

School Type, Instructional Strategies and Agripreneurial Skills Acquisition Among Senior Secondary School Students in Delta State

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Abstract- *This study examined the influence of school type and instructional strategies on agripreneurial skills acquisition among senior secondary school students in Delta State, Nigeria. Anchored on Human Capital Theory (Becker, 1964) and Experiential Learning Theory (Kolb, 1984), the research adopted a descriptive survey design. The population comprised 117,196 senior secondary students and 223 Agricultural Science teachers in Delta State. A sample of 387 students and 104 teachers was drawn using multistage purposive sampling technique across public, private, and technical/vocational schools. Data were collected using a researcher-developed questionnaire, validated by experts and pilot-tested for reliability (Pearson product-moment correlation, $r = 0.817$). Data was analysed using inferential statistics (Pearson product-moment correlation) at the 0.05 significance level. Findings revealed school type had a weak but significant relationship with skill acquisition ($r = 0.186$, $p < 0.05$), while instructional strategies had a significant positive relationship with agripreneurial skill acquisition ($r = 0.742$, $p < 0.05$). Institutional/systemic factors demonstrated a weak and non-significant relationship with effective agripreneurship education ($r = 0.118$, $p > 0.05$). Teacher qualifications ($r = 0.214$, $p < 0.05$) also showed a moderate positive relationship with student skill acquisition. In a nutshell, the findings indicate that instructional strategies - not school type - are the primary drivers of agripreneurial skill acquisition. The study concludes that strengthening experiential and entrepreneurship-focused teaching approaches can significantly improve*

Keywords: *School Type, Instructional Strategies, Teacher Qualifications, Agripreneurial Skill Acquisition*

I. INTRODUCTION

Agriculture remains the mainstay of the Nigerian economy, sustaining rural livelihoods and driving national growth as a catalyst for poverty reduction

and food security (World Bank, 2022). Beyond crop cultivation and livestock rearing, agriculture today integrates allied industries such as agrochemicals and financial services to optimize food production, combining traditional knowledge with modern innovations like mechanization and biotechnology (FAO, 2021). Agripreneurship, the fusion of agriculture and entrepreneurship, transforms subsistence farming into profitable, market-driven ventures, offering Nigeria's youthful population a route to addressing both unemployment and food insecurity simultaneously (African Development Bank, 2021).

Agricultural education in secondary schools is positioned as a key vehicle for equipping youth with agripreneurial skills, described by FAO (2017) as spanning four domains: technical skills (crop management, soil science, pest control), business skills (financial management, marketing, supply-chain management), entrepreneurial skills (innovation, opportunity recognition, networking) and soft/management skills (communication, teamwork, problem-solving). Nigeria's National Policy on Education (Federal Ministry of Education, 2020) explicitly calls for secondary education to deliver these vocational competencies, yet whether agricultural science teaching actually produces them depends heavily on the type of school students attend and the instructional strategies their teachers use.

School type in Delta State falls into three broad categories: public, private, and technical/vocational, each differing in funding, infrastructure and curricular emphasis (Nigeria Governors' Forum, 2019). Public schools often face resource constraints that limit practical exposure; private schools tend to

have stronger facilities but may deprioritize agriculture in favour of academic subjects; technical schools, by design, emphasize hands-on training (FAO, 2020). Instructional strategies, meanwhile, range from lecture-based teaching to experiential, project-based, technology-integrated, cooperative and inquiry-based approaches, all situated within the national 6-3-3-4 framework (UNESCO, 2021). Effective, practice-oriented strategies are widely held to build the critical thinking and problem-solving abilities agripreneurship demands (World Bank, 2023).

Acquisition of agripreneurial skills is also shaped by moderating factors such as student sex, teacher qualifications and teaching experience, and broader institutional or systemic conditions including funding, policy support and industry partnerships (IFAD, 2023). Understanding how school type and instructional strategies interact with these factors is essential if Delta State is to convert its agricultural science curriculum into a genuine pipeline of agripreneurs capable of driving rural economic development, poverty reduction and improved livelihoods (UNESCO, 2024; World Bank, 2022).

II. STATEMENT OF THE PROBLEM

Despite agriculture's centrality to Delta State's economy, senior secondary students appear inadequately equipped with the agripreneurial skills needed to innovate, create employment and drive sustainable growth in the sector (Eboh, 2023; FAO, 2021). Youth unemployment in Nigeria reached as high as 53.4% for ages 15-24 in Q4 2020 and has remained elevated in rural areas, a picture the literature links to low participation in agricultural education and limited entrepreneurial training (National Bureau of Statistics, 2020; Adeyanju, 2019).

