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# Exploring the Nexus of Agripreneurial Mindset, Education, and Passion in Nigerian Agricultural Science Students

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**Abstract:** Addressing the food crises, stagflation, and criminality in Nigeria lies in adopting an agripreneurial mindset within the agribusiness sector, especially among unemployed tertiary institution graduates. This research assessed the agripreneurial mindset, education, and passion of final-year undergraduates in various agricultural disciplines, analyzed association between agripreneurial education, passion, and mindset, examined effects of education and passion on mindset, and described barriers to agripreneurial mindset. Data collected using structured questionnaire from 155 final-year students of Faculties of Agriculture at Lagos State University, Yaba College of Technology, Federal University of Agriculture, Abeokuta, and Federal Polytechnic, Ilaro, were analyzed with descriptive statistics, Pearson correlation, and multiple regression analyses. Respondents strongly preferred self-employment in the agriculture and food industry, with concerns about rural living. Respondents exhibited strong positive attitude towards agripreneurial education, with consensus on its benefits for business start-ups, strategic thinking, and social networking. They displayed high level of agripreneurial passion, reflected in affinity for hands-on agriculture, confidence in potential success, and proactive planning. Correlation analysis revealed significant weak positive correlations between agripreneurial mindset and education ( $r = 0.361$ ,  $p < 0.01$ ), mindset and passion ( $r = 0.306$ ,  $p < 0.01$ ), and education and passion ( $r = 0.243$ ,  $p < 0.01$ ). Multiple regression analysis indicated that education and passion significantly predicted agripreneurial mindset, with education having a stronger effect. The primary barriers were limited practical training and start-up capital. The research recommends enhancing rural infrastructure, integrating practical learning in curricula, establishing financial support mechanisms, and promoting agripreneurial passion through workshops, seminars, and networking events.

**Keywords:** Agribusiness, Agripreneurship, Agripreneurial Education, Agripreneurial Mindset, Agripreneurial Passion.

## INTRODUCTION

The nation of Nigeria, has in the past three decades been plunged into an unrelenting rise in unemployment, especially among the youths, and unabating inflation. Grappling under the adverse consequences of stagflation, the nation has to deal with multifaceted problems of food insecurity, terrorism, banditry, and rising crime rates, especially cybercrime and ritual cult killings perpetuated by unemployed tertiary institution graduates. A solution to increased criminality among youth lies in entrepreneurship endeavours within the agribusiness sector.

Olowofeso (2021) and Acs (2006) described entrepreneurship as opportunity-seeking that revolves around the realisation of opportunities in combination with the decision to

commercialize them by starting a new firm. In an effort by the government to address youth, especially graduate unemployment, entrepreneurial education was added to the core curriculum of tertiary institutions in Nigeria in 2007 (Ramoni, 2016). Entrepreneurship education for undergraduates is designed to provide meaningful education with creative and innovative skills necessary for identifying new business opportunities, which could make the graduates self-reliant and equipped with creative and innovative skills necessary for identifying new business opportunities (Odoemelam & Maduka, 2017).

Agripreneurship also called agro-entrepreneurship, and agricultural entrepreneurship, is entrepreneurship in agriculture-related businesses. Agripreneurship is the practice of applying entrepreneurial principles and business techniques in the agricultural sector, which involves identifying and

creating opportunities within the agricultural industry, developing innovative farming methods, and implementing new technologies to improve productivity, efficiency, and profitability (Umeh et al. 2020).

Agriprenuerial education is the formal training targeted at undergraduates and graduates in a wide range of agri-based activities, including crop production, livestock farming, aquaculture, horticulture, food processing, agroforestry, agricultural technology, and agribusiness management, to combine their knowledge of agriculture with business acumen to create and manage successful agricultural enterprises or introduce innovative products or services within the agricultural value chain. The creation of Agricultural Science faculties in tertiary institutions in Nigeria was aimed at developing human capital in agriculture; arming Nigerian youth with the passion and multiple skills to later practice, become independent and eventually job creators (Yusuf et al., 2021).

