



**AGRIPRENEURSHIP LITERACY AS A CATALYST FOR FOOD SECURITY AND
SUSTAINABILITY IN NIGERIA: A FOCUS ON GOVERNMENT ENTERPRISE
EMPOWERMENT PROGRAMME (GEEP)**

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ABSTRACT

Despite growing acknowledgment among management scholars globally and successive governments in developing countries that agricultural entrepreneurship engenders food security and economic growth, a significant gap remains in complementing government agricultural initiatives with meaningful youth engagement in agribusiness. This paper examines the implications of implementing agripreneurship literacy among undergraduates/graduates in Nigerian tertiary institutions to achieve food sustainability, using the Government Enterprise Empowerment Programme (GEEP) as a platform. A descriptive survey design was adopted for the study. A sample of 100 NYSC members ($n = 100$) was randomly selected from a population of 138 ($N = 138$) across Umunneochi and Isuikwuato Local Government Areas (LGAs), Abia State. A structured questionnaire served as the data collection instrument; its validity was established through expert review, and reliability was confirmed using Cronbach's Alpha. Four research questions and four corresponding hypotheses guided the study, with Pearson's Product-Moment Correlation Coefficient used to test the hypotheses. Findings reveal that exposure to agripreneurship education as a compulsory general studies course in Nigerian tertiary institutions is significantly related to self-reliance among undergraduates/NYSC members. It is concluded that structured agripreneurship literacy, backed by financial incentives, is a viable pathway to stimulating youth interest in agribusiness. The study recommends expanding the GEEP to include NYSC members, equipping them with agripreneurship skills, National Skill Qualification (NSQ) certificates and financial incentives upon course completion, as a strategy toward achieving food security. Additionally, the study proposes an agripreneurship literacy implementation framework to guide the government in the implementation of the scheme across Nigerian tertiary institutions.

KEYWORDS: Agripreneurship, GEEP, food security, food sustainability, financial inclusion and economic growth.



1. INTRODUCTION

The global discourse on the intersection of entrepreneurship and agriculture highlights the pivotal role of entrepreneurship as a catalyst for creativity, a driver of food security and sustainability, and a promoter of value-added agricultural products. According to the Swedish University of Agricultural Sciences (2025), agripreneurship refers to “entrepreneurship in agriculture”. It involves ingenious ways of conducting farm business from the point of cultivation down to processing of farm produce, converting the produce into finished products, and moving them to the market, possibly with distinctive promotional efforts (Eze & Chinedu-Eze, as cited in Agwu & Onuoha, 2025). Agripreneurship plays a vital role by initiating and accelerating revolutionary agricultural changes that improve productivity, reduce the prices of agricultural products, and create jobs, thereby boosting farmers’ income, especially those in rural areas (Ajekwe & Ibiame, 2020). It requires agricultural literacy in basic food and fibre systems, modern production methods, and the socio-economic and environmental impacts of agribusinesses. This aligns with Meischen & Trexler’s (2003) assertion that agricultural literacy entails the “knowledge and understanding of agriculturally related scientific and technologically-based concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity”.

As populations grow, especially in developing countries, and economies expand, agricultural products with enhanced and sustainable nutritional values become increasingly imperative. Interestingly, Nigeria's agricultural sector, despite its growth of 1.41% in Q2 of 2024 (NBS, 2024), has failed to translate into meaningful food security or economic inclusion. Over 26.5 million citizens — particularly in northern Nigeria — face acute hunger (Adewoye, 2025), 33.1 million experienced high levels of food insecurity between June and August 2025 (FAO, 2025), and more than 12.8 million households — representing 52 million Nigerians — remain poor and vulnerable (NMPI, 2022). These figures point not merely to a production problem, but to a deeper failure of agricultural entrepreneurship and financial inclusion, resulting from the absence of deliberate policy action to equip young Nigerians — particularly undergraduates and Youth Corps members — with the agripreneurship skills necessary to drive agricultural productivity



and self-reliance. However, government empowerment policies that ought to have mobilised over 350,000 Youth Corps members and the teeming undergraduates into agricultural literacy programmes are yet to be implemented (Ighomuaye, 2023). While the GEEP represents a step in the right direction, its coverage remains poor and its financial benefits grossly inadequate. Furthermore, 21.3 million adult women (representing 20% of Nigeria's adult population) and 17 million men remain outside the formal financial system (KPMG, 2020), exposing the gap between financial inclusion targets and actual outcomes. Tackling these interlocking challenges — food insecurity, financial exclusion, and youth unemployment — requires a coordinated plan that prioritises building agripreneurship capacity among Nigerian youths beyond micro-credit provision. This paper, therefore, argues that expanding the GEEP initiative to include Nigerian Youth Corps members — by equipping them with a broad range of modern agribusiness skills and agripreneurship competencies — could significantly boost agricultural productivity and promote food security. Additionally, making agricultural entrepreneurship a compulsory course in Nigerian tertiary institutions may help advance financial inclusion, reduce youth unemployment and social instability, improve agripreneurship literacy, and support healthier dietary choices among Nigerians.

