

**VIEWS OF UNDERGRADUATES ON THE INFLUENCE OF
FARM PRACTICAL TRAINING IN MOTIVATING
AGRICULTURAL STUDENTS FOR ENGAGEMENT IN
AGRICULTURAL OCCUPATIONS IN NIGERIA**

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Abstract: *The need to equip agricultural graduates with skills that could help them effectively engage in productive agricultural practices led to the introduction of Farm Practical Training into the curriculum of the University's Bachelor of Agriculture program the realization of which seemed uncertain. Thus, this study investigated the views of undergraduates on the influence of farm practical training in motivating agricultural students to engage in agricultural occupations in Nigeria Three research questions and one null hypothesis guided the study. The study was survey research on 500 level Bachelor of Agriculture undergraduates of Ladoke Akintola University of Technology, Ogbomosho, and University of Ilorin, Ilorin, Nigeria. Two hundred and thirty-three undergraduates were randomly selected for the study. Data was collected through a structured questionnaire. Mean and frequency were used to answer the research questions while one null hypothesis was tested with a t-test at 0.05 level of significance. Findings from the study showed that undergraduates have positive views about farm practical training and the knowledge acquired during the program could stimulate them into agricultural occupations. Also, no significant difference in the influence of farm practical training in motivating male and female undergraduates to engage in agricultural occupations. It was recommended that the farm practical training programme should be intensified and taken with utmost seriousness by the instructors and undergraduates, various farm operations and activities should be encouraged and job-oriented, adequate infrastructural facilities should be provided and farm practical training programme activities should not be gender biased.*

Key words: *farm practical training; motivation; engagement; agricultural occupation.*

Introduction

Agriculture has been known to be the only source of food or nutrition for the survival of human beings. Agriculture is the catalyst for economic growth and development in many developing countries including Nigeria (Allwell, 2018). Agriculture is the cultivation of crops and rearing of crops for man use. However, in this modern time, the concept of agriculture has gone beyond the act of growing crops and tendering animals to include myriads of other products and activities. Extension.com (2014) noted that Agriculture is both science, and art, as well as the occupation of growing crops, rearing livestock, and cultivating the soil with the processes involved from the first step of identifying the land for cultivation of crops or rearing animals to all other processes involved until the produce gets to the table as food or the body as cloths or any other purposes. Agriculture according to National Geographic (2019) is both the art and science of tilling the soil, growing crops, and rearing livestock, and the preparation of those products obtained from plants and animals for human use and their distribution to markets. Thus, agriculture includes all the processing, financing, marketing, and distribution of agricultural products; farm production supply and service industries; the use and conservation of land and water resources; health, nutrition, and food consumption; development and maintenance of recreational resources; and related economic, sociological, political, environmental, and cultural characteristics of the food and fiber system.

Agriculture has been of great importance to Nigeria's economy from the pre-colonial era till today (Omorogiuwa, Zivkovic & Ademoh, 2014). Agricultural practices were the main activity of Nigerians, employing about 70 percent of the total population before the oil boom. Then, agriculture was the major source of export for the countries as the nation was a major supplier of many farm products like oil palm, groundnut, cotton, coffee, cocoa, and other produce to the world market (Adesina, 2012). During that era, agriculture was the major occupation of both old and young in most Nigerian traditional societies. However, with the advent of formal education and white-collar jobs, many youths were lured away from farming. This was further compounded by the discovery of the oil and oil boom era. White collar or government jobs predominate, and agile youths both educated and non-educated seek employment in other sectors of the economy other than farming. With the exit of the oil boom era and the nation's entry into a period of recession as well as its attendant youth unemployment, the importance of agriculture as a means of reviving the economy is now brought to the

fore.