Obasoro (2015) observed that some of the undergraduates show indifferent attitudes towards agricultural discipline and many are ready to shift away from the profession to more perceivably lucrative jobs after graduation, thus negating the policy objective of the National Policy on Education (2014) on agricultural education, which is to stimulate student's interest in agriculture. The effectiveness of agriprenuerial education is dependent on the student or trainee developing an agriprenuerial mindset. An agriprenuerial mindset refers to a particular set of attitudes, characteristics, and thinking that are beneficial for individuals involved in agricultural entrepreneurship. It is a combination of entrepreneurial and agricultural knowledge, skills, and traits that contribute to the success of agricultural businesses.

This study specifically:

- i. assessed the agriprenuerial mindset of undergraduate students of agricultural disciplines;
- ii. assessed agriprenuerial passion;
- iii. analyzed the degree of the association between agriprenuerial education, agriprenuerial passion and agriprenuerial mindset of the respondents;
- iv. examined the effects of agriprenuerial education and agriprenuerial passion on agriprenuerial mindset;
- v. described the barriers to agriprenuerial mindset among respondents.

By addressing these key areas, this research aims to provide insights into how agriprenuerial education can be enhanced to better equip Nigerian youth for successful careers in agribusiness, ultimately contributing to economic development and reducing unemployment.

## METHODOLOGY

### Study area

The study was conducted in the two States in western Nigeria, Lagos and Ogun States. A public polytechnic and university were selected from each of the States; Lagos State University (LASU) and Yaba College of Technology (YABATECH) were selected in Lagos State, while the Federal University of Agriculture Abeokuta (FUNAAB) and Federal Polytechnic,

Ilaro (FEDPOLY Ilaro), were selected in Ogun State. Sampling and Sampling Technique

A multi-stage sampling procedure was used in selecting the 155 respondents for this research. The first stage was the purposive selection of two tertiary institutions each in Lagos and Ogun States, in such a way that two institutions were universities (degree awarding) and two polytechnics (Higher national diploma awarding). The institutions were Lagos State University (LASU) and Yaba College of Technology (YABATECH) in Lagos State; Federal University of Agriculture Abeokuta (FUNNAB) and Federal Polytechnic Ilaro (FEDPOLY Ilaro) in Ogun State. The second stage was the enlistment in the sample frame, all the students in the 500 level in the selected universities and HND 2 in the selected polytechnics, across all disciplines in the Schools or Faculties of Agriculture. The sample size of 155 respondents was calculated for each institution from the sample frame using Yemane's (1967) formula granting a 5% allowance. Stage 3 was the random selection of 50 respondents from FUNNAB, 38 respondents from LASU, 42 respondents from YABATECH and 25 respondents from FEDPOLY Ilaro.

### Research instrument

A structured questionnaire was used to elicit from the respondents, their demographic data and data on the independent variable, agriprenuerial mindset of the respondents i.e., the degree to which an individual is likely to be self-employed in agriculture/agribusiness was collected on a construct of five items adapted from the work of Tkachev and Kolvereid (1999) and Wan (2005). The questions were rated on a Likert-type scale with five possible responses for 1- strongly disagree, 2- disagree, 3- undecided, 4- agree, and 5- strongly agree. Data on the independent variables, agriprenuerial education and agriprenuerial passion were measured using a Five-point Likert Scale (1=Strongly Agree to 5= Strongly Disagree) of thirteen (13) items adapted from Autio et al., (2001). The respondents were asked to express their level of agreeableness to the thirteen items.

