

Impact of Vocational Agricultural Education on Youth Participation in Commercial Agriculture in Rivers State

¹Nnodim, A. U. & ²Okagwa, Promise Omuruka
 Department of Vocational & Technology Education
 Rivers State University, Port Harcourt, Nigeria

ABSTRACT

The study examined Impact of Vocational Agricultural Education on Youth Participation in Commercial Agriculture in Rivers State. The study adopted a descriptive survey design. Three objectives and three research questions guided the study. The population of the study consist of 1,848 youths drawn from 32 registered youth associations in Rivers State, out of which 370 (210 female and 160 male) were sampled using proportional sampling techniques. Data were collected using structured questionnaire designed in 5-point Likart rating scale. The questionnaire was face and content validated by the researcher's supervisor and two other experts from the Faculty of Education, Rivers State University. A reliability coefficient of 0.80 was obtained using Cronbach Alpha. The data was analyzed using mean and standard deviation. The study revealed that the provision of improved seeds for farmers by the commercial crop agricultural production programmes indicates a significant positive impact on increased production of food stuff, also showed that there is positive link between improved seeds provision and higher agricultural productivity. Based on the findings, the study recommended that Youths should be encouraged to participate more in commercial agriculture as their participation in commercial agriculture will drastically reduce mass unemployment s well as make them to be self-reliant.

KEYWORDS: *Vocational Agriculture, Education, Youth Participation, Commercial Agriculture*

INTRODUCTION

Agricultural sector plays a pivotal role in the economic development of Nigeria. Agriculture is one of the most sustaining factors in the economy of most nations, not only because it provides food for the entire population of a country but also for the fact that it correlates and interacts with all other sectors of the economy of a country. In spite of this, rural youth faced several challenges regarding livelihood. As a result, they often prefer to migrate to urban areas and not minding the type or quality but to take up paying jobs. The positive impact of agriculture in a nation is very vast. It touches on economic growth, food security, poverty reduction, livelihoods, rural development and the environment. According to Amalu (2002), the significant roles played by agriculture in the social and economic life of Nigeria and Nigerians are:

- i. It provides food for the increasing population in the country.
- ii. It supplies raw materials to the growing industrial sector.
- iii. It constitutes the major source of employment for the population in the country.
- iv. It assists in generating foreign earning; and
- v. It provides a market for the products of the industrial sector. Nigeria is evidently a nation blessed with good potentials that favors agricultural production.

The fact that the country is blessed with enviable potentials in terms of vegetation, climate and manpower suitable for great agricultural productivity is very obvious (Chikezie, Omokore, Akpoko & Chikaire, 2012; Ugwu & Kanu, 2012). It is, however, ironic that despite these potentials food insecurity and poverty have persisted in the country, while the country has been struggling unsuccessfully with various strategies for combating the two threats (Sarris, 2004; Yakubu, 2009; Nwachukwu, Agwu, Eze, Mbanaso, Onyenweaku & Kamulu, 2008).

The problem of chronic youth unemployment is evident in Nigeria. For instance, in August 2007, the national youth unemployment summit was held. Currently, young people populations constitutes about 60% of the country's population (Nigeria Demographics Profile, 2015). According to the National Bureau of Statistics (2010), the national unemployment rates for Nigeria between 2000 and 2009 showed that the number of unemployed persons constituted 31.1% in 2000; 14.6% in 2007; 14.9% in 2008 and 19.7% in 2009. In 2012, about 54% of youth in

Nigeria were unemployed (NBS, 2012 Report). Every year thousands of graduates are turned out from various educational institutions into the already congested labor market. Nigerian streets are filled with youth hawkers who ordinarily would have found gainful employment in some enterprises. In 2011, the national unemployment rate stood at 23.9%, youth population alone constitutes more than 70% of the unemployed. With this scenario, the Millennium Development Goal targeted on poverty reduction, reducing child and maternal mortality, increasing access to education, improved health and sanitation and protecting the environment cannot be achieved in 2021. A recent report by the World Bank clearly shows that Nigeria, like many other countries, is not on track to meeting the goals in 2021. The indirect effect of increased youth unemployment has hindered the rapid growth of our economy. For instance, the current insurgence of the Boko Haram threat in the northern region is hampering the smooth running of the region's economy. The issue of militancy in the Niger Delta region is affecting foreign investment in the oil and gas sector of the country's economy. Crimes such as kidnapping, fraudsters and child abuse are mostly perpetuated by youth. These acts project the country's image negatively to the outside world.