Purpose of the Study

In specific terms, the study intends to:

1. To determine the extent to which adopting agricultural entrepreneurship as a compulsory general studies course in Nigerian tertiary institutions will impact the Nigerian teeming undergraduates and Youth Corps members toward self-reliance after graduation.
2. To determine the extent to which acquiring agricultural entrepreneurship literacy by teeming Nigerian undergraduates and Youth Corps members will produce positive learning outcomes and help Nigeria achieve food sustainability.
3. To measure the extent to which GEEP support among Nigerian Youth Corps members enhance food security in Nigeria.



4. To determine the extent to which improved GEEP funding will enhance food security in Nigeria.

Research Questions

1. To what extent will adopting agricultural entrepreneurship as a compulsory general studies course in Nigerian tertiary institutions impact teeming undergraduates and Youth Corps members toward self-reliance after graduation?
2. To what extent will acquiring agricultural entrepreneurship literacy by teeming Nigerian undergraduates and Youth Corps members produce positive learning outcomes and help Nigeria achieve food security?
3. To what extent does GEEP support among Nigerian Youth Corps members enhance food security in Nigeria?
4. To what extent will improve GEEP funding enhance food security in Nigeria?

Research Hypothesis

1. Ho₁: There is no significant relationship between the exposure to agriprenurship education as a compulsory general course and the level of self-reliance among Nigerian undergraduates and Youth Corps members.

H₁₁: There is a significant relationship between the exposure to agriprenurship education as a compulsory general course and the level of self-reliance among Nigerian undergraduates and Youth Corps members.
2. Ho₂: Acquiring agricultural entrepreneurship literacy among Nigerian undergraduates and Youth Corps members will not result in positive learning outcomes.

H₁₂: Acquiring agricultural entrepreneurship literacy among Nigerian undergraduates and Youth Corps members will result in positive learning outcomes.



3. Ho₃: GEEP support for Nigerian Youth Corps members will not contribute positively to national food security.

H₁₃: GEEP support for Nigerian Youth Corps members will contribute positively to national food security.

4. Ho₄: Enhanced GEEP funding will not impact positively on Nigeria's food security.

H₁₄: Enhanced GEEP funding will impact positively on Nigeria's food security.

2. LITERATURE REVIEW

Defining and Understanding Agripreneurship

Integrating entrepreneurship principles into agricultural practices by leveraging technology and innovative business models is gaining significant attention among scholars and government agencies, especially in developing countries. As an emerging field, agripreneurship involves examining and understanding agripreneurial approaches in response to the societal changes, as well as economic and technological disruptions that also affect the agricultural industry (Cheriet et al., 2020). Agripreneurship deals with the production and marketing of different agricultural products and inputs, and suits small-scale farming considering changing marketing circumstances and globalisation (Sarap, 2020). It refers to the farmer's ability to transform by abandoning old ways of agricultural practice, and entering a new era of conducting agricultural businesses. It is a beneficial combination of agriculture and entrepreneurship that converts farming into agribusiness, which is sustainable, community-based, and involves direct marketing of agricultural of agricultural products and inputs (Agristudoc, 2024).

The socio-economic importance of agripreneurship as an evolving field in the arena of entrepreneurial studies cannot be overstated. Agripreneurship has the potential to contribute to a country's employment and income generation, poverty reduction and nutritional improvements, enhance overall food security, and can drive economic growth, income diversification, and provide widespread entrepreneurial opportunities in rural areas (Bairwa et al., 2014). According



to Amaran et al. (2025), by combining entrepreneurship and agriculture, agripreneurship has developed into a promising approach that presents a path for integration of markets, product value improvement, and technology adoption, thereby enhancing the flexibility and competitiveness of the agricultural value chain. Harris (1969) studied the issue of change in terms of the place of farmer entrepreneurship under the impact of modern technology and urbanisation, arguing that in the future, family farming may face stiff competition from corporate or organisational farming because of technological pressure, thereby shifting entrepreneurial elements to off-farm companies, in the absence of a massive support programme. Harris's study corroborates with the findings of Condor (2020), in his study to find out the meaning of entrepreneurship in agriculture, the reason behind its growth, who is publishing and where, using the Scopus database to analyse 229 papers related to agripreneurship. Condor observed that traditional subsistence farming has progressively given way to innovative, competitive, and market-driven agribusinesses.

