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   - STATEMENT OF THE PROBLEM
   - OBJECTIVES
   - HYPOTHESES
   - RESEARCH METHODOLOGY
   - RESULTS & DISCUSSION
   - FINDINGS
   - RECOMMENDATIONS/SUGGESTIONS
   - CONCLUSIONS
   - SCOPE FOR FURTHER RESEARCH
   - ACKNOWLEDGMENTS
   - REFERENCES
   - APPENDIX/ANNEXURE

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Graduate job placement has become a major challenge facing developing countries including Ghana. This has pushed some policy makers to advocate for the training of graduates who are skill oriented to go into self-employment ventures. University for Development Studies (UDS) is one of such Institutions in Ghana mandated to train self-employed graduates. This paper therefore examines the perception of UDS students in Ghana towards seeking self-employment in agribusiness sector. Structured questionnaire was used as a data collection instrument for this study. Students’ perception regarding the prospects of agribusiness as a self-employment avenue was measured on a five point Likert Scale. The study found that students interviewed generally agreed that agribusiness has a high potential for self-employment and that there is high prospects of its success in Ghana. However, students generally were undecided with regards to the easiness of self-employment creation in agribusinesses. More than half (54.8%) of the 192 students interviewed do not prefer agribusiness as an avenue for self-employment after graduation. Investment in self-employment of agriculture graduates is likely to fail if proper sensitisation is not made to motivate agricultural science graduates to go into agribusinesses. The paper also recommends a review of self-employment policies to capture the interest of agriculture graduates because the current packages are not attractive to them.

**KEYWORDS**

Perception, job preference, Agribusiness, students, Self-employment, Ghana.
their national service, and 20% of them will not find jobs for three years (Aryeetey, 2011; as cited in Owusu-Ansah et al., 2012). The statistics of Ghana unemployment rate is relatively high compared to the global unemployment rate of 6.1% (Asante, 2011; as cited also in Owusu-Ansah et al, 2012).

Governments over the years have been saddled with the mounting challenge of finding lasting and effective solution to the unemployment problems affecting the teeming unemployed university graduates being chained out from the various tertiary institutions annually. There are records of high levels of graduate and non-graduate youth unemployment rates standing as high as 20% (World Factbook, 2008). The country stand to gain by harnessing this critical mass of its human resources, especially so, after the state had spent its scarce resources in providing university education in various disciplines for these unemployed graduates. Inculcating entrepreneurship intention and capability among university graduates and facilitating them through the establishment of enabling environment for self-employment enterprise creation had been noted as the effective and lasting solution to graduate unemployment problem in the country. Several initiatives in this direction such as the Youth in Agriculture, youth training and entrepreneurial development under the ‘Ghana Youth Employment and Entrepreneurial Development Agency’ (GYEDDA) of the former National Youth Employment Programme’ (NYEP), Local Enterprises and Skills Development Programme (LESDEP) among others have been implemented with the aim of developing the entrepreneurial skills of the youth and promoting self-employment in the country.

However, the critical question that always arises is how the youth, especially graduates from the tertiary institutions, perceive self-employment as an employment opportunity for them. Since people act based on their perception (Barraclough et al. (2009); Lowden et al. (2011) and Highfliers (2012)), it is important to examine the perception of university graduates towards self-employment so as to be able to obtain empirical information to guide employment policy formulation, skills training and entrepreneurial development. This paper therefore analyses the perception held by the 2012/2013 final year agricultural students of the University for Development Studies, Nyankpala campus towards creating self-employment in agribusiness upon completion which is part of the mandate for establishing of the university.

The mandate of the University for Development Studies established in May 1992 by PNDC Law 279, was to “blend the academic work with practical and community engagement in order to provide constructive and meaningful interaction between the academia and the larger society for the total development of Northern Ghana, in particular, and Ghana as whole”. The faculty of agriculture being the first faculty of the University began academic work in September, 1993 with its thirty-nine (39) pioneering students. Effah, (1998) observed that “the UDS was borne out of the new thinking in higher education which emphasizes the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas”. The university has since conducted its teaching; research and community out-reach programmes in line with its mandate. It is exactly two decades now after the first faculty of the University started academic work in agriculture.

