

INFLUENCE OF PERSONALITY TRAITS AND SOCIETAL FACTORS ON AGRIPRENEURIAL INTENTION OF SENIOR SECONDARY SCHOOL STUDENT IN GOMBE STATE, NIGERIA.

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ABSTRACT

This study examined the influence of risk-taking propensity and family background on the agripreneurial intention of senior secondary school students in Gombe State, Nigeria. The study was motivated by the declining interest of youths in agriculture despite its importance for employment generation and economic development. Two specific objectives, two research questions, and two hypotheses guided the study. A descriptive survey design was adopted, and 382 students were selected from a population of 67,622 using a multi-stage sampling technique based on Krejcie and Morgan's method. Data were collected through a validated questionnaire with reliability established using Cronbach's Alpha. Descriptive statistics and simple linear regression at the 0.05 level of significance were used for data analysis. The findings revealed that risk-taking propensity significantly influences students' agripreneurial intention, while family background also exerts a significant positive influence on students' willingness to pursue agripreneurial careers. The study concludes that both individual and family-related factors are important determinants of agripreneurial intention among secondary school students.

It recommends strengthening entrepreneurial and agricultural education to enhance students' risk-taking abilities and promoting supportive family attitudes toward agripreneurship. The study contributes to the understanding of factors influencing youth participation in agriculture and provides evidence for developing policies aimed at fostering agripreneurial development among young people.

Keywords: Agripreneurial Intention, Risk-Taking Propensity, Family Background, Senior Secondary School Students, Agriculture, Gombe State, Nigeria.

INTRODUCTION

Background of the Study

Agriculture remains a vital sector in Nigeria's economy, providing employment, food security, and livelihoods for a large proportion of the population. Despite its importance, youth participation in agriculture has continued to decline, particularly among secondary school students and young adults. Many young people perceive agriculture as labor-intensive, risky, and less rewarding compared to white-collar occupations, resulting in reduced interest in agricultural careers and increased rural-urban migration (Ibrahim and Dogo, 2024). This trend threatens the sustainability of the agricultural workforce and national food security.

To address this challenge, agripreneurship has emerged as an approach that combines agriculture with entrepreneurship, emphasizing innovation, opportunity recognition, and value creation within agricultural value chains (Adeyanju, 2023). Agripreneurship offers opportunities for self-employment, income generation, and rural development, making it a viable pathway for addressing youth unemployment. However, despite government interventions aimed at promoting youth

involvement in agriculture, agripreneurial engagement among young people remains relatively low (Usman and Ahmed, 2021).

Scholars increasingly recognize that agripreneurial intention is influenced not only by economic incentives but also by personal and social factors. One important personality trait is risk-taking propensity, which refers to an individual's willingness to engage in activities with uncertain outcomes. Agriculture is often characterized by production, market, and climatic risks, making risk-taking an essential attribute for potential agripreneurs (Chinedu and Musa, 2023). Students with a higher willingness to take risks are more likely to view agribusiness as a promising opportunity rather than a risky venture.

Family background is another significant factor influencing students' career decisions. Students from farming families are often exposed to agricultural activities from an early age and may receive encouragement, resources, and practical knowledge that foster positive attitudes toward agriculture (Okeke and Bello, 2024). Conversely, families that perceive agriculture as a low-status occupation may discourage their children from pursuing agricultural careers, thereby reducing their agripreneurial aspirations.

In Gombe State, agriculture remains a major economic activity, and government efforts have focused on encouraging youth participation through agricultural empowerment programmes. Nevertheless, agripreneurial involvement among young people, particularly senior secondary school students, remains modest (Gombe State Ministry of Agriculture, 2023). This situation suggests that factors such as students' willingness to take risks and the influence of their family background may play important roles in shaping their intention to engage in agripreneurship.

Although studies have examined entrepreneurship and youth participation in agriculture, limited attention has been given to senior secondary school students, who are at a critical stage of career development. Furthermore, there is a scarcity of empirical studies investigating the influence of risk-taking propensity and family background on agripreneurial intention among students in Gombe State. This gap underscores the need for context-specific research.