While the Agricultural Science curriculum aims to build both technical knowledge and entrepreneurial orientation (Federal Ministry of Education, 2020), empirical evidence points to a persistent mismatch: students acquire theoretical knowledge of agricultural principles but often lack applied competencies such as financial management, risk assessment, business

plan development and enterprise management (Olaniyi, Ogunkunle & Oladipo, 2020; Idodo, 2024). WAEC (2024) similarly reported weaknesses in students' practical agricultural competencies. This gap is compounded by teaching that prioritizes rote learning over experiential or technology-integrated strategies, alongside resource constraints, inadequate teacher training and weak industry linkages (Agbidi & Ikeoji, 2019; Onajite & Aina, 2017; Emordi et al., 2020).

Systemic disparities across public, private and technical schools, and inconsistent instructional strategies, mean policymakers currently lack localized, evidence-based insight into how school type and teaching methods jointly shape agripreneurial outcomes in Delta State (Onajite & Aina, 2017; World Bank, 2023). Left unaddressed, this perpetuates a cycle of graduates without the competencies to build viable agribusinesses, feeding youth unemployment, rural-urban migration and stalled agricultural modernization (Eboh, 2023; FAO, 2021). This study therefore investigates the empirical relationships among school type, instructional strategies, institutional factors, teacher qualifications and agripreneurial skill acquisition among senior secondary students in Delta State.

III. Research Objectives

The study specifically aimed to:

1. explore the relationship between school type and agripreneurial skill acquisition among senior secondary school students in Delta State;
2. investigate the relationship between instructional strategies and agripreneurial skill acquisition among senior secondary school students in Delta State;
3. find out the institutional or systemic factors that facilitate effective agripreneurship education across school types in Delta State;
4. unravel the relationship between teacher qualifications in agriculture and agripreneurial skills acquisition among senior secondary students in Delta State.

IV. RESEARCH HYPOTHESES

The following null hypotheses guided the study:

H₀₁: There is no significant relationship between school type and agripreneurial skills acquisition among senior secondary students in Delta State

H₀₂: There is no significant relationship between instructional strategies and agripreneurial skills acquisition among senior secondary students in Delta State

H₀₃: There is no significant relationship between institutional or systemic factors and effective agripreneurship education across school types in Delta State

H₀₄: There is no significant relationship between teacher qualifications and agripreneurial skills acquisition among senior secondary students in Delta State

V. THEORETICAL FRAMEWORK

This study is anchored on two complementary theories: Human Capital Theory and Experiential Learning Theory.

Human Capital Theory

Human Capital Theory, pioneered by Gary Becker and Theodore Schultz, holds that investment in education, training and health yields significant economic returns by enhancing individuals' skills, knowledge and productivity (Becker, 1993; Schultz, 1961). Applied to Delta State's agricultural landscape, the theory frames agripreneurial education as combining technical expertise with business acumen to unlock students' economic potential (Emordi, 2024; Nwibo et al., 2016); training in climate-smart agriculture, agro-processing and value-chain management can turn subsistence farming into viable agribusiness, stimulating rural economies and reducing unemployment (FAO, 2021; IFAD, 2023). However, the theory's application faces real constraints in this context: underfunded public schools often lack functional farms and facilities for practical training, and curricula tend to prioritize theory over the market-relevant skills, such as digital

marketing, that modern agribusiness demands (Abdallah, 2016, 2018; Agbidi & Ikeoji, 2019; Ikuemonisan et al., 2022).

Experiential Learning Theory

Experiential Learning Theory (ELT), developed by David Kolb (1984), holds that learning is a cyclical process of transforming experience into knowledge through four interlinked stages: Concrete Experience (hands-on engagement, e.g. planting crops), Reflective Observation (analyzing outcomes), Abstract Conceptualization (developing frameworks or principles from reflection) and Active Experimentation (applying new concepts to novel situations, e.g. testing drought-resistant varieties) (Kolb, 1984; Kolb & Kolb, 2005). Learners are further categorized into four styles; Diverging, Assimilating, Converging and Accommodating; reflecting how they navigate this cycle, which has implications for how educators tailor instruction (Kolb, 1984).