However, many analysts believed that agricultural sector is naturally endowed with enormous potentials to absorb unemployed and surplus labour from other sectors of the economy (Akpan, 2010). Nigeria has vast natural resource potentials in the agricultural sector that could sufficiently engross the surplus or idle labour in her economy. The evergreen rainforest in the south and the rich savanna soil in the north as well as the rich water bodies that aligned the coastal states are capable of providing inexhaustible job opportunities for the idle and unemployed youth if these resources are harnessed appropriately in the country. However, the manner agricultural innovations are packaged to an extent modeled youth involvement in agricultural sector. The decision of youth to participate in agricultural production has a lot to do with the cultural, political, environmental and economic situation of a society. They are vulnerable to change either positive or negative. Hence, it becomes pertinent to identify those decision variables that could model youth behaviour towards agriculture. In an attempt to identify these variables, the study specifically determines factors that affect youth decision to involve in agricultural activities and those that model their actual participation.

There is no generally agreed definition of the term youth. Some school of thoughts considered it, as a period of transition from the dependency of childhood to adulthood. This period is often characterized by sexual maturity, peak of strength and emotion as well as growing social and economic independency from parents and guidance. In developing societies; the period is often prolonged due to various types of social, economic and political uncertainties among others (Akpabio, 2012). Generally "Youth" as a social group is more often defined in terms of age. For this reason, the spectrum of youth has been variously defined as ranging the ages of 10 or 11 year (as in some traditional societies in Africa) to as high as 35 years in some countries like South Africa and Tanzania. In an attempt to standardize the concept of youth, international organizations such as the United Nations and the Commonwealth of Nations defined youth as encompassing those between 15 to 29 age group. The Population Reference Bureau (PRB) regards youth as those within the age range of 10 to 24. The African Youth Charter promulgated in 2006 by the African Union considers that youth are people in the age range of 15 to 35 years of age. Finally the Nigeria's National Youth Development Policy encapsulates the youth as comprising of all young persons of age 18 to 50 years. In Nigeria, the tendency to extend the category of youth to 50 years and beyond seems to be a reflection of the emerging phenomenon of the prolonged period of youth dependency on the host.

In Nigeria, successive governments both in the state and federal level have developed many agricultural based programs, aimed at either empowering, employment or both for youths. These programmes include; Agricultural Entrepreneurship Scheme of the National Directorate for Employment (NDE) (1986), school to land programme by Rivers state, mobilization for Agriculture and Industries by Anambra state and school based food basket programme by Imo state (Alawode, 2009). The school based food basket programme by Imo state embraces the culture of training youth to do certain work among them is broiler production in order to be self-reliant after graduation (Oladrosu, 2010). Agricultural products, especially broiler supplies more than 25% of protein needs of Nigerians and employ people, particularly retirees and jobless youths who could have been seen to be unproductive by the society (World bank, 2006). This will help to design appropriate intervention strategies in order to mobilize this precious and volatile group in order to attain meaningful economic development in Rivers State in particular and Nigeria in general. Nigeria agriculture is the major source of food and accounts for about 35% of the Gross Domestic Product (GDP), 37% of merchandised export, 75% of the rural household income and 70% of employment (Tanko & Opara, 2010). In Nigeria, farming is largely subsistent, characterized by use of crude implements and also labour demanding. However, with increasing population of over 150 million which is tantamount to decrease in cultivable arable land, ageing of the farming population and poor yield of agricultural produce, all culminating in widespread poverty in the country (Nwaru, 2006).