Therefore, this study examines the influence of risk-taking propensity and family background on the agripreneurial intention of senior secondary school students in Gombe State, Nigeria. The findings are expected to provide useful insights for policymakers, educators, and stakeholders seeking to promote youth participation in agripreneurship and sustainable agricultural develop

Statement of the Problem

Agribusiness is often perceived as a low status occupation (Olawale and Ibrahim, 2024), a view reinforced by families and peers who encourage the pursuit of white-collar professions. Despite the inclusion of agricultural science in the secondary school curriculum and various government initiatives aimed at promoting youth participation in agribusiness, many senior secondary school students in Gombe State continue to show low interest in agriculture related careers.

In addition, inadequate exposure to modern agribusiness practices, lack of mentorship opportunities, and weak personality traits such as risk-taking propensity, and self-efficacy further discourage students from considering agripreneurship as a viable career option (Akrong and Kotu, 2023). Consequently, this has contributed to challenges such as youth unemployment, rural-urban migration, and the underutilization of agricultural resources in the state. Therefore, this study aimed to determine the extent to which personality traits and societal factors influences the agripreneurial intentions of senior secondary school students in Gombe State, Nigeria.

Purpose of the Study

The main purpose of this study was to determine the influence of personality traits and societal factors on the agripreneurial intention of senior secondary school students in Gombe State, Nigeria. Specifically, the study seeks to:

1. determine the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe state.
2. determine the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe state.

Research Questions

Based on the stated purposes, the following research questions were formulated to guide the study:

1. What is the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State?
2. What is the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State?

Research Hypotheses

The following null hypotheses were formulated and tested in the course of the study at a 5% level of significance ($\alpha = 0.05$):

H₀₁: Risk-taking propensity has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe State.

H₀₃: Family background has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe state.

Significance of the Study

The findings of this study would benefit students, educators, parents, policymakers, NGOs, and researchers. Students would gain a better understanding of how their personality traits influence agripreneurial career decisions, enabling them to make informed career choices. Educators would obtain insights for developing effective entrepreneurship education and support programs. Parents and community members would become more aware of how social influences affect students' attitudes toward agriculture. Policymakers would benefit from evidence-based recommendations for improving agricultural and entrepreneurship-related policies and curricula. NGOs and youth development agencies would be better equipped to design interventions that address barriers to agripreneurship and promote youth employment through agriculture.

Scope of the Study

This study specifically focuses on investigating the influence of personality traits and societal factors on agripreneurial intention of senior secondary school students in Gombe State, Nigeria. The study emphasizes students career intention rather than actual engagement in established agribusinesses. Hence, it concentrates on learners who are at a serious stage of making decisions regarding their future career paths.

The study was strictly delimited to students in Senior Secondary School (SS I, SS II, and SS III) in both public and private schools across Gombe State. It includes students from diverse academic specializations, namely the Science, Arts, and Commercial streams. Students in junior secondary schools, tertiary institutions, or those who are out of school are excluded from the study, as their levels of exposure and career considerations differ from those of senior secondary school students who are the main focus of the research.

This study was centred on two independent variables which are personality traits and societal factors and their influence on the dependent variable, agripreneurial intention. Personality traits refer to enduring psychological characteristics such as Risk taking propensity, Self-efficacy and Societal factors include family expectations, peer influence, and community attitudes that impact students perceptions of agriculture as a viable career.

Review of Related Literature

Theoretical Framework

Though there are many theories, but Theory of Planned Behaviour was found relevant to this study. Therefore, the theory underpinning this study is the Theory of Planned Behaviour (TPB), proposed by Ajzen (1991).

The theory was developed and propounded by Icek Ajzen in 1991 as an extension of the Theory of Reasoned Action developed earlier by Fishbein and Ajzen. The Theory of Planned Behaviour remains one of the most widely applied theories in entrepreneurship and behavioural studies because of its ability to explain and predict human intentions and actual behaviours in different social contexts, including business and agricultural entrepreneurship.

