

# V. INTERNATIONAL CAPPADOCIA SCIENTIFIC RESEARCH CONGRESS

November 5-7, 2023 / Cappadocia-Nevsehir

**EDITOR**  
**Prof. Dr. Halis BİLGİL**

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# CONGRESS ID

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# V. INTERNATIONAL CAPPADOCIA SCIENTIFIC RESEARCH CONGRESS

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# 05.11.2023, Sunday, Session-2, Hall-6

Ankara Time  
12<sup>30</sup> : 14<sup>30</sup>

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AUTHOR(S)	ORGANISATION	TOPIC TITLE
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Olufolake E. Adelakun Olamide Adekanola Surajudeen A. Omotosho	University of Ibadan	PERCEPTION OF RURAL YOUTHS TOWARDS VALUES UPHELD IN OSUN STATE NIGERIA
Jibrin, S. N. T. Kolawole-Jimoh Manta, I. B. Umaru, A. Adeyemi, G.	---	ATTITUDE OF UNDERGRADUATE STUDENTS OF SCHOOL OF AGRICULTURE TOWARDS AGRICULTURAL ACTIVITIES IN FEDERAL UNIVERSITY OF TECHNOLOGY MINNA, NIGER STATE, NIGERIA
Seitova Zhanat Adilbekovna Kadyrova Gulnur Makhsatkhankyzy	Kazakh AgroTechnical Research University	THE ORIGIN OF BIOTOPONYMS AND ITS IMPACT TO THE SCIENTIFIC BRANCHES
Malihe Jahani Sedighe Jahani	Islamic Azad University	A REVIEW OF THE IMPACT OF COBALT ON THE ENVIRONMENT
E. Ebru ONBAŞILAR Sakine YALÇIN	Ankara University	USAGE OF COFFEE HUSK AS A LITTER MATERIAL IN BROILER PRODUCTION
E. Ebru ONBAŞILAR Sakine YALÇIN	Ankara University	FOOT PAD DERMATITIS AS AN INDICATOR IN BROILER PRODUCTION
Sakine YALÇIN Suzan YALÇIN	Ankara University Selçuk University	EFFECTS OF DIETARY BETAINES ON MEAT QUALITY IN BROILERS



**ATTITUDE OF UNDERGRADUATE STUDENTS OF SCHOOL OF AGRICULTURE  
TOWARDS AGRICULTURAL ACTIVITIES IN FEDERAL UNIVERSITY OF  
TECHNOLOGY MINNA, NIGER STATE, NIGERIA**

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**ABTRACT**

Agriculture is the backbone of the Nigerian economy. The Agricultural sector is yearning for the replacement of aged farmers with youth that will be more ventures and adapt better farm practice. This study therefore examined the attitude of undergraduate student of Federal of Technology, Minna Niger state, Nigeria. A multi-stage sampling technique was used to select 133 students. Primary data were used for this study and data were collected using a questionnaire (google form) and analyzed using descriptive and inferential statistics. Results revealed that majority (57.14%) of the students were within the age range of 20-25 years, 55.63% were female while 81.04% were single. Distribution by parent occupation shows that 22.56% had farming as their primary occupation, 73.68% had their childhood in the city while 51.87% of the students had farming experience of between 1 – 5 years. The level of involvement of students shows that Poultry farming had the highest mean score of 2.51 and ranked 1<sup>st</sup>. The reason for student's participation in agricultural activities indicates that majority (96.24%) of students were involved farming because it ensures food security. More so, result of Probit model shows that age, parent occupation, marital status and years of farming experience affect students' attitude towards agriculture. Risk associated with agriculture was one of the major constraint's student faces. The study recommends that female gender should be encouraged and given full support to practice agriculture also, students on campus should be sensitization on the opportunities in agricultural sector.

**Keywords:** Attitude, Students, Agricultural activities and Federal University of Technology

**Introduction**

Agriculture is one of the most viable sectors particularly in terms of its employment potentials (World Bank, 2020). Majority of African farmers are old and still use crude implement in carrying out their farming activities thus young generation perceives farming as an occupation for the aged, illiterate and poor rural people (Njeru *et al.*, 2015). It is the foundation for the development of stable human communities, both in rural and urban communities. According to the census held in 2006 it was estimated that youth population is almost a hundred million. This means that they constitute more than two-third of the country's population of 140 million. Career choice in practical farming has a lot to do with the kind of skill and entrepreneurial knowledge acquired.