### Analytical technique

Descriptive statistics of frequency, percentage and mean were used to describe the socioeconomic characteristics of the respondents. The Pearson correlation analysis technique was used to test the strength of the association between the dependent variable and the independent variables. To check the determinants of the agriprenuerial mindset of the respondents, multiple regression was used. The multiple regression model is specified:

$$AM = \beta_0 + \beta_1 AE + \beta_2 AP + \epsilon$$

Where:

AM (Agriprenuerial Mindset) is the dependent variable expressed as mean of the factors of agriprenuerial mindset obtained with Likert 5 point scale

$\beta_0$  is the intercept (constant)

$\beta_1$  is the coefficient for Agriprenuerial Education (AE) expressed as mean of the factors of agriprenuerial education obtained with Likert 5 point scale

$\beta_2$  is the coefficient for Agriprenuerial Passion (AP) expressed as mean of the factors of agriprenuerial passion obtained with Likert 5 point scale

$\epsilon$  is the error term

**RESULTS AND DISCUSSIONS**

**Reliability of research instrument**

The Cronbach alpha values in the construct were 0.86 for the 6 items on agriprenuerial mindset and 0.84 for the 13 items on agricultural education. This showed a "very good" internal consistency of the items in the construct. The Cronbach's alpha variables of the variables of research are displayed in Table 1. The result showed excellent reliability of the statistics.

**Table 1: Reliability statistics of variables**

Variables	Cronbach's Alpha	Number of Items	
Dependent Variable	Agriprenuerial mindset	0.86	6
Independent Variables	Agriprenueurship education	0.84	13
	Agriprenuerial passion	0.86	7

**Socioeconomic characteristics**

The socioeconomic characteristics of respondents displayed in Table 2 show that 46.5% of the respondents were male and 53.5% were female. However, these statistics do not serve as valid reasons to conclude that the admission of students to read agriculture courses is lopsided because the study only included students in their penultimate year of study. The mean age of the respondents was 24.9 years, showing that they are youths in line with the African Youth Charter, which defines youth as individuals between 15 and 35 years old (African Union, 2007). They were predominantly single (91%), with a significant portion (79.4%) having experience in running a business. The data on sponsorship indicates that most respondents rely on their parents for financial support, with a notable number also supporting themselves.

**Table 2: Socioeconomic characteristics of respondents**

Socioeconomic characteristics	Category	Frequency	Percentage
Sex	Male	72	46.5
	Female	83	53.5
Age	Minimum	21	
	Maximum	32	
	Mean	24.9	
	SD	2.28	
Marital status	Single	141	91
	Married	14	9
Number of children in your family	Minimum	1	
	Maximum	4	

	Mean	1.81	
	SD	0.68	
Sponsorship	Father	14	9.0
	Mother	10	6.5
	Parents	80	51.6
	Parents and self	9	5.8
	Husband	7	4.5
	Pastor	11	7.1
	Self	21	13.6
	Siblings	3	1.9
Experience in running a business	No	32	20.6
	Yes	123	79.4

**Agriprenuerial mindset of the respondents**

Table 3 displays the agriprenuerial mindset of the respondents. The data presented in Table 3 shows a strong preference among respondents for self-employment, with an average score of 4.20 out of 5; a skewness of -1.58 (indicating that most responses are on the high end), and a kurtosis of 2.16 (showing a sharper distribution). There is a notable preference for self-employment in the agriculture and food industry, reflected by a score of 4.17; skewness of -0.98, and kurtosis of 0.82 (suggesting a relatively normal distribution). Respondents were quite optimistic about starting an agribusiness within the next five years, especially if they receive startup capital, with a score of 4.17. However, the willingness to start an agribusiness after five years is somewhat lower, with a score of 3.65, indicating a still positive but reduced interest. Additionally, there is a strong inclination towards pursuing agribusiness instead of typical white-collar jobs, with a score of 4.15; skewness of -1.26, and kurtosis of 1.24 (indicating a strong leaning towards agribusiness). Despite these preferences, some respondents expressed concerns about living in rural areas, which may pose challenges for pursuing agribusiness opportunities.

