



**TRANSFORMING AGRICULTURAL RESOURCES FOR FOSTERING
EMPLOYABILITY OF NIGERIAN UNIVERSITY GRADUATES.**

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Abstract

The paper examine the strategies for transforming the available agricultural resources for fostering employability of Nigerian University graduates. The paper seeks to define agricultural resources and employability, the available types of agricultural resources that can be transformed towards fostering employability of the Nigerian University graduates, methods of transforming the resources will be examined, the paper will also find out the motivational factors for encouraging the students in the process of agricultural transformation, the needs for transformation, The problems militating against effective agricultural transformation for Nigeria university students was also examined. The paper therefore concluded that the Nigerian University failed to prioritize Agricultural resources which affect the employability of the University students after the graduation. The paper however suggested that the adequate financial resources, equipment, qualified human resources and instructional facilities need to be provided for lecturers use in the process of transformation. That the lecturers need to be motivated so as to put in their best in the process of Agricultural resources transformation. However, for so doing, the students will be encouraged and become proud to be farmer. The encouragement will aid effective transformation and employability of Nigerian university graduates. The transformation agenda for agricultural projects will create self sufficiency, job creation and employer of the labour market in Nigeria.

Keywords: *Agricultural Resources, Employability, Transformation and University graduates*

Introduction.

Nigeria as a country is blessed with vast fertile land and wild life which can be used by all and sundry of the country. Nigeria during her adoption of indigenous culture, every citizen accorded high respect to agricultural activities of different types. Ogundele (2020). However it is important to note that there was not family without farmer. In short the parents had to handover the skills of farming from one generation to generation the issue of unemployment did not exist among the members of the society. The agriculture resources like cotton, palm trees, cassava, maize, millets, sorghum, ground nut, Guinea corn, yam and cocoa, coffee etc are transformed and used for their subsistence living only and for consumption only. Ajayi (2016) noted that, with the western education, the issue of mechanized farming came up with the use of modern technology. The production was on the large scale and leading to large production of crops like cocoa, coffee, cotton, plantations, poultry, pigry, orchards, cashew etc are produced in a large scale. The problems emanated that these large scale products were exchanged with the transformed products without necessity training the Nigeria on how to transform the agricultural products Hassan & yakubu (2015). Today, the issue of white collar job cum the increasing in the workers' salaries, non-technological orientated programs in the school system and over-dependency on paper qualification led to the neglect of the agricultural Practices. It should also be noted that, all the policies involving the agricultural products in Nigeria are tailored to the exportation of the primary agricultural resources other countries especially to the developed countries of the world. While Nigeria became the primary producer of the agricultural products, the problem of primary producers became the alignment of the Nigeria citizens toneo - colonialism. However the Federal government of Nigeria (2014) stated that the universities were established purposely to train the needed middle manpower necessary for the socio-economic transformation and development of a country. It should however be noted that the university graduates in Nigeria are no more interested in agricultural participation due to the fact that agricultural involvement is tasking and the aspects of transportation of the products is neglected and not exposed to the Nigerian youths. The believe had been that mechanised farming is to produce in a large scale purposely for expotation and the students are discouraged not to be interested in agricultural courses in

Nigeria universities and they preferred medicine pharmacy , laws, maws communication , Banking and finance. Even those that were admitted for agricultural courses, accepted the course as a stepping stone they are not willing to invest on the agriculture. In Nigeria many youths and university graduates are no more interested in agricultural practice. the rationale for this study, is to find out the concept of agricultural transformation, available agricultural resources, the methods of transforming, the motivation strategies for the university graduates, the marketing strategies, problems and prospects and the role of the government, philanthropists, cooperation in the transformation of the available agricultural resources for the benefitof the youths in the society. The suggestions and conclusion was proffered toward effective transformation of the available agricultural resources. The transformation knowledge of the agricultural products will expand the youths horizon for employability of the university graduates.

Agricultural Resources Transformation and Employability of university Graduates

Agricultural resources can be defined as the output of the natural endowment that are derived from the environment farming practices. The agricultural resources are provided by the land and water through favorable climate condition of an area according to Bello (2017). Agricultural resources are these are both the natural and manmade products derived from the forest ,savannah and desert environmental regions . However, from the forest the agricultural resources are tree crops like cocoa, coffee, banana, rubber, timber, palm trees and kasu nuts etc while from the savannah are grass agricultural resources like corns, maize, cotton, millet, groundnuts, casu nuts etc while the deserts is dry land area which support little or no agricultural resources in the area. It should also be noted that water supply agricultural resources like fishes. while the desert and savannah region have animal husbandry, grass land products, which support employability of the citizens and self sufficiency. However, all the available agricultural resources can be transformed for fostering the youth employability after their graduations.

