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Faculty of Security, Logistics and Management
Military University of Technology
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From school to the farm: an assessment of the motivation to become agropreneurs among students in Lagos owned tertiary institutions

Od szkoły do gospodarstwa rolnego: ocena motywacji do bycia agropredsiębiorcą wśród studentów w instytucjach szkolnictwa wyższego w Lagos

Rasheed Olawale Azeez

Industrial Relations and Human Resource Management, Lagos State University, Nigeria
r.azeez2002@gmail.com; ORCID: 0000-0001-6412-8861

Abstract. In spite of the strategic importance of agriculture to the development of nations, agricultural-based entrepreneurship (agropreneurship) seems to be an unfavoured option among youths schooling – and living- in urban settlements such as Lagos state, Nigeria. Despite the various agropreneurship initiatives being implemented by the Lagos State Government through its agencies and institutions, the youth or young entrepreneurs desire to pursue their careers in the service, technology, fashion and entertainment sectors where it is happening and trendy. Consequently, the push to become agropreneurs seems to be somewhat restricted to undergraduate students motivated by factors unknown to many researchers and policy makers. This study assessed the factors that motivate Lagos-owned tertiary institutions' undergraduate students to become agropreneurs. Using the concurrent transformative mixed method research design, data were collected from young agropreneurs (campus farmers) who are undergraduates of the three tertiary institutions – Lagos State University (LASU), Lagos State University of Education (LASUED), Lagos State University of Science and Technology (LASUSTECH) – owned by Lagos State using the interview and questionnaire methods. Respondents were asked about their motivations to start a business in the agriculture sector, and results of the analysis using simple percentage and content analysis brought to the fore that, among the key motivators for the respondents to start their agro-based businesses were to challenge themselves to think out of the box, becoming independent with the ability to control their time, pursuing their dream, elevating their socio-economic status, and to solve the food crisis. Based on the results, this study recommended amongst others that, government through its specialized ministries, departments and agencies should create policies that encourages campus farming project and also, grants should be made available to campus farmers based on the quantity of their produce yearly.

Keywords: motivation, agropreneurs, Lagos, tertiary institutions, farm

Abstrakt. Pomimo strategicznego znaczenia rolnictwa dla rozwoju narodów przedsiębiorczość rolnicza (*agropreneurship*) wydaje się być niekorzystną opcją wśród młodzieży szkolącej się i mieszkającej w osiedlach miejskich, takich jak stan Lagos w Nigerii. Pomimo różnych inicjatyw agropreneurshipowych wdrażanych przez rząd stanu Lagos za pośrednictwem jego agencji i instytucji młodzież lub młodzi przedsiębiorcy chcą kontynuować karierę w sektorach usług, technologii, mody i rozrywki, gdzie to się dzieje i jest dość modne. W związku z tym dążenie do stania się agropreneurshipem wydaje się być nieco ograniczone dla studentów studiów licencjackich, motywowanych czynnikami, nieznanymi dla wielu badaczy i decydentów. W badaniu tym oceniono czynniki, które motywują studentów szkół wyższych, należących do Lagos, do stania się agropreneurshipem. Korzystając z projektu badawczego opartego na równoczesnej transformacyjnej metodzie mieszanej, zebrano dane od młodych rolników (rolników z kampusu), którzy są studentami trzech wyższych uczelni Lagos State University (LASU), Lagos State University of Education (LASUED), Lagos State University of Science and Technology (LASUSTECH), której właścicielem jest stan Lagos, metodą wywiadu i kwestionariusza. Respondentów zapytano o motywy rozpoczęcia działalności w sektorze rolniczym, a wyniki analizy za pomocą prostej analizy procentowej i treściowej ujawniły, że m.in. głównymi czynnikami motywującymi respondentów do rozpoczęcia działalności rolniczej było rzucenie sobie wyzwania w zakresie myślenia nieszablonowego, uniezależniania się, z możliwością kontrolowania swojego czasu, realizacji marzeń, podnoszenia statusu społeczno-ekonomicznego oraz rozwiązywania problemów związanych z żywnością. Opierając się na wynikach tego badania, zalecono między innymi rządowi, aby za pośrednictwem określonych ministerstw, departamentów i agencji stworzył politykę zachęcającą do projektów rolniczych na kampusach, a także udostępnił dotacje rolnikom na kampusach na podstawie ilości ich produktów rocznie.