The government's realization of the enormous importance of agriculture to individual and national development as demonstrated in the colonial and early post-independence period made it to be included as part and parcel of the Nigerian formal educational curriculum. Agriculture was made a major subject or course of study from primary to tertiary education. The major reason was to inculcate in the youths the appreciation of the dignity of labour as well as to encourage scientific inquiry in the field of agriculture, to increase food production as well as create job opportunities for the teeming youth population. Thus, agriculture has been studied in the Nigerian education system from the primary level since the pre-colonial era (Ekpeyong, 2015) to the university level since independence.

At the university level, agriculture was formally studied as a four-year course. Students are taught both the theories and practicals of agriculture and they are awarded the Bachelor of Science (B.Sc.) degree after completion (Ayanda, Yusuf & Salawu, 2013). Despite this, learners only offered agriculture as a course of study without really having the mind to engage in productive agriculture. Even, those who major in different areas of agriculture at the tertiary levels are offered it to be employed as officers in any government or private agricultural establishments (Zakaria, Adam & Abujaja, 2013). Then, due to the incidence of the oil boom and the availability of job opportunities in the countries, most graduates easily find jobs in other sectors of the economy other than agriculture. However, as the era of the oil boom expired with more unemployed graduates in the country, also, most Agriculture graduates found it difficult to get employment in the formal sector of the economy; the government then saw the need to diversify the country's major exports by returning the nation to the days where agricultural exports took a major part of the total export. Therefore, to address these issues and encourage youths especially those who studied agriculture to embark on farming, the Bachelor of Science in Agriculture curriculum was revised to make the programme more practical-oriented. In a bid to produce graduates of agriculture who will have the requisite knowledge, skills, and practical experience to practice the profession upon graduation, the National University Commission, in 1981, restructured the curriculum of agriculture at the undergraduate level by introducing an internship programme, otherwise known as Farm Practical Training (FPT). FPT is a programme designed for undergraduates of agriculture otherwise known as interns to be posted to farms or agriculture-related industries for the period of six months and later extended to 12 calendar months. This is for them to gain knowledge and practical skill through observation and practice, during which University supervisors would visit to evaluate them (Federal University

of Agriculture, Abeokuta [UNAAB], 2011). The document stated further that the new curriculum makes Farm Practical Training mandatory for agriculture undergraduates in the fourth year of the five-year degree programme leading to the award of a Bachelor of Agriculture Degree (B. Agric.) instead of the formal Bachelor of Science (B.Sc.) in Agriculture Degree. Thus, one additional academic session was added to the Bachelor of Science in Agriculture Degree programme to allow for dedicated practical training to improve the competence of the undergraduates.

The Farm Practical Training programme was founded on the philosophy that the training exercise will enable the trainee to learn by doing in the process of undertaking farming activities on both the crops and livestock section of the university farm. The initial design was that trainees would be posted to agricultural establishments outside the university but difficulties in securing places for all the students led to a rethink that engaging trainees on the University farms would be more productive rather than allowing them to roam about towns in search of potential places for attachment thereby losing time (UNAAB, 2011). The FPT aims to expose the students to work methods, tools, techniques, and practices that cannot be learned theoretically; to enable trainees to have direct contact with local farmers to obtain firsthand information on farming conditions and problems, as well as acquire knowledge that will enhance their smooth transition from school to the reality of life after school. It is also to complement classroom teaching with practical learning; improve the technical know-how of the nation's university graduates of agriculture and enhance youth retention in agriculture. The focus of the programme is to widen students' scope of knowledge to practical and mechanized agriculture as well as to enable students to pursue their chosen career/discipline in agriculture with courage, competency, and determination (Ayanda, Yusuf & Salawu, 2013; UNAAB, 2011; Oloruntoba, 2008;). If properly implemented by the faculties of agriculture, the farm year programme or FPT in Nigeria universities could go a long way in achieving sustainable agricultural development.