Respondents' preference for self-employment over paid employment aligns with the findings of Isah and Garba (2015) that Nigerian tertiary institution students have a positive inclination towards self-employment. Researchers like Inegbedion and Islam (2021) confirmed the findings of this research, elaborating that the majority of students were willing to pursue an agricultural career, with self-employment based on agricultural production as their most preferred choice, which varied according to gender, rural vs. urban residence, and study programs. Ojebiyi et al. (2015) also concurred that a majority of students are willing to venture into agriculture-related enterprises, but identified that factors such as lack of funds and government support are major obstacles. The unwillingness of the respondents to stay in rural areas conforms to the study of Pam (2014), which discovered that educated youth are unwilling to stay in rural areas. The findings of Akintayo and Lawal (2016) attributed this to inadequacies in social infrastructure in rural areas. Osabohien,

Osabuohien, and Urhie (2021) opined that although youth were willing to engage in agriculture, many migrated to urban areas due to the perceived low profitability and labour-intensive nature of farming.

**Table 3: Analysis of Respondents' Agripreneurial Mindset**

Agripreneurial mindset	Mean	SD.	Skewness
Preference of self-employment to paid employment.	4.20	1.07	-1.58
Preference of choosing self-employment in the agriculture and food industry	4.17	0.81	-0.98
High likelihood of starting an agribusiness in less than 5 years of graduation if provided the capital	4.17	1.02	-1.43
High likelihood of starting an agribusiness after 5 years after graduation if provided the capital	3.65	1.11	-0.68
I would rather pursue a career in agribusiness than waste my time looking for white-collar jobs	4.15	1.00	-1.26
I am afraid of living in a rural area in order to pursue a career in agribusiness	3.07	1.32	-0.08

**Agripreneurial education of respondents**

The respondents, who have undertaken both theoretical and practical courses in their pursuit of degrees in agriculture and courses in entrepreneurship, were examined to understand their perceptions of the agripreneurial education they received. The results are presented in Table 4. The analysis shows that respondents were proud to be undergraduate students of agriculture (mean = 4.18). The lower standard deviation (SD = 0.96) indicates that the responses were close to the mean, suggesting high consensus. The negative skewness (-1.47) indicates that more respondents rated the statement higher. This positive attitude towards agriculture is commendable, aligning with Mukembo et al. (2020), who suggest that students with a positive view of their agricultural education are more inclined to acquire skills and abilities related to agripreneurship. This finding, however, contradicts Iwu et al. (2016) finding that the choice of study discipline has no significant influence on an individual's business intention.

Respondents believed that agripreneurship skills can be effectively taught (mean = 4.29, SD = 0.84; skewness = -1.58). This belief aligns with Awotoye, Okeke, and Suraju (2016), who emphasized the importance of agricultural entrepreneurship education in equipping students with the necessary skills for self-reliance and national development.

There was strong agreement among respondents (mean = 4.19, SD = 0.88, skewness = -1.45) that their agricultural education was beneficial for starting a business. Respondents also strongly agreed that practical lectures significantly enhanced their ability to think strategically when making business decisions. The wider range of responses (SD = 4.01) and skewness (11.79) indicate that some respondents rated this

aspect lower. This may be because the respondents included both university and polytechnic undergraduates, who follow different curricula. The polytechnic curriculum adopts a practical approach to learning technical and vocational skills for personal development in teamwork, leadership, communication, practical problem-solving, critical thinking, and analytical skills (Otache, 2019). In contrast, the university curriculum emphasizes theoretical aspects, preparing students for academic and professional careers.

Respondents strongly agreed (mean = 4.18) that their tertiary education programmes provided a social network for potential agripreneurial partnerships. This aligns with Mukembo et al. (2020), who emphasize the role of social networks in developing agripreneurial competencies by providing support, resources, and knowledge sharing.

Regardless of curriculum differences, respondents strongly agreed (mean = 4.29) that agripreneurship education should be more inclined towards practical and hands-on learning than academic and theoretical content. This further aligns with Mukembo et al. (2020), who found that project-based learning approaches significantly enhance students' perceived agripreneurship competencies. This preference for hands-on learning is further emphasized by respondents' strong agreement (mean = 4.19) that their internship programmes provided significant opportunities to enhance practical skills development, surpassing any other forms of classroom learning.

The strong agreement of respondents on the importance of education in boosting their agripreneurial mindset confirms the finding by Garaika, Margahana and Negara (2019) that entrepreneurs who get the education they need can identify new opportunities for commercial applications.