This study was deemed important because, individuals behave in a given manner based not on the way their external environment actually is but, rather, on what they see or believe it to be. The nation may spend huge resources and efforts to get the youth in to agriculture, however, in spite of these expenditures, if the youth believes that agriculture is lousy, for instance, they will behave accordingly.

**METHODOLOGY**

**STUDY AREA**

The study was conducted at the Nyankpala Campus of the University for Development Studies (UDS). The University whose mission is ‘to be a Home of World Class Pro-Poor Scholarship’ was established by PNDC Law 279 in May 1992 to ‘blend the academic work with that of the community engagement through community out-reach in order to facilitate the total development of Northern Ghana, in particular, and Ghana as whole’. The UDS was borne out of the new thinking in higher education and research which emphasizes the need for universities to play a more active role in addressing problems of the society, particularly in the rural areas (Effah, 1998).

**SAMPLING AND DATA COLLECTION**

The study population consists of all level 400 students of 2012/2013 academic year of the Faculty of Agriculture and the Faculty of Agribusiness and Communication Sciences of the Nyankpala campus of the University for Development Studies. About 60% of the 521 final year students of the two faculties comprising of 72 agribusiness and 449 agricultural technology students were initially targeted for the study. Thus the initial sample size being targeted was 313 comprising 43 agribusiness students and 270 agricultural technology students. As such 313 structured questionnaires were sent to respondents selected through a lottery method of simple random sampling techniques. However, 292 questionnaires representing 93% of the targeted sample size were received and found to be usable. As such the sample size used for this study was 292 comprising of 42 agribusiness students and 250 agricultural technology students.

The structured questionnaire used as a data collection instrument for this study comprised of two sections. Section A was used to obtain data on demographic characteristics of respondents such as age, sex, place of domicile and parental background, while section B was used to elicit information on students’ perception towards the prospects of self-employment in agribusiness and students job preference after graduation.

In measuring students’ perception towards the prospects of self-employment in agribusiness, students were asked to score their agreements with regard to certain statements constructed to elicit their response on a five point Likert Scale as ‘Strongly Disagreed’ (SD) = -2; ‘Disagreed’ (D) = -1; ‘Undecided’ (U) = 0; ‘Agreed’ (A) = 1 and ‘Strongly Agreed’ (SA) = 2. This approach of measuring perception was used by Ayanda, et al. (2012) in measuring students’ perception of Krwa State University towards farming. Also, Oloruntoba, (2008) in assessing agricultural Students’ Perceptions of Farm Practical Year Programme at University of Agriculture, Abeokuta, Nigeria used four point Likert scale in measuring students’ perception.

The data obtained were entered into SPSS and analysed using descriptive statistics such as frequency counts, means, standard deviations with t-test used to test for significant difference at 5% level of significance. The results were then presented in tables.

**RESULTS AND DISCUSSIONS**

**DEMOGRAPHIC CHARACTERISTICS OF STUDENTS**

Agricultural Students of Nyankpala campus of the University for Development Studies surveyed for this study were generally young with a mean age of about 23 years old (SD = 3.69), whilst the oldest being 35years old and the youngest was 21years old. Majority (88.7%) of the 292 final years (level 400) students interviewed were 30 years old or younger. Also, most of the students (69.7%) were male with more than half of them (58.9%) coming from urban areas. Majority of the students interviewed (89.4%) were single whilst only 10.6% were married. This finding is similar to Ayanda, et al, (2012) which established that agricultural students of Kwara State University, Nigeria were adolescent with mean age of 19.6 years and majority (80.25%) residing in urban centers.
BACKGROUND OF STUDENTS PARENTS/GUARDIAN

The educational and occupational background of students parents or guardians were assessed and the results shown in the Table 2. As indicated in the Table 2, about 41.4% of the students surveyed indicated that their fathers or guardians have tertiary education with a little over half of them (53.4%) saying their mothers have no formal educational background.