ELT is especially suited to agripreneurship, where bridging classroom theory and fieldwork through school farms, agro-processing and agribusiness internships is essential to building practical competence (Mukembo & Edwards, 2015; FAO, 2021). It directly informs this study's focus on instructional strategies, since practical, project-based and technology-integrated approaches operationalize the ELT cycle, while technical and vocational schools are structurally better positioned to enable it (Ubogu, 2021; Onajite & Aina, 2017). Together, Human Capital Theory and Experiential Learning Theory explain how school and pedagogical contexts, moderated by teacher qualifications, experience and institutional support, shape students' readiness to convert agricultural knowledge into sustainable income-generating ventures in Delta State.

School Type and Agripreneurial Skills Acquisition

The type of school a student attends shapes their exposure to practical agricultural training and, by extension, their readiness for agribusiness (Emordi, 2024; Onajite & Aina, 2017). Public schools in Delta State face significant resource constraints, government education spending has historically remained below 15% of the annual budget, leaving

curricula weighted toward theory, with limited access to school farms, modern tools and manageable class sizes (Abdallah, 2016, 2018; Agbidi & Ikeoji, 2019). Private schools tend to have better ICT infrastructure and smaller classes, but often prioritize academic subjects over agriculture, and many sit on compounds too small for meaningful crop cultivation or livestock work, again constraining practical exposure (Emordi et al., 2020; Obasi & Opene, 2019). Technical/vocational schools, by contrast, emphasize hands-on training through partnerships with local farms and agro-industries (for example, cassava-processing exercises that take students through cultivation, harvesting and post-harvest handling) giving them an experiential edge, though Delta State-specific comparative research on this remains scarce (Ubogu, 2021; Idodo, 2024; Onajite & Aina, 2017). Instructional Strategies and Agripreneurial Skills Acquisition

Instructional strategy is widely regarded as a decisive lever for agripreneurial skill development (Yusuf & Egunsola, 2024). Experiential learning builds technical proficiency, problem-solving and adaptability by exposing students to real challenges such as pest control and market fluctuations (Kolb, 1984; Ezenwanne, 2021; FAO, 2020). Vocational institutions such as Sapele Technical College illustrate this through cassava-processing workshops that teach value-addition techniques like garri production (Ubogu, 2021; Idodo, 2024). Project-based learning similarly builds business acumen by having students design and run mock enterprises; a poultry venture or organic vegetable sales project; gaining practical experience in market analysis, financial planning and risk management, while encouraging innovations such as solar-powered irrigation designs (Yusuf & Egunsola, 2024; Olaniyi et al., 2020; Ikuemonisan et al., 2022).

Lecture-based teaching, by contrast, is consistently associated with weaker skill outcomes: its one-way format limits critical thinking, problem-solving and creativity, leaving students theoretically grounded but underprepared to apply knowledge in real agribusiness settings (Ezenwanne, 2021; Agbidi & Ikeoji, 2019; Onajite & Aina, 2017). Taken together, the literature suggests experiential and project-based

strategies substantially outperform lecture-based instruction in building agripreneurial competence, though systemic barriers; resource gaps, weak teacher training; constrain how widely such strategies can be applied (Agbidi & Ikeoji, 2019; Emordi, 2024).

VI. METHODOLOGY

The study adopted a survey research design, which enabled a representative sample to respond to structured questions establishing relationships among the study variables (Creswell & Creswell, 2018). The population comprised all senior secondary school (SS1–SS3) students in Delta State, 117,196 students, alongside 223 Agricultural Science teachers, as reported by the Ministry of Basic and Secondary Education (Exams and Standard) (2024).

A student sample size of 398 was determined using the Taro Yamane (1967) formula, which provides statistical rigor for generalizing findings (Clark et al., 2021). For teachers, a convenience sample of 112; approximately 50% of the 223 population; was drawn. This produced a total accessible population of 510 respondents (398 students and 112 teachers).

A multistage purposive sampling technique was used. In the first stage, the study area was stratified into three educational zones by institutional focus: Public Schools, Private Schools and Technical Colleges, to capture the diversity of agripreneurial skill training. In the second stage, institutions were purposively selected from the Ministry's list based on having an established agricultural science programme, active implementation of the agricultural science or vocational agricultural curriculum, and accessibility/willingness to participate - yielding 30 institutions in total: 12 Public Schools, 12 Private Schools and 6 Technical Colleges. In the third stage, respondents were purposively drawn from the selected institutions' total population of 510, targeting students currently enrolled in agricultural science and teachers directly delivering the curriculum, resulting in a final sample size of 510.

