



Potential Development Patterns and Agribusiness Entrepreneurial Success among Nigerian University Undergraduates

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Abstract: *The main focus of this paper was to investigate the Potential Development of Agribusiness for Promoting Entrepreneurial Success among Nigerian university undergraduates. Undergraduate university students chose the best agribusiness venture which they know will be of most benefit to them after graduation. The study concluded that potential development of agribusiness entrepreneurship aids in promoting entrepreneurial success among Nigerian university undergraduates. The best choice of a new agribusiness venture will largely depend on the effort of parents to care and nurture their undergraduate children through agribusiness entrepreneurship; appropriate programs should adequately be established by Nigerian universities to encourage the potential development of their undergraduate students through agro-products processing and trading/marketing, for improving the choice of a new agribusiness venture. Acquired technological education and potential industrial experience in agribusiness, should be enhanced by developing undergraduate students through entrepreneurship culture and values relating to agribusiness achievers and successful entrepreneurs so as to inspire them.*

Key words: *Entrepreneurial success, key potential development, patterns, promoting, undergraduates.*

INTRODUCTION

Agribusiness connotes a field of study or an enterprise that is concerned with large-scale, inputs supply, production, processing, storage and marketing of agricultural products. In other words, it is purely market oriented or a commercial agricultural venture. In order to develop agribusiness potential for entrepreneurship among tertiary undergraduates in Nigerian universities, the following constructs were taken into cognizance: i). Parental Inducement; ii). The Enthronement of Entrepreneurial Culture and Values; iii). The Contribution of Government; iv). Education for Entrepreneurship; and v). Encouragement of Corporate Entrepreneurs (Intrapreneurship). Entrepreneurship has become a reality in our universities. There are basic skills that entrepreneurs need to successfully start and manage their businesses; without these skills, the entrepreneur will face great difficulties; these skills are classified into technical skills, business management skills, and personality oriented skills (Hisrich and Peters, 1995; Otth,

2000). Promoting entrepreneurial success is very vital in developing young people in tertiary institutions in Nigeria: a). Choice of Business; b). Education and Experience; c). Collaboration; d). Attention to Operating Details.

Beller (1955; 1957a) conducted a series of studies in which he asked nursery school teachers to rate children on scales measuring behavioral tendencies characterized by dependence and independence. He maintained dependence and independence should be conceived of as somewhat separate aspects of children's behavior and that it is possible to think of a child learning to depend on others and learning to be independent at the same time. These somewhat incompatible behavior patterns can of course involve the child in considerable emotional conflict and aggravate the emotional storm and stress of early childhood (Watson and Lindgren, 1979). According to Ottih (2000), entrepreneurs are not content with situations where their future and security are dependent upon forces outside their control, they prefer situations where they make their own choices and set their own pace. Teenagers and young adults interact with peers and social groups, they are influenced in the same way parents influence socialization in the early years (Ottih, 2000).

An old maxim of entrepreneurship teaching is that an entrepreneur requires 50,000 chunks of information to succeed with a venture (Warshaw, 2000). How to represent these chunks, and how to capture them in empirical models, is an intriguing challenge; in short, a richer conception of human capital is necessary (Mahoney and Michael, 2004). Entrepreneurial discovery and entrepreneurial creativity serve a coordination role and, as Barnard (1938) observes, coordination is a creative act.

The problem of producing the complete student that would be able to meet the challenges of the real world has always been a problem with Nigerian universities. This is because their curriculum is so conventional and loaded with subject matter courses that leave no room for entrepreneurship development courses. The university environment and the entire

DEVELOPING THE AGRIBUSINESS POTENTIAL FOR ENTREPRENEURSHIP

In order to develop agribusiness potential for entrepreneurship among tertiary undergraduate students, this study will utilize McClelland (1973)'s "Business Drive and National Achievement", which emphasizes that: a) parents' high achievement standards, b) encouragement and warmth in the home and c) a non dominating, non authoritarian father, are the factors considered important in the development of achievement motivation in young people. Encouragement of agribusiness entrepreneurship is useful and has been practiced as a way of achieving economic development; there are reports on a number of world-wide programmes primarily developed to encourage economic development. Among them were the small scale industries development organization in India, project Brazil in North-Eastern Brazil, and the minority enterprise programs in the United States of America (Buchele, 1972). There is evidence that business organizations have for long operated on the belief that entrepreneurial capability can be developed (Ottih, 2000). McClelland (1973) has indicated that it is possible to develop achievement motivation in adults, and that the achievement motivation will lead to entrepreneurial activity; the basic ways of developing or encouraging the development of entrepreneurial capability are therefore as follows (McClelland, 1973 and Ottih, 2000):

i). Parental Inducement

Parents can encourage the development of entrepreneurship capacity through the display of interest and high expectations in achievements of children. The encouragement of children is also a necessary factor; a situation where parents wittingly or unwittingly provide their children with abundance (whether earned or acquired surreptitiously) particularly after their teen years, can discourage enterprise and ties the children perpetually to the apron string of their parents.