The Imperatives of Agripreneurship Literacy in a Growing Society

Nigeria's population is projected by the World Bank to reach over 368.8 million by 2050 (The Nation, 2025), making improved policy decisions, as well as innovative and technology-driven agricultural programmes on food security and sustainability, crucial. The vast uncultivated arable land in Nigeria, some of which is presently occupied by bandits, terrorist herders, and Islamic terrorists, offers a veritable opportunity for growth in the cultivation of agricultural products. The average age of farmers in Nigeria remains a major hindrance to achieving food security as ageing farmers form a significant population of farmers, leading to a decline in crop production output (Okojie, 2019). More recently, youth participation in agricultural activities, according to the 2024 Wet Season Agricultural Performance Survey (APS), has notably increased averaging at age 47; while 69% of farmers are male (Adegwu, 2025). However, as Nigeria continues to grapple with incessant youth migration, its youths forming the largest number of migrants from Africa to Europe and to North America in search of greener pastures (NBS, 2020), thereby posing a great challenge both to the migrants and to the Nigerian economy, agripreneurship literacy programmes and initiatives become imperative to help Nigerian youths navigate the



intricacies of modern agribusiness, by equipping them with required knowledge, skills, and mindset to change traditional farming into a vibrant and lucrative enterprise. Although the National Universities Commission (NUC) has focused more on developing separate curriculum on agriculture and entrepreneurship at different levels, agricultural entrepreneurship curricula development is yet to receive attention in the Nigerian tertiary institutions (Eze & Eze, 2016). Moreover, this paucity in agriprenurship literacy curricula as well as notable gap in the youth empowerment initiative underscore the need for more studies that will undo the complex relationship between agriprenurial skills, sustainable farming practices, self-reliance, and food security within the context of a growing economy.

Agriprenurial education, a formal training aimed at undergraduates and graduates for purpose of acquiring wide-ranging agribusiness skills in the area of aquaculture, agricultural technology, agribusiness management, crop production, livestock farming, horticulture, or food processing (Abasilim et al., 2025), focuses on arousing youth consciousness toward a shift to modern and innovative ways of farming. It involves equipping students with competencies that are consistent with contemporary agricultural technologies and market-driven production systems (Adereti et al. as cited in Olamidotun & Omodolapo, 2023). It also stimulates innovation ecosystems that enables the students to become proactive inventors of value rather than passive job seekers (Uzoka, et al. as cited in Olamidotun & Omodolapo, 2023). Furthermore, despite the belief that Nigerian tertiary institutions hold satisfactory curricula to teach agriculture, there is a lack of an effective curriculum in agricultural education, as a result of inherited instructional materials from the colonial masters which are not culturally rooted and designed, and which many African countries are still grappling with the challenge (Ibrahim, 2014; Anderson et al. as cited in Ajao et al., 2022). Another defect, according to Osagiede (2014), is lack of suitable connection between theory and practice in the Nigerian agricultural education curriculum. Developing, therefore, agriprenurship curriculum is vital to agricultural development no matter the graduate level; designed, harmonised, and simplified in a manner that will make it differ from other agribusiness related curriculum (Bamiro et al., 2024). Eze & Eze (2016) proposed a two section agriprenurship curriculum for the Nigerian tertiary institutions: Section A covers “farm management, factors in farm analysis and farm planning, agricultural projects, institutional aids



for agriculture and rural development, farm model, contemporary issues related to agriculture”, while Section B covers “the meaning of entrepreneurship and agripreneurship, psychological, sociological, managerial and economical aspect of entrepreneurship development, need for agripreneurship, role of agripreneurship in national economy, general entrepreneurial skills for a farmer, challenges facing agripreneurs and remedies, strategies for promoting successful agripreneurship and approaches to building agripreneurship capacity in Nigeria”. It becomes imperative that reengineering agricultural sciences curricula to emphatically stress entrepreneurship is crucial for developing a new generation of agripreneurs poised to transform Nigeria’s agricultural systems to secure competitive and sustainable outcomes (Olamidotun & Omodolapo, 2023). The framework below (Table 1.0) is a proposed guide for a successful implementation of agripreneurship literacy in the Nigerian tertiary institutions.