If Nigeria youth policy definition of all young persons of ages 18 to 35 years is used as benchmark, it implies that correct diagnosis that will bring about right motivation that will ensure aggressive and efficient involvement of youth in agricultural production will be a solution to food security in Nigeria. It is often argued that lecture based knowledge alone does not often make the expected impact on practical output and confidence of students that will ensure exploration of careers in agriculture. That is one of the reason the University body has instituted and incorporated the SIWES (Student Industrial Work Experience Scheme) programme in order for students to get acquainted to what has been taught into practical and be able to be dependent. Today, most youths that are unemployed put at 20.3 million with Nigeria generating about 4.5million new entrants into the labour market annually with 2.2 million primary school leavers not proceeding to secondary school, one million secondary school leavers not proceeding to the tertiary level and 300,000 graduates finding no placement anywhere for productivity, and yearly graduate turnover at over 600,000 (National Bureau of Statistic Abuja, 2012). Agriculture which is said to be the way out of our economic woes can contribute immensely to youth development and act as a means of future livelihood. Furthermore, farming serves as a tool for providing employment opportunities for graduates thereby alleviating poverty and youth delinquencies. It is therefore important to encourage agricultural graduate involvement in agricultural activities. More so, youth involvement and willingness in agricultural activities will not only create career opportunities for the youth but also increase food production and to a large extent reduce the gap between. The general objective of the study were to describe the socio-economic characteristics of the respondent; describe the reasons for students' participation in agricultural activities in the study area; examine the student's attitude towards agriculture during the five year of agricultural training in the study area and identify constraints to students' participation in agricultural activities in the study area;

## **MATERIALS AND METHODS**

### **The Study Area**

The study was carried out in Federal University of Technology, Minna, Niger State, Nigeria. The school was established in 1983 and has ten (10) faculties. Namely: School of Agriculture and Agricultural Technology (SAAT), School of Infrastructure, Process and Engineering Technology (SIPET), School of Entrepreneurship and Management Technology (SEMT), School of Environmental Technology (SET), School of Life Sciences (SLS), School of Physical Sciences (SPS), School of Information and Communication Technology (SICT), School of Technology Education (STE), School of Post Graduate Studies (SPGS).

### **Sample Techniques and Sample size**

The population for this study consist of all agricultural students (500 level) of the School of Agriculture and Agricultural Technology (SAAT) from various Departments namely; Department of Agricultural Economics and Farm management, Agricultural Extension and Rural development, Animal Production, Crop Production, Horticulture, Soil Science and Land Management, Food Science and Technology, Water Aquaculture and Fishery Technology. As a result of the student population, a stratified random sampling technique was used to stratify the population into sub-group (departments and student level of study) that is 500 level only. Thereafter, random sampling technique was employed in sampling. 4% of students were selected from each of the seven departments amounting to a total of one hundred and thirty-three (133) respondents.



### Method of Data Analysis

Objective I, II and IV were analyzed using descriptive statistics. A probit model was used to estimate the factors influencing students' attitude in the study area which is objective III  $Y = \text{Favourable attitude} = 1$ ;  $\text{Unfavorable attitude} = 0$   $X_1 = \text{Age (years)}$   $X_2 = \text{Sex (Male=1; Female=0)}$   $X_3 = \text{Parent annual income (₺)}$   $X_4 = \text{Marital status (Married=1, otherwise=0)}$   $X_5 = \text{Place of birth (Urban=1, Otherwise=0)}$   $X_6 = \text{Farming experience (Yes=1, otherwise=0)}$   $X_7 = \text{Years of farming experience}$   $b_1-b_7 = \text{regression coefficient}$   $e = \text{error term}$

## RESULTS AND DISCUSSION

### Socio-economic characteristics of the students

Table 1 shows that majority (57.14%) of the respondents were within the age range of 20 – 25 Years, 55.63% were female while 81.04% were single. Distribution by parent occupation shows that 22.56% had farming as their primary occupation, 73.68% had their childhood in the city while 51.87% of the students had farming experience of between 1 – 5 years. Result of the study is in line with the findings of Agumagu, *et al.* (2017) who reported that majority (59%) of the students had farming experience before gaining admission into the university.