Ways of transforming Agricultural Resources for the Employability of Nigeria University Graduates.

Agricultural resources can be transformed into the finished products for the benefit of the society. The following are products can be used for the Agricultural products transformation and be used for the university graduates training .

1. Cotton : can be transformed to thread and cloths,
2. Sugar cane :sugar, glucose etc
3. Groundnut : products can be vegetable oil and fibre
4. Fruit : to juice, wine, soap.
5. Palm tree: to baskets, brooms, bed, building construction , palm oil, etc .
6. Coffee: beverages.
7. Yearly exhibition of agricultural products for marketing purposes
8. leaves and roots : medicinal herbs
9. Animal: bags shoes , wool, and meat.
10. Birds : can be meat, decoration feather. (kasheem (2019)

However, agricultural are reliable sources of income, industrial raw material ,agricultural resources provide food for man and animal. It should be noted that agricultural resources can be used by the university graduates as a reliable source of job creation self dependency and self sufficiency instead of being job seeker in the labor market. It should also be noted that the university graduates will also be contributors to the sustainable development of the country.

Strategies for fostering agricultural resources transformation for employability of Nigeria university graduates.

The following strategies can be adopted for agricultural resources transformation.Effective transformation will be useful for Employability and economic development of the nation.,The following strategies are identified:

Allocation of farming plots to the students for practical agricultural practices within the institutions. The plot allocation will encourage effectiveness and efficiency in agricultural practices in Nigeria.

There is the need for the institutions to organize training and retraining opportunity on the agricultural practices like poultry, pigry, orchards, farming,

fishing, snail and rabbit rearing. The training will develop student interest in agricultural resources productions and their used (Etejere & Ogundele (2018). Agricultural science should be integrated into the university education curriculum as a core subject or course or as a minor courses. The course should be made compulsory for effective agricultural resources production. Agricultural product processing mechanism should be taught as a courses in Nigeria university.

The federal republic of Nigeria should priotize the use of the local agricultural resources instead of making use of imported products and they should discourage the exportation of local agricultural products to foreign country (Bwio (2017). Conducive environment need to be established towards providing markets for the local agricultural products in every community.

Sufficient free interest loans should be provided for agricultural among the Nigeria university graduates. Adellanye(2020).

Allocation of plot of lands for agricultural productivity to the student: The students can be provided agricultural land to allow them practice agriculture at their own leisure how while in the schools.

Introduction of agricultural products exhibition for the students and provision of award for the best agricultural products among the students by the university management and philanthropists in the society Oke (2016).

The university management can encourage the student to form young farmer clubs young poultry manager clubs, there is the need to organize agricultural resources utilization submit find training opportunities for the final year student of the Nigeria university (Durosaro, 2015).

Conclusion and Recommendations.

Based on the fact that the Nigeria university graduates have lost interest in the agricultural participation due to the fact that Nigerian farmers are merely primary producers and substience and consumer farmers in Nigeria. The knowledge of agricultural processing to the finished products are also eroded for exportation. It could be concluded that, the idea of agricultural resources transformation has been so low in Nigeria. The transformation therefore made the Nigeria to be importer of the agricultural resources finished products, instead of exporter,they constitute themselves to a dependant country when they can produce, process and transform their agrcultural to sustain thenational development. . Based on the need for effective transformation of Nigerian

agricultural resources, it is therefore suggested that adequate funding of agricultural development should be enhanced in Nigeria through Bank loans, donations, credits and cooperative society diversification of the agricultural products produced.

The knowledge of agricultural products transformation should be integrated into Nigeria university curriculum. The curriculum on agricultural science should be elaborate not only as primary producer but also as transformer of the products on industrial use.

Also, transformed agricultural products can be exhibited to the public on a regular basis.

Institution of higher learning should integrate agricultural practices to the curriculum. The government needs to establish agricultural products based industries in the state so that the products can be supplied for industrial development of the society. Finally, market for the transformed agricultural resources can be established for the benefit of the society. The agricultural markets should attract the investors and industrialists from within and outside the State.

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