**Table 4 (See Appendix A)**

Cardon et al. (2015) and Laaksonen et al. (2011) defined entrepreneurial passion as consciously accessible intense positive feelings experienced by engagement in entrepreneurial activities associated with roles that are meaningful and salient to the self-identity of the entrepreneur and goal-directed cognitions and behaviours, which are important for fostering successful venture creation. Analysis of the passion displayed by respondents for agripreneurship is displayed in Table 5. This analysis shows that respondents exhibit a high level of agripreneurial passion, which is a positive indicator for the future of agribusiness in the country. This aligns with Boye et al. (2022), who argue that agripreneurial passion among African youth is a powerful driver for social and economic development. Addressing unemployment, poverty, income inequality, and food insecurity, as well as agripreneurial passion, can significantly contribute to sustainable development.

Respondents have a strong affinity for hands-on agricultural activities (mean = 4.25, SD = 0.92), with skewness of -1.52 indicating a high concentration of positive responses. This affinity for practical agriculture is crucial as it fosters a deeper

connection to the work and enhances engagement and productivity. This finding is supported by Deegan, Wims and Pettit. (2016). who highlighted the importance of practical skills in the success of agricultural ventures.

Respondents had confidence in their potential success as agripreneurs (mean = 4.31, SD = 0.87). This is supported by a skewness of -1.49. Confidence is critical as it drives motivation and persistence in entrepreneurial endeavours. Sugandini et al. (2018) stated that self-confidence influences entrepreneurial intention as it drives motivation and persistence in entrepreneurial endeavours. A young entrepreneur who has high self-confidence will find it easy to decide to build their own business because he is sure that he can adapt to their environment, utilize technological innovation, and anticipate any risks that might arise (Garaika et al. 2019).

A significant number of respondents have settled on their specific area of agribusiness (mean = 3.95, SD = 0.98), with a skewness of -0.84. This determination is a positive sign, as having a clear direction is essential for long-term success. Respondents also demonstrate a proactive approach to planning (mean = 3.68, SD = 1.08) and action (mean = 4.25, SD = 0.92), supported by Boye et al. (2022) who highlight the importance of strategic planning in agribusiness.

Respondents showed a strong commitment to transforming plans into reality as reflected in the statement "I can never be convinced not to venture into agribusiness" (mean = 3.94, SD = 0.97), with a skewness of -0.96. This commitment is crucial for overcoming challenges and achieving long-term success. Ehien et al. (2020) also emphasized the role of commitment and resilience in successful agribusiness ventures.

Many respondents had clarity of vision for their agribusiness (mean = 3.99, SD = 0.93) and have started putting their plans on paper (mean = 3.68, SD = 1.08), with a skewness of -0.58. This forward-thinking mindset is essential for transforming ideas into reality. The active pursuit of agribusiness plans (mean = 4.25, SD = 0.92) further underscores their commitment and proactive nature.

#### **Table 5 (See Appendix B)**

The correlation displayed in Table 6 shows the relationships between agripreneurial mindset, agripreneurial education and agripreneurial passion. Analysis shows there was a significant weak positive correlation between agripreneurial mindset and agripreneurial education ( $r = 0.361$ ,  $p < 0.01$ ), Agripreneurial mindset and agripreneurial passion ( $r = 0.306$ ,  $p < 0.01$ ), and agripreneurial education and agripreneurial passion ( $r = 0.243$ ,  $p < 0.01$ ).

#### **Table 6 (See Appendix C)**

Table 7 displays the multiple linear regression analysis, which examined the effects of agripreneurial Table 7 displays the multiple linear regression analysis, which examined the effects of agripreneurial education (AE) and agripreneurial passion (AP) on agripreneurial mindset (AM). The intercept (constant)

of 1.619 indicated the baseline level of agripreneurial mindset when both agripreneurial education and agripreneurial passion are held at zero. The associated t-value of 4.174 and p-value of 0.000 denote statistical significance, suggesting that the intercept significantly differed from zero.