Data were collected using a structured instrument titled "School Type, Instructional Strategies and Agripreneurial Skills Acquisition among Senior

Secondary Students Questionnaire” (Q-STISA), comprising Section A (demographics; sex, age, etc.) and Section B (substantive items on a 5-point Likert scale, Very High = 5 to Very Low = 1). Section B had four parts: Agripreneurial Skill Needs (teachers only; farm management, budgeting, value addition, marketing, innovation); Level of Agripreneurial Skill Acquisition (students only; practical agricultural and business tasks, from pest control and livestock rearing to business planning and digital marketing); Institutional/Systemic Factors (teachers only; funding, partnerships, infrastructure, curriculum integration, rated Strongly Agree to Strongly Disagree); and Relationship Between School Type, Instructional Strategies and Skill Acquisition (teachers only, same SA–SD scale).

Instrument validity was established through face validity, with the self-designed questionnaire reviewed by two lecturers from the Department of Vocational Education and one from the Department of Measurement and Evaluation, Faculty of Education, Delta State University, Abraka. Reliability was determined via test-retest: the instrument was administered to 30 respondents at Aduwawa, Benin City, Edo State, and re-administered two weeks later. Scores from both administrations were correlated using Pearson Product Moment Correlation (PPMC), yielding a coefficient of $r = 0.817$, indicating high reliability.

Data were ultimately collected from 491 respondents, 387 students and 104 teachers, and analysed using Pearson Product Moment Correlation (PPMC) at the 0.05 level of significance.

VII. RESULTS

Hypothesis 1: There is no significant relationship between school type and agripreneurial skills acquisition among senior secondary students in Delta State.

Table 1: Pearson Correlation Between School Type and Agripreneurial Skills Acquisition

Variables	School Type	Agripreneurial Skill Acquisition
School Type	1.000	0.186*
Agripreneurial Skill Acquisition	0.186*	1.000
Sig. (2-tailed)	-	.001
N	387	387

*Correlation is significant at the 0.05 level (2-tailed).

The analysis revealed a weak but statistically significant positive relationship ($r = 0.186$, $p < 0.05$) between school type and agripreneurial skills acquisition. This indicates that as school type moves from public to private to technical, agripreneurial skill acquisition tends to rise slightly, with technical-school students showing marginally higher skills. However, the weak strength of the relationship means school type is not a strong predictor on its own; other factors evidently play a larger role. On this basis, H_{01} was rejected.

Hypothesis 2: There is no significant relationship between instructional strategies and agripreneurial skills acquisition among senior secondary students in Delta State.

Table 2: Pearson Correlation Between Instructional Strategies and Agripreneurial Skill Acquisition

Variables	Instructional Strategies	Agripreneurial Skill Acquisition
Instructional Strategies	1.000	0.742*
Agripreneurial Skill Acquisition	0.742*	1.000
Sig. (2-tailed)	-	.001
N	387	387

*Correlation is significant at the 0.05 level (2-tailed).

A strong, statistically significant positive relationship was found between instructional strategies and

agripreneurial skills acquisition ($r = 0.742$, $p < 0.05$). This is the strongest relationship recorded among the four hypotheses, indicating that the use of effective, practical instructional strategies by teachers is closely associated with higher levels of student skill acquisition. Strategies that are experiential and entrepreneurship-oriented; supervised farm practice, demonstration farms and skill-based instruction; appear to substantially enhance students' agripreneurial competencies, consistent with Experiential Learning Theory's emphasis on learning through practice. Consequently, H_{02} was rejected, confirming instructional strategies as the single most influential predictor examined in this study.

Hypothesis 3: There is no significant relationship between institutional or systemic factors and effective agripreneurship education across school types in Delta State.

Table 3: Pearson Correlation Between Institutional/Systemic Factors and Effective Agripreneurship Education

Variables	Institutional/ Systemic Factors	Effective Agripreneurship Education
Institutional/ Systemic Factors	1.000	0.118*
Effective Agripreneurship Education	0.118*	1.000
Sig. (2-tailed)	-	.233
N	104	104

Correlation not significant at the 0.05 level (2-tailed).

The analysis revealed a weak, non-significant positive relationship between institutional/systemic factors and effective agripreneurship education ($r = 0.118$, $p > 0.05$). Although factors such as funding, curriculum integration, practical activities and ICT access are conceptually important, their variation does not correspond significantly to differences in effectiveness across schools in this sample. H_{03} was therefore accepted, suggesting that these systemic constraints are relatively uniform across public,

private and technical schools rather than being a differentiating factor.