Słowa kluczowe: motywacja, agropreneurship, Lagos, instytucje szkolnictwa wyższego, gospodarstwo rolne

Introduction

In previous years, entrepreneurship has been adjudged to be a fulcrum of development, and also, it was also considered a potent mechanism for the eradication of unemployment and presenting opportunities for poverty reduction. Based on the great opulence enjoyed by entrepreneurial activities, huge neglect and little attention were paid to the viability of agropreneurship to grow, develop and aid students' sustainability in feeding the nation and breaking the shackles of poverty through food supply (Musa, Idris, Basir, 2020). Also, from the global lens, it can be observed that the population involved in agricultural practices is declining and reducing daily due to age and disability, thereby causing a decline in the strong nature of agriculture (Musa, 2020). The foregoing arguments require that students who are mostly youths and who represent the future should be encouraged to practice modern agriculture to improve food supply on a global scale and address issues surrounding food security and providing employment (International Labour Organisation, 2020). Statistics obtained from the International Labour Organisation, in the Nigerian context bring to the fore that unemployment of youth between the ages of 15-25 stands at the rate of 13.6% in 2020 and youth globally constitute approximately 1.3 billion (ILO, 2020). Going forward, the population from the global view rates at 7.9 billion as of May 2022 (United Nations Population Fund, 2022) which is an indicator that the world is experiencing a rapid increase and proved that the demand for agricultural products for food would continue to rise exponentially.

In truth, agriculture accounts for about 33% of the total employed persons worldwide especially in some developing Asian countries (International Labour Organisation, 2020). As intriguing as it connotes, agriculture still remains less desirable by youths and it seems to be an unfavoured option among youth schooling – and living- in urban settlements such as Lagos state, Nigeria. Despite the various agropreneurship initiatives being implemented by the Lagos State Government through its agencies and institutions, the youths (students) or young entrepreneurs desire to pursue their careers in the service, technology, fashion and entertainment sectors where it is happening and trendy. Consequently, the push to become agropreneurs seems to be somewhat restricted to undergraduate students motivated by factors unknown to many researchers and policymakers. With the high volume of youths in business ventures, it is pertinent that intending students nursing the passion to becoming young agropreneurs should be encouraged in Nigeria. One can argue that there exist numerous push and pull factors that could motivate older people to become agropreneurs (Bendal, 2017), but these factors have been under-researched to understand why undergraduates have delved into agropreneurship (Bendal, 2017). While the push factors may stem from circumstances surrounding the students' financial capabilities, the pull factors could have emerged from the students' inner drive or desire to scale through the pang of unemployment into becoming an employer of labour. Based on these arguments, this study examined factors that motivate undergraduate students of Lagos State owned tertiary institutions to become agropreneurs.

Statement of the problem

Revenues obtained from natural resources such as crude oil and gas have contributed significantly to the retardation of developing agricultural activities in Nigeria but with the current decline and huge fall in the crude oil price, the Nigerian economy no longer finds it desirable unlike in previous years when it was held in high esteem (Nwankwo, Marire, Kanu et al., 2018). The decline and fall of oil prices have left devastating consequences propelling organisations to downsize and lay off at will. Therefore, businesses are not as vibrant as they were; thus, employment opportunities are shrinking and drying up, thereby, making youths have difficulties in accessing paid employment or white-collar jobs (Olanipekun, 2017). Alas, how to ensure global food security is one of the major challenges facing world leaders as the population of the universe heads toward hitting 8 billion which apparently is making the situation become more worrisome due to the huge decline of youth engagement in sustainable agricultural practices or wants to make a professional career in agriculturally related endeavours (Mukembo, Edwards, Ramsey, Henneberry, 2018).

As posited by the International Labor Organization (2017), the missing link towards addressing challenges of poverty and unemployment encountered by many youths in developing countries like Nigeria is to embrace agropreneurship as it has the potency for not just poverty reduction or unemployment, it is also a methodical approach towards improving the livelihoods of Nigerian students and serve as an avenue for eradication of food insecurity which is the objective of the first sustainable development goal of the United Nations. The government in Nigeria has continued to invest heavily in the promotion of agropreneurial activities but interests are still lacking from the majority of Nigerian youths to participate in agricultural businesses and jostling for limited white collar jobs which might be a result of poor or negative perception (Abdullah, Samah, 2019), or the inadequate and lack of exposure to available modern programmes on agropreneurship (Jamaludin, 2020). Another factor that might be adduced to the low interest of undergraduate students' participation in agropreneurship could be the uncertainty surrounding agribusiness in Nigeria. Lastly, many undergraduates are often constrained or limited access to land and capital to commence and initiate their agropreneurship projects. To this end, this study raised the research question: What are the factors that motivate undergraduate students of Lagos State owned tertiary institutions to becoming agropreneurs?

Literature review

Concept of motivation

James and Stoner (2019) put forward that motivation is comprised of psychological features humans which contribute to the commitment level of individuals in the area of goal attainment. Motivation contains a series of the component which assist in causing, directing, and sustaining the behavioural pattern of individuals in a specific manner. To corroborate the foregoing view, Jones, George and Hill (2000) submitted that motivation is a mental that which drives and governs the direction of an individual in the area of behaviors, efforts and level of determination and assist to create effective strategies to be proactive and productive. Hellriegel (2016) also viewed motivation as a form of impact which helps in the promotion of an individual's behaviour which is directed towards a goal. From the lens of Ivancevich, Konopaske and Matteson (2017), they suggested that motivation is a set of forces which triggers certain behavioural pattern of human, regulate them and directs them towards goal attainment. Therefore, one can conclude that motivation can be viewed as the process which guides the action of individuals towards a certain end (Obikeze, 2005).