**Table 1: Socio-economic characteristics of the students (n = 133)**

Variables	Frequency	Percentages
<b>Age (Years)</b>		
< 20	9	6.76
20 – 25	76	57.14
26 – 30	45	33.83
31 – 35	1	0.75
>35	2	1.51
<b>Sex</b>		
Male	59	44.36
Female	74	55.63
<b>Marital status</b>		
Single	108	81.20
Engaged	8	6.02
Married	18	13.53
<b>Parent occupation</b>		
Law	9	6.76
Teaching	7	5.26
Engineering	21	15.79
Farming	30	22.56
Medicine	18	13.53
Military	15	11.28
Accountant	7	5.26
Craftsman	2	1.50
Undecided	24	18.05
<b>Place of Residence</b>		
Rural	35	26.31
Urban	98	73.68
<b>Farming experience</b>		
1 – 5	69	51.87
6 – 10	20	15.04
11 – 15	7	5.26

Source: Field Survey, 2021



### Distribution of students according to their level of involvement

There result implies that certain profession such as livestock enjoyed a lot of involvement by the respondents which could be due to the short gestation and or level of financial outlay

**Table 2: Distribution of respondents according to their level of involvement**

Variable	Mean ( $\bar{x}$ )	Rank
Poultry farming	2.51	1 <sup>st</sup>
Cash crop farming	2.44	2 <sup>nd</sup>
Fish farming	2.30	3 <sup>rd</sup>
Snail farming	2.26	4 <sup>th</sup>
Arable crop production	2.17	5 <sup>th</sup>

Source: Field Survey, 2021

Table 3 Results indicates that majority (96.24%) of students were involved into farming because it ensures food security, provision of self-employment (94.74%) while some were involved for its ability to reduce poverty (89.47%).

**Table 3: Reasons for student's involvement in Agricultural activities**

Research items	Frequency	Percentage
<b>Food security</b>		
Yes	128	96.24
<b>Self – employment</b>		
Yes	126	94.74
<b>Credit acquisition opportunity</b>		
Yes	92	69.17
<b>Poverty reduction</b>		
Yes	119	89.47
<b>Absence of desirable job opportunity</b>		
Yes	99	74.43
<b>To create employment for other individuals</b>		
Yes	115	86.47
<b>Industrial training</b>		
Yes	94	70.68
<b>Family business</b>		
Yes	72	54.14

Source: Field survey, 2021

### Student's attitude during the five years of Agricultural training

I actually did not apply to study any agricultural course, i just found myself here was the statement that ranked 1<sup>st</sup> ( $\bar{x}$ =2.39) while “My attitude towards farming was negative when I resumed 100 level” ranked 2<sup>nd</sup> ( $\bar{x}$ =2.29). This implies that more students strongly agreed that their attitude towards agriculture was negative before their admission into 100 level. This implies that many respondents were not pleasantly disposed to agriculture before their admission to the university. The result is line with the findings of Okiror and Otabong (2015) who reported that students of agriculture in Universities are admitted by the Ministry of Education rather than by choice. Research item on “Student Industrial Work Experience Scheme (SIWES) programme made me to have positive attitude towards agriculture” had a mean score of 2.09 which is above the average mean score.

This implies that student's industrial work scheme (SIWES) positively influenced the attitude of students towards farming as a profession. This finding corroborates with the work of Abayomi (2008) who stated that practical training in agriculture will increase agricultural graduate employability on graduation.