Vocational Agricultural Education is considered one of the major tools of developing human resources in agricultural skills. Vocational Agricultural Education programmes provide instructions on crop production, livestock management, soil and water conservation and other aspects of agriculture (Amadi & Nnodim, 2018). Osinem (2007) noted that Vocational Agricultural Education is a process of imparting knowledge, skills and attitudes in agriculture to the learner at any level through hands on experience and guidance to prepare students for entry level jobs. Vocational Agricultural Education is a systematic programme of instruction for public school leavers, out-of-school and post-secondary youth, and established farmers, organized for the purpose of improving agricultural methods and rural living (Umoh, 2006).

Vocational Agricultural Education is composed of three distinct components which include the classroom instruction which takes place in the classroom setting, supervised agricultural experience which takes place in the field and future farmers association which involves the development of leadership skills in agriculture (Amadi & Nnodim, 2018). Cajethan and Benardine (2015) opined that Vocational Agricultural Education enhances improvement of traditional agriculture and concentrates on the training of essential skills that are crucial to the success of people entering a career in agriculture. Some of the skills according to Cajethan and Benardine includes crop farming, snail rearing, poultry farming, farm management techniques and goat farming amongst others. Similarly, Woer and Akorga (2016) stated that cultivation of food crops, cash crops, bee farming, fish farming, processing of crops, production of livestock such as poultry, swine, cattle, rabbit, sheep, goat amongst others are skills in Vocational Agricultural Education.

There is need to engage youth who are avowed as the engines of national growth and development but for decades have been manipulated and used by the adult sections of the society in many developing countries as an object of use and dump (Elchli, 2009). In effect this group (youth) are disillusioned and engulfed with frustration, which could manifest in varied forms, including; unfulfilled needs, feeling of lack of sense of self-worth; inferiority complex and brain drain, which results in crime and other social vices (Adegboye, *et al.*, 2006). However, in recognition of the roles of youth in agricultural development and the threats of not keeping this fragile group tiring, most governments in developing countries embrace among others agricultural programme as the bulwark for job creation for jobless youth in order to advance their conditions of living (Elchi, 2009). This in turn will provide the food we need via increased production, and ensures farming is passed from one generation to the next. The youth participation in agriculture will drastically reduce the criminal and illegal activities youths may indulge as a result of lack of gainful employment (Nwachukwu, 2008). In Nigeria, successive governments both in the state and federal level have developed many agricultural based programs, aimed at either empowering, employment or both for youths. These programmes include; Agricultural Entrepreneurship Scheme of the National Directorate for Employment (NDE) (1986), school to land programme by River state, mobilization for Agriculture and Industries by Anambra state and school based food basket programme by Imo state (Alawode, 2009). The school based food basket programme by Imo state embraces the culture of training youth to do certain work among them is broiler production in order to be self-reliant after graduation (Oladrosu, 2010). Agricultural products, especially broiler supplies more than 25% of protein needs of Nigerians and employ people, particularly retirees and jobless youths who could have been seen to be unproductive by the society (World bank, 2006). This will help to design appropriate intervention strategies in order to mobilize this precious and volatile group in order to attain meaningful economic development in Rivers State in particular and as well as Nigeria in general.

STATEMENT OF THE PROBLEM

The educational policy of every nation is tailored towards solving societal problems. In higher institutions of Nigeria, emphasis is shifting towards acquisition of skills by students in a bid to ameliorate the ever increasing number of unemployment graduates. Agriculture known to provide the highest opportunities for job placement is taught in colleges and faculties of Education as a Vocation, as it enables the students to acquiring not only knowledge but also practical skills in crops and animal production. This is to prepare them venture in different aspect of agricultural activities upon graduation, less dependence on white collar jobs.

In rural areas where land is available, agriculture is practiced at a subsistence level. However, what is needed to address the twin problems of poverty and unemployment is the commercialization of agriculture. The question is, could the knowledge and training gained by students of Vocation Agricultural Education change the trend and encourage youth participation in commercial agriculture? To answer this question warranted a study of this nature.