Farming and agropreneur: a conceptual clarification

Examining farming as a concept from the purview of scale of operations, it can be measured to represent a phenomenon with myriads of activities on the ranging from growing of crops which is referred to as arable farming, keeping or rearing of animals which is described as pastoral farming; or simultaneously growing of crops and rearing of animals which is categorised as mixed farming for food production and creating raw material for further usage. Growing of cassava, rice, yams, beans, maize and groundnuts are categorised under arable farming, growing of cucumber, carrot, bitter leaf, onion, tomatoes fall under vegetable farming and pastoral farming can be said to include keeping of animals such as goat, sheep, cows, pigs, and rabbits, having a poultry and fish farming (Abdullah, Samah, 2019). In the opinion of Jamaludin (2020) Nigeria has more than 85 million kilometer square of arable lands; and only about 10-40% of this land is currently being utilised for agricultural purposes, thus, creating a huge potential for youth engagement in agropreneurial activities and processes.

On the other hand, examining who an agropreneur is within the purview of entrepreneurship can be inferred that an agropreneur is an individual who identifies opportunities across the value chain of agriculture and utilizing available resources towards harnessing and exploiting such opportunities' for values creation for the sake of profit maximisation (Pelzom, Katel, 2018). Agropreneurship as a concept is enclosed in a blend of agriculture and entrepreneurship which connotes that activities from agricultural viewpoints can be considered as a part of entrepreneurship, where individuals who aims to engage in such activity would have located the target market whose problem he/she is ready to proffer solutions to within the value chain and gather both the human and materials required to bring such idea(s) into reality (Adesina, Favour, 2016).

Need for agropreneurs in the Nigerian context

To optimally maximise the opportunities in the agricultural sector utilising the energies and talents of youths (i.e. undergraduates) is highly advantageous. For instance, extant literatures have argued for the need of youth agropreneurs in the Nigerian Context as well as other nations of the world (Adesina, Favour, 2016; Njeru, 2017; Pelzom, Katel, 2018). One sector that is viable for generating employment in the Nigerian economy is the agricultural sector (Adesina, Favour, 2016; Lyocks, Lyocks, Kagbu, 2013; Ivanda, Igbokwe, Olatunji, 2015). Because the sector has immense and numerous opportunities in store for Nigerian youths especially undergraduates who wants to harness the benefits of agrobusiness and transforming the Nigerian economy and creating large amount of jobs for the teeming youths

after graduation. Thus, the engagement of youths in agricultural practices right from school days as undergraduates will boost employment in ways more than one. In the same vein, to resolving food insecurity, the energy and creativity of Nigerian youths can be leveraged on in making food production a viable business (Olomu, Ekperiware, Akinlo, 2020). With more youths as agropreneurs, the agricultural sector will experience prosperity and growth in employment as new businesses from this sector would assist in absorbing teeming unemployed youths on an annual basis (Adeyanju, Mburu, Mignouna, 2020).

Students and agropreneurial intentions

The impact of agricultural activities on students intentions cannot be overemphasised especially in the Nigerian context, and this is because while students jostle for good grades in the process of their studies, they are not guaranteed employment after graduation as the labour market is over-saturated; hence, the need to think outside the box on how to become successful and assist their families or anyone who have sponsored them through school (Akinlabi, Olanipekun, Sokefun, 2021). Further examination by Adeyanju, Mburu, Mignouna and Akomolafe (2021) on the impact of agricultural programmes on Nigerian students and youth with a case study from the Fadama graduate unemployed youths and women agropreneur support programme (FADAMA-GUYS) brought to the fore that there is a likelihood that students might want to engage in agropreneurial practices and agribusiness in the future. In the same vein, Mulema, Mugambi, Kansiime, Chan, Chimalizeni, Pham and Oduor (2021) submitted that agropreneurial activities is a potent tool which has promising opportunities associated with students intention, participation and engagement. For instance, in Vietnam and Zambia where the study was carried out, it was made known that students and youths were eager and willing to become food suppliers, thus, this spurred their ambition to venture fully into agricultural entrepreneurship.

Significance of agropreneurs on economic growth

Taking a cue from the study of Adeshina, Tomiwa and Eniola (2020) which examined the effect of financing agricultural activities on the performance of economic growth in Nigeria, the study signposted that activities of agropreneurs go a long way in bridging food supply gaps. Therefore, availability of credit from both government and conventional banks would strengthen the sector and positively drive economic growth in Nigeria. The authors argued further that another viable tool which can exert a significant and positive economic expansion in the Nigerian scenario is prompt availability of funds from Agricultural Credit Guarantee Scheme Fund (ACGSF). Amao, Antwi, Oduniyi, Oni and Rubhara (2021) evaluated the

contribution of agropreneurial activities in the area of exportation of commodities and its attendant effect on economic growth in Nigeria from 1960-2017, and discovered from the study that agropreneurial activities in the area of animal keeping, vegetables and oils contributed significantly to economic growth in Nigeria. From the above submission, it is demonstrated that agropreneurs activities has significance interplay with economic growth in Nigeria.

