nigeria (Agbulu, 2020). Agricultural education impact vocational skill on students who want to be employer of labour to unemployed youths in the society, which is the most specific goals and objectives of the subject curriculum. Student acquired skill require for smooth operation of enterprise. Indeed, graduate of agricultural education are rarely found in agricultural production industries. The little graduate create employment within themselves by engaging in farming, livestock

enterprises, crops production such as poultry, fishery, pound etc. FRN (2014) state that agricultural education impacts the following skill for employability reasons:

### **Agricultural Education as a actual Tool for Job Creation.**

Consequently, the federal and various state governments have put considerable effort and resources into agricultural growth and development for job creation and self-reliance. They have conducted both in the school and out of school education programmes through their various agencies and institutions so as to develop agriculture for job creation (Oharisis 2023)

### **Nature of Job Creation in Agricultural Education**

Training in vocational agriculture in educational institutions should be viewed as a government initiative to provide youths with specific knowledge and skills to enable them to become self-employed after graduation. The vocational agriculture program is focused on areas of agriculture such as crop science, animal husbandry, soil science, horticulture, agricultural economics, fishery, forestry, and wildlife. Other areas include agricultural engineering and agricultural extension, among others. According to Aghimien and Ojo-Nosa (2022), a well-trained vocational agriculturist with enthusiasm and dedication can utilize the knowledge and skills gained in any of the aforementioned areas for self-sufficiency and job creation, but in the long run, can be a valuable labor force in the following fields.

**Crop Production:-** Production/cultivation of food crops, like rice, maize, guinea corn, beans, yams, groundnut and cassava be embarked upon by graduates of vocational agriculture. These crops have short production cycles which make it possible to produce them at least two times in a year under natural rainfall. These crops are also in great demands throughout the year as they form the basic staple food of many Nigerian. Huge capital outlay is not required before one can go into the production of these crops.

**Production of Vegetable Crops:-** Gainful self employment skills can be under taken on the production of vegetable crops such as tomatoes, pepper, amaranthus, fluted pumpkin, cabbage, lettuce and others which are of

great demand everyday for different purposes. Another advantage of vegetable production is that production can be carried out throughout the year especially with the adaptation of simple irrigation procedures. With good production plans, vegetable producers can generate income all year round (Ojo, 2023).

### **Ways in which Agricultural Education can be used for Creation of employment**

The following are ways of enhancing agricultural education for job creation.

**Access to Farmland:-** The government and authorities in the rural communities should put policies in place that will give farmlands to men and women who are ready to own farms. Also, more forest reserves can be released for agricultural production. It is also important that the land use decree of 1978 be amended by Federal Government to make farmland easily accessible to rural farmers including graduates of agricultural education.

**Financial Empowerment:-** Finance is very vital in agricultural production as it can take care of all other resources. For easy access to agricultural loan by young graduates, the various banks should be encouraged by government to establish branches in rural areas where men and women engaged in food production can obtain loans. The micro credit financing programme of government should not only be made available to traders and other small scale businesses, but also focus on food production (Biakpara, 2022).

### **Theoretical Framework**

The theory of entrepreneurship, namely the entrepreneurial value creation theory, explains the entrepreneurial experience in its fullest form, from the entrepreneurial intention and the discovery of an entrepreneurial opportunity, to the development of the entrepreneurial competence, and the appropriation of the entrepreneurial reward (Mishra and Zachary, 2021).

The theory of entrepreneurship provides in sufficient detail the interiors of the entrepreneurial process using a two-stage value creation framework.

In the first stage of venture formulation, the entrepreneur driven by a desire for entrepreneurial reward (i.e., entrepreneurial intention) leverages the entrepreneurial resources at hand to sense an external opportunity (cue stimulus) and effectuate the entrepreneurial competence that is sufficient to move to the second stage.

### **Empirical Studies**

Biakpara, (2022) carried out a research work on impact of agricultural education on employability of labour in Nigeria. Survey research method was adopted for the study. The study was carried out in Kano state. The study adopted two research questions and two hypotheses. The population of study consists of 500 respondents. A random sample techniques was used to select 200 respondents. Questionnaire was the major instrument used for data collection. Data collected wad analyze with mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The finding of the result shows that agricultural education provides employment for unemployed youth. The study concluded that agricultural education provides potential skills for learners. The study recommended that government should allocate largest budget to agricultural education.

Ojo (2022) carried out a study on method of creating job through agricultural education in Nigeria. The study was carried out in Lagos. Descriptive research design wads used for the study. The population of the study consist 190 secondary schools students. A random sampling technique was used to select 100 respondents questionnaire was the instrument used for data collection the data was validated by experts. Data collected was analyze with chi-square t-test was tested at 0.05 level of significance. The findings of the result show that agricultural education creates job for people through production of crop. The result of the finding concluded that job can be created through fish farming. It is recommended that fish farming help to create job.