In addition to the above objectives which the programme is expected to achieve, the likely benefits of farm practical training to the Universities, graduates and the nation at large according to Oloruntoba (2008) are: FPT gives the university a unique opportunity to expose agricultural undergraduate to all aspects of the agricultural production process in crop production like tilling of land, sowing of seeds, weeding, and application of fertilizer, insecticide and herbicide, harvesting of this crops and processing of some of the harvested crops. FPT also enabled students to acquire skills in the aspect of animal production like; animal health, feed formulation, and animal processing among others. Farm

practical training assists students to become problem-solvers and to obtain hands-on experience within their profession before graduation. Other benefits derivable from FPT according to Okpara (2016), include helping undergraduates to prepare for agricultural occupation by acquiring knowledge and practical skills in agriculture; providing supervised occupational experience to undergraduates in agricultural productivity; assisting in generating income where circumstances demand that undergraduates market agricultural products; exposing undergraduates to the use of records and reports as used in agriculture enterprises; and providing students with practical experience in developing agricultural skills by giving the undergraduates opportunities to carry out demonstration plots and conduct agricultural experiment among others. FPT could make students of Agriculture acquire skills that will make them self-reliant and relevant to themselves and society. Hence, it builds in them the courage to embark on an Agricultural enterprise. Farm Practical programme addresses the shortcomings in the curriculum of agricultural undergraduates enabling them to acquire knowledge and practical skills needed to become proficient in agriculture.

Going by these benefits, it is expected that students would want to embark on farming or agricultural enterprise after graduation after going through the FPT. However, the present scenario in the nation where only 27.90% (Index Mundi, 2019) of Nigerians are employed in agriculture despite the vast agricultural resources that the nation is endowed with calls for concern to look into the effectiveness of farm practical training in realizing all the above benefits. Farm practical training was introduced to enable agricultural graduates to acquire skills that would enable them to transition smoothly from school to agricultural occupations (Oloruntoba, 2008). The government's objective of introducing FPT into University's agricultural programme according to Koyenikan and Anozie (2018) is to increase the availability of competent and committed human resources (graduates), especially in agriculture, to contribute to their quota achieving sustainable agricultural development for the nation. However, the prevailing youth apathy towards agriculture where most agricultural graduates prefer to be doing other menial jobs like sales representatives (Zakaria, Adam, & Abujaja, 2013) for non-agricultural related companies and being paid peanuts left one to wonder if the experiences that students gained during the farm practical training did not even stimulate or motivate them to pick interest in any field of agriculture. Hence, the need for this study to examine the impact of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation.

Motivation is an internal or external driving force that spurs someone into an action. Johannsen (2018) explained motivation as the effort, the

drive, desire, and energy a person uses to activate and maintain goal-driven behavior. Motivation could be intrinsic or extrinsic. It is expected that the series of activities that agricultural undergraduates are exposed to or participate in during the farm practical training year should be enough to generate a motivational force or passion that will propel them to engage in agricultural occupations after graduation. But the stark reality is that youths are more averse to taking up jobs in the agricultural sector than before despite the prevailing unemployment in the nation. Agricultural occupations are those series of jobs or work that anyone could engage in the agricultural sector. Among the agricultural occupations that prospective graduates can engage in include: production of various crops, fishery, poultry, piggery, arbitrary, snailery, apiculture, distribution of farm produce, Agro-allied industries like agricultural processing, supplies of farm input, operating a feed mill, lumbering, Agricultural consultant, Farm manager, Fish farm manager, Plant breeder/geneticist, Soil scientist, Animal nutritionist, Lumbering occupation, Poultry farmer, Swine farmer, horticulturist, agricultural journalist and host of others (Georgia Agricultural Education, 2015; ngcareers, 2019; Williams, 2019)

Despite these diverse opportunities in the agricultural sector which most agricultural graduates are aware of they still shun the sector like a plague thereby making one wonder if the FPT experience has no impact in motivating them into any of these agricultural occupations.

