APPROACHES FOR ENHANCING YOUTHS' EMPLOYMENT IN AGRICULTURAL ENTREPRENEURSHIP FOR SUSTAINABLE LIVELIHOOD IN ABIA STATE, NIGERIA

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Abstract
The study examined approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State, Nigeria. The study was guided by three research questions and hypotheses. A descriptive survey research design was adopted in the study. The population of the study was 508, comprising 384 Agricultural Science teachers and 124 Agricultural Extension Agents. The sample of the study was 226, comprising 171 Agricultural Science teachers and 55 Agricultural Extension Agents selected using a proportionate stratified random sampling technique. The instrument for data collection was a structured questionnaire validated by three experts, and the overall reliability coefficient was 0.84. Data collected was analysed using mean, standard deviation, and t-test statistic to test the hypotheses at a 0.05 level of significance. The findings of the study revealed, among others, that the approaches for enhancing youths' employment in agricultural entrepreneurship include educational reforms, policy support, and awareness creation, such as revamping the curriculum to align with modern agricultural practices. Based on the findings, it was recommended that there is a need for the government at all levels, including institutions and international organizations, to join hands in reforming education in Nigeria for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State.

Keywords: Approaches, Youth, Employment, Agricultural Entrepreneurship, and Sustainable Livelihood

Introduction

The adventure to bridge the gap in unemployment and ensure increased economic opportunities and food security has necessitated the call for enhancing youths' agricultural entrepreneurship for sustainable livelihood in Nigeria. Agriculture is the backbone upon which the development of a stable human community has depended throughout the whole universe. It is concerned with the husbandry of crops and animals for food and other purposes for the sustenance of man as well as a means of reducing poverty in developing nations. This implies that the agricultural sector is a vital aspect of the Nigerian economy that can contribute significantly to economic development by providing food, foreign exchange earnings, and serving as a source of raw materials for industries and youths' employment through entrepreneurship (Nmeregini et al., 2020).

Entrepreneurship is the willingness and ability of an individual to seek out investment opportunities in an environment and be able to establish and manage such an enterprise successfully within the limits of resources available. Entrepreneurship is often viewed as a function that is most associated with direction and a combination of productive inputs. Entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. Encouraging youth entrepreneurial interest and spirit in agriculture is quite necessary. This means that supporting core ideologies, respect for individuals' initiatives and personal growth, and encouraging everyone's ability and creativity are all necessary to build an entrepreneurial economy (Eke et al., 2020).

Agriculture has a wide variety of occupational areas ranging from on-farm to off- farm agricultural service occupations. The on- farm covers the occupational areas of crop production, animal production, and fisheries culture, while the off-farm refers to those agricultural inputs and equipment manufacturing, processing, and service occupations. Eke et al. (2020) asserted that employment opportunities created through agricultural entrepreneurship can engage all the youths in Abia state. The authors further stated that engagement of youths in agricultural entrepreneurship is a powerful vehicle for self-employment, self-reliance, income generation, and security.

Youth as described by Nwafor (2023), refers to the period of life between childhood and adulthood, a time characterized by transition and development. It's a time of learning, exploration, and the formation of identity. While often associated with a specific age range (15-35), It is also conceptualized as the state of being young, fresh, and energetic. Meanwhile, youths' employment refers to the situation where individuals, typically the youths, are engaged in paid work or self-employment. This concept encompasses various forms of work, including full-time, part-time, seasonal, and temporary employment, as well as entrepreneurship and self-employment opportunities for young individuals. This implies that youth employment is crucial for individual well-being, economic development and social stability especially in countries like Nigeria where unemployment is a significant issue. It helps reduce vulnerability, fosters a skilled workforce and can empower the youths and contributes to their sustainable employment and livelihood through agriculture (Sunday et al., 2019).