Challenges of agropreneurship in Nigeria

One of the challenges bedeviling agropreneurial activities in Nigeria is the inability to meeting food demand, and this is contingent on the inefficient practices of the farmers as a result of lack of infrastructure, price instability or both final produce and materials used during plantation process, inadequate supply of input resources, poor quality of available input resources such as feeds and seeds for agriculture, poor system of irrigation, lack and inadequate fertilizer, weak system of agricultural extension, food spoilage, poor efforts geared towards research and development, weak connection and links between the agropreneurs and the industrial sector in Nigeria (Food and Agriculture Organization of the United Nations, 2020). Beyond the foregoing challenges, Adesoye, Adelowokan, Maku and Salau (2018) argued that the inability to measure up with international standard of agricultural practices; that is, how production can be made in tandem with international best practices; poor knowledge of target markets on the international scene, insufficient facilities for food testing and so on are factors bedeviling the sustainability and practices of agropreneurship in the Nigerian context. Thus, if all these identified challenges are adequately taken care of and a huge premium is placed on agropreneurial activities by the Nigerian government, the sector could go on to transform the economy through foreign earnings.

Future of agropreneurship on poverty eradication

A recent study by Inegbedion and Islam (2021) investigated the significance of agropreneurial activities as a panacea for eradicating poverty in Nigeria and the motivation and willingness of the youths in pursuit of agri-business as a career both during their studies and after graduation. This study sampled 900 undergraduates from four Nigerian tertiary institutions who have undertaken a course on agriculture. Both summary of statistics and principal component analysis (PCA) formed the base for analysing results for the study. Result from the finding proved that participation and engagement in agropreneurial activities among university undergraduates recorded high degree of positivity, and this was occasioned by the fact that most undergraduate with agropreneurial intentions are influenced by their perceived competence and ability to manage an agropreneurial enterprise

successfully. Also, the respondents envisioned agricultural activities as a lifelong career which can serve as an avenue for poverty eradication and employment generation. Elsewhere, in Mkong, Abdoulaye, Dontsop-Nguezet, Bamba, Manyong and Shu (2021) examined the factors that determines the choice and preferences of students of tertiary institutions in engaging and participating in agropreneurial activities. Using a sample of 550 university undergraduates across the country, their study revealed that university academic background, in addition to pre-university farming experience is the main reason for students' intention to wanting to become agropreneurs. Based on the foregoing, one can submit that indeed there exist a future in agropreneurship if students are venture into it, and also, agropreneurial activities could help solve the poverty challenges in this country.

Theoretical review

The study is hinged on the theory of planned behaviour (TPB) which is credited to Ajzen (1991). This theory was employed in the study due to its position which places primacy on the importance of intention in any behaviour. The theory of planned behaviour is a cognitive theoretical scope that provides an understanding on the foundation for the presumption of human behavioural intentions and how this could be applied in bringing an idea to fruition (Ajzen, 1991). That is, when students intend to make agropreneurship a career, this helps them in setting mechanisms and plans in place of the actualisation of their desired career. From this standpoint, planning toward agropreneurship becomes an instruction that individuals (students) present to themselves which then shapes their ideology and thinking pattern; hence, their behaviour is tilted towards that endeavour. In the same vein, Addo (2018) submitted that amongst the factors involved in enhancing the behavioural pattern or process is to do a behavioural evaluation. That is, evaluating the individual students' behavioural-traits and level of attitude in terms of creativity degree of proactiveness, communication skills, capabilities for leadership and business acumen. Therefore, the theory based on the submission of Addo (2018) echoes that undergraduate students with great magnitude of the qualities stated heretofore have huge propensity to engage in agropreneurship or agropreneurial activities for their future career.

Empirical review

This section examined previous scholarly positions of the subject under investigation with a view to creating a better understanding on the position of literature on the subject matter. For instance, a study by Ochada and Ogunniyi (2020) which investigates the interrelatedness between performance of agricultural output vis-à-vis employment generation and per capita income from the Nigerian State between

1981-2016, measured employment via agriculture-induced mode of employment and value-added per worker on agriculture. The result of the study brought to the fore that there is no longitudinal form of relationship between the variables using the methodic Johansen co-integration rank approach. Also, in a study by Gar and Rodgers (2020) which centres on the evaluation of youth engagement in agricultural programmes as a vehicle for preventing poverty and unemployment in Alkaleri, Duguri and Gar Rural Communities of Bauchi State, Nigeria. The results from the study established that factors such as poor funding, poor network coverage and lack of support from the government are problems that has made agropreneurship inadequate to reducing poverty and unemployment rates in the selected study areas.