PURPOSE OF THE STUDY

The purpose of the study was to identify the Impact of Vocational Agricultural education on Youth Participation in Commercial Agriculture in Rivers State. Specifically, the study sought to:

1. Determine the Impact of Vocational Agricultural Education on Youth Participation in Commercial Crop Production.
2. Determine the Impact of Vocational Agricultural Education on Youth Participation in Commercial Livestock Production.
3. Determine the Impact of Vocational Agricultural Education on Youth Participation in Commercial Fishery Production.

RESEARCH QUESTIONS

1. What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Crop Production?
2. What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Livestock Production?
3. What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Fishery Production?

METHODOLOGY

The study was conducted in Rivers State. The choice of Rivers State for this study was due to its notable agricultural activities in Nigeria. The study adopted a descriptive survey design. The population of the study consist of 1,848 youths drawn from 32 registered agricultural youth organizations in Rivers State, out of which 370 (210 female and 160 male) were sampled using proportional sampling techniques. Proportional sampling technique was used because 20 percent of the entire population was sampled giving a total of 370 used for the study. The instrument used for data collection was a questionnaire titled "Impact of vocational agricultural education on youth participation in commercial agriculture in Rivers State Questionnaire"(IVAEYPCA). The instrument provided responses to the three research questions with 19 items; 1-5 for research question one, items 6-11 for research question two and items 12-19 for research question three in a five point Likert rating scale of "Strongly Agreed" (SA)-5 points, "Agreed" (A)-4 points, "Undecided" (UN)-3, "Disagreed" (DA)-2 points and Strongly Disagreed" (SD)-1 point. In order to establish the validity of the instrument, the questionnaire was face and content validated by the researcher's supervisor and two other experts from the Faculty of Education, Rivers State University. The reliability of the instrument was established using Cronbach Alpha Reliability Coefficient method for a measure of internal consistency of the instrument. Copies of the instrument were administered to eight agricultural youth organization in Bayelsa and 16 youths that was not part of the sample size. The data obtained from these respondents was used to compute the reliability coefficient using SPSS analysis and obtained the reliability coefficient of 0.80 for the study. The data was analyzed using mean and standard deviation. The mean score of 3.00 and above was agreed, while the mean score below 3.00 was rejected.

RESULTS

Research Question 1

What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Crop Production?

Table 1: Mean Ratings and Standard Deviation on the Impact of Vocational Agricultural Education on Youth Participation in Commercial Crop Production.

S/N	Male (60)	Female (210)
-----	-----------	--------------

	Items	M	S.D	Remarks	M	S.D	Remarks
1	Knowledge of Seedbed preparation is essential in commercial crop production	3.61	1.08	Agreed	3.70	1.10	Agreed
2	Modern methods of crop preservation learnt in commercial crop production	3.64	1.10	Agreed	3.82	1.14	Agreed
3	Drying of crops reduces pest in commercial crop production	4.10	0.93	Agreed	3.98	1.07	Agreed
4	Row planting crop production	3.66	1.08	Agreed	3.56	0.98	Agreed
5	Spacing and placement of plant boost production	3.70	1.22	Agreed	3.81	1.17	Agreed
6	Knowledge of manual hand planting is in commercial crop production	4.00	1.03	Agreed	3.90	1.04	Agreed
7	Soil testing is in commercial crop production	3.77	1.24	Agreed	3.91	1.23	Agreed
8	Skills of fertilizer application learnt is a to commercial crop production	3.75	0.95	Agreed	3.79	0.90	Agreed
9	Use of modern weeding tools is in commercial crop production	3.80	0.94	Agreed	4.07	1.02	Agreed
10	Use of agro chemical commercial crop production	3.56	0.97	Agreed	3.60	1.01	Agreed
11	Modern method of harvesting crops commercial crop production	4.10	0.95	Agreed	3.87	1.21	Agreed
12	Knowledge of Transplanting in commercial crop production	3.63	0.92	Agreed	4.02	1.09	Agreed
	Grand Mean	3.77	1.03	Agreed	3.83	1.08	Agreed