Employment is the state of having a paid job or position of work. It signifies a situation where an individual is engaged in a meaningful and productive activity, typically for compensation. Youth employment refers to the opportunities and initiatives focused on providing jobs and workforce development for young people, typically those aged 16-24. This includes various programs and approaches aimed at helping young people gain the skills, experience, and support needed to enter and thrive in the labour market (Nwafor, 2023). Youths' employment agricultural entrepreneurship according to Nmeregini et al., (2020) remains a significant source of income and livelihoods, particularly in livestock production, crop production, fish farming, bee keeping, agricultural product processing and farm services can provide gainful employment and means of livelihood. Youth employment in agriculture offers numerous benefits, including increased food

production, reduced unemployment, job creation, poverty reduction, food security and sustained economic growth. It also addresses food insecurity concerns and empowers young with valuable skills and entrepreneurial opportunities.

This implies that to enhance youths' employment in agricultural entrepreneurship there is need for different approaches to be adopted by the Government at all levels to address the factors that hinder youths' participation in agriculture. Approaches as described by Avwiri (2020) are the mechanisms and alternative means needed to induce the interest and participation of the youth in certain activities. These approaches as noted by Anjeinu and Aondonenge (2019) are the measures to help the youths to produce more food needed for daily consumption because inadequate food production culminates to food insecurity. Nlebem et al., (2024) added that diverse approaches can be used by the government, schools and agricultural extension agents to enhancing youths' participation in agricultural entrepreneurship for employment. Preparing youth for a career in agriculture involves providing them with the necessary skills, knowledge, and resources to thrive in the agricultural sector. These approaches include educational reforms, policy and institutional support, and engagement and awareness creation (Adeyanju et al., 2020).

Educational reform in the view of Diise et al. (2018) refers to the process of making significant and systemic changes to an education system, with the goal of improving its effectiveness and addressing identified challenges. It involves a range of strategies, from curriculum revisions and teacher training to policy changes and funding, all aimed at enhancing learning outcomes and preparing students for the future (Alumode, 2019). Nwaogwugwu and Obele (2019) added that reviewing and revising educational policies to create a supportive and equitable learning environment, reforming the curriculum to ensure it is relevant, engaging, and aligned with the needs of students and society, implementing innovative teaching methods and approaches that promote active learning and critical thinking. Also, incorporating digital technologies and online learning platforms to enhance access to educational resources and personalize learning experiences, ensuring adequate and equitable funding for schools to support infrastructure improvements, resource provision, and teacher compensation are important educational reform approaches for enhancing entrepreneurship in agriculture (Zahra, 2019). Educational reforms, according to Diise et al. (2018) are crucial for preparing young people for successful careers in agriculture, especially when backed by appropriate policy support.

Policy and institutional support approaches, according to Ojo and Aghimien (2018) refer to the range of actions, guidelines, and structures put in place by institutions (like governments, schools or organizations) to encourage, enable, and sustain specific activities or goals. These approaches involve both formal policies and informal practices that provide the necessary resources, frameworks, and encouragement for desired outcomes. Policy and institutional support approaches are crucial for driving positive change within organizations and ensuring the effective implementation of goals. They involve a combination of well-defined policies, regulations, and institutional structures that provide the necessary resources, guidance, and framework for achieving desired outcomes as well as creating clear and concise policies that align with the organization's mission and objectives. To effectively prepare youth for entrepreneurship in agriculture, Ojo and Aghimien (2018) maintained that a combination of supportive policies and institutional approaches are needed. These should focus on building capacity, providing access to resources, and fostering an enabling environment for youth-led initiatives. Key areas include tailored education and training, access to finance and technology, and land access, all while promoting a positive image of agriculture.

Consequently, policy and institutional support, engagement and awareness creation are also needed for enhancing youth employment in agriculture (Lan et al., (2019). Awareness creation is the process of making a target audience conscious of something, whether it's a product, service, issue, or idea. It's the first step in a broader effort to inform, educate, and potentially influence behavior or action. This process often involves various communication strategies and activities

designed to reach the intended audience and make them aware of the subject at hand. Effective engagement and awareness creation strategies involve a multifaceted approach, combining various techniques to reach and connect with target audiences. These include leveraging social media, partnering with influencers, creating shareable content, and establishing a strong brand voice to educate and expose the youths to the value of agriculture in order to enhance their interest in employment in agriculture and for sustainable livelihood (Lan et al., 2019).