Thus, this study examined the influence of farm practical training in motivating agricultural undergraduates to effectively engage in agricultural occupation. The specific research questions that the study answered were:

- a. What are the conceptions of agricultural undergraduates about farm practical training?
- b. What is the realization that Agricultural Undergraduates get from Farm practical training that could make them engage in agricultural occupations after graduation?
- c. In what areas of agricultural occupations did the knowledge and skills acquired during Farm practical training stimulate undergraduates to effectively engage after school?
- d. What is the difference in the perception of male and female agricultural undergraduates on the impact of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation?

Hypothesis:

there is no significant difference in the perception of male and female agricultural undergraduates on the impact of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation

Methods

The study adopted a survey research design. Halupa (2022) defined survey research as one which studied group of people or items by collecting and analyzing data from only a few representatives of the entire group. The design was considered appropriate for this study because the work intended to collect data from a representative sample of agriculture undergraduates to describe the entire population in determining the influence of Farm Practical Experience in motivating Agricultural Undergraduates to engage in agricultural occupations. The study was undertaken in two Universities that have a Faculty of Agriculture namely: the University of Ilorin, Kwara State, and Ladoko Akintola University of Technology Ogbomosho (LAUTECH), Oyo State, Nigeria. The population for the study comprised of all agriculture undergraduates in the Faculty of Agriculture at University of Ilorin and LAUTECH, Ogbomoso, Oyo state, Nigeria. The target respondents for this study were all 500-level agricultural undergraduates who had completed their farm practical training. Thirty percent of students from each department of the faculty of agriculture in both institutions were selected for the study. A simple random sampling technique was used to select respondents among the undergraduates in proportion to the population of students in each Department in the Faculty of Agriculture. A total number of 233 undergraduates were involved in the study.

A researcher-designed questionnaire was used for data collection. The questionnaire had two sections; section (1) and section (2) respectively. Section (1) contained the socio-economic characteristics of the respondents while section (2) contained statements on the research questions. The response option for items in section 2 is a 4-point Likert-type scale which was: SA - Strongly Agree, A – Agree, D – Disagree, SD - Strongly Disagree. The instrument was face-validated by experts in agricultural education. The researcher sought the permission of the appropriate authority and the consent of the respondents before conducting the survey.

The questionnaires were administered personally by the researcher to the respondents and the retrieval of the questionnaire was made by the researcher immediately. The data analysis was done using descriptive and inferential statistics. The demographic and research questions were answered using descriptive statistics of percentage and the research hypothesis formulated for this study was subjected to the independent t-test statistics and tested at 0.05 level of significance using Statistical Package for Social-Science (SPSS 23.0). Any mean value that is greater or equal to 2.50 is taken to be positive response while mean value less than 2.50 is taken to be negative response. Also, the null hypothesis was rejected when the probability value is less than 0.05 alpha level implying there is no significant difference in the tested variables.

Results**Demographic Characteristics of Respondents****Table 1***Distribution of the Respondents by Age, Gender, Department and Level*

Variables	LAUTECH		UNILORIN	
	Frequenc y	Percentage s (%)	Frequenc y	Percentage s (%)
Age				
18 – 21 years	17	14.5	38	33.0
22 – 25 years	64	54.2	63	58.8
Above 25 years old	37	31.4	14	12.2
Total	118	100.0	115	100.0
Gender				
Male	54	45.8	59	51.3
Female	64	54.2	56	48.7
Total	118	100.0	115	100.0
Department				
AGY	35	29.7	21	18.2
CPT	7	5.9	15	13.0
ANP	25	21.2	29	25.2
AEF	45	38.1	33	28.7
AXR	6	5.1	17	14.9
Total	118	100.0	115	100.0
Level				
500 Level	118	100.0	115	100.0

The demographic information of respondents on Table 1 showed that 118 agriculture undergraduates were sampled from Ladoke Akintola University of technology, Ogbomoosho while 115 were sampled from University of Ilorin. Out of the 118 from LAUTECH 35, 7, 2, 5, 45 and 6 students, were from the Departments of Agronomy, Crop protection, Animal production, Agricultural Economics and Agricultural Extension respectively. From the same university, 17, 64 and 37 were within the ages of 18-21, 22-25, and above 25 years respectively; while 54 were male 64 were female.