With regard to the occupational background of respondents’ parents or guardians, the survey results (Table 2) revealed that about 24.7% and 38% of respondents’ fathers and mothers respectively engaged in agriculture as their main source of livelihood. However, students indicated that only 13.3% and 31% of their fathers and mothers respectively engaged in other self-employed enterprises apart from agriculture as their main occupation. Also about 36.3% and 25.7% of respondents interviewed said their fathers were employed in the Civil/Public Service and Private Sector respectively as their main occupation. However, only 16.1% and 14.4% of the students interviewed, mentioned that their mothers were employed in the Civil/Public Service and Private Sector respectively.

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (Years):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21 – 30 years</td>
<td>259</td>
<td>88.7</td>
</tr>
<tr>
<td>Above 30 years</td>
<td>33</td>
<td>11.3</td>
</tr>
<tr>
<td>Mean Age = 23.13 years (N = 292; std deviation = 3.69; Range = 21 - 35 years)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>204</td>
<td>69.9</td>
</tr>
<tr>
<td>Female</td>
<td>88</td>
<td>30.1</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Status Of Current Place Of Resident:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>120</td>
<td>41.1</td>
</tr>
<tr>
<td>Urban</td>
<td>172</td>
<td>58.9</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Marital Status of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td>261</td>
<td>89.4</td>
</tr>
<tr>
<td>Married</td>
<td>31</td>
<td>10.6</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field survey, 2013

TABLE 2: DISTRIBUTION OF BACKGROUND OF STUDENTS PARENTS/GUARDIANS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s/Guardian’s Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Formal Education</td>
<td>48</td>
<td>16.4</td>
</tr>
<tr>
<td>Completed Secondary Education</td>
<td>123</td>
<td>42.1</td>
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<tr>
<td>Completed Tertiary Education</td>
<td>121</td>
<td>41.4</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Mother’s/Guardian’s Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Formal Education</td>
<td>156</td>
<td>53.4</td>
</tr>
<tr>
<td>Completed Basic Education</td>
<td>58</td>
<td>19.9</td>
</tr>
<tr>
<td>Completed Secondary Education</td>
<td>42</td>
<td>14.4</td>
</tr>
<tr>
<td>Completed Tertiary Education</td>
<td>36</td>
<td>12.3</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Father’s/Guardian’s Main Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-employed in Agriculture</td>
<td>72</td>
<td>24.7</td>
</tr>
<tr>
<td>Self-employed in other Enterprise</td>
<td>39</td>
<td>13.3</td>
</tr>
<tr>
<td>Employed in Civil/Public Sector</td>
<td>106</td>
<td>36.3</td>
</tr>
<tr>
<td>Employed in Private Sector</td>
<td>75</td>
<td>25.7</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Mother’s/Guardian’s Main Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-employed in Agriculture</td>
<td>111</td>
<td>38.0</td>
</tr>
<tr>
<td>Self-employed in other Enterprise</td>
<td>92</td>
<td>31.5</td>
</tr>
<tr>
<td>Employed in Civil/Public Sector</td>
<td>47</td>
<td>16.1</td>
</tr>
<tr>
<td>Employed in Private Sector</td>
<td>42</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field survey, 2013

STUDENTS’ PERCEPTION REGARDING PROSPECTS OF AGRIBUSINESS

Table 3 is the distribution of the mean scores of students’ perception regarding the prospects of agribusiness as a future self-employment avenue upon completion on five point Likert Scale. As shown in the Table, students generally agreed strongly with the statements that ‘agribusiness has a high potential for self-employment in Ghana’ with a mean score of 1.59 (SD = 0.55; t = 50.5; P<0.05), ‘many Ghanaians have made a lot of fortunes from agriculture’ as it was rated 1.48 (SD = 0.70; t = 36.16; P<0.05) and ‘Agribusiness have a high prospects of success in Ghana’ with a mean score of 1.66 (SD = 0.51; t = 55.51; P<0.05). Thus respondents have a positive perception about the potential of agribusiness as an opportunity for self-employment and that there are high prospects of success in agricultural enterprises. Also with a mean score of 1.3 (SD = 0.76; t = 29.66; P<0.05) students interviewed agreed that there is a lot of untapped potential in agricultural sector in Ghana and respondents also merely agreed (with a mean score of 0.9; SD = 0.60; t = 25.49; P<0.05) that agricultural related enterprises are very lucrative. In addition, students generally agreed with a score of 1.10 (SD = 1.06; t = 17.72; P<0.05) that agriculture in their perception is ‘a business and not a way of life.