Sustainable livelihood in the submission of Eneogwe and Umoren (2024), refers to a way of living that enables individuals and communities to meet their necessities while also protecting and enhancing their natural and social resources. It focuses on creating long-term means and economically viable solutions for people to live. This implies that enhancing youths for entrepreneurship in agriculture is imperative for addressing unemployment and social vices in the society, considering increase youths population in Nigeria and Abia state. Consequently, it was on this background that necessitated the need to examine the approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State, Nigeria.

Statement of the Problem

Enhancing youths for entrepreneurship in agriculture is paramount, given the country's large youth population and the agricultural sector's potential. The involvement of youths in agriculture can create jobs, stimulate innovation, and lead to more sustainable farming practices, ultimately improving livelihoods and contributing to a more resilient food system, reducing food insecurity and enhancing economic growth.

Despite the potential of agriculture for the sustainable livelihood of individuals, engagement of youth in agriculture, especially in Abia, is very low and this has contributed to low food production and insecurity in the area, leading to high cost of food commodities and hunger, including starvation. This can be attributed to a lack of adequate approaches for enhancing youth's entrepreneurship in agriculture. This is because without preparing youths in agriculture, the unemployment rate will continue to increase, leading to engagement of many youths in social vices, which may contribute to a higher crime rate, insecurity of life and properties, among others. Therefore, addressing youths' unemployment and preparing the youths for employment opportunities in agriculture cannot be overlooked. Therefore, it is against this backdrop it became imperative to examine the approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State, Nigeria

Purpose of the Study

The purpose of the study is to examine approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State, Nigeria. Specifically, the study sought to:

1. Examine educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.
2. examine policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood and
3. Identify awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Research Questions

The following research questions guided the study:

1. What are the educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?
2. What are the policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?

3. What are the awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?

Hypotheses

The following null hypotheses were stated tested at 0.05 level of significance:

$H0_1$: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

$H0_2$: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

$H0_3$: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Methods

The design of the study was descriptive survey research design. According to Nworgu (2018), survey research design is the type of design which uses the sample data of an investigation to describe and explain what is in existence or the present status of a phenomenon being investigated. The study was carried out in Abia state which included all the three educational zones in Abia State. The population of the study was 508 comprising 384 Agricultural Science teachers and 124 Agricultural Extension Agents. The sample size of the study was derived using sampling formula of (Kregcee & Morgan, 1970). The sample of the study was 226 comprising 171 Agricultural Science teachers and 55 Agricultural Extension Agents selected using proportionate stratified random sampling technique.

The instrument for data collection was a structured questionnaire developed by the researcher and presented on a 4-point response scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (D) 2 and Strongly Disagree (SD) 1. The instrument was validated by three experts: two experts in Agricultural Education in the Department of Agricultural and Vocational Education and one expert in the Measurement and Evaluation unit of the Department of Science Education, College of Education, Michael Okpara University of Agriculture, Umudike. These experts were requested to validate the instrument based on item suitability, relevance to the study, and item clarity. Cronbach's Alpha Statistic was used to compute the reliability coefficient, which yielded 0.86, 0.89, and 0.77, with the overall reliability coefficient of 0.84 considered reliable for the study. A total of 226 copies of questionnaires were administered to the respondents, and 202 copies were retrieved, comprising 152 Agricultural Science teachers and 50 extension agents, representing 89% return rate. Data collected was analysed using mean and standard deviation to answer the research questions, and the t-test statistic was used to test the hypotheses at a 0.05 level of significance. The cut-off point for the mean was 2.50 and above, accepted as agreed, while those below were considered as disagreed. The standard deviation was used to ascertain the homogeneity of the respondents' responses to the items in the instrument. The decision rule in testing the hypotheses, the t-calculated values were compared with t-table values at 0.05% level of significance. The hypothesis of no significant difference was accepted for items whose t-calculated value are less than the t-table values and rejected otherwise.

Results

Research Question 1: What are the educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?