The unstandardized coefficient ( $\beta$ ) of 0.338 for AE implied that for every one-unit increase in agripreneurial education, the agripreneurial mindsets of the respondents increase by 0.338 units, assuming other factors remain constant. The standardized coefficient (Beta) of 0.305 signifies the relative contribution of AE to the model, independent of the units of measurement. The t-value of 4.023 and the p-value of 0.000 confirm that this effect was statistically significant at the 1% level. The 95% confidence interval [0.172, 0.505] indicates that we can be 95% confident that the true coefficient for AE lies within this range.

The unstandardized coefficient ( $\beta$ ) of 0.223 for AP indicates that a one-unit increase in agripreneurial passion is associated with an increase of 0.223 units in the agripreneurial mindset, holding other variables constant. The standardized coefficient (Beta) of 0.231 reflects the relative influence of AP on the dependent variable. The t-value of 3.058 and p-value of 0.003 denote that the effect is statistically significant at the 1% level. The results of the multiple linear regression analysis indicate that both agripreneurial education and agripreneurial passion significantly predict agripreneurial mindset. The 95% confidence interval [0.079, 0.366] suggests that we can be 95% confident that the true coefficient for EP lies within this range.

Specifically, the coefficients for agripreneurial education and passion were positive and can significantly predict the agripreneurial mindset of the respondents; increases in these variables are associated with increases in the agripreneurial mindset. Agripreneurial Education (EE), however, had a slightly stronger impact on agripreneurial mindset compared to agripreneurial passion (AP), as evidenced by the higher standardized Beta coefficient. Educational programmes aimed at enhancing agripreneurial skills and fostering passion for agripreneurship can significantly contribute to developing a strong agripreneurial mindset among students.

These findings are consistent with previous literature, which emphasizes the critical role of education in shaping entrepreneurial intentions and behaviours (Boye et al., 2022; Cardon et al., 2015). Furthermore, the significance of agripreneurial passion aligns with the work of Sugandini et al. (2018), who highlighted the influence of self-confidence and passion on entrepreneurial intention.

#### **Table 7 (See Appendix D)**

Analysis of the barriers to the agripreneurial mindset of the respondents displayed in Table 8, shows that the most significant constraints were the need for more practical training, lack of personal startup capital, and family pressure to further studies. These are important factors to consider as you plan your agribusiness venture. These barriers to

respondents' agriprenuerial mindset conform to the findings of Issa and Abah (2017) and Nwibo and Okorie (2013). However, it seems that despite years after these findings were uncovered and documented, either policy is yet to be made to address the constraints or enough efforts have not been channelled into policy implementation.

The high percentage of respondents indicating the need for more practical training underscores the importance of agricultural education and training programs. This could inform the design of training initiatives that equip individuals with the necessary skills to succeed in agribusiness. Respondents identified finances as a significant barrier affecting the involvement of young people in agribusiness. Financial barriers in the form of a lack of personal startup capital and limited access to loans or partnerships, are major barriers, as they prevent them from purchasing necessary equipment, seeds, and other inputs. Formal agricultural credit is needed by young agriprenuers for securing other resources such as land, labour, and farm tools. The lack of personal startup capital and limited access to loans or partnerships highlight the need for a financial support mechanism.