Source: Field Survey, 2021

Table 1 showed the respondents opinion on the Impact of Vocational Agricultural Education on Youth Participation in Commercial Crop Production. Using the criterion mean of 3.00 as the criteria for acceptance, the data on Table 1 showed that the respondents agreed knowledge of seedbed preparation is essential in commercial crop production, modern method of crop preservation learnt encourages participation in commercial crop production, drying of crops reduces pest in commercial crop production, row planting enhances commercial crop production, spacing and placement of plant boost commercial production, knowledge of manual hand planting is critical in commercial crop production, soil testing is necessary in commercial crop production, skills of fertilizer application learnt is a motivation to commercial crop production, use of modern weeding tools is a motivation to commercial crop production, use of agro chemical encourages commercial crop production, modern method of harvesting crops enhances commercial crop production and knowledge of transplanting is critical in commercial crop production in Rivers State.

Table 1 equally revealed a grand mean of 3.77 and 3.83 and a grand standard deviation of 1.03 and 1.08 respectively, which also indicated that vocational agricultural education could aid youth participation in commercial crop production in Rivers State.

Research Question 2

What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Livestock Production?

Table 2: Mean Ratings and Standard Deviation on the Impact of Vocational Agricultural Education on Youth Participation in Commercial Livestock Production.

S/N	Items	Male (60)		Female (210)			
		M	S.D	Remarks	M	S.D	Remarks
13	Brooding of chicks enhances commercial	3.64	1.07	Agreed	3.60	1.11	Agreed

	livestock production							
14	Knowledge of ear notching is critical in commercial livestock production	3.66	1.10	Agreed	3.80	1.14	Agreed	
15	Skills of castration of animal learnt is a motivation to commercial livestock production	4.15	0.93	Agreed	3.98	1.07	Agreed	
16	Feed formulation skills acquired by youths will enhance commercial livestock production	3.68	1.08	Agreed	3.76	0.98	Agreed	
17	Knowledge of Dehorning is critical in commercial livestock production	3.76	1.22	Agreed	3.82	1.17	Agreed	
18	Modern method of Sheep rearing is essential in commercial livestock production	4.00	1.03	Agreed	4.00	1.04	Agreed	
19	Use of modern method in fish farming is critical in commercial livestock production	3.70	1.24	Agreed	3.91	1.23	Agreed	
20	Poultry production motivates youths in commercial livestock production	3.72	0.95	Agreed	3.89	0.90	Agreed	
21	Knowledge acquisition in goat rearing motivates youth in commercial livestock production	3.50	0.94	Agreed	4.07	1.02	Agreed	
22	Modern methods of swine production learnt encourages participation in commercial livestock production	3.51	0.97	Agreed	3.65	1.01	Agreed	
23	Skills of bee keeping learnt is a motivation to commercial livestock production	4.08	0.95	Agreed	3.83	1.21	Agreed	
24	Knowledge of snail farming is critical in commercial livestock production	3.53	0.92	Agreed	4.02	1.09	Agreed	
	Grand Mean	3.74	0.95	Agreed	3.86	0.99	Agreed	

Source: Field Survey, 2021

Table 2 showed the respondents opinion on the Impact of Vocational Agricultural Education on Youth Participation in Commercial Livestock Production. Using the criterion mean of 3.00 as the benchmark for acceptance, the data on Table 2 showed that the respondents agreed brooding of chicks enhances commercial livestock production, knowledge of ear notching is critical in commercial livestock production, skills of castration of animal is a motivation to commercial livestock production, feed formulation skills acquired will enhance commercial livestock production, knowledge of dehorning is critical in commercial livestock production, modern method of sheep rearing is essential in commercial livestock production, use of modern method in fish farming is critical in commercial livestock production, poultry production motivates youths in commercial livestock production, knowledge acquisition in goat rearing motivates youths in commercial livestock production, modern method of swine production learnt encourages participation in commercial livestock production, skills of bee keeping learnt is a motivation to commercial livestock production and knowledge of snail farming is critical in commercial livestock production in Rivers State.

Table 2 equally revealed a grand mean of 3.74 and 3.86 and a grand standard deviation of 0.95 and 0.99 respectively, which also indicated that vocational agricultural education could aid youth participation in commercial livestock production in Rivers State.

Research Question 3

What are the Impact of Vocational Agricultural Education on Youth Participation in Commercial Fishery Production?