Table 1: Mean and Standard Deviation of the Respondents' Responses on the Educational Reforms Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship for Sustainable Livelihood n = 202

S/N	ITEM STATEMENT	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	Rmrk.
1	Upscaling the curriculum to align with modern agricultural practices, including sustainable farming techniques, agribusiness management, and the use of technology.	3.24	1.02	3.18	0.87	Agreed
2	Incorporating soft skills such as agric-business planning alongside technical knowledge into the curriculum,	3.28	1.00	3.27	0.64	Agreed
3	Incorporating emerging technologies such Artificial Intelligence into the curriculum,	3.18	0.92	3.15	0.98	Agreed
4	promoting hands-on experience on poultry, pig, rabbit, grasscutter, snail and crop production,	3.11	0.89	3.19	0.75	Agreed
5	Incorporate business and entrepreneurial skills to encourage the youths to start their own agricultural enterprises	3.16	0.90	3.09	0.94	Agreed
6	Tailor training programs to address the unique needs and learning styles of both male and female students for entrepreneurship in Agriculture	3.22	0.91	3.20	0.60	Agreed
7	Increasing funding for agricultural education and training institutions to improve infrastructure, equipment, and teaching resources.	3.23	0.96	3.18	0.98	Agreed
8	Improving collaboration between educational institutions, research organizations, and agricultural businesses.	3.30	0.56	3.26	0.54	Agreed
9	Training teachers and instructors on the latest agricultural technologies and teaching methodologies	3.26	0.90	3.17	0.96	Agreed
	Cluster Mean	3.23	0.90	3.19	0.96	Agreed

Keys: $\bar{X}_1$ = Mean of teachers, S_1 = Standard deviation of teachers, $\bar{X}_2$ = Mean of extension agents, S_2 = Standard deviation of extension agents, NS= Not significant and Rmrk. = Remark

Data in Table 1 revealed that the mean responses of the respondents on the 9 items range from 3.09 – 3.30 which are all above the cut-off point of 2.50. This implies that the 9 items are the educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. Also, the standard deviation of the 9 items ranges from 0.54 – 1.02 which shows that the responses of the respondents are close to one another in their responses and that they were not far from the cluster mean.

Hypothesis 1: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Table 2: t-test Analysis of Mean Responses of Agricultural Teachers and Extension Agents on Education Reforms Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship for Sustainable Livelihood

Variables	N	Mean	S.D	DF	t-cal.	t-tab.	Decision
Agricultural Teachers	152	3.23	0.90	200	0.26	1.97	Not Significant
Extension agents	50	3.19	0.92				

The data in Table 2 shows that the calculated t-value is 0.26 while the t- tabulated value is 1.97 at 0.05 level of significance and at 200 degrees of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was not rejected. Therefore, there is no significant difference between the mean responses of Agricultural Science teachers and extension agents on educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Research Question 2: What are the policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?

Table 3: Mean and Standard Deviation of the Respondents Responses on the Policy Support Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship for Sustainable Livelihood **n = 202**

S/N	ITEM STATEMENT	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	Rmrks.
	Policy support approaches for enhancing youths' employment include:					
1	Updating national youth policies to aligned with agricultural development goals for youth entrepreneurship	3.80	0.21	3.73	0.28	Agreed
2	Formulating policies that specifically address the needs and aspirations of young people in agriculture.	3.33	0.79	3.27	0.90	Agreed
3	Reforming inheritance laws and customs to facilitate youths' access to land for agricultural entrepreneurship	3.34	0.83	3.27	0.64	Agreed
4	Developing policy for training programs to provide the youths with technical agricultural skills with business management, digital literacy, and mentorship	3.22	0.78	3.18	0.60	Agreed
5	Rebranding extension services to provide technical support, training, and information on modern agricultural practices,	3.16	0.77	3.18	0.75	Agreed
6	Policy dialogue to actively engaging youth in policy making to align strategies with their agricultural aspirations	3.38	0.91	3.30	0.91	Agreed
7	Implementing gender responsive programme to ensure young women have equal access to resources and, opportunities for agricultural entrepreneurship	3.75	0.46	3.50	0.78	Agreed
	Cluster Mean	**3.43**	**0.67**	**3.34**	**0.69**	Agreed

Data in Table 3 revealed that the mean response of the respondents on the 7 items ranges from 3.16 – 3.80 which are all above the cut-off point of 2.50. This implies that the respondents

agreed that 7 items are the policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. Also, the standard deviation of the 7 items ranges from 0.21 – 0.91, which shows that the responses of the respondents are close to one another in their responses and that they were not far from the cluster mean.