### **Statement of Problem**

Unemployment is a critical problem in Nigeria recently. The issue of poor manufacturing industries that make up a larger percentage of the real sector was not available for the employment. Agriculture that would served

as an escape route to fight unemployment over the years, has witnessed a rapid decline in its contribution to the development of the state economy. It is very sad that Delta State agricultural education ministry that use to be a major food crop production for exportation for decades ago now depends largely on other state or countries for importation of similar products (Ucheson, 2020). The negligent of agriculture education was due to the discovery of oil, insufficient infrastructure, insufficient extension services, labour shortages due to rural-urban migration, land degradation as a result of oil community crisis in the Niger Delta region. The problem of policy inconsistency has reduced the interest of many people in understanding agriculture education.

Adeokan, and Alao, (2020) identified the following as factors hindering job creation in agriculture; Unsuitable government agricultural policies and programme, Civil service bureaucracy Social cultural factors According to them, other problems include under funding of agricultural development projects, natural hazards, transport cost, in adequate local processing and storage facilities and the neglect of the roles of women in agricultural development.

### **Objective of the Study**

The aim objective of this study is to examine Agriculture education as a tool for employability of labour in Delta State.

The specific objectives of this study are:

1. To examined the role of agricultural education with employability of labour in Delta State
2. To determine the ways in which Agricultural Education Create employment.

### **Research Questions**

Based on the objective of the study, the following questions are drawn to guide the researcher.

- i. How does agricultural education impact on employability of labour in Delta State?
- ii. What are the ways in which Agricultural Education Create employment?



### Hypotheses

The following hypotheses are tested at 0.05 level of significance.

Ho1: There is no significant difference between the mean responses of male and female students on impact of agricultural education on employability of labour in Delta State

Ho2: There is no significant difference between the mean responses of male and female teacher on the way in which agricultural education create employment.

### Methodology

The study employed a survey designed. The area of the study is Delta State. The population of the study consists of 400 male and female agricultural education students from four tertiary institutions. The institutions includes: University of Delta Agbor, Denis Osadebe University, University of Science and Technology Ozoro, Delta State University Abraka. A random sampling technique was used to select 40 male and 80 female of the respondents which gave the total number of 120 that was drawn from the entire population as a whole. Questionnaire was the major instrument used for collecting data, 10 items was administered to the respondents based on four-point rating scale of frequency of usage of each of the five skills. The usage ratings were:

Strongly agreed	SA	4 points
Agreed	A	3 points
Disagreed	D	2 points
Strongly disagreed	SD	1 point.

The internal consistency of the instrument was computed using Cronbach Alpha Coefficient measure of internal consistency. Subsequently a value of 0.89 was obtained as the reliability index. The instruments were personally administered to the respondents. The entire instrument administered was returned. Data collected for the study was computed in the table. Mean and standard deviation were used to answer the research questions while t-test and analysis of variance (ANOVA) were used in testing 1 and 2. The data collected whose mean are 2.50 and above were



accepted, while mean below 2.50 were rejected. The hypotheses were tested based on 0.05 level of significance.

## **Data Analysis and Interpretation**

### **Research Question I**

How does agricultural education impact on employability of labour in Delta State?

**Table 4.1 Mean score of respondents on the agricultural education have impact on employability of labour in Delta State**

S/N	Items	SA 4	A 3	D 2	SD 1	X	S.D	SA 4	A 3	D 2	SD 1	X	S.D
1.	Agricultural education provide job opportunity for students.	22	10	4	6	3.3	0.66	53	10	7	10	3.33	0.67
2.	Agricultural education provide labour skill for students.	30	6	-	4	3.6	0.72	45	20	10	5	3.31	0.66
3.	Agricultural education students establish small scale business	25	10	5	-	3.5	0.7	46	22	12	-	3.43	0.69
4.	Agricultural education have positive impact on employability of labour	28	5	2	5	3.4	0.68	50	12	10	8	3.3	0.66
5.	Agricultural education provide scientific skills require in the place of work	18	20	-	2	3.35	0.67	4.7	13	14	6	3.26	0.65
	<b>Total Grand Mean/S.D</b>					<b>3.43</b>	<b>0.69</b>					<b>3.38</b>	<b>0.67</b>

The data presented and above in the table I shows that agricultural education provide job opportunity for students, agricultural education provide labour skill for students, agricultural education students establish small scale business, agricultural education have positive impact on employability of labour and agricultural education provide scientific skills require in the place of work are factors agricultural education used to

impact employability of labour in Delta State with the grand mean for both respondents as 3.43 and 3.38 with standard deviation of 0.69 and 0.67 respectively.

### Research Question 2

What are the ways in which Agricultural Education Create employment?