ii). The Enthronement of Entrepreneurial Culture and Values

The culture and value system extol work, personal achievement, creativity and excellence. Entrepreneurs must be recognized as making very important contributions. A situation where rogues in high places who mercilessly loot government and industrial treasuries are conspicuously and frequently placed on high pedestals and cheered, while the entrepreneurs, the real engines of economic development are disregarded, definitely discourages entrepreneurship.

iii). The Contribution of Government

The government has a lot to do toward the encouragement of entrepreneurship; it must create the enabling environment (pipe born water, electricity, road network, communication systems, etc.) for entrepreneurship. It should enthrone the right economic climate, the removal of bureaucratic bottlenecks, and these should be laced with the appropriate fiscal and financial incentives.

iv). Education for Entrepreneurship

The ability to take action toward risk is influenced by achievement motivation, the individual's self image and the ability to perceive environmental opportunities and the costs and benefits associated with investment decisions. These abilities and skills can be improved with education. Education improves self image, one's awareness of his environment, foresight and perceptiveness.

v). Encouragement of Corporate Entrepreneurs (Intrapreneurship)

Corporate idea champions should be encouraged to fully develop their ideas into products and services. These should be tested and marketed if successful, to keep the creative adrenalin flowing. These large and formalized firms are often unable to take advantage of new product discoveries and this gives rise to the exit of the idea champion who sets up the new firm to produce and market the new product to his own advantage.

CONCEPT OF ENTREPRENEUR

The French economist, Richard Cantillon, is therefore regarded as the first person to employ the term "entrepreneur" to refer to the individual who obtains factors of production and combines them into products and services for the market. He saw the entrepreneur as a risk bearer, noting that merchants, farmers, craftsmen and other sole proprietors "buy at a certain price and sell at an uncertain price, therefore operating at a risk (Herbert and Link, 1982; Ottih, 2000). Penrose (1959) maintains that: "The term 'entrepreneur' is used in a functional sense to refer to individuals or groups within the firm providing entrepreneurial services, whatever their position or occupational classification may be like.

a). Achievement Motivation

McClelland (1966) referred to this high need for achievement as n'Ach, and differentiated it from the need for affiliation, n'Aff, and the need for power, n'Pow. Those with high need for affiliation prefer friendship circles and those with the need for power, which is peculiar to politicians want power, recognition and control. Those with high need for affiliation and power are not as concerned as those with the n'Ach in the quest to improve work performance for its own sake (McClelland, 1966; Ottih, 2000).

b). Entrepreneurial Judgment

The entrepreneur in Penrose's (1959) resource-based approach is far more than a static (and passive) maximizer, an automaton applying a decision calculus to a clearly defined optimization problem. Penrose submits that: "The problem of entrepreneurial judgment involves more than a combination of imagination, 'good sense,' self confidence, and other personal qualities. It is closely related to the organization of information gathering and consulting facilities within a firm, and it leads into the whole question of the effects of uncertainty on, and the role of expectations in, the growth of firms" (Penrose, 1959).

c). Influence of Culture

Culture is one factor that attempts to explain why some groups have entrepreneurial instincts, a dedication to hard work, to savings, to striving toward material accomplishment, while some others devote energies to leisure, to ostentatious consumption and to the possession of power among such other orientations (Ottih, 2000).

d). Situational Determinants

This includes all the individual experiences that influence the development of personality, these include the frequent experiences that may have a cumulative impact on the individual, the occasional ones, and the single but traumatic or particularly significant experiences that change the direction of one's life (Biehler, 1981; Ottih, 2000).

e). Innovativeness

Entrepreneurs are very creative people, this creativity can be manifested in many ways; they have the ability to create new ways of doing things and can easily identify errors or problems in systems and recommend new solutions (Ottih, 2000). They are watchful and can easily isolate business opportunities and think of original or improved products or services to take advantage of such opportunities (Ottih, 2000).

f). Optimism

For the entrepreneurial personality, the bucket is never half-empty, it is always half-full (Mancuso, 1978). Entrepreneurs are usually very optimistic individuals and see opportunities where the average person will see the need for caution (Ottih, 2000).