Hypothesis 4: There is no significant relationship between teacher qualifications and agripreneurial skills acquisition among senior secondary students in Delta State.

Table 4: Pearson Correlation Between Teacher Qualification and Agripreneurial Skill Acquisition

Variables	Teacher Qualification	Agripreneurial Skill Acquisition
Teacher Qualification	1.000	0.214*
Agripreneurial Skill Acquisition	0.214*	1.000
Sig. (2-tailed)	-	.036
N	104	104

*Correlation is significant at the 0.05 level (2-tailed).

A weak but statistically significant positive relationship was found between teacher qualifications and agripreneurial skills acquisition ($r = 0.214$, $p < 0.05$). Students taught by teachers holding advanced qualifications (M.Ed/M.Sc/M.Tech and Ph.D) tended to demonstrate higher agripreneurial skills than those taught by teachers with N.C.E or PGDE qualifications. The relationship's modest strength indicates teacher qualification is a significant but not dominant factor; instructional strategies and learning environment likely matter more. H_{04} was accordingly rejected.

VIII. DISCUSSION OF FINDINGS

School Type

The weak but significant relationship between school type and skill acquisition ($r = 0.186$, $p < 0.05$) is echoed in the descriptive data: technical-school students recorded the highest mean skill acquisition ($M = 3.11$), followed by private-school students ($M = 3.04$), with public-school students lowest ($M = 2.79$). Technical schools' edge likely reflects their emphasis on workshops, school farms and industry exposure (Ubogu, 2021), while private schools' relative

advantage may stem from better funding, smaller classes and stronger ICT facilities, tempered by limited access to farmland (Emordi et al., 2020; Lawal, 2020). Public schools, constrained by inadequate funding, overcrowding and heavier reliance on theory, would be expected to lag furthest behind (Iheukumere et al., 2020; Emordi et al., 2020). Yet the weak overall correlation suggests these structural differences do not translate strongly into skill differences; possibly because broadly similar instructional practices are applied regardless of school type. This offers only partial support for Experiential Learning Theory and Human Capital Theory, and diverges from prior studies reporting stronger institutional effects (Onajite & Aina, 2017; Ubogu, 2021; Agbidi & Ikeoji, 2019), pointing instead to instructional strategy as the more consequential lever.

Instructional Strategies

Instructional strategies produced the strongest relationship in the study ($r = 0.742$, $p < 0.05$), confirming them as the dominant predictor of agripreneurial competence. Teachers most frequently used practical, experiential strategies: supervised practice/on-farm training ($M = 3.92$), demonstration farms ($M = 3.89$) and field trips ($M = 3.87$), while theoretical teaching ranked lowest ($M = 3.01$). This pattern strongly supports Experiential Learning Theory (Kolb, 1984): students exposed to concrete experience and active experimentation acquire skills more effectively, while continued reliance on theory-heavy instruction helps explain the moderate overall skill level recorded (grand mean = 2.89), with no skill domain reaching the 3.00 threshold. Relatively lower use of ICT integration, internships and entrepreneurship-focused teaching reflects systemic constraints; poor infrastructure, weak industry linkages, limited digital access; and helps explain students' particular weakness in digital marketing, innovation and business development (Emordi et al., 2020; Agbidi & Ikeoji, 2019; IFAD, 2023). Importantly, the strength of this relationship indicates that teaching method matters more than school type: even resource-constrained schools can meaningfully improve outcomes through practical strategies, a pattern consistent with Ezenwanne (2021), and with Otache (2017) and Ikuemonisan et al. (2022) on the

persistent entrepreneurial-skills gap in Nigerian agricultural education.

Institutional/Systemic Factors

Institutional/systemic factors showed a weak, non-significant relationship with effective agripreneurship education ($r = 0.118$, $p > 0.05$). Teachers nonetheless rated all identified factors relatively highly ($M = 3.64$ – 3.97), including funding adequacy, practical activities, curriculum integration and partnerships; suggesting these are recognized as important even though they do not statistically differentiate outcomes across schools. Slightly lower ratings for partnerships ($M = 3.75$), infrastructure ($M = 3.72$), ICT/library access ($M = 3.68$) and role-playing activities ($M = 3.64$) point to persistent gaps in industry linkage, technology and experiential opportunity. The non-significant relationship suggests these constraints; limited funding, unreliable power, insufficient practical facilities; are widespread across school types rather than concentrated in any one, echoing Emordi et al. (2020), Agbidi and Ikeoji (2019), Onajite and Aina (2017) and Abdallah (2016, 2018) on system-wide infrastructural and funding deficits, and global reports from FAO (2021) and IFAD (2023) on weak institutional support as a barrier to agripreneurship development generally. The implication is that improving agripreneurship education will require attention beyond institutional support alone — particularly to instructional strategies and teacher-related factors.