The centrality of the above framework is the conviction that agricultural entrepreneurship literacy is a key driver of food security and sustainability in a burgeoning economy, and that its impact can be significantly boosted by supportive government initiatives like GEEP. Agripreneurship literacy, thus, will equip undergraduates with theoretical knowledge, skills, and the mindset needed for effective agribusiness management; impacting graduates with the necessary practical and on-the-job guide, and the financial power to become smallholder farmers and entrepreneurs. It is therefore expected that possessing a strong agripreneurship foundation will allow these graduates to engage in meaningful agricultural practices that increases food production capacity, cut post-harvest losses, ensure long-term food security, and preserve the environmental.



Table 1: Proposed Framework for Agripreneurship Literacy Programme in the Nigerian Tertiary Institutions

Sections	Participants	Course/Programme Content	Semester Of Study	Training Content	Government Enterprise Empowerment Programme (GEEP)
A	Undergraduates	<ul style="list-style-type: none"> ❖ CROP PRODUCTION: Theoretical lessons on Yam production, Cassava production, Potato farming, Vegetable farming, Onions, Garlic/Ginger production, horticulture, etc. ❖ ANIMAL PRODUCTION: Theoretical lessons on Sheep, Ram, Goats, Cattle production, Snail farming, Poultry, Turkey, Grass-cutter, Beekeeping, etc. ❖ Fishery and Aqua-culture ❖ Food Processing 	Course divided in-between first semesters of Year 3 and Year 4, while second semester of Year 4 shall be devoted to agripreneurship – farm and business experience in the institution’s farm settlement.	<p>Crop production, Animal production, Fishery and Aquaculture, and Food processing. This training exposes the student to farm-type experience.</p> <ul style="list-style-type: none"> ❖ Government is advised to partner with tertiary institutions to build a prototype farm settlement for effective practice and positive learning outcomes. 	
B	Graduates/NYSC members	Literature review of one’s chosen area of specialisation (i.e. Fishery, Cattle production, Poultry farming)	During Youth service year	Practical on-the-job guide on training programme. Participants paired into cooperative units.	Provide study guide/manual, mentorship, and financial empowerment on course completion.

Source: Researcher’s Desk, 2025

Nigerian Youths and the Need for Financial Inclusion

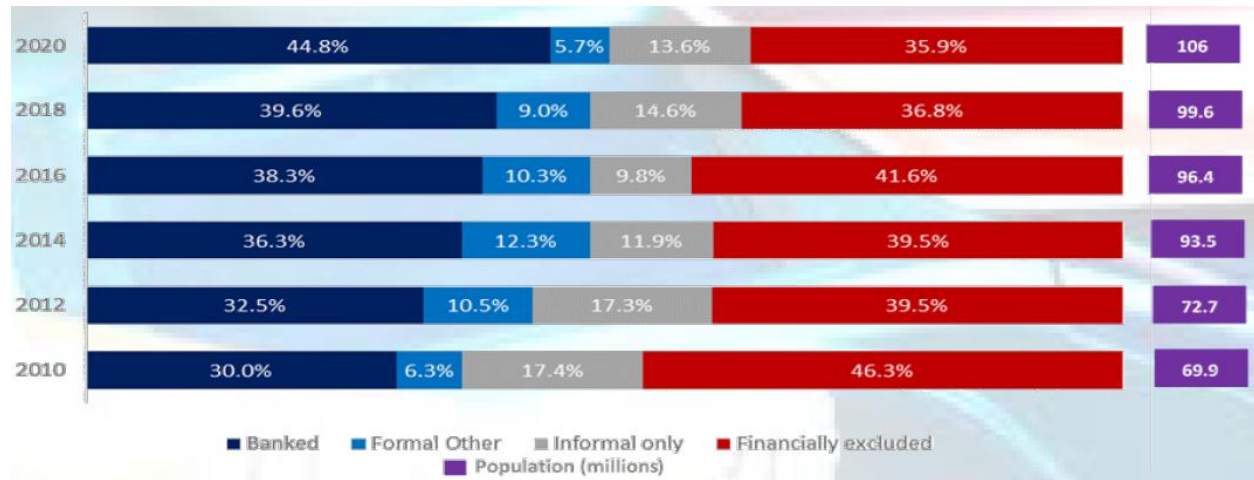
Nigeria, home to the world’s largest youth population, has a median age of just 18.1 years — with 42% of its citizens under 15 and approximately 70% under 30 – presenting a significant demographic and economic opportunity (Ojo, 2024). According to EFINA as cited in Nkechika