Generally, students were undecided with regard to the statements that “It is easy to create self-employment in agribusiness’ with a mean score of 0.31 (SD = 0.1; t = 5.39; P<0.05) and ‘government policies favour agriculture enterprise creation’ which has a mean score of 0.49 (SD = 1.26; t = 6.62; P<0.05). This implies that notwithstanding government policies captured in the Food and Agriculture Sector Development Policy (FASDEP I & II), Ghana Poverty Reduction Strategy (GPRS I & II), Medium Term Agricultural Sector Investment Plan (METASIP) for 2011 – 2015 and Ghana Shared Growth and Development Agenda (GSGDA), students generally are yet to be convinced that these policies favour agribusiness enterprise creation. Not even the implementation of programmes and projects such as the Youth in Agriculture Programme, the Block Farming Programme, the Agriculture Services Sub-sector Investment Programme (AgSSIP), the

Source: Field survey, 2013

TABLE 3: DISTRIBUTION OF STUDENTS’ PERCEPTION REGARDING PROSPECTS OF AGRIBUSINESS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father’s/Guardian’s Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Formal Education</td>
<td>48</td>
<td>16.4</td>
</tr>
<tr>
<td>Completed Secondary Education</td>
<td>123</td>
<td>42.1</td>
</tr>
<tr>
<td>Completed Tertiary Education</td>
<td>121</td>
<td>41.4</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Mother’s/Guardian’s Level of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Formal Education</td>
<td>156</td>
<td>53.4</td>
</tr>
<tr>
<td>Completed Basic Education</td>
<td>58</td>
<td>19.9</td>
</tr>
<tr>
<td>Completed Secondary Education</td>
<td>42</td>
<td>14.4</td>
</tr>
<tr>
<td>Completed Tertiary Education</td>
<td>36</td>
<td>12.3</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Father’s/Guardian’s Main Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-employed in Agriculture</td>
<td>72</td>
<td>24.7</td>
</tr>
<tr>
<td>Self-employed in other Enterprise</td>
<td>39</td>
<td>13.3</td>
</tr>
<tr>
<td>Employed in Civil/Public Sector</td>
<td>106</td>
<td>36.3</td>
</tr>
<tr>
<td>Employed in Private Sector</td>
<td>75</td>
<td>25.7</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
<tr>
<td>Mother’s/Guardian’s Main Occupation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-employed in Agriculture</td>
<td>111</td>
<td>38.0</td>
</tr>
<tr>
<td>Self-employed in other Enterprise</td>
<td>92</td>
<td>31.5</td>
</tr>
<tr>
<td>Employed in Civil/Public Sector</td>
<td>47</td>
<td>16.1</td>
</tr>
<tr>
<td>Employed in Private Sector</td>
<td>42</td>
<td>14.4</td>
</tr>
<tr>
<td>Total</td>
<td>292</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Field survey, 2013
National Service in Agriculture among others are convincing enough for students to perceive government policies as favourable for them to established agricultural enterprise after graduation.