**Table 4. Student's attitude during the five years of Agricultural training**

Research item	Mean ( $\bar{x}$ )	Rank	Decision
I actually did not apply to study any agricultural course i just found myself here	2.39	1 <sup>st</sup>	High
My attitude towards agriculture was negative when i resumed my 100 level	2.29	2 <sup>nd</sup>	High
SIWES programme changed my orientation and opened my eyes towards agriculture and grew my interest to practice it as a career	2.09	3 <sup>rd</sup>	High
I lost interest in agriculture because it is time consuming and requires so much attention	2.07	4 <sup>th</sup>	High
Inadequate knowledge turned me off from agriculture	2.03	5 <sup>th</sup>	High
I do not have a positive attitude towards agriculture	1.28	6 <sup>th</sup>	Low
If agriculture can be profitable and adequate entrepreneurial education is provided, it will interest me to practice	1.21	7 <sup>th</sup>	Low
My attitude towards agriculture still remains the same even after my years of study	1.19	8 <sup>th</sup>	Low

Source: Field survey, 2021

#### Factors influencing students' attitudes towards agricultural activities

Table 5 shows a probit model revealing that age, parent occupation, marital status and years of farming experience where the factors influencing students' attitude towards agricultural activities in the study area. Age was negative and significant at 1%; implying that the increase in age does not guarantee a positive attitude of the student, that is to say that the more the age the poorer their attitudes. Parent occupation was positive and significant at 1%; implying that parent occupation influences the attitude of the student positive due to their elite professions and level of education. Marital status is positive and significant at 10% implies that the more married the students are, the more proficient their attitude. Years of farming experience was significant positive and at 5%, this implies that increase in years of farming experience brings about increase in their attitudinal level. The result concurs with the findings of Fizer (2013) who reported that family, passion, salary, role model, gender and past experiences are some of the factors that affect the decision for career choice.



Table 5: Probit model estimating the factors influencing students' attitude of respondents

Variables	Coefficient	Standard error	t - value	P - value
Age	-0.054	0.016	-3.30	0.001***
Gender	-0.571	0.398	-1.43	0.151
Parent occupation	1.141	0.364	3.13	0.002***
Marital status	0.485	0.256	1.89	0.058*
Place of childhood resident	-0.055	0.049	-1.11	0.267
Farming experience	-0.012	0.210	-0.60	0.551
Years of farming experience	0.435	0.1969	2.21	0.027**
Constant	1.612	0.924	1.74	0.081*

Source: Field survey, 2021\* significant at 10%; \*\*significant at 5%; \*\*\*significant at 1%  
 $n = 133$  LR  $\chi^2(7) = 50.42$  Prob >  $\chi^2 = 0.0000$  Pseudo  $R^2 = 0.4015$  Log likelihood = -37.575

### Constraints to student's participation in Agricultural activities

Some of the constraints faced by the respondents in the study area are risk associated with farming and low access to credit. The result is in consonance with the findings of Agumagu, *et al.* (2017) who reported that continuous poor harvest, failures of risk and uncertainty, lack of respect for farmers in the society and poor return on investment were some of the challenges farmers face the study areas.

Table 6: Constraints to student's participation in Agricultural activities

Research items	Mean ( $\bar{x}$ )	Rank	Decision
Risk associated with farming	2.61	1 <sup>st</sup>	Severe
Low access to credit	2.59	2 <sup>nd</sup>	Severe
Drudgery associated with agricultural production	2.57	3 <sup>rd</sup>	Severe
Temptation towards more lucrative white-collar jobs	2.53	4 <sup>th</sup>	Severe
Low status ascribed to farmers	2.52	5 <sup>th</sup>	Severe
Inadequate infrastructures in farm areas	2.52	5 <sup>th</sup>	Severe
inadequate incentives from the government	2.47	7 <sup>th</sup>	Severe
Inadequate of awareness of the scope of opportunities in the agricultural sector	2.38	8 <sup>th</sup>	Severe
Low wages	2.31	9 <sup>th</sup>	Severe
Low access to land	2.25	10 <sup>th</sup>	Severe
Lack of management skills and ability	2.13	11 <sup>th</sup>	Severe
Boredom and social isolation	1.74	12 <sup>th</sup>	Not severe

Source: Field survey, 2021

### Conclusion

The study also discovered that most agricultural students in the study area who had negative attitude to farming until their admission into the university, now have positive attitude through training received from the University.

### Recommendation

❖ Government should provide incentives such as input supply, good market outlet and attractive price for agricultural produce in to encourage youth.

- ❖ Awareness of the scope of opportunities in agricultural sectors should be made to student while on campus in order to be align into various agricultural enterprises;
- ❖ Student who are currently into agriculture should be encouraged and honoured so that others will take interest and get involved in agriculture.

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