#### Table 8 (See Appendix E)

### SUMMARY AND CONCLUSION

The study conducted in Lagos and Ogun States involved selecting two tertiary institutions from each state, including universities and polytechnics and used a multi-stage sampling procedure to select 155 respondents, who were final-year students in various disciplines in agriculture. Data on agriprenuerial mindset, education, and passion were gathered using a structured questionnaire. The respondents showed a strong preference for self-employment, particularly in the agriculture and food industry, with high optimism about starting an agribusiness within the next five years if they receive startup capital. However, their willingness to start an agribusiness after five years is somewhat lower, and there are concerns about living in rural areas, which may pose challenges for pursuing agribusiness opportunities. The findings align with previous research indicating a positive inclination towards self-employment among Nigerian tertiary institution students but also highlight obstacles such as lack of funds, government support, and inadequacies in rural social infrastructure. Respondents having taken courses in agriculture and entrepreneurship showed a strong positive attitude towards their agriprenuerial education, with high consensus on its benefits for starting a business and strategic thinking. They believed that agriprenuerial skills could be effectively taught and emphasized the importance of practical, hands-on learning over theoretical content. Additionally, respondents valued the social networks provided by their education programs for potential agriprenuerial partnerships and opportunities. Respondents exhibited a high level of agriprenuerial passion, reflected in their affinity for hands-on agricultural activities, confidence in potential success, and proactive planning. This passion is crucial for overcoming challenges and achieving long-term success in agribusiness. Correlation analysis revealed significant weak positive

correlations between agriprenuerial mindset and education ( $r = 0.361$ ,  $p < 0.01$ ), mindset and passion ( $r = 0.306$ ,  $p < 0.01$ ), and education and passion ( $r = 0.243$ ,  $p < 0.01$ ). Multiple regression analysis indicated that both education and passion significantly predict agriprenuerial mindset, with education having a slightly stronger impact. The primary barriers to an agriprenuerial mindset were the need for more practical training, lack of personal startup capital, family pressure to pursue further studies, and lack of agricultural land. These findings highlight the need for enhanced agricultural education, financial support mechanisms, and policy implementation to address these constraints.

### RECOMMENDATIONS

1. Enhance Rural Infrastructure: Governments at all levels should invest in improving rural infrastructure, including roads, healthcare, education, and social amenities. This will make rural living more attractive and sustainable for young agriprenuers.
2. Strengthen Agriprenuerial Education Programs: Tertiary institutions should enhance educational programs focused on agriprenuerialship. This includes integrating comprehensive and practical agriprenuerialship courses into the curriculum, providing hands-on training, and fostering a passion for agriprenuerialship among students. Additionally, creating mentorship programs and partnerships with successful agriprenuers can help students develop a strong agriprenuerial mindset.
3. Integrate Practical Learning in Curricula: Incorporate more practical, hands-on learning experiences into agricultural and entrepreneurship courses through project-based learning, internships, and fieldwork. This will develop practical skills and strategic thinking. Policies should focus on providing practical training for aspiring agriprenuers through partnerships between educational institutions and agribusinesses, offering internships, workshops, and fieldwork opportunities.
4. Strengthen Social Networks and Partnerships: Institutions should create programs that facilitate networking and partnerships among students, agriprenuers, and industry professionals. This will provide support, resources, and knowledge sharing essential for developing agriprenuerial competencies and fostering successful agribusiness ventures.
5. Establish Financial Support Mechanisms: Federal and State governments should provide financial support programs such as grants, low-interest loans, and startup funds specifically for young agriprenuers. These programs should address the lack of personal startup capital and limited access to loans or partnerships, enabling young agriprenuers to purchase necessary equipment, seeds, and other inputs. Additionally, providing financial literacy training can help agriprenuers manage their resources effectively and sustain their businesses. Additionally, financial literacy programs are given to help agriprenuers manage their resources effectively.

6. Promote Agripreneurial Passion through Supportive Policies: Policies should be designed to encourage and sustain agripreneurial passion. This can be achieved by offering incentives such as grants, low-interest loans, and startup funds specifically for agripreneurs. Furthermore, organizing workshops, seminars, and networking events can help young agripreneurs stay motivated and connected, thereby enhancing their passion and commitment to agribusiness ventures.