<table>
<thead>
<tr>
<th>TABLE 3: PERCEPTION OF STUDENTS REGARDING THE PROSPECTS OF AGRIBUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
</tr>
<tr>
<td>It is easy to create self-employment in agribusiness</td>
</tr>
<tr>
<td>Agricultural related enterprises are very lucrative</td>
</tr>
<tr>
<td>Agribusiness has a high potential for self-employment in Ghana</td>
</tr>
<tr>
<td>Many Ghanaians have made a lot of fortunes from Agriculture</td>
</tr>
<tr>
<td>Agribusiness has a high prospects of success in Ghana</td>
</tr>
<tr>
<td>Agriculture In Ghana has a lot of untapped potential</td>
</tr>
<tr>
<td>Government policies favour agriculture enterprise creation</td>
</tr>
<tr>
<td>Agriculture is a less risk business enterprise in Ghana</td>
</tr>
<tr>
<td>Agriculture is a business and not a way of life</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2013; Likert Scale: 2 = Strongly Agree; 1 = Agree; 0 = Undecided; -1 = Disagree; -2 = Strongly Disagree: SD = Standard Deviation

STUDENTS' PREFERENCE REGARDING THEIR COMPETENT IN AGRICULTURE

After four years of studying agriculture and agribusiness in the University, students’ perception regarding their competency in agriculture and its relation to their view regarding engaging in self-employment in agribusiness and other agricultural related enterprises were sought and the results of its analysis presented in Table 4. Strangely, students generally were undecided regarding whether they made the right choice by studying agriculture or agribusiness. Students mean score regarding the statement ‘I made the right choice by pursuing agriculture or agribusiness’ was 0.19 (SD = 0.80; t = 4.11; P<0.05). The findings agreed with Ayanda, et al, (2012) that agricultural students of Kwara state university are not sure whether they made the best choice by studying a degree in agriculture. However, students interviewed, generally agreed with the four rated statements that ‘Agribusiness enterprise befits my status as a university graduate’ which had a mean score of 0.69 (SD = 1.02; t = 11.56; P<0.05), ‘UDS Curriculum had equipped me to be successful in agribusiness’ with a mean score of 1.26 (SD = 0.80; t = 26.88; P<0.05), ‘UDS Third Trimester Field Practical (TTFP) offered me a valuable experience to engage in agribusiness’ which was scored 1.0 (SD = 0.92; t = 18.66; P<0.05) and ‘I have the requisite technical knowledge to be a successful agribusiness entrepreneur’ with a mean score of 1.27 (SD = 1.33; t = 16.27; P<0.05). Also Oloruntoba, (2008) found that students perceived practical training as contributing not only to their academic performance but also their competency level in agricultural which is very important in agribusiness enterprise creation.

<table>
<thead>
<tr>
<th>TABLE 4: STUDENTS’ PERCEPTION REGARDING THEIR COMPETENT IN AGRICULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statements</td>
</tr>
<tr>
<td>I made the right choice by pursuing agriculture or agribusiness</td>
</tr>
<tr>
<td>Agribusiness enterprise befits my status as a university graduate</td>
</tr>
<tr>
<td>UDS Curriculum had equipped me to be successful in agribusiness</td>
</tr>
<tr>
<td>UDS TTFP offered me a valuable experience to engage in agribusiness</td>
</tr>
<tr>
<td>I have the requisite technical knowledge to be a successful agricultural entrepreneur</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2013

STUDENTS JOB PREFERENCE AFTER GRADUATION

Students’ job preference after graduation was measured on a three points Likert Scale as ‘Not prefer at all’, ‘somewhat prefer’ and ‘most prefer’ and the results of the analysis is presented in the Table 5. The job types were categorized as ‘self-employed in agribusinesses’, ‘self-employed in others enterprises’ (outside agriculture such as telecommunication, hostel and catering among others) and ‘employed by Public/Private Sector’ (those who want to be employed in either the public or the private sectors). Results of the analysis revealed that, notwithstanding their background as agriculturists, more than half (54.8%) of the 192 students interviewed do not prefer agribusiness at all, as an avenue for self-employment enterprise creation after graduation, with only 8.6% of them ranking self-employment in agribusiness as their most prefer job after graduation. With regard to students’ preference in other areas of self-employment apart from agricultural related enterprise, about 54.1% and 31.8% ranked their preference as ‘somewhat prefer’ and ‘most prefer’ respectively.