(2022), with approximately 48.8% of adult Nigerians relying solely on informal financial services, a significant market opportunity exists for formal institutions, to bridge the gap. To achieve financial access to underserved populations and reduce financial inclusion gaps, developing countries have embarked on economic policies that ensure access to affordable formal financial products and services crucial for poverty reduction and overall economic development. Financial inclusion, according to the Rangarajan Committee (2008) as cited in Rangarajan & Sankharaj (2015), is “the process of ensuring access to financial services and timely and adequate credit when needed by vulnerable groups such as the weaker sections and low income groups at an affordable cost by mainstream financial institution players”. As a multidimensional economic concept, financial inclusion encompasses its primary goal of ensuring access to and use of financial services provided responsibly and sustainably, as well as the delivery of affordable financial services to disadvantaged and low-income segments of society (World Bank, 2014). However, studies (Ramananda and Sankharaj, 2015; Sahay et al, 2015; Ratnawati, 2020; Bashier et al, 2022; Khan et al, 2024) on the correlation between financial inclusion and economic growth, that focuses more on such macroeconomic factors as poverty, income inequality, and financial stability in Asia, reveal that all dimensions of financial inclusion simultaneously have positive influence on economic growth, income inequality, poverty, and financial stability. According to the Central Bank of Nigeria Financial Inclusion Report (2024), the CBN signed the “Maya Declaration” in 2010 with other global policy makers to cut the financial exclusion rate in Nigeria to 20% by 2020, which incidentally gave birth to the National Financial Inclusion Strategy of 2012, with the target of adult financial inclusion of 80% by the year 2020. Data from KPMG Research (2020), as shown in Figure 1, reveal that of the 106 million adult Nigerians in 2020, after 10 years of adoption, 44.8% were banked, while 5.7% and 13.6% utilised alternative formal institutions and community-based informal channels, such as ajo or esusu savings groups, respectively. This fact, according to KPMG Research, indicates that it will take Nigeria about 40 years to reach a 10% financial exclusion rate.



Figure 1 Access to Financial Services (2010 – 2020)



Source: KPMG Report (2020)

The GEEP Initiative

The Government Enterprise Empowerment Programme (GEEP), a Nigerian national social intervention programme that focuses on achieving poverty reduction and financial inclusion by empowering Micro, Small and Medium Enterprises (MSMEs) in Nigeria, to access micro-credit (Ajah et al., 2024), was developed to target over 37 million Nigerians at the bottom of the nation’s economic pyramid, who are in active business but never had the opportunity to access loans, and include petty traders, artisans, agro-allied processors, smallholder farmers, tricycle riders, and other micro-service providers in our communities (Niger State SIP, 2026). Interestingly, GEEP runs three products namely: MarketMoni, TraderMoni, and FarmerMoni, names coined from the pidgin language that is understood by Nigerians. (Ajah et al., 2024). Funding of this programme is done by the Bank of Industry on behalf of the Federal Government, in the following order: MarketMoni – starts with ₦50,000.00; TraderMoni – starts with ₦10,000.00; and FarmerMoni – starts with ₦300,000.00 [Okwe, 2019]. Presently, according to Shaibu (2025), the Federal Government has “launched the third phase of its Government Enterprise and Empowerment Programme, known as Renewed Hope GEEP, with a target of reaching five million beneficiaries by 2027”. Although the first and second phase namely GEEP



1.0 and 2.0 recorded huge success, the Renewed Hope GEEP 3.0 is a deliberate shift in focus aimed at enhancing public trust, consistent equity and fairness, and process accountability (Ibid, 2025). Thus, GEEP plays a crucial moderating role between government and MSMEs, providing financial assistant and capacity-building to power entrepreneurship. However, as presented in Table 1.0, GEEP can enhance the impact of agripreneurship literacy by removing huddles to credit access, mentorship, and business development services. By focusing on agripreneurship literacy within the framework of GEEP initiative, policymakers are expected to harness the prospects of entrepreneurship to amplify and drive agricultural development for food security and sustainability outcomes.

3. METHODOLOGY

This study is a descriptive research design that embraces a mixed-method (Ahmed et al., 2024) to gain a broader understanding of how agricultural entrepreneurship literacy can influence food sustainability in Nigeria, and the part the GEEP will play to achieve financial inclusivity.

This study targeted 138 National Youth Corps members serving at Umunneochi and Isuikwuato Local Government Areas of Abia State. A sample of 100 respondents was adopted which include Batch “A” Stream 11 Youth Corps members and those already serving in the area, using simple random sampling technique. The sample size was determined using the Yamane formula. The respondents’ choice was based on the need to ascertain whether the targeted population have need for agripreneurship literacy; to enrich Nigeria’s academic curriculum, and enhance financial inclusivity.