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venture into agribusiness			
I already have a vision of how my agribusiness will be	3.99	0.93	-0.92
I have already started putting my agribusiness plans on paper	3.68	1.08	-0.58
I have already started putting my agribusiness plans in action	4.25	0.92	-1.52

**Table 4: Appendix A** Table 4: Analysis of Respondents' Perceptions on Agriprenuerial Education

Agriprenuerial education	Mean	SD	Skewness
I am proud to be an undergraduate student of agriculture	4.18	0.96	-1.47
I believe that agriprenuership can be taught	4.29	0.84	-1.58
Agricultural education (degree) that I am undergoing is useful in setting up a business	4.19	0.88	-1.45
Agriculture/ farm practical lectures have improved my ability to think strategically in making business decisions.	4.3	4.01	11.79
My years in the university has afforded me the opportunity to meet people of like minds I can partner with to start an agribusiness enterprise	4.18	0.96	-1.47
I am of the opinion that agriprenuership education should be more inclined toward practical and hands-on rather than academic and theoretical content based.	4.29	0.84	-1.58
My internship programme provided an opportunity for me to enhance practical and skills development and it is more significant than any other forms of classroom learning	4.19	0.88	-1.45

**Agriprenuerial passion of respondents**

**Table 5: Appendix B**

**Table 5: Agriprenuerial passion of respondents**

The Agriprenuerial Passion	Mean	Std. Dev	Skewness
I enjoy the practical aspect of agriculture	4.25	0.92	-1.52
I am sure that I will be a successful agriprenuer	4.31	0.87	-1.49
I have settled in myself the area in agribusiness that I will be involved in	3.95	0.98	-0.84
I can never be convinced not to	3.94	0.97	-0.96

**Correlation Analysis of Agriprenuerial Mindset, Education, and Passion**

**Table 6: Appendix C**

Table 6: Pearson Correlation Matrix of Agriprenuerial Mindset, Education, and Passion

Variables	Agriprenuerial Mindset	Agriprenuerial Education	Agriprenuerial Passion
Agriprenuerial Mindset	1.000	0.361**	0.306**
Agriprenuerial Education	0.361**	1.000	0.243**
Agriprenuerial Passion	0.306**	0.243**	1.000

Note: \*\*p < 0.01 (2-tailed).

**Regression Analysis of Agriprenuerial Mindset Predictors**

**Table 7: Appendix D**

**Table 7: Regression Analysis of Agriprenuerial Education and Passion Effects on Mindset**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for $\beta$	
	$\beta$	Std. Error				Beta	Lower Bound
(Constant)	1.619	.388		4.174	.000	.853	2.385
AE	.338	.084	.305	4.023	.000	.172	.505
AP	.223	.073	.231	3.058	.003	.079	.366

a. Dependent Variable: AM

**Analysis of Barriers to Agriprenuerial Mindset among Respondents**

**Table 8: Appendix E****Table 8: Barriers to Agripreneurial Mindset among Respondents**

CONSTRAINTS TO MY ESTABLISHING AGRIBUSINESS	NO (%)	NOT SURE (%)	YES (%)	MEAN
I don't have personal startup capital	15.5	20.0	64.5	2.50
I don't have friends and/or relatives I can borrow start-up capital from	15.5	32.3	52.3	2.37
I don't have people who can partner with me	23.2	38.1	38.7	2.15
I don't have any land that I can use so I will need to buy land	20.6	22.6	56.8	2.36
I have family land but it is not agricultural land	27.7	33.5	38.7	2.11
I don't think that the Nigerian government is supporting youth involvement in agriculture and agribusiness	14.2	42.6	43.2	2.29
I am afraid of the risks involved in agribusiness	26.5	34.2	39.4	2.13
I may not be able to find the number and quality of farm workers that I need	20.0	45.8	34.2	2.14
I may not be able to pay for the quality of farm workers that I need	22.6	39.4	38.1	2.15
I don't think I can afford to mechanize any of my farm operations	21.9	36.1	41.9	2.20
I don't know where to lease farm machineries	15.5	37.4	47.1	2.32
I will need to attend more practical trainings before I can start an agribusiness	9.7	25.2	65.2	2.55
I need to get married and start a family before starting a business	60.0	21.9	18.1	1.58
I feel that the returns from agribusiness will not be sufficient to fund the lifestyle that I want	40.6	38.7	20.6	1.80
My family will want me to further my studies	10.3	29.0	60.6	2.50
My desire to relocate abroad is utmost, so I would rather spend my savings pursuing the abroad dream	23.2	41.3	35.5	2.12