With respect to University of Ilorin, 21, 15, 29, 33, and 17 students were

from the Departments of Agronomy, Crop Protection, Animal Production, and Agricultural Economics and Agricultural extension respectively. Where 59 were male 56 were female. With regards to their ages 38 of them were between 18-21 years, 63 were between 22-25 years while 14 were above 25 years of age.

Answering of Research Questions

What are the conceptions of agricultural undergraduates about farm practical training?

Table 2

Mean Values of the Responses of Agricultural Undergraduates on their Conceptions about FPT

S/N	Conceptions of Undergraduates' about FPT Programme	Mean
1.	FPT makes me to be comparable with engineering students that also does SIWES, so I like it	2.95
2.	The FPT helps me to appreciate the work of farmers	2.74
3.	FPT is good as it teaches team spirit and sense of collaboration	2.98
4.	The sufferings and labour during FPT does not worth it	2.27
5.	FPT is labour intensive and a means of using student as farm labour	1.69
6.	It is just an ordinary school activity that contributes nothing to my future	2.25
7.	FPT experience make agriculture to be more practical	2.81
8.	It exposes student to modern agricultural practices thereby changing my negative notions about farming	3.30
9.	Training during the FPT could make agricultural graduates to be self-employed if they wish	2.99
10.	FPT imparts skills in animal, crop, marketing, extension and all other aspects of agriculture that are required in the work places or for self-employment	2.64
	Average Mean Score	2.66

Data on Table 2 presents the conceptions of agriculture undergraduates about the farm practical training. The undergraduates holds that it exposes student to modern agricultural practices thereby changing their negative notions about farming ($\bar{x}=3.30$), They believe that training during the FPT could make agricultural graduates to be self-employed if

they wish (2.99), that FPT is good because it teaches team spirit and sense of collaboration (2.98) and it makes agricultural undergraduates to be comparable with their engineering counterparts (2.95). Also, the undergraduates hold that FPT experience make agriculture to be more practical (2.81) and it help them to appreciate the work of farmers (2.74). Agricultural undergraduates believe that FPT imparts skills in animal, crop, marketing, extension as well as other aspects of agriculture that are required in the work places or for self-employment (2.64). However, all the negative conceptions on the table were strongly disagreed with by the undergraduates which implies that FPT is not labour intensive and not a means of using student as farm labour (1.69), it is not just an ordinary school activity that contributes nothing to students' future and that the sufferings and labour during FPT worth it. Thus, it could be inferred that undergraduates' agricultural students have good and positive conceptions about Farm Practical Training.

What are the realization that Agricultural Undergraduates get from Farm practical training which could make them engage in agricultural occupations after graduation?

Table 3

Mean Values of the Responses of Agricultural Undergraduates on Realization from FPT which could make Agricultural students Engage in Agricultural Occupations after Graduation

S/N	Realization that Agricultural Undergraduates get which could make them engage in agricultural Occupations after Graduation	Mean
1.	Agriculture can bring better income than some paid jobs	2.93
2.	Some aspect of agriculture can easily be started by unemployed graduate	2.42
3.	Some can easily be self-employed with agriculture	2.81
4.	To get land for land for agricultural practices is not that difficult in Nigeria	2.54
5.	Venturing into agricultural jobs will require strong determination	2.81
6.	All aspect of agriculture can easily be established	2.22
7.	Market price of agricultural produce is always favourable to farmers	2.31
8.	With acquisition of needed skills during FPT success in agricultural ventures is sure	2.68
	Grand Mean	2.51