The validation of the instrument was done using 7 Youth Corps members posted to Okigwe local Government Area via oral interview, considering that these local councils share common characteristics and are very close to each other. Cronbach’s Alpha was used to test the internal consistency of the questionnaire items. The study used an A-20-item questionnaire instrument for data collection constructed by the researcher using Likert’s 5-type rating scale of Very Great Extent (5point), Great Extent (4point), Moderate Extent (3point), Small Extent (2point), and Very Small Extent (1point). The questionnaire items were analysed using Pearson’s Moment



Correlation Coefficient of Variation to measure the strength of relationship between the dependent and the independent variable, as well as the mean and standard deviation to find out the strength of responses between the two groups (male and female corps members).

4. RESULTS

Research Question 1: To what extent will adopting agricultural entrepreneurship as a compulsory general studies course in Nigerian tertiary institutions impact teeming undergraduates and Youth Corps members toward self-reliance after graduation?

Table 2 - Adoption Of Agriprenurship as a Compulsory Course

S/N	Item Statement	Male Youth Corps Members [Group A] N = 50			Female Youth Corps Members [Group B] N = 50		
		Mean	SD	Remark	Mean	SD	Remark
1	Influence of agriprenurship adoption as a compulsory general course on undergraduates' attitudes	3.66	1.189	Agreed	3.90	1.035	Agreed
2	Relationship between agriprenurship training in the tertiary institutions and graduate unemployment reduction	4.04	0.989	Agreed	4.40	0.571	Agreed
3	How curriculum enrichment, access to practical training resources, and availability of qualified instructors can influence the effectiveness of agriprenurship literacy outcomes in Nigerian tertiary institutions	4.28	0.730	Agreed	4.42	0.609	Agreed
4	How participation in a compulsory agriprenurship course can shape self-reliance and enhanced livelihood outcomes of Nigerian graduates and Youth Corps members.	4.54	0.788	Agreed	4.64	0.563	Agreed
5	The extent agriprenurship literacy will equip Nigerian Youth Corps members with the practical skills and business competencies needed for sustainable agribusiness ventures	4.36	0.631	Agreed	4.60	0.535	Agreed
	AVERAGE OF MEAN & SD TOTAL	4.176	0.8654		4.392	0.6626	



As shown in Table 2, the mean score outcomes reveal that female Youth Corps members in Group B reported a higher average score (M = 4.39) compared to their male counterparts (M = 4.18). This difference suggests that female Youth Corps members hold a stronger positive perception of agripreneurship literacy and training initiatives. These findings further support the recommendation that agripreneurship literacy be introduced as a compulsory general studies course within the curriculum of Nigerian tertiary institutions.

Research Question 2: To what extent will acquiring agricultural entrepreneurship literacy by teaming Nigerian undergraduates and Youth Corps members produce positive learning outcomes and help Nigeria achieve food security?

Table 3 – Agripreneurship Literacy Outcomes among Undergraduates							
S/N	Item Statement	Male Youth Corps Members [Group A] N = 50			Female Youth Corps Members [Group B] N = 50		
		Mean	SD	Remark	Mean	SD	Remark
1	Acquiring agripreneurship education will improve Nigerian undergraduates' and Youth Corps members' knowledge of modern farming techniques	4.52	0.505	Agreed	4.54	0.542	Agreed
2	Undergraduates and Youth Corps members trained in agripreneurship will be more likely to participate in food crop production	4.06	0.867	Agreed	4.28	0.730	Agreed
3	Agripreneurship literacy will arm Nigerian undergraduates and Youth Corps members with needed business skills for sustainable agribusiness ventures	4.48	0.580	Agreed	4.64	0.485	Agreed
4	Agricultural entrepreneurship education curriculum enhancement will produce positive learning outcomes that translate into enhanced practical food production activities	3.76	1.188	Agreed	4.64	0.485	Agreed
5	Nigerian undergraduates and Youth Corps members adoption of agripreneurship literacy will significantly contribute to achieving long-term food security in Nigeria	3.90	1.055	Agreed	4.24	0.716	Agreed
	AVERAGE MEAN & SD TOTAL	4.144	0.839		4.468	0.592	



As presented in Table 3, the mean score outcomes indicate that female Youth Corps members in Group B reported a higher average score (M = 4.47) compared to their male counterparts (M = 4.14). This finding suggests that female Youth Corps members demonstrate greater enthusiasm and more positive attitudes toward acquiring agribusiness skills, particularly in relation to sustainable food production and career advancement.