Furthermore, in a study by Igwe, Rahman, Odunukan et al., (2020) which assessed the factors that drives and foster diversification and pluriactivity amongst smallholder farmers in Nigeria. The study employed a sample of 480 agropreneurs, who were farmers of rural areas, and result obtained from the multivariate Tobit analysis indicated that smallholder farmers with higher degree of education had greater tendencies to be more associated with increased chances of choosing wage employment or activities which are non-farm related. Reason adduced for this was not far-fetched from the traditional belief which posited that farming or agriculture on generic terms is meant for the uneducated or individuals with less education in the society. This finding further demonstrated that, increase in the level of formal education among holders of small farms will bring about a decline and reduction in the level of agricultural engagement which eventually reduce the continuous nature of agricultural activities in rural employment. A recent study by Folarin, Osabuohien, Okodua et al. (2021) which linked agricultural activities to employment and cross-examined male and female employment in agricultural activities and food productivity in Nigeria submitted that the number of females in employment in the agricultural sector was considerably lower compared to their male counterparts. The study established specifically that women account for only 37% of workforce in the Nigerian agricultural sector which calls for the need to aggressively promote female engagement and participation in agricultural undertakings in the country as a way of boosting agricultural activities and output for income generation.

Methodology

This study adopted the concurrent transformative mixed methods research design because it sets out to assess the motivation to become agropreneurs among students in Lagos State owned tertiary institution. The justification for choosing the design is hinged on the fact that it supports the simultaneous collection of quantitative and qualitative data. Furthermore, this design assist in the integration of quantitative and qualitative data that has been collected at the interpretation stage

(Atiku, Chitakunye, Fields, 2014). Thus, several information were generated from the students' worldviews to adequately interrogate the factors that nudged them to seek a career in agropreneurship. The study population includes all 300 level students who have participated in entrepreneurship courses and have chosen agropreneurship as their option at the Lagos State owned tertiary institutions (universities). These institutions were selected because the researcher teach in one of them, and have contacts in other universities who assisted in data gathering. Thus, the population of this students pulled together was six hundred and thirty-five (635). Two hundred and eighteen (218) from Lagos State University, three hundred and forty (340) from Lagos State University of Science and Technology (LASUSTECH), and seventy-seven (77) from the Lagos State University of Education (LASUED). Therefore, with the aid of the Krejcie and Morgan (1970) sampling size determination table, a sample of two hundred and forty-two (242) respondents were drawn from the population using the purposive sampling technique, and as suggested by Israel (2009), to compensate for persons that the researcher is unable to contact and non-response, the sample size was increased by 30% of the sample which brings the sample size to three hundred and fifteen (315) in order to achieve a desired level of confidence and precision. At each university, data were collected from students who voluntarily partake in the study without any incentive or remuneration using self-developed questionnaire. Also, qualitative data (interview) was collected simultaneously during questionnaire administration, and students who voluntarily agree to participate were interviewed. Therefore, data were collected for six weeks during entrepreneurship classes where the researcher also facilitate entrepreneurship courses. At the end of the administration, two hundred and twenty-three (223) copies of the questionnaire were retrieved and properly filled and used for final analysis, while fifteen (15) students participated in the interview sessions which lasted for 15 minutes each. At the end of the data collection, transcribed interview were analyzed using the content analysis. The transcribed responses were examined to identify codes and themes that relates to the factors that motivates students to become agropreneurs. Also, the quantitative data were analyzed using the descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS) version 26.

Results and discussion of findings

This section presents result of the collected data. It presented the demographic information of the respondents, and also, the descriptive (and content) analysis of responses and the discussion of results.

Table 1. Analysis of respondents' demographic characteristics

Characteristics	N	Frequency
Age: 16-24 25 & above	223	185 (83%) 38 (17%)
Sex: Male Female	223	97 (43.5%) 126 (56.5%)
CGPA: Below 3.00 Above 3.00	198	117 (59.1%) 81 (40.9%)
Ethnic Group: Yoruba Ibo Hausa Others	223	95 (43%) 27 (12%) 08 (4%) 93 (41%)
Family involvement in agropreneurship activities: Yes No	223	135 (60.5%) 88 (39.5%)
Involvement in on-campus agropreneurship activities: Yes No	223	148 (66.4%) 75 (33.6%)
Involvement in off-campus agropreneurship activities: Yes No	223	176 (78.9%) 47 (21.1%)

Source: own work

From table 1, it is evident that most of the respondents were between the ages of 16 and 24 years while 17% are 25 years and above. Also, 56.5% of the respondents were female while 43.5% were male. Equally, 59.1% of the respondents have a cumulative grade point average (CGPA) below 3.0 on a scale of 5.0, while 40.9% of the respondents have a CGPA that is above 3.0. In this study, 43% of the respondents were from the Yoruba ethnic group, 12% were Ibos, 4% were Hausa and 41% were from other ethnic groups which is more than 220 and classified as others in this study. Equally, majority of the respondents (60.5%) were of the opinion that their family engage in agropreneurship activities while 39.5% said their family do not engage in the activities. Furthermore, 66.4% of the respondents submitted that they engage in on-campus agropreneurship activities while 33.6% said they do not engage in on-campus agropreneurship activities. Lastly, 78.9% of the respondents said yes to the question on whether they engage in off-campus agropreneurship activities while 21.1% said they do not engage in off-campus agropreneurship activities.