Table 3: Mean Ratings and Standard Deviation on the Impact of Vocational Agricultural Education on Youth Participation in Commercial Fishery Production

S/N	Items	Male (60)		Female (210)		Remarks
		M	S.D	M	S.D	

25	Skills of pond diking learnt is a motivation to commercial fishery production	3.62	1.05	Agreed	3.50	1.07	Agreed
26	Knowledge of Spawning technique is critical in commercial fishery production	3.58	1.03	Agreed	3.78	1.18	Agreed
27	Knowledge of fries transfer technique is essential in commercial fishery production	4.03	0.96	Agreed	3.83	1.12	Agreed
28	Modern method of stocking learnt encourages participation in commercial fishery production	3.63	1.01	Agreed	3.68	1.00	Agreed
29	Skills in pond fertilizer application learnt is a motivation to commercial fishery production	3.55	1.24	Agreed	3.78	1.14	Agreed
30	Knowledge of de-weeding technique is critical in commercial fishery production	3.86	1.02	Agreed	3.94	1.12	Agreed
31	Desalting technique applied encourages participation in commercial fishery production	3.65	1.17	Agreed	3.76	1.21	Agreed
32	Use of cropping system encourages commercial fishery production	3.51	0.98	Agreed	3.77	1.00	Agreed
33	Operation of fish egg insulator is critical in commercial fishery production	3.58	1.01	Agreed	4.01	0.99	Agreed
34	Modern method of liming of pond learnt encourages participation in fishery production	3.57	1.03	Agreed	3.65	1.01	Agreed
35	Skills in hashing of fish is critical in commercial fishery production	3.90	0.95	Agreed	3.70	1.31	Agreed
Grand Mean		3.67	1.03	Agreed	3.78	1.10	Agreed

Source: Field Survey, 2021

The result in Table 3 revealed that the respondents agreed that skills of pond diking learnt is a motivation to commercial fishery production, knowledge of spawning technique is critical in commercial fishery production, knowledge of fries transfer technique is essential in commercial fishery production, modern method of stocking learnt encourages participation in commercial fishery production, skills in pond fertilizer application learnt is a motivation to commercial fishery production, knowledge of de-weeding technique is critical in commercial fishery production, desalting technique applied encourages participation in commercial fishery production, use cropping system encourages commercial fishery production, operation of fish egg insulator is critical in commercial fishery production, modern method of liming of pond learnt encourages participation in commercial fishery production and skills in hashing of fish is critical in commercial fishery production in Rivers State/ Table 3 equally showed a grand mean of 3.67 and 3.78 and a grand standard deviation of 1.03 and 1.10 respectively, which also indicated that the respondents agreed that vocational Agricultural Education could aid youth participation in commercial fishery production in Rivers State.

DISCUSSION OF FINDINGS

Discussion of the study were made according to each research questions posed in the study.

Youth Participation in Commercial Crop Production

The result in Table 1 revealed that the provision of improved seeds for farmers by the commercial crop agricultural production programmes indicates a significant positive impact on increased production of food stuff. This shows that there is positive link between improved seeds provision and higher agricultural productivity. A critical analysis of the result shows that knowledge of seedbed preparation , modern method of crop preservation, drying of crops, row planting, spacing and placement of plant, knowledge of manual hand planting amongst others encourages youth participation in commercial crop production. Findings from the study corroborates Cajethan and Benardine (2015) who opined that Vocational Agricultural Education programme enhances improvement of traditional agriculture and concentrates on the training of essential skills such as crop production

Youth Participation in Commercial Livestock Production

Result in Table 2 on youth participation in commercial livestock production indicated that all the respondents agreed that brooding of chicks, knowledge of ear notching, skills of castration of animals, feed formulation skills acquired, knowledge of dehorning, modern method of sheep rearing amongst others encourages youth participation in commercial livestock production. The findings of the study is in line with Rahaman (2010) who stated that middle aged youths are more interested in participating in commercial livestock production, reason being that at that age they need to face practical reality of life.