Research Question 3: To what extent does GEEP support among Nigerian Youth Corps members enhance food security in Nigeria?

Table 4 – Assessing The Impact of Geep Support for Youth Corps Members on Nigeria’s Food Security

S/N	Item Statement	Male Youth Corps Members [Group A] N = 50			Female Youth Corps Members [Group B] N = 50		
		Mean	SD	Remark	Mean	SD	Remark
1	Participation in GEEP trainings during youth service can help Youth Corps members engage in agribusiness activities, necessary for increased local production and food sustainability	4.12	0.824	Agreed	4.40	0.535	Agreed
2	GEEP training and resources will provide Youth Corps members needed competences for improved farming practices	4.52	0.580	Agreed	4.64	0.525	Agreed
3	GEEP support for Youth Corps members will lead to measurable progress in food processing, storage, and preservation to reduce post-harvest losses	4.28	0.757	Agreed	4.72	0.454	Agreed
4	Knowledge and skills gained from GEEP will enable Youth Corps members share gained information at community-levels	4.62	0.530	Agreed	4.68	0.471	Agreed
5	Financial support from GEEP accessed by Youth Corps members will assist reduce household food insecurity and improve meal diversity in Nigeria	4.70	0.463	Agreed	4.56	0.644	Agreed
	AVERAGE OF MEAN & SD TOTAL	4.448	0.6308		4.6	0.5258	



As presented in Table 4, the mean score outcomes show that male Youth Corps members in Group B reported a higher average score (M = 4.60) compared to their female counterparts (M = 4.45). This finding suggests that male Youth Corps members hold stronger views regarding the role of Government Enterprise and Empowerment Programme (GEEP) support in enhancing food security in Nigeria.

Research Question 4: To what extent will improve GEEP funding enhance food security in Nigeria?

Table 5 - Assessing the Effect of Enhanced GEEP Funding on Food Security in Nigeria

S/N	Item Statement	Male Youth Corps Members [Group A] N = 50			Female Youth Corps Members [Group B] N = 50		
		Mean	SD	Remark	Mean	SD	Remark
1	Increased GEEP funding will result into a reckonable decrease in household food insecurity	4.64	0.563	Agreed	4.70	0.463	Agreed
2	Enhanced GEEP funding will improve household dietary options and nutritional outcomes	4.66	0.479	Agreed	4.64	0.525	Agreed
3	Enhanced GEEP funding will increase agricultural productivity and local food availability.	4.68	0.471	Agreed	4.74	0.443	Agreed
4	Improved GEEP funding will moderate food price volatility and increases food and livestock affordability.	2.94	1.202	Agreed	2.86	1.195	Agreed
5	Increased GEEP funding will enhance capacity building of Nigerian youths in agribusiness	4.70	0.463	Agreed	4.74	0.443	Agreed
	AVERAGE OF MEAN & SD TOTAL	4.324	0.6356		4.336	0.6138	

As shown in Table 5, the mean scores indicate that female Youth Corps members recorded a slightly higher mean score (M = 4.324) compared to their male counterparts (M = 4.336), suggesting that female Corps members strongly agreed that expanding the GEEP initiative to include Youth Corps members could positively contribute to food security and sustainability in Nigeria.



Hypothesis 1: There is no significant relationship between exposure to agripreneurship education as a compulsory general study course in the Nigerian tertiary institutions and the level of self-reliance among Nigerian undergraduates and Youth Corps members.

Table 6 An Empirical Test of the Relationship between Undergraduates and Youth Members’ Self-Reliance and Compulsory General Study Course in the Nigerian Tertiary Institutions

		Q11	Q12
Q11	Pearson Correlation	1	.823**
	Sig. (2-tailed)		.000
	N	100	100
Q12	Pearson Correlation	.823**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysed hypothesis presented in Table 6 ($r = .823$) with a two-tailed significance value of $p < .001$ indicate a strong positive correlation between a compulsory general studies course in Nigerian tertiary institutions and the level of self-reliance among undergraduates and Youth Corps members. The double asterisk (**) denotes a statistically significant linear relationship at the .01 level (two-tailed). Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) — that exposure to agripreneurship education as a compulsory general studies course in Nigerian tertiary institutions is significantly related to the level of self-reliance among undergraduates and Youth Corps members — is accepted.

Hypothesis 2: Acquiring agricultural entrepreneurship literacy among Nigerian undergraduates and Youth Corps members will not result in positive learning outcomes.