Table 2. Analysis of respondents' responses

No.	Statements	SD	D	A	SA
1.	My university supports agropreneurship through entrepreneurship courses.	9 4%	60 27%	108 48.4%	46 20.6%
2.	The entrepreneurship courses offered by my university gives me the adequate knowledge that is needed to succeed as an agropreneur.	54 24.2%	91 40.8%	30 13.5%	48 21.5%
3.	I feel my university should invest more in the field of agropreneurship.	-	-	3 1.3%	220 98.7%
4.	Becoming an agropreneur would give me an opportunity to become independent.	-	40 17.9%	95 42.6%	88 39.5%
5.	I see agropreneurship as a secured pathway to success.	54 24.2%	91 40.8%	30 13.5%	48 21.5%
6.	I feel becoming an agropreneur would afford me the opportunity to become an outside of the box thinker.	43 19.3%	19 8.5%	63 28.3%	98 43.9%
7.	I feel I can help solve Nigeria's food crises by becoming an agropreneur.	5 2.2%	8 3.6%	101 45.3%	109 48.9%
8.	I think I will be fulfilled by becoming an agropreneur.	-	7 3.1%	146 65.5%	70 31.4%
9.	I feel my socio-economic status would be elevated if I become an agropreneur.	5 2.2%	8 3.6%	101 45.3%	109 48.9%
10.	I think I can easily initiate useful ideas that are needed to achieve innovativeness in agropreneurship.	7 3.1%	28 12.6%	79 35.4%	109 48.9%
11.	I encourage my classmates to venture into agropreneurship.	43 19.3%	42 18.8%	84 37.7%	54 24.2%
12.	I feel I possess the relevant knowledge, skills and abilities needed in the field of agropreneurship.	89 40%	28 12.5%	39 17.5%	67 30%
13.	My University have qualified instructors in the field of agropreneurship.	67 30%	109 49%	40 17.9%	7 3.1%
14.	I am aware of the policy developed by the Lagos State Government on agropreneurship.	67 30%	70 31.4%	79 35.5%	7 3.1%
15.	I am aware of the policy developed by the Federal Government on agropreneurship.	108 48.4%	70 31.4%	40 18%	5 2.2%
16.	The policy of the Lagos State Government on agropreneurship is widely publicised.	60 27%	112 50.2%	48 21.5%	3 1.3%
17.	The policy of the Federal Government of Nigerian on agropreneurship is widely publicised.	120 53.8%	85 38.1%	14 6.3%	4 1.8%
18.	My parent/guardian supports my dream to become an agropreneur.	-	-	101 45.3%	122 54.7%
19.	I have the required funding needed to start agropreneurship on a small scale.	76 34.1%	98 44%	38 17%	11 4.9%

cont. tab. 2

20.	I have access to Government grants for agropreneurship.	194 87%	29 13%	-	-
21.	The University provides grants for campus farmers.	185 83%	38 17%	-	-
22.	I have access to the needed technology to become a modern agropreneur.	185 83%	38 17%	-	-

Source: own work

In this study, students' responses were aggregated in table 2 using the frequency count and percentages to understand the factors that motivates them to becoming agropreneurs and campus farmers. This study was able to make some deductions based on the students' responses to the twenty-two (22) posed questions. For instance, on the question on whether their university supports agropreneurship through entrepreneurship courses; 20.6% strongly agreed, 48.4% agreed while 27% disagree and 4% strongly disagree respectively. Taken together, one can deduce that agropreneurship is strongly supported by tertiary institutions owned by the Lagos State Government. Equally, 21.5% of the respondents strongly agree and 13.5% agree that the entrepreneurship courses offered their university gives them the adequate knowledge that is needed to succeed as agropreneurs, while majority of them 40.8% disagree and 24.2% strongly disagree with this question. One can therefore infer that majority of these prospective agropreneurs believe that the courses on agropreneurship in their universities is not adequate to give them the requisite knowledge needed to become sought-after agropreneurs. In this study, 98.7% strongly agree that their universities should invest more in the field of agropreneurship while 1.3% agree to the question. Hinged on these responses, it becomes imperative for the universities to up their game by investing more on the relevant learning resources that would continue to spur the interests of students in agropreneurship. Another finding in this study revealed that amongst the respondents, 39.5% strongly agree and 42.6% agree that becoming an agropreneur would give them the opportunity to become independent, while 17.9% of the respondents disagree with this statement. Therefore, it can be deduced that majority of the respondents intends to become agropreneurs because they would be working for themselves and have the ability to control their time. Also, 21.5% strongly agreed that they see agropreneurship as a secured pathway to success while 13.5% agreed, 40.8% disagreed and 24.2% strongly disagreed respectively. This results might be connected to the oscillating Nigerian socio-economic dynamics that alters people's career path based on several career determinants that this study call career skills, career knowledge and career awareness. Similarly, majority of the respondents strongly agreed and agreed that they feel becoming an agropreneur would afford them the opportunity to become outside of the box thinkers while 8.5% and 19.3% disagreed and strongly disagreed respectively. In the same vein, more than 85% of the respondents