Hypothesis 2: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Table 4: t-test Analysis of Mean Responses of Agricultural Teachers and Extension Agents on Policy Support Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship for Sustainable Livelihood

Variables	N	Mean	S.D	DF	t-cal.	t-tab.	Decision
Agricultural Teachers	152	3.43	0.67	200	0.80	1.97	Not Significant
Extension agents	50	3.34	0.69				

The data in Table 4 shows that the calculated t-value is 0.80 while the t- tabulated value is 1.97 at a 0.05 level of significance and at 200 degrees of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was not rejected. Therefore, there is no significant difference between the mean responses of Agricultural Science teachers and extension agents on policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Research Question 3: What are the awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood?

Table 5: Mean and Standard Deviation of the Respondents' Responses on the Awareness Creation Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship For Sustainable Livelihood n = 202

S/N	ITEM STATEMENTS	$\bar{X}_1$	$S.D_1$	$\bar{X}_2$	$S.D_2$	Rmrks
1.	Launching campaigns using media to highlight potential of the agricultural value chain for wealth creation, and promoting agripreneurship as a career option	3.39	0.77	3.36	0.80	Agreed
2.	Pairing young people with successful agripreneurs to provide guidance and foster a professional mindset	3.32	0.76	3.27	0.46	Agreed
3.	Establishing specialized training centres that focus on modern farming techniques and value-added processing rather than just subsistence farming	3.35	0.88	3.27	0.90	Agreed
4.	Utilizing social media platforms to communicate innovations, share success stories, and change the negative perception of agriculture as a	3.36	0.89	3.36	0.67	Agreed

	low-income, dirty job.					
5.	Providing immediate, tangible benefits such as access to subsidized inputs, technology, and startup capital to make the sector immediately attractive	3.29	0.77	3.27	0.90	Agreed
6.	Designing awareness campaigns that address specific barriers faced by young women in agriculture	3.19	0.79	3.27	0.76	Agreed
7.	Introducing agribusiness studies as agricultural entrepreneurship at an early age	3.26	0.75	3.18	0.98	Agreed
	Cluster Mean	**3.31**	**0.80**	**3.28**	**0.78**	Agreed

Data in Table 5 revealed that the mean responses of the respondents on the 7 items range from 3.18 to 3.39, which are all above the cut-off point of 2.50. This implies that the 7 items are the awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. Also, the standard deviation of the 7 items ranges from 0.46 to 0.98, which shows that the responses of the respondents are close to one another in their responses and that they were not far from the cluster mean.

Hypothesis 3: There is no significant difference between the mean responses of Agricultural Science teachers and extension agents on awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood.

Table 6: t-test Analysis of Mean Responses of Agricultural Science Teachers and Extension Agents on Awareness Creation Approaches for Enhancing Youths' Employment in Agricultural Entrepreneurship for Sustainable Livelihood

Variables	**N**	**Mean**	**S.D**	**DF**	**t-cal.**	**t-tab.**	**Decision**
Agricultural Teachers	152	3.31	0.80	200	0.23	1.97	Not Significant
Extension agents	50	3.28	0.78				

The data in Table 6 shows that the calculated t-value is 0.23 while the t- tabulated value is 1.97 at 0.05 level of significance and at 200 degrees of freedom. Since the calculated value is less than the t-critical value, the null hypothesis was not rejected. Therefore, there is no significant difference between the mean responses of Agricultural Science teachers and extension agents on awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood**.**

Discussions of the findings

The findings were discussed in accordance with the research questions and hypotheses that guided the study as follows:

It was found from research question one that educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood include: Upscaling the curriculum to align with modern agricultural practices, including sustainable farming techniques,

agribusiness management, and the use of technology, Incorporating soft skills such as Agric-business planning alongside technical knowledge into the curriculum, promoting hands-on experience on poultry, pig, rabbit, grasscutter, snail and crop production and Incorporate business and entrepreneurial skills to encourage the youths to start their own agricultural enterprises. , training teachers and instructors on the latest agricultural technologies and teaching methodologies, among others. Also, the corresponding hypothesis tested indicated that there is no significant difference between the mean responses of Agricultural teachers and extension agents on educational reform approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. The findings relate to the study of According to Zahra (2019) that education reform strategies needed to prepare youths for employment, including modernizing curricula, bridging the gap between practical training and hands-on experience, and ensuring adequate funding of education. The findings also relate to the earlier study of Alumode, (2019) who found that the approaches to improve the quality and effectiveness of education systems include setting higher standards, increasing accountability, promoting parent involvement, adapting to new technologies, and ensuring adequate resources and support for educators and students.

The findings of the study on research question two revealed that the policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood include: updating national youth policies to aligned with agricultural development goals for youth entrepreneurship, formulating policies that specifically address the needs and aspirations of young people in agriculture, reforming inheritance laws and customs to facilitate youths' access to land for agricultural entrepreneurship and developing policy for training programs to provide the youths with technical agricultural skills with business management, digital literacy, and mentorship and policy dialogue to actively engaging youth in policy making to align strategies with their agricultural aspirations. There is no significant difference between the mean responses of Agricultural teachers and extension agents on the policy support approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. The findings relate to the earlier study of Nwafor (2023), who revealed that adequate policies and legislation improved and enhanced easier access to resources such as land, capital, technology, and information targeted at the youths so as to enhance their interest in agricultural activities for sustainable employment. Also, the findings also relate to the study of Alumode (2019) that policy strategies for preparing youths in agriculture focus on equipping young people with skills, improving their access to resources like land and finance, fostering innovation, creating opportunities within the agricultural value chain, and supporting their entry into the agricultural labour market.

Finally, it and was revealed from the findings of the study on research question three that the awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood include: launching campaigns using media to highlight potential of agricultural value chain for wealth creation for promoting agripreneurship as a career option, Pairing young people with successful agripreneurs to provide guidance and foster professional mindset, Establishing specialized training centres that focus on modern farming techniques, and value-added processing rather than just subsistence farming and providing immediate, tangible benefits such as access to subsidized inputs, technology, and startup capital to make the sector immediately attractive. Also, the hypothesis tested revealed that there is no significant difference between the mean responses of Agricultural science teachers and extension agents on awareness creation approaches for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood. The findings relate to the earlier study of Iloh et al. (2022) who revealed that increased awareness empowers youths to see agriculture as a profitable and innovative business, fostering agripreneurship and economic growth, while also contributing to food security, rural development, and food system sustainability. Lan et al. (2019) added that effective engagement and awareness creation involve multifaceted approaches which include leveraging social media, partnering with influencers, creating shareable content, and establishing a

strong brand voice to educate and expose the youths to the value of agriculture to enhance their interest in employment in agriculture for sustainable livelihood.

Conclusion

It was concluded from the findings of the study that the approaches for enhancing youths employment in agricultural entrepreneurship for sustainable livelihood include educational reforms, policy support and awareness creation such as revamping the curriculum to align with modern agricultural practices, including sustainable farming techniques, agribusiness management, and the use of technology, incorporating soft skills such as problem-solving, teamwork, and leadership skills alongside technical knowledge into the curriculum, developing and implement policies that specifically address the needs and aspirations of young people in agriculture, reviewing and update national youth policies to ensure they are aligned with agricultural development goals. This implies that these approaches cannot be undermined if youths' employment in agricultural entrepreneurship is to be enhanced for sustainable livelihood.

Recommendations

Based on the findings, it was recommended therefore that:

1. There is need for Government at all levels including institutions and international organizations to join hands in reforming education in Nigeria for enhancing youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State.
2. There is need for Agricultural and educational policies to be reviewed jointly by the federal and state Government to integrate policy approaches that will enhance youths' employment in agricultural entrepreneurship for sustainable livelihood in Abia State.
3. There is need for adequate awareness campaign by the extension agents through the support of the Ministry of Agriculture and rural development to expose the youths to the needs for engagement in agricultural entrepreneurship for sustainable livelihood in Abia State.

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