Table 7 An Empirical Test of the Impact of Acquiring Agriprenurship Literacy among Nigerian Undergraduates and Youth Corps Members

		Q21	Q24
Q21	Pearson Correlation	1	.644**
	Sig. (2-tailed)		.000
	N	100	100
Q24	Pearson Correlation	.644**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysed hypothesis presented in Table 7 ($r = .644$), with a p-value (two-tailed) of .000, which is less than .01, indicate a moderately strong positive correlation between agriprenurship literacy and positive learning outcomes among Nigerian undergraduates and Youth Corps members. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) — that acquiring agricultural entrepreneurship literacy among Nigerian undergraduates and Youth Corps members leads to positive learning outcomes — is accepted.

Hypothesis 3: GEEP support for Nigerian Youth Corps members will not contribute positively to national food security.



Table 8 An Empirical Assessment of the Effect of GEEP Support Initiatives on National Food Security

		Q33	Q34
Q33	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	100	100
Q34	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysed hypothesis presented in Table 8 ($r = .751$) with a two-tailed significance value of $p < .001$ indicate a strong positive correlation. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) — that GEEP support for Nigerian Youth Corps members contributes positively to national food security — is accepted. This result aligns with the findings of Museba (2025) that engaging the youth in agriculture can accelerate the adoption of innovative technologies, thereby increase agricultural productivity and help to meet global food demands by 2050; furthermore, that young farmers, according to a World Bank survey, are 24% more likely than aging farmers to use smartphones and digital tools for agricultural information.

Hypothesis 4: Enhanced GEEP funding will not impact positively on Nigeria’s food security



Table 9 An Empirical Evaluation of the Impact of Enhanced GEEP Funding on Nigeria’s Food Security

		Q43	Q45
Q43	Pearson Correlation	1	.976**
	Sig. (2-tailed)		.000
	N	100	100
Q45	Pearson Correlation	.976**	1
	Sig. (2-tailed)	.000	
	N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The result of the analysed hypotheses presented in Table 9 ($r = .976$) with a two-tailed significance value of $p < .001$ indicate a very strong, statistically significant positive correlation. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) —that enhanced GEEP funding positively impacts Nigeria’s food security—is accepted. This finding aligns with the study by Cho and Honorati (2013), which revealed that providing a package of training and financing support for women, as well as business training for existing entrepreneurs, appears more effective than other interventions in improving business performance. Similarly, Adeyanju et al. (2021) reported that 56% of respondents identified lack of access to finance as their major setback in participating in agribusiness, which consequently reduced their interest in agribusiness training.

5. CONCLUSION

The findings reveal a significant relationship between exposure to agripreneurship education as a compulsory general studies course in Nigerian tertiary institutions and the level of self-reliance among undergraduates and Youth Corps members. In addition, acquiring agricultural entrepreneurship literacy among these groups contributes to positive learning outcomes, as



supported by empirical evidence. We therefore conclude that agripreneurship presents Nigeria with a valuable opportunity for economic diversification, financial inclusion, and sustainable growth.

Accordingly, initiating and implementing agripreneurship literacy programmes in Nigerian tertiary institutions—by making agricultural entrepreneurship a compulsory general studies course—and expanding the GEEP bandwidth to accommodate Nigeria’s growing Youth Corps membership, regardless of discipline, will foster interest in agribusiness as a potential career path after graduation. Such measures will help sustain growth in the Nigerian informal sector and deepen financial inclusion.

Recommendations

The following recommendations are proffered to help Nigeria leapfrog to become the food basket of Africa:

1. Government should enhance the current curriculum of Nigerian tertiary institutions by adopting agricultural entrepreneurship as a Compulsory General Study (GST). This will cement the theoretical foundation of agripreneurship education and kindle the spirit of self-reliance among Nigeria's teeming undergraduates and Youth Corps members after graduation.
2. Based on the proposed agripreneurship framework, government should support tertiary institutions to acquire and manage a minimum of 5 hectares of farmland as a practical field for crop production, livestock production, crop and livestock processing, agricultural product marketing, fishery, and related activities.
3. Government should expand GEEP funding and coverage to accommodate Nigeria's growing Youth Corps membership across all disciplines, encourage smallholder farmer participation, enhance youth engagement in agripreneurship, and address food insecurity and unsustainability. Alongside this, government should initiate and implement supportive policies that strengthen GEEP's operational framework, improve funding



transparency and accountability, and ensure measurable impact on food security and long-term agricultural sustainability in Nigeria.

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