strongly agreed and agreed to the question that they feel they can help solve Nigeria's food crises by becoming agropreneurs. This responses shows that the repondents are prosocially motivated. Also, nearly all of the respondents strongly agreed (31.4%) and agreed (65.5%) that they would be fulfilled by becoming an agropreneur. Additionally, 48.9% of the respondents strongly agreed to the statement that they believe their socio-economic status would be elevated if they become agropreneurs, 45.3% agreed, 3.6% disagreed and 2.2% strongly disagreed. From this result one can deduce that more than 90% of the respondents are seeing agropreneurship as a means of escaping poverty. Correspondingly, 48.9% strongly agreed that they feel they can easily initiate useful ideas that are needed to achieve innovativeness in agropreneurship, 35.4% agreed, 12.6% disagreed and 3.1% strongly disagreed. Also, 24.2% of the respondents strongly agreed to the statement that asked if they encourage their classmates to venture into agropreneurship while 37.7% agreed, 18.8% disagreed and 19.3% strongly disagreed with the question. One can deduct from this responses and cautiously conclude that more than half of the sample are prosocially motivated. Furthermore, 30% strongly agreed, 17.5% agreed, 12.5% disagreed and 40% strongly disagreed that they possess the relevant knowledge, skills and abilities needed in the field of agropreneurship. Thus, the knowledge skills and abilities of these prospective agropreneurs must be strengthen and reinforced. Also, majority of the respondents that is, 49% disagreed and 30% strongly disagreed feels that the university have qualified instructors in the field of agropreneurship. While 3.1% strongly agreed and 17.9% agreed to the assertion. More than half of the respondents strongly disagreed that they are not aware of the policy developed by the Lagos State Government on agropreneurship, while 48.4% and 31.4% strongly disagreed and disagreed respectively. Alike, more than 70% strongly disagreed and disagreed to the statement that asked if they are aware of the policy developed by the Federal Government on agropreneurship. Likewise, more than 75% strongly disagreed and disagreed respectively to the statement that asked if the policy of the Lagos State Government on agropreneurship is widely publicised. In the same vein, more than 80% % strongly disagreed and disagreed respectively to the statement that asked if the policy of the Federal Government of Nigerian on agropreneurship is widely publicised. On whether their parent/guardian supports their dream to become agropreneur, all the respondents strongly agreed and agreed respectively to this question. This shows that the influence of parents and guardians in shaping the career of their children cannot be overemphasized. Majority of the respondents submitted that they do not have the required funding to start agripreneurship on a small scale. Also, 87% strongly disagreed and 13 disagreed that they have access to Government grants for agropreursip. In the same vein, 83% disagreed that their university provides grants for campus farmers while 17% disagreed with that statement too. Lastly, 93.3% strongly disagreed and 17% disagreed that they have access to the needed technology to become modern agropreneurs.

Qualitative analysis of respondents' responses

This sub-section reports the research findings using interview extracts and direct quotations where appropriate to provide a clear and rich narrative of the perceptions of the respondents on the factors that motivates them to become agropreneurs. The motivating factors aligned with some other common kinds of stimuluses described in previous literatures (Mkong, Abdoulaye, Dontsop-Nguezet et al., 2021; White, 2012). These five motivating factors were the need to challenge themselves to think out of the box, becoming independent with the ability to control their time, pursuing their dream, elevating their socio-economic status, and to solve the food crisis.

From the first theme which is the need to challenge themselves to think outside of the box, most of the participants believe that agropreneurship has become a field that is highly demanding mentally which would continue to put the agropreneur on his toes and see opportunities from different angles. For instance, one participant said that agropreneurship “is an arena that you cannot survive in if you are a unidimensional thinker. I have been assisting my parents in this agropreneurship business since my secondary school days, and I see that my parents take decisions that concerns their business by thinking outside of the box”. In the same vein, another participant submitted that “I am venturing into agropreneurship because I have learnt in an online agropreneurship course which that I took during the COVID-19 pandemic that one cannot survive as an agropreneur if you are not a fast and quick thinker”. Based on this submission, one can infer that the participants feel that the field of agropreneurship is one that challenge them to become fast, dynamic and out of the box thinkers. This view is buttressed by the submission of Igwe et al., (2020) who noted that the narratives have changed now to the previous past where people see farming or agriculture on generic terms as an endeavor that is meant for the uneducated or individuals with less education in the society.