The results also established that undergraduate students’ preference of being employed in either the public or private sector after graduation is high in spite of the high graduation unemployment rate the country is currently experiencing. Out of the 292 students interviewed, as high as 61.3% of them ranked being employed in the either private or public sectors as their most preferred job type after graduation. This result is similar to that found by Ayanda, et al, (2012) in their study on Perception of agricultural students of Kwara State University on farming as future means of livelihood, where they found that majority (72.8%) of students interviewed disagreed that agriculture was prestigious enterprise while (61.7%) and (56.8%) preferred to work in banks and international organizations respectively.

<table>
<thead>
<tr>
<th>TABLE 5: DISTRIBUTION OF STUDENTS JOB PREFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Type</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Self-employed in Agribusiness</td>
</tr>
<tr>
<td>Self-employed in others Enterprises</td>
</tr>
<tr>
<td>Employed by Public/Private Sector</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2013

STUDENTS’ PREFERENCE OF AGRIBUSINESS ENTERPRISES

The distribution of students’ preference in the various agribusiness enterprises of the 132 students out of the 292 interviewed who preferred to be self-employed in agribusiness after graduation is shown in the Table 6. From the Table, about 31.8% preferred livestock and poultry production, while 24.2% preferred crop production as agribusiness enterprise as Self-employment enterprise. Also 17.4% of the 132 students who preferred self-employment in agriculture wish to engage in agro-processing and agricultural marketing as their preferred enterprise upon graduation while only 8.3% preferred to engage in fishery and aquaculture as self-employment enterprise after graduation. Agro-forestry and tree crop production was preferred by 17(12.9%) respondents while 7 (5.3%) respondents also preferred bee keeping/snail/mushroom production as a self-employment enterprise.
The remaining 45.2% of the 292 students interviewed who preferred to engage in self-employed agribusiness enterprise after graduation mentioned crop production, livestock and poultry production and agro-processing and marketing as their most preferred agribusiness enterprises. Despite government policy of involving the youth in agriculture, students interviewed were generally undecided as to whether government policies favour agricultural enterprise creation.

CONCLUSION AND RECOMMENDATIONS

The 2012/2013 final year agricultural students of the University for Development Students surveyed for this study were generally young with a mean age of about 23 years old. After four years of studying agriculture and agribusiness in the University, strangely, students generally were undecided regarding whether they made the right choice by studying agriculture or agribusiness in the first place. Despite students’ uncertainty regarding their choice of pursuing a degree in agriculture, the study found that they generally have a positive perception about the potential of agribusiness as an avenue for self-employed enterprise creation for them and that they see themselves succeeding in agricultural enterprises upon graduation. Also students interviewed perceived agricultural sector in Ghana as having a lot of untapped potential which they can exploit to establish themselves upon completion. Notwithstanding the positive perception students interviewed hold about the prospects of agribusiness as an avenue for self-employment after graduation, majority of them (54.8%) do not intend at all to engage in self-employed agribusiness enterprise upon graduation, instead they prefer to be employed either in the public or private sector. However, most of the remaining 45.2% of the 292 students interviewed who preferred to engage in self-employed agribusiness enterprise after graduation mentioned crop production, livestock and poultry production and agro-processing and marketing as their most prefer agribusiness enterprises. In spite of government policy of involving the youth in agriculture, students interviewed were generally undecided as to whether government policies favour agricultural enterprise creation.

In order to convert the positive perception students hold about the prospects of agriculture as an avenue for self-employed enterprise development to a real desire and intention to engage in self-employed agribusiness enterprise after graduation. This paper therefore recommends the introduction of entrepreneurial and skills development courses as part of the curriculum of students studying agricultural technology and agribusiness. This will help train agricultural students on enterprise creation, management and development. Also the University must ensure the proper orientation of students to help shape their perceptions and appropriate attitude towards the prospects of agriculture as an avenue for job creation and their employability as agricultural technology and agribusiness students. This can be achieved through the improvement of the university’s practical training and career guidance programmes in order to motivate students who are currently studying agriculture and arouse their interest in making career from agriculture.

REFERENCES

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Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-
Co-ordinator

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