**Table 4.2 Mean score of the respondents on the ways in which Agricultural Education Creation employment**

S/N	Items	SA 4	A 3	D 2	SD 1	X	S.D	SA 4	A 3	D 2	SD 1	X	S.D
1	Access to farmland create employment for agricultural students.	29	10	-	1	3.6	0.62	46	21	10	3	3.38	0.85
2	Financial empowerment facilitate establishment of small agro-business for employment opportunity.	22	10	6	2	3.25	0.91	57	15	8	-	3.61	0.67
3	Provision of basic amenities enable agricultural students create employment within the society.	25	10	5	-	3.5	0.72	75	-	5	-	3.83	0.57
4	Provision of subsidy help agricultural students to provide employment.	31	-	9	-	3.55	0.55	40	33	6	1	3.4	0.69
5	Provision of basic amenities enhance students job creation.	31	2	4	3	3.53	0.96	57	22	-	1	3.69	0.84
	<b>Grand/mean/S.D</b>					<b>3.49</b>	<b>0.75</b>					<b>3.58</b>	<b>0.67</b>

The data presented in table 2 shows that access to farmland create employment for agricultural students, financial empowerment facilitate establishment of small agro-business for employment opportunity, provision of basic amenities enable agricultural students create employment within the society, provision of subsidy help agricultural students to provide employment and provision of basic amenities enhance

students job creation are the ways in which agricultural education create employment with the grand mean of both respondents as 3.49 and 3.58 while standard deviation for both as 0.75 and 0.67 respectively.

### **Test of Hypotheses**

Ho1: There is no significance difference between the mean responses of male and female students on impact of agricultural education and employability of labour in Delta State

**Table 3: T-score analysis on the impact of agricultural education and employability of labour in Delta State**

Variable	No	X	S.D	df	t-cal value	t-critical value	Level of significance	Decision
<b>Male students</b>	40	3.43	0.69	118	0.77	1.96	0.05	Accepted
<b>Female students</b>	80	3.33	0.67					

The above table shows that there is no significant difference in the mean response of male and female students on hypothesis I. The observed t-calculated value of 0.77 is lower than the t-critical value of 1.96 at 0.05 level of significance. Since the T-calculated value is lower than the T-critical value, the hypotheses stated for the study is accepted.

Ho2: There is no significance difference between the mean responses of male and female students on the way in which agricultural education create employment.

**Table 4: T-score analysis of respondents on the way in which agricultural education create employment.**

Variable	No.	X	S.D	df	t-cal value	t-critical value	Level of significance	Decision
<b>Male Students</b>	40	3.49	0.75	118	1.43	1.96	0.05	Accepted
	80	3.58	0.67					

<b>Female students</b>								
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The above table shows that T-calculated value of 1.43 is lesser than the T-critical value of 1.96 at 0.05 level of significant. It therefore mean that the null hypotheses stated for the study is accepted.

## **Discussion of Findings**

### **Impact of agricultural education on employability of labour in Delta State**

The study revealed that all the items listed under research question 1 are agreed to by the respondents. The study indicates that there is no significant difference in the mean response of both male and female based on the questions asked in the questionnaire. The findings shows that agricultural education provides job opportunity for students, respondents strongly agreed that agricultural education provide labour skill for students in Delta State. The findings show that agricultural education students establish small scale agro-business based on the knowledge acquire from training, while respondents agreed that agricultural education have positive impact on employability of labour. Findings indicate that agricultural education provides scientific skills require in the place of work for agricultural students. The findings is in line with Agbulu, (2020), who said that learning and training of agricultural education students enable them to organized and manage small scale business of their own and at the same time create employment for jobless youths in Nigeria.

### **Ways in which agricultural education create employment**

Still on the findings, the study reveals that there is no significant difference in the mean responses of respondents on items stated in research question 2. The findings shows that access to farmland create employment for agricultural students, respondents agreed that financial empowerment facilitate establishment of small agro-business for employment opportunity, while respondents strongly agreed that provision of basic amenities enable agricultural students create employment within the society. Findings indicate that provision of subsidy help agricultural

students to provide employment, while provision of basic amenities enhances students job creation. The findings justify Biakpara, (2022) who recommended that the micro credit financing programme of government should not only be made available to traders and other small scale businesses, but also focus on food production that accommodate over 69% of work in the society.

### **Conclusion**

Based on the findings, the following conclusions are draw below.

Effective Agricultural education need to be established for job opportunity for students since the acquired labour skill that will help create employment for themselves. Finding from the study revealed Agricultural education students establish small scale agro-business based on the knowledge acquire from training. Finding from the study revealed that provision of basic amenities enable agricultural students create employment within the society. While agricultural education provide scientific skills for students used in the place of work.

### **Recommendations**

Based on the findings, the following recommendations are as follows:

1. There should free access to farmland that will help to create employment for agricultural students.
2. There should be provision of financial empowerment that will facilitate establishment of small agro-business for employment opportunity
3. There should be provision of basic amenities for agricultural students that willing create employment within the society.
4. There should be provision of subsidy that will help agricultural education students to provide employment.

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