Similarly, a theme that emerged from the respondents' responses is the ability to control their time. One participant remarked that “I am venturing into to the agropreneurship career because I want to be able to control my time and be independent”. Relatedly, another participant submitted that “venturing into agropreneurship would afford me the needed time to care for my family since I am married. It will afford me the time to do some other things that I have passion for and it will make me to stand on my own”. Also, one of the participant mentioned that “becoming independent and not wanting to work for anyone is the chief driver that motivates me to wanting to become an agropreneur”. From the foregoing, one can deduce that participants believes agropreneurship would afford them the independence and needed time to do other things which will apparently afford them the opportunity to control their time.

Also, the third motivating factor that push students to becoming agropreneurs is an avenue – for them – to pursue their dreams. For instance, a participant said he wants to become an agropreneur because it would afford him the opportunity to “pursue my childhood dream having grown up on my grandfather’s farm in the rural area”. Harmoniously, another female participant noted that “becoming an agropreneur would be a dream come through for me because the agropreneur, or rather, the farmers are the owners of the world”. From the foregoing, one can deduce that students who are motivated to pursue their dreams by becoming agropreneurs would do so passionately and devotedly.

The fourth motivating factor the students have identified is that becoming agropreneurs would elevate their socio-economic status. One of the participant commented that “I read somewhere that agropreneurs are very rich and they are the ones who can pay for cars with cash in Germany. Therefore, I believe if becoming an agropreneur would change my status in the society, then I will pursue it”. In the same vein, another participant remarked that “becoming an agropreneur would afford me the money needed to better my life and I believe people would continue to buy my products as agroprenur which will therefore increase my profits”. Similarly, another of the respondent commented that “I want to become an agropreneur because I hope to better my socio-economic position in the society. I want to be stable economically, and I want to be rich”. From this foregoing point, it can be inferred that improving students’ socio-economic status is a motivating factor that drives them to becoming agropreneurs.

Lastly, the respondents noted that solving the food crisis is a factor that is intrinsically pushing them to becoming agropreneurs. A participant said “I want to become an agropreneur because I want to solve SDG Goal 2 which is to eradicate hunger from the world. I want to be a part of the people that would solve one of the world’s wicked problem – hunger”. Also, another participant said that “Solving the food crisis would help me get fulfilled which is apparently my main driver to venturing into agropreneurship”. Based on this theme, it is clear that some of the students are motivated to become agropreneurs because they believe solving the food crisis is important to making the world a hunger free place.

Conclusion and recommendations

Since agropreneurship has been argued to be a viable means that can help achieve SDG number two, very few countries have been able to efficaciously inspire a sizable number of its students to become agropreneurs. This action has occasioned the rethinking of the sustainability of agropreneurship for a long-term and as a worthwhile endeavour. However, from this study one can conclude that since there exist several factors that motivates students to becoming agropreneurs then

the future of agropreneurship is bright if these factors are properly reinforced. Also, since students are now seeing agropreneurship as a probable way of escaping poverty beyond working in the trendy sectors, this study makes the following independent but interconnected recommendations. Firstly, government through its specialised ministries (i.e. Ministries of Agriculture, Education, Youth and Social Development, Wealth Creation and Commerce, Industry and Cooperatives), departments (i.e. Lagos State Agricultural Land Holdings Authority, Lagos State Agric Inputs Supply Authority and Lagos State Agricultural Development Authority) and agencies (i.e. Office Of Transformation, Creativity & Innovation and Lagos State Coconut Development Authority) should create implementable policies that encourages campus farming projects in tertiary institutions owned by the Lagos state Government. These policies should be designed collaboratively by the MDAs and a workable strategy to action should be created for students who want to become agropreneurs. Therefore, these government policies and actions would give the student – agropreneurs a greater perception of security in pursuing their goals. Secondly, the managements of these institutions should make provisions for resources (i.e. lands) that is needed by student agropreneurs (campus farmers) for them to utilise in order to achieve the campus farming projects. Thirdly, small grants should be made available to campus farmers through the Ministry of Agriculture based on the quantity of the campus farmers' yearly produce. Fourthly, agropreneurship curriculum and teaching approaches must be strengthened, simplified and should be based on extant realities. This presupposes that a strong and holistic agropreneurship curriculum that goes beyond theory-based learning must be adopted. That is, agropreneurship knowledge acquisition should be all-inclusive and multidisciplinary in order for the student agropreneurs to master the practical and theoretical knowledge that can help them navigate the dynamics of growths and potential pitfalls they may encounter in their agropreneurship endeavours. Finally, university management should encourage students agropreneurship to form the campus farmers' club with a view to have centralised assess to new insights in agropreneurship, news on loans and other funding sources that are available to student agropreneurs.

As suggestion for further studies, this study needs to be strengthened by the examination of the perceptions of university managements and officials of government agencies that are responsible for agriculture. Also, future studies should endeavor to elicit the opinions of established agropreneurs through focus group discussions (FGDs) to understand the barriers and challenges in the field of agropreneurship. Lastly, a longitudinal study should be conducted to document the agroprenurship journey of student agropreneurs who have ventured into the field from their first year. This longitudinal study would help researchers understand if these students would sustain the agropreneurial drive after graduation or they might quit when confronted with certain barriers.

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