Youth Participation in Commercial Fishery Production

Skills of pond diking learnt, knowledge of spawning techniques, knowledge of fries transfer technique, modern method of stocking, skills in pond fertilizer application, knowledge of de-weeding technique, desalting technique application, use of cropping system amongst others encourages youth participation in commercial fishery production. The findings collaborates Rafail (2008) who recommended the use of large, motorized, modern and efficient fishing boats for seagoing expeditions in Rivers.

CONCLUSION

Based on the findings of the study, it was concluded that vocational agricultural education could impact positively on youths when they participate in commercial agriculture in Rivers State.

RECOMMENDATIONS

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

1. Youths should be encouraged to participate more in commercial agriculture as their participation in commercial agriculture will drastically reduce mass unemployment s well as make them to be self-reliant.
2. Government through the relevant authorities should provide the youths with credit facilities in agriculture as this will boost their agricultural production.

REFERENCE

- Adedoyin, S. F. and Jibowo, A. A. (2005). Youth and children programmes in Nigeria. *In: Agricultural Extension in Nigeria*. AESON, 251. Available at <http://www.realifyofaid.org/roareport.php?tab=roa2006id=6> (Accessed 6th oct, 2020).
- Adegboye, M. A and P.A Eriolorunga (2006). Participation of youths in self-help efforts in Jos South Local government area of plateau state. *Proceeding of the 40th Annual Conference of Agricultural Society of Nigeria (ASN) held at National Root Crop Research Institute, Umudike Abia state, Nigeria. October 16-20, 2006* 275.
- Adekunle, O. A., Adefalu, L. Oladipo, F. O., & Adisa, R. (2010). Constraints to Youths' participation on agricultural farm produce. *Journal of Agricultural Extension. 13(1),102-108.*
- Adeosun, J. (2009). Make #200bn Agricultural loan accessible to youths, FG urged. URL <http://www.punching.com/atal.aspx?Theatric=Art200905070274064>.
- Agu, M.N. (2013). Need to empower Nigerian children and youths through information technology. *International Journal of Soft Computing and Engineering (IJSCE), vol.2. (6), pp. 61-64.*
- Akpabio, I. A. (2012). Youth employment and agricultural Development: the inextricable Siamese twins. 34th Inaugural lecture Series of the University of Uyo, Nigeria.
- Akpan, S. B., (2010). Encouraging Youth Involvement in Agricultural Production and Processing in Nigeria. Policy Note No. 29: International Food Policy Research Institute, Washington, D.C.