Data on Table 3 shows the realization that undergraduates get during Farm practical training that could motivate them to engage in agricultural occupation. The responses showed that agricultural undergraduate agreed with 6 out of 8 items on the table showing that farm practical training had brought them to those realizations. However, they disagreed with 2 of the items as the realizations that they got from FPT. Through their involvement in farm practical training undergraduates are able to realize that Agriculture can bring better income than some paid jobs; someone can easily be self-employed with agriculture and that venturing into agricultural jobs will require strong determination. They also realized that to obtain land for agricultural practices is not that difficult in Nigeria and that with the acquisition of needed skills during FPT, success in agricultural ventures is sure. All these realizations serve as motivator for them. While, other realization that agriculture cannot easily be started by unemployed graduate; market price of agricultural produce is not always favourable to farmers and that not all aspect of agriculture can easily be established dampen their spirit.

In what areas of agricultural occupations did the knowledge and skills acquired during Farm practical training stimulates undergraduates to effectively engage after school?

Table 4

Analysis of areas of agricultural occupations that knowledge and skills acquired during farm practical training stimulates undergraduates to effectively engage after school

S/N	Areas of Agricultural Occupations that the Knowledge and Skills Acquired during Farm Practical Training Stimulates Undergraduates to Engage after School	Mean
1	FPT programme stimulate me to change my mind on the job I had always aspire before the training and engage in any aspect of farming	2.42
2	FPT enables me to develop interest in crop production	2.48
3	The skills acquired during FPT stimulates me to like poultry farming	2.63
4	The skills acquired during FPT motivates me to pick interest in dairy farming	2.60
5	The skills acquired during FPT make me to like farm machine hiring services	2.43
6	The skills acquired during FPT make marketing of agricultural produce appeal to me	2.67

Average Mean Score	2.54
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Table 4 shows the areas of agricultural occupations where the knowledge and skills acquired during farm practical training motivates undergraduates to engage after school. The major areas of agricultural occupation which FPT motivates undergraduates to be engaged after graduation were poultry farming, dairy farming and agricultural marketing with the mean value of 2.63, 2.60 and 2.67 respectively. However, undergraduates were not favorably disposed to engage in crop production and farm machine hiring services while it did not even change the former career aspirations of some. This is shown by the mean value of 2.48, 2.43 and 2.42 respectively.

What is the difference in the perception of male and female agricultural undergraduates on the influence of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation?

This research question is answered with the research hypothesis as follows

Hypothesis: Ho₁: *there is no significant difference in the responses of male and female agricultural undergraduates on the Influence of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation.*

Table 6

t-test Analysis of Influence of Farm Practical Training in Motivating Agricultural Undergraduates for Effective Engagement in Agricultural Occupation

Gender	No	Mean	Std.	Df	Cal.t-Value	Sig. (2-tailed)	Decision
Male	103	17.07	5.23	198	0.95	0.34	Ho₁ Not Rejected
Female	97	17.79	5.59				

$\rho > 0.05$

Table 5 presents the test of hypothesis on the difference in male and female agricultural undergraduates’ response on the influence of farm practical training in motivating agricultural undergraduates for effective engagement in agricultural occupation. As shown on Table , male students had mean score of 17.07 with standard deviation 5.23, while female students had mean score of 17.79 with standard deviation of 5.59, the calculated t-value was 0.95 while its probability value is 0.34 with the df of 221 at alpha level of 0.05. Since the probability value (0.34) was greater than 0.05 alpha level ($\rho > 0.05$), the null hypothesis was therefore not rejected. This means that there was no significant

difference in the response of male and female agriculture undergraduates' on the influence of farm practical training in motivating agricultural undergraduates for engagement in agricultural occupation.