PROMOTING ENTREPRENEURIAL SUCCESS

In order for a successful agribusiness entrepreneurial program to take root among undergraduates in tertiary institutions, it is pertinent to examine some constructs. Avoidance of failure-inducing factors cause success; while this is true, it is nevertheless considered necessary to present the following success promoting factors (Ottih, 2000):

a). Choice of Business

According to Ottih (2000), a very important factor affecting the survival and failure of a new venture is the choice of the product of service to be offered, if the product/service line is in a growing market and the domain is not very competitive, surely the new business will succeed. As Murphy (1956) summed up from his study of 100 start-ups, *"In both my surveys, the conclusion remained the same. The man who chose the promising field did better than the man who elected to slug it out in one already crowded. Or, when the same man tried both, he often failed in the highly competitive business and went on to succeed in the growing one."*

b). Education and Experience

Education is considered important in business success (Ottih, 2000). Although higher education cannot be said to be necessary for all types of business, it is related to success in the more promising ventures, that is the medium and large scale businesses or those planned to grow to such heights (Nwachukwu, 1990). Technical education has a high relationship with successful high-tech venturing (Shapero, 1972). Education has also been shown to be related to high capitalization in business venturing (Ottih, 1998). Previous industrial experience has already been shown as being the entrepreneur has the technical know-how in his chosen line and this can be quite useful in successful entrepreneurship (Ottih, 2000).

c). Collaboration

Collaboration or teaming between the lead entrepreneur and others can promote success particularly in the medium and the large-scale entrepreneurships (Ottih, *ibid*). According to Vesper (1980), collaboration can be three types: a) Internal Team: members who participate in the founding of the enterprise, b) External Team: Advisers, consultants and others who actively work for the venture, and c) Connections: Although not hired or paid, they act to help the firm succeed. Collaboration (and especially internal teaming) provides large manpower effort, a better balance of skills, makes it unnecessary to hire additional key talents, show maturing and broadness of mind of the lead entrepreneur and therefore evidence of managerial capacity for growth; in addition, recruiting team members helps to screen the merits of the venture idea (Vesper, *ibid*; Ottih, 2000).

d). Attention to Operating Details

According to Ottih (*ibid*), the entrepreneur of a new enterprise must be close to the operations of his business, he must pay attention to the basis of production, sales and finances at the early stages of the business; the presence of the entrepreneurs and his attention to details is a major way the entrepreneur can ensure the fulfillment of his dream.

CONCLUSION

The main focus of this paper was to investigate the Potential Development of Agribusiness Entrepreneurship for Promoting Entrepreneurial Success among Nigerian university undergraduates. A full assessment of the potential development of agribusiness entrepreneurship impacts and correlation indicate that, the linkage with promoting entrepreneurial success was clearly identified, and established the linkages through the use of demographics and psychoanalytic measures and analysis. Undergraduate university students chose the best agribusiness venture which they know will be of most benefit to them after

graduation. The study concluded that potential development of agribusiness entrepreneurship aids in promoting entrepreneurial success among Nigerian university undergraduates.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are appropriate:

- i. The best choice of a new agribusiness venture will largely depend on the effort of parents to care and nurture their undergraduate children through agribusiness entrepreneurship; appropriate programs should adequately be established by Nigerian universities to encourage the potential development of their undergraduate students through agro-products processing and trading/marketing, for improving the choice of a new agribusiness venture,
- ii. Acquired technological education and potential industrial experience in agribusiness, should be enhanced by developing undergraduate students through entrepreneurship culture and values relating to agribusiness achievers and successful entrepreneurs so as to inspire them.
- iii. Collaboration with lead entrepreneurs in agribusiness will be greatly influenced if an enabling environment is created through the potential development entrepreneurship among undergraduates in Nigerian universities,
- iv. Concentration and paying close attention to agribusiness production, sales and finance etc., would greatly be influenced by developing undergraduate students through agribusiness entrepreneurship if Nigerian universities re-evaluate their entrepreneurial curriculum to include new areas of interests

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