The Theory of Planned Behaviour postulates that an individual's intention to perform a particular behaviour is the most immediate determinant of that behaviour. According to Ajzen (1991), behavioural intention is influenced by three major constructs: attitude toward the behaviour, subjective norms, and perceived behavioural control. Attitude toward behaviour refers to an individual's positive or negative evaluation of engaging in a particular activity. Subjective norm refers to the perceived social pressure from important others such as parents, teachers, peers, and community members regarding whether an individual should engage in the behaviour. Perceived behavioural control refers to an individual's perception of the ease or difficulty involved in performing the behaviour, which is closely related to self-confidence and self-efficacy.

Recent entrepreneurship studies have continued to validate the applicability of the TPB in explaining entrepreneurial intentions among young people and students. According to Ahmed, et al. (2020), attitude, subjective norms, and perceived behavioural control significantly influence entrepreneurial intentions among students across different educational settings. Similarly, Mahfud, et al. (2020) found that perceived behavioural control and positive entrepreneurial attitudes strongly predict entrepreneurial intentions among secondary school students. In another study, Nowiński, et al. (2020) established that entrepreneurial intentions among students are strongly associated with favourable attitudes and supportive social environments.

The Theory of Planned Behaviour is highly relevant to the present study because the major variables investigated align directly with the theory's assumptions. The dependent variable of the study, which is agripreneurial intention, corresponds to behavioural intention in the TPB framework. The independent variables, namely personality traits and societal factors, influence students attitudes, subjective norms, and perceived behavioural control regarding agricultural entrepreneurship.

Personality traits such as risk-taking propensity, and self-confidence, can shape students attitudes towards agripreneurship and increase their confidence in their ability to establish agricultural enterprises. Recent evidence suggests that entrepreneurial personality characteristics significantly influence entrepreneurial intention among students and young entrepreneurs (Dinis, et al., 2021). Similarly, societal factors such as parental support, and peer influence, community perception of agriculture, cultural values, and educational support correspond closely with the subjective norm component of the TPB. According to Shahab, et al. (2021), family encouragement and social acceptance significantly predict entrepreneurial intentions among youths.

Furthermore, perceived behavioural control may be influenced by students access to agricultural education, school facilities, extension services, finance, and mentorship opportunities. When

students perceive agripreneurship as achievable and socially acceptable, they are more likely to develop intentions to engage in agricultural entrepreneurship after graduation. Consequently, the Theory of Planned Behaviour provides an appropriate theoretical lens for understanding how personality traits and societal factors jointly influence the agripreneurial intentions of senior secondary school students in Gombe State, Nigeria.

Conceptual Framework

A conceptual framework is a structured representation that illustrates how key concepts and variables in a study are logically connected. It serves as a visual or theoretical guide that explains the relationship between independent and dependent variables based on existing theory and empirical evidence. According to Adom, Hussein, and Joe (2022), a conceptual framework provides the foundation upon which the entire research is built, showing how different constructs interact to influence the outcome of interest.

Concept of Agripreneurship

In a country of over 200 million people, the government of Nigeria has over the years instituted various initiatives to address the issue of youth unemployment, food insecurity, youth lack of interest and poor involvement in agriculture. However, the impact of these initiatives, programs, and policies has been minimal due to the poor and inadequate program implementation, inconsistency, changes in government, project/ programs abandonment among others by successive governments. A good example is the recent N-Power program designed by the federal government to take many young youths back to agribusiness (Agripreneurship).

The influence of personality traits on agripreneurial intention lies on how these traits shape attitudes, perceptions, and behavioural intentions toward agricultural careers. Students with strong risk-taking propensity tend to view agribusiness opportunities positively, even when faced with uncertainties such as fluctuating prices or climatic variability. According to Adeyanju (2023), risk-tolerant individuals are more likely to initiate agricultural ventures because they possess the confidence to manage potential losses. Therefore, the presence of these positive traits increases the likelihood of agripreneurial engagement, suggesting that enhancing them through educational programs can foster greater youth participation in agriculture.