Discussions

Findings from the study shows that undergraduates' agricultural students have good and positive notion about Farm Practical Training. This could be as a result of being enlightened by series of activities that they have been exposed to during the programme which they have realize is towards their own development. This is noted by Oloruntoba (2008) that Farm Practical Training assist students to obtain hands-on experience within their profession before graduation. This agrees with the findings of Mohd et al.(2009) as reported by Oladele, Subair and Thobega (2011) that, engineering students in Malaysia perceived Industrial Training Placement as beneficial effect and has improved their 'personal attitude significantly in the aspect of 'communication and 'work attitude. This implies that farm practical training helps students to have a better orientation and conception about agriculture

The study also reveals the realizations that agricultural students come to as a result of participating in FPT. Through their involvement in farm practical training undergraduates realize that Agriculture can bring better income than some paid jobs; someone can easily be self-employed with agriculture and that venturing into agricultural jobs will require strong determination. They also realized that to obtain land for agricultural practices is not that difficult in Nigeria and that with the acquisition of needed skills during FPT, success in agricultural ventures is sure. All these realizations serve as motivational factors for embarking on agricultural occupations after graduation. The study also found that coming to this knowledge could help undergraduates to easily fall back to agricultural occupation if he/she is faced with the hard reality of unemployment in the society. This is in accordance with the submission of Oloruntoba (2008) who remarked that FPT helps students to obtain firsthand information on farming conditions and help undergraduates to acquire knowledge that will assist in their smooth transition from school to life after school.

The study further reveals the areas of agriculture where the knowledge and skills acquired during farm practical training motivates undergraduates to engage in after school. These include poultry farming, Dairy farming and marketing of agricultural produce. In actuality, these are the areas of agriculture which provides daily supply of income once it is well established unlike crop production which is most times seasonal. In addition, the price for poultry or dairy products is fairly stable compared to the prices of crop produce which is poorly priced during the harvesting period. Moreover, crop production seems to be more labour intensive while equipment hiring is more expensive to

establish than animal farming. This is also similar to the findings of Zakaria, Adam and Abujaja (2013) who discovered that the areas of agriculture that have a high preference for self-employment are poultry and livestock enterprise as well as agro-processing and marketing. Thus, confirming that prospective agricultural graduates would like to venture into the area of livestock-poultry farming and marketing rather than engage in crop farming.

Finally, the study discovered that there was no significant difference in the views of male and female undergraduates on the influence of farm practical training in motivating them to embark on agricultural occupations after graduation. This could be a result of the fact that both male and female students were exposed to the same farming conditions during the farm practical training session. Faralu (2011) also found that in Kastina State, male and female youths had positive attitude toward career in agriculture. Thus, there is no difference in the way male and female students see FPT as well as the aspect of agriculture they would embark on due to the awareness they obtained from the programme.

Conclusion

Farm practical training is a special programme introduced by the faculties of agriculture in the universities to instill practical skills in agriculture in undergraduates as well as prepare them to take up agricultural occupations after training. This study has tried to find out the conceptions of undergraduates about Farm practical training, the realizations that it brought to them as well as the agricultural occupations that farm practical training has motivated undergraduates to wish to embark on after graduation. Thus, in light of the findings, it can be conclude that undergraduate hold a good conception of the farm practical training exercise and they have come to the realizations that agriculture is a worthwhile venture that could be embarked upon after graduation, while the areas of agriculture that interests them most are poultry farming, dairy farming and marketing of agricultural produce. Thus, the knowledge and skills acquired during FPT could influence agricultural undergraduates to engage in some more lucrative aspect of agriculture.

Based on the findings from the study it is hereby recommended that undergraduates should be more enlightened about the benefits of FPT to help them appreciate all areas of agriculture while more lucrative opportunities in the field of agriculture should be introduced to undergraduates to motivate them into other areas of agricultural occupations.

FPT programmes should be more practical with the use of modern machines to eradicate any notion of the laborious nature of agriculture that the undergraduates could form which probably discourage them from crop farming. As much as possible there should be no disparity in

the activity given to males and females undergraduates during FPT.

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