- Alawode, O. (2009) Challenges and prospects of involving Nigeria youths, in scientist Agriculture. [Http://www.businessdayonline.com/index.php?option=com-prospects-of-involving-nigeria-youth-scientists-in-agriculture/catid=94:Features/itemid=353](http://www.businessdayonline.com/index.php?option=com-prospects-of-involving-nigeria-youth-scientists-in-agriculture/catid=94:Features/itemid=353)
- Amalu, U. C. (2005) "Implementation of Agricultural Policies in Rural Areas of Nigeria", In Chikezie N.P., Omokore D.F., Akpoko J.G. and Chikaire J. (2012). "Factors Influencing Rural.
- Cajethan, U. U. & Benardine, I. O. (2015). Skills Required by Agricultural Education Students Of Colleges of Education for Employment in Computerized Office of Agribusiness Organization. *Journal of Education and Practice*. 6(29),84-91.
- Elchli. M (2009) Nigeria: Encouraging farming among youths This Day. URL <http://thisday.com/article> 24 August 2009.
- Eleke, A (2005) Broiler business and poverty reduction. Sun news paper, 24th April 2005. Federal Government of Nigeria (2001). National Youth Development Policy. Available at Government Area of Imo State, Nigeria." In *Greener Journal of Agricultural Sciences, Grassroots Development in Nigeria*", In *Sustainable Human Development Review: An* [http://www.thepresidencygoza/docs/policy/National youth-policy pdf](http://www.thepresidencygoza/docs/policy/National%20youth-policy.pdf) (Accessed on 1st March, 2013).
- Nigeria: Focus on Niger Delta States. Port Harcourt: Davidstone Publishers. *International Multidisciplinary Academic Research Journal*. Vol. 1, No. 1, Pp. 34-45. Involvement in Agricultural Production in Kwara State, Nigeria. *Journal of Agricultural Extension*. 13(1),102-108.
- Monsi, and P.D.S. Kinako (eds). Strategy for Sustainable Agricultural Development National Bureau of Statistics (NBS), Publication 2010. Retrieved from <http://www.nigerianstat.gov.ng/>. on the 5th of July, 2015.
- National Population Commission (2006). Publications. Retrieved from <http://www.qtsnigeria.com>. On the 5th of July, 2015.
- Nigeria Demographics Profile 2015. Extracted from http://www.indexmundi.com/nigeria/demographics_profile.html on the 5th of July, 2015. Nigeria." In *Journal of African Studies and Development*. Vol.4, No. 2, Pp. 51-59.
- Nigeria", In Ladele, A. A. (Ed) Proceedings of the 17th Annual Congress of the Nigerian Rural Sociological Association.
- Nwachukwu, I. (2008). Youth development for agriculture and rural transformation in Nigeria. Proceeding of the seventeenth annual congress of Nigeria rural sociological association, held at national root research crop research institute Umudike, Abia state, Nigeria. 19th-22nd August, 2008. P11-14.
- Oladrosu I and Akintonde J.O (2010). Awareness and participation of farmers in the National special programme for food security in orure local government area of Oyo State of Nigera. Proceedings of the 44th Annual conference of Agricultural Society of Nigeria. LAUTECH, 2010 pp 475-479.
- Osinem, E. C. (2007). Faces of Agricultural Education in Nigeria: Issues and Challenges. A Seminar Presented to the Department of Agricultural Education, College of Agricultural And Science Education, University of Agriculture Makurdi.
- Rafail, S.Z. (2008). Strategy for fisheries development in Rivers State. In N.O. Isirimah, A Rahaman, A. (2010). Participation Rural Youths in Fish Farming Activities. (Unpublished Masters Thesis). Department of Agricultural Extension. Bangladesh Agricultural University, Mymensingh.

- Sarris, A. H. (2004). "The Role of Agriculture in Economic Development and poverty reduction An empirical and conceptual Foundation." In *RuralDevelopment Department, World Bank*.
- Tanko, L and Opara, C. (2010). Measurement of the technical efficiency in maize production in Bosso Local Government Area of Niger State, Nigeria. *Proceedings of the 44th Annual Conference of Agricultural Society of Nigeria held at Tadoke Akintola University of Technology Ogbomoso, Oyo State Nigeria, pp.29-34*.
- Ugwu, D. S. and Kanu, O. (2012). "Effects of agricultural reforms on the agricultural sector in Ume S.I, Jiwuba, P.D and Ede, NO (2013) Technical efficiency of Enugu Urban broiler farmers in Enugu State of Nigeria. *Agro science of tropical agriculture, food, environment and extension, 2 (1) 37-42*. Faculty of agriculture University of Nigeria Nsukka.
- Ume, S. I. and Okoye, F. U. (2009). Child labour in rice production. A case study of Anambra Agricultural Zone of Anambra State, Nigeria. *Journal of Arts and Social Science Education, 1(1):233-239*.
- Umoh, M. (2006). *Handbook on Youth Organizations in Agricultural Education*. Abuja: Hil-Venture.
- Uya, O. E. (ed) *Grassroots Democracy in Nigeria*, Calabar: University of Calabar Vol. 2 No. 6, Pp. 259-268.
- Weor, U. D. & Akorga, M. T. (2016). Entrepreneurship Skill in Agriculture: A Strategy for Grassroots Youth Employment in Nigeria. *Katsina-Ala Multidisciplinary Journal. ISSN:2141-0992*
- World bank(2006).Getting agricultural going in Nigeria: Framework for a national growth strategy: report No. 34618-NCI.
- Yakubu, S.A (2009). "National Economic Empowerment Development Strategy (NEEDS) and Youth Adoption of Cassava Recommended Production Practices in Onu-Imo Local