Concept of Personality Traits

Personality traits refer to the enduring psychological characteristics that influence how individual think, feel, and behave across situations. These traits shape a person's motivation, confidence, and decision-making patterns, all of which are important in determining entrepreneurial intentions and behaviour. According to Li (2022), personality traits serve as internal drivers that motivate individuals to pursue entrepreneurial ventures, including agripreneurship, which requires persistence, creativity, and adaptability. Traits such as risk-taking propensity, self-efficacy, achievement motivation, locus of control, and innovativeness are particularly relevant to agricultural entrepreneurship because they determine how individuals perceive opportunities and respond to uncertainty in the farming environment. A study by Adeyanju (2023) emphasized that individuals who exhibit high levels of confidence and motivation are more likely to engage in agribusiness because they view challenges as opportunities for growth rather than as deterrents. Similarly, Che Nawi (2022) noted that personality traits are among the strongest predictors of entrepreneurial choice among youth, influencing both their attitude toward entrepreneurship and their willingness to act upon it.

Among senior secondary school students, certain personality traits tend to dominate due to their developmental stage, educational exposure, and social environment. During adolescence, students

develop a stronger sense of identity and autonomy, which influences their career preferences and risk perceptions. Research by Akrong and Kotu (2023) revealed that traits such as curiosity, confidence, and achievement motivation are increasingly visible among secondary school students who are exposed to practical learning experiences and career guidance programs. In Nigerian, however, exposure to entrepreneurial education in secondary schools remains limited, leading to variations in the development of entrepreneurial-oriented traits like self-efficacy (Olawale and Ibrahim, 2024). Thus, understanding dominant personality traits among senior secondary school students helps in identifying which psychological factors can be nurtured to encourage agripreneurial intention.

Personality traits are fundamental psychological determinants that explain why individuals make certain career decisions, including the pursuit of agripreneurship. In the agricultural context, these traits influence how students perceive opportunities, take initiative, and sustain interest in agribusiness ventures. Key personality traits identified as relevant to agripreneurial intention include risk-taking propensity. These traits uniquely contributes to the development of entrepreneurial attitudes and intentions among youths (Adeyanju, 2023). Understanding these traits provides insights into how educational interventions can strengthen students readiness and motivation to engage in agricultural enterprises (Olawale and Ibrahim, 2024). Among the several personality traits identified in entrepreneurship literature, this study focuses on risk-taking propensity, as the most relevant to agripreneurial behaviour. Risk-taking propensity reflects the extent to which individuals are willing to engage in uncertain ventures, a necessary quality in agricultural entrepreneurship due to its inherent unpredictability (Li, 2022). This trait was selected because it represent the cognitive, emotional, and behavioural dimensions that drive

Risk-taking Propensity and Agripreneurial intention

The agricultural sector in Nigeria, particularly in regions like Gombe State, stands at a critical juncture, demanding an infusion of innovation and entrepreneurial vigor to ensure food security, economic diversification, and youth employment. At the heart of this transformation is the concept of agripreneurship, the entrepreneurial application to agriculture, integrating innovation, risk-taking, and proactive management to create value. A pivotal determinant of whether an individual will venture into this uncertain domain is their risk-taking propensity, defined as the willingness to take calculated chances and tolerate uncertainty in pursuit of entrepreneurial rewards (Sitkin and Weingart, 1995). This review synthesizes extant literature on the nexus between risk-taking propensity and agripreneurial intention, framing it within the overarching theoretical lens of the Theory of Planned Behaviour (TPB) and contextualizing it for senior secondary school students in Gombe State, Nigeria.

Historically, risk-taking has been central to entrepreneurship. Early economic theorists like Cantillon (1755) and Knight (1921) distinguished entrepreneurs from managers based on their willingness to bear uncertainty. Modern empirical studies consistently reaffirm this link. For instance, a meta-analysis by Zhao et al. (2010) established a significant positive correlation between risk taking propensity and entrepreneurial intention. However, this relationship is nuanced. Scholars now distinguish between reckless risk-taking and calculated risk-taking, with the latter being more predictive of sustainable venture creation (Baron, 2004). In an agricultural context, risks are multifaceted, encompassing climatic volatility, price fluctuations, pest infestations, and market access challenges (Olagunju et al., 2021). Therefore, an agripreneur's risk propensity is not merely about tolerance for loss but involves a cognitive evaluation of these multi-dimensional uncertainties. Ajzen's (1991) Theory of Planned Behaviour (TPB) provides a robust framework for understanding how risk-bearing propensity influences agripreneurial intention. According to TPB, intention is determined by three cognitive antecedents: Attitude Toward the Behaviour, Subjective Norms, and

Perceived Behavioural Control (PBC). Risk-taking propensity intersects with these components in distinct ways:

Attitude Toward Agripreneurship: An individual's positive or negative evaluation of becoming an agripreneur is heavily coloured by their risk propensity. Those with higher risk tolerance are likely to perceive the uncertainties of agriculture (e.g., weather dependence, market risks) as challenges rather than threats, fostering a more positive attitude (Ferreira, et al. 2022).

Perceived Behavioural Control (PBC): This component, akin to self-efficacy, reflects the perceived ease or difficulty of performing the behaviour. Risk propensity directly fuels PBC.

Subjective Norms: While risk taking propensity is a personal trait, its expression can be moderated by social norms. In communities where agriculture is viewed as a high-risk, low-reward livelihood (a common perception in many Nigerian settings), even risk-tolerant individuals may face social pressure against agripreneurship (Ezeh and Nkamnebe, 2021). Conversely, in communities that celebrate successful agripreneurs, social norms may amplify the effect of risk-taking propensity on intention. Thus, risk-taking propensity can be conceptualized both as a background factor shaping the salient beliefs underlying TPB's core constructs and as a personality trait that directly interacts with PBC (Ajzen, 2011).

In Nigeria, agriculture contributes about 23% to GDP but remains characterized by subsistence practices, poor infrastructure, and climate change impacts (FAO, 2022). Gombe State, situated in the Northeast, is predominantly agrarian but faces challenges like soil degradation, irregular rainfall, and security concerns (Gombe State Ministry of Agriculture, 2021). For students in this region, the perceived risks of agripreneurship are not abstract; they are observable daily realities. Recent studies highlight that Nigerian youth often associate agriculture with poverty and hardship, viewing it as a career of last resort (Nwankwo, et al., 2022).

Furthermore, societal factors like family background play a role. Students from farming families may have a more realistic, and sometimes more positive, appraisal of agricultural risks, potentially moderating the relationship between their risk-taking propensity and intention and choice (Ezeh and Nkamnebe, 2021).

While the literature establishes a general link between risk-taking and entrepreneurship, specific gaps remain:

1. **Contextual Specificity:** Few studies zoom in on agripreneurial intention among secondary school students in Northern Nigeria. This demographic is important for long-term sectoral transformation.
2. **Integrated Frameworks:** Research often examines personality traits in isolation. There is a need for studies that integrate risk taking propensity within a validated theoretical framework (like TPB) while concurrently accounting for societal factors.

The literature unequivocally positions risk-taking propensity as a vital engine driving entrepreneurial choice. Understanding this intricate interplay is not merely academic; it is essential for designing targeted interventions such as experiential agripreneurship training, mentorship from successful farmers, and risk management education that can nurture a positive risk-taking culture among students. Ultimately, cultivating a generation of risk-resilient agripreneurs in Gombe State is a strategic imperative for sustainable agricultural development and economic prosperity in Nigeria.

Family Background and Agripreneurial intention

The decision to pursue a career in agriculture, particularly through an entrepreneurial lens, does not emerge in a social vacuum. For senior secondary school students in Gombe State, Nigeria, the family unit constitutes the most immediate and potent micro-society, shaping worldviews, values, and economic aspirations from birth. Family background encompassing parental occupation, socioeconomic status, educational attainment, land ownership, and the transmission of agrarian

values serves as a foundational societal factor that profoundly influences agripreneurial intention. This review examines the multifaceted role of family background, arguing that it operates as a powerful antecedent to the cognitive constructs in Ajzen's (1991) Theory of Planned Behaviour (TPB). In the Nigerian, where kinship ties and intergenerational transfer are paramount, understanding this influence is important to show why some youth embrace agriculture as a dynamic venture while others flee from it as a symbol of backwardness.

Family background exerts a significant influence on students' career aspirations, including their inclination toward agripreneurship. Parents serve as the first role models, and their attitudes toward farming can either encourage or discourage children from pursuing agricultural careers. Akron and Kotu (2023) found that students from farming families are more likely to engage in agricultural ventures due to early exposure to farming practices and positive reinforcement from their parents. Conversely, students whose parents hold non-agricultural occupations often perceive agriculture as unattractive or unprofitable. Olawuyi and Adebayo (2023) also noted that the socioeconomic status of parents affects students' access to resources, thereby influencing their career preferences. When parents demonstrate enthusiasm for agribusiness or provide financial and moral support, their children are more likely to develop favourable attitudes toward agripreneurship.

Societal factors refer to the external influences that shape individuals' perceptions, motivations, and decisions concerning career choices. In the context of agripreneurship, these factors include family background, peer influence, access to resources, community norms, and the policy environment. These social and environmental conditions interact with personal attributes to determine how students view agriculture as either a viable profession or a last resort. Understanding societal factors is important for promoting positive attitudes toward agribusiness among senior secondary school students.

Family background in entrepreneurial literature is often analyzed through several interconnected dimensions such as: Parental Entrepreneurial Role Modeling, Socioeconomic Status (SES) and Resource Provision, Intergenerational Value Transmission, and Land Tenure and Inheritance Systems, to mention.

Empirical Framework

This section presents a review of empirical studies relevant to the influence of personality traits and societal factors on agripreneurial intentions among senior secondary school students. The reviewed literature focuses on how individual characteristics, such as risk-taking propensity, interact with external influences like family background, societal perception of agriculture. Each study was critically examined to identify thematic connections, methodological differences, and contextual relevance to the present study in Gombe State, Nigeria. The analysis also underscores how previous research has contributed to understanding students' willingness to pursue agriculture-related careers and where gaps remain for further exploration.

Olawale and Ibrahim (2024) conducted a comprehensive study on the influence of agricultural education on students' career intentions in secondary schools across Northern Nigeria, with particular emphasis on the role of personal attributes and social environments in shaping agripreneurial intention. Their study aimed to examine how exposure to agricultural education, combined with individual traits such as motivation, self-confidence, and creativity, influenced students' choice to pursue agriculture as a viable career. Furthermore, they sought to determine how societal factors especially parental background, peer influence, and access to agricultural training resources mediate this relationship. The research was motivated by the growing concern that despite numerous youth-agriculture empowerment initiatives, students still exhibit low enthusiasm toward agricultural careers. The study adopted a mixed-methods approach, integrating quantitative surveys with qualitative interviews to provide both statistical and contextual depth.

The population comprised senior secondary school students across six northern states, including Gombe, Kano, Bauchi, and Kaduna. A multi-stage sampling technique was used to select 420 participants representing both urban and rural schools. Quantitative data were collected using structured questionnaires, while qualitative data were gathered through focus group discussions with students and agricultural science teachers. The researchers employed descriptive statistics, regression analysis, and thematic coding to analyze the data. The results revealed that personality traits such as self-efficacy, risk-taking ability, and achievement motivation significantly influenced students' likelihood of choosing agriculture-related careers ($\beta = 0.48$, $p < 0.01$). On the other hand, societal factors particularly parental occupation, family attitudes toward farming, and peer perception played a moderating role. Students whose parents engaged in agribusiness or who had peers active in agricultural projects exhibited a higher probability of choosing agriculture as a career path. However, lack of access to agricultural training and extension programs, coupled with negative community perceptions of farming as a "low-income" occupation, hindered broader youth participation. The study concluded that promoting agripreneurial intention among secondary school students requires more than curriculum-based exposure; it demands the cultivation of personality-driven competencies such as confidence, innovation, and persistence, alongside supportive social systems that validate agricultural careers. Olawale and Ibrahim (2024) recommended integrating experiential learning, mentorship, and community-based agricultural projects into secondary school curricula to reorient students toward agriculture as a profitable and modern enterprise.

This study bears direct relevance to the present research, as it confirms that the interplay between personality traits and societal factors profoundly shapes students agripreneurial intention. While their research spanned multiple northern states, the case of Gombe State offers a unique context characterized by a predominantly rural economy with emerging urban influences. Understanding how traits such as risk-taking operate within local social structures including family expectations, and community norms can help tailor agripreneurship initiatives to the realities of senior secondary school students in Gombe State, Nigeria.

Garba and Kazeem (2024) examined the influence of personality traits and social environment on agripreneurial intention among senior secondary school students in North-Western Nigeria. The study was motivated by persistent low youth participation in agribusiness despite increased government investments in agricultural education and youth empowerment programmes. The researchers sought to determine how key entrepreneurial personality traits specifically self-efficacy, risk-taking propensity, achievement motivation, and locus of control interact with societal factors such as family background, peer influence, and school-based agricultural exposure to shape students' agripreneurial intentions. The study adopted a correlational survey research design to generate quantitative data from 360 senior secondary school students drawn from 15 public and private schools across urban and rural locations. Stratified random sampling was used to ensure proportional representation of gender, school type, and geographical setting. Data were collected using a validated structured questionnaire comprising six sections: demographic characteristics, entrepreneurial self-efficacy, risk-taking propensity, achievement motivation, social influence, and agripreneurial career intention. The instrument recorded Cronbach's alpha reliability coefficients ranging from 0.76 to 0.89 across the subscales, indicating high internal consistency. Data analysis involved descriptive statistics, Pearson product-moment correlation, and hierarchical multiple regression analysis to examine both independent and joint contributions of personality traits and societal factors. The findings revealed that entrepreneurial self-efficacy emerged as the strongest predictor of agripreneurial intention ($\beta = 0.41$, $p < 0.01$), followed by achievement motivation ($\beta = 0.29$, $p < 0.05$). Risk-taking propensity also showed a significant positive relationship with agripreneurial intention ($r = 0.47$, $p < 0.01$), suggesting that students who were more tolerant of

uncertainty were more inclined toward agribusiness careers. Among societal factors, family background particularly parental involvement in farming or agribusiness had a significant influence on students' agripreneurial orientation ($\beta = 0.34$, $p < 0.01$). Peer influence was also found to be a significant predictor, as students who interacted with peers engaged in school farming projects or agribusiness clubs exhibited stronger entrepreneurial intentions. Furthermore, the regression model demonstrated a significant interaction effect between self-efficacy and social support, indicating that positive social environments amplified the effect of personality traits on agripreneurial intention. The study concluded that agripreneurial intention among secondary school students is the product of a dynamic interplay between internal psychological attributes and external social contexts. The authors recommended strengthening school-based agricultural entrepreneurship programmes, integrating experiential learning into the curriculum, and fostering family and peer support systems that reinforce positive attitudes toward agribusiness.

The relevance of Garba and Kazeem's study to the present research lies in its empirical demonstration that personality traits and societal factors jointly influence agripreneurial intention among senior secondary school students. While the study was conducted in North-Western Nigeria, its findings are particularly pertinent to Gombe State, where cultural values, family structures, and peer networks play a significant role in shaping students' career aspirations. By highlighting the moderating effect of social support on psychological traits, the study provides a strong empirical foundation for examining how similar interactions operate within the socio-cultural and educational context of Gombe State. This alignment strengthens the justification for the present study's focused on both personality traits and societal factors as key determinants of agripreneurial intention.

Adekunle, et al. (2024) conducted a study in Abeokuta, Oyo State, Nigeria, with a focus on secondary school students. Their primary objective was to assess the students' perceptions of aquaculture as an entrepreneurial subject both before and after an intervention. The research design was an experimental intervention, involving 270 students who received both theoretical and practical training in aquaculture. The data collection instrument used was pre- and post-intervention questionnaires, allowing for a direct comparison of changes in students' perceptions and intentions. For the method of data analysis, the study utilized paired comparisons (t-tests) to assess significant changes from pre- to post-intervention, along with descriptive statistics to summarize the data. The key findings revealed a low initial awareness of aquaculture entrepreneurship, with only approximately 30% showing awareness before the training. However, post-training, a remarkable 80% of students endorsed hands-on training, and their intent to engage in aquaculture entrepreneurship significantly increased. The implication is profound: early-stage, practical interventions among senior secondary school students are highly effective in shifting their intentions and fostering entrepreneurial interest in specific agricultural value chains.

Ikuemonisan et al. (2022) conducted a nationwide survey in Nigeria, gathering data from a substantial sample of 3600 youth respondents across the country. The primary objective of their study was to determine the willingness of Nigerian youth to exploit agribusiness opportunities and to ascertain the role of entrepreneurial traits in this willingness. The research design employed was a cross-sectional online survey, which allowed for the collection of data from a large and geographically dispersed population at a single point in time. The data collection instrument used was a structured questionnaire, designed to capture information related to youth's perceptions, intentions, and entrepreneurial characteristics concerning agribusiness. For the method of data analysis, the study utilized binomial logistic regression. This statistical technique was appropriate for examining the relationship between a binary dependent variable (willingness to exploit opportunities) and various independent variables, including entrepreneurial traits. The key findings of the study revealed several important insights: In 2020, only 17% of the surveyed youth were actively exploiting agribusiness opportunities, indicating a low current engagement rate. However,

a significant 77% expressed willingness to engage in agribusiness within the next two years, suggesting a high potential for future participation. Crucially, the study found that entrepreneurship traits influenced willingness only indirectly, via intention. This indicates that merely possessing entrepreneurial traits does not guarantee engagement; rather, it is the formation of a strong intention that bridges the gap between traits and behavior. The implication of these findings is that intention plays a vital mediating role between entrepreneurial traits and actual behaviour, aligning very closely with the core tenets of the Theory of Planned Behavior (TPB). This suggests that interventions aimed at promoting agribusiness engagement should focus not just on skill development but also on nurturing strong intentions.

This national survey highlighted the mediating role of intention between entrepreneurial traits and actual agribusiness engagement, aligning conceptually with the Theory of Planned Behavior. However, their data were drawn from a general youth population without focusing on secondary school students or specific local contexts. The present study filled this gap by applying similar theoretical logic to senior *secondary school students in Gombe State*, thereby localizing and contextualizing the understanding of how personality and societal factors jointly influence agribusiness intention.

Lawal and Bello (2022) conducted a study titled "Personality Traits and Entrepreneurial Intention Among Senior Secondary School Students in Kwara State, Nigeria" to examine how individual personality characteristics predict entrepreneurial interest among adolescents preparing for post-secondary transitions. The study was motivated by Nigeria's growing youth unemployment crisis and the need to understand the psychological precursors that encourage or hinder entrepreneurship at the formative stages of career development. The researchers adopted a descriptive correlational design, aimed at determining the direction and strength of the relationship between selected personality traits particularly openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism and entrepreneurial intention. The population comprised final-year secondary school students (SS3) across Ilorin East, Ilorin South, and Offa Local Government Areas, totaling approximately 5,200 students. A sample of 420 respondents was selected using a multi-stage sampling technique to capture diverse socio-economic and cultural backgrounds. Two research instruments were used. The Big Five Personality Inventory (BFPI) and the Entrepreneurial Intention Questionnaire (EIQ), both adapted and validated for use among Nigerian adolescents.

The BFPI contained 45 items measuring the five major personality dimensions, while the EIQ consisted of 20 items assessing students' self-reported interest in starting or managing a business venture after school. Reliability coefficients obtained through Cronbach's alpha were 0.81 for the BFPI and 0.84 for the EIQ, signifying high internal consistency. Data analysis involved Pearson Product-Moment Correlation and Multiple Regression Analysis. The findings indicated that openness to experience ($\beta = 0.42, p < 0.01$) and conscientiousness ($\beta = 0.35, p < 0.05$) were the strongest positive predictors of entrepreneurial intention, suggesting that students who are imaginative, goal-oriented, and self-disciplined are more likely to exhibit entrepreneurial aspirations. Extraversion was also positively correlated ($r = 0.27, p < 0.05$), reflecting that sociable and energetic students tend to express greater entrepreneurial ambition. Conversely, neuroticism showed a negative correlation ($r = -0.31, p < 0.05$), implying that emotionally unstable students are less confident in pursuing business ventures. Gender differences were also observed as male students reported significantly higher entrepreneurial intentions than their female counterparts. The regression