Teacher Qualifications and Experience

Teacher qualification showed a weak but significant positive relationship with student skill acquisition ($r = 0.214$, $p < 0.05$). A related measure, teacher agribusiness experience, showed a weak-to-moderate but significant positive relationship ($r = 0.268$, $p < 0.05$), indicating that teachers with practical agribusiness backgrounds (business plan development, digital marketing, consultancy, agro-processing) are associated with stronger student outcomes than qualification alone. Descriptively, students taught by highly qualified teachers (M.Ed/M.Sc/M.Tech, Ph.D) and by teachers with practical experience tended to score higher, though the modest correlation strengths indicate these are incremental rather than dominant contributors. These

findings support Human Capital Theory (Becker, 1993), which links education and skill investment to productivity, and Experiential Learning Theory (Kolb, 1984), since teachers with real-world agribusiness exposure are better placed to facilitate hands-on learning and connect theory to practice, consistent with Mukembo and Edwards (2015), FAO (2021) and IFAD (2023). The relatively modest strength of both relationships, however, points to a gap in teachers' practical agribusiness experience within the study area, likely contributing to weaker student performance in entrepreneurial and applied domains, as also reported by Otache (2017) and Ikuemonisan et al. (2022). This suggests that improving teacher capacity should be paired with, rather than substituted for, stronger instructional strategies.

IX. CONCLUSION

Senior secondary school students in Delta State demonstrate a moderate level of agripreneurial skill acquisition overall, with clear strength in basic production skills (tool usage, pest identification, crop rotation, livestock rearing) but marked deficiencies in advanced competencies such as business planning, access to funding, digital marketing, innovation and value-chain development. Foundational agricultural knowledge is present, but students are not yet adequately prepared for modern agripreneurial practice. Of the four factors examined, instructional strategies emerged as by far the most influential ($r = 0.742$), with experiential and hands-on approaches (supervised farm practice, demonstration farms, field trips, entrepreneurship-focused instruction) driving the strongest gains in student skill. School type ($r = 0.186$) and teacher qualifications ($r = 0.214$) showed only weak, though statistically significant, relationships, while institutional/systemic factors ($r = 0.118$) showed no significant relationship at all, indicating that funding and infrastructure gaps are widespread rather than a source of differentiation between schools. Teacher agribusiness experience ($r = 0.268$) added modest further explanatory value. Taken together, these findings indicate that improving teaching methods; particularly through experiential and practical approaches; offers the most effective pathway for strengthening agripreneurial

competencies among Delta State's secondary school students, more so than reclassifying schools or expanding institutional inputs alone.

X. RECOMMENDATIONS

1. The Delta State Ministry of Basic and Secondary Education and Post Primary Education Board should revise the Agricultural Science curriculum guide to explicitly mandate experiential, project-based and entrepreneurship-focused instructional strategies (supervised practice, demonstration farms, field trips, mock agribusiness projects, digital marketing, business planning) across all senior secondary schools, with clear benchmarks and monitoring mechanisms.
2. School administrators across public, private and technical schools should prioritize functional school farms, demonstration workshops and small agro-processing units, allocating at least 40–50% of Agricultural Science instructional time to practical activities, using community or leased plots where private-school space is constrained.
3. The state government should substantially increase funding for agricultural education, targeting infrastructure (reliable power, internet connectivity, ICT tools, modern farm tools), teacher incentives for practical training delivery, and formal partnerships with local agribusinesses for internships, guest lectures and field trips.
4. Teacher professional development should mandate training in experiential pedagogy (Kolb's cycle), agripreneurial competencies (business planning, digital marketing, value addition, risk management) and gender-sensitive teaching, prioritizing in-service workshops, micro-credentials and industry secondments for teachers with N.C.E, bachelor's degrees, or limited practical experience.
5. Recruitment and deployment policies should incentivize teachers with advanced qualifications (Master's/Ph.D) and proven agribusiness experience to serve in public and rural schools, through allowances, study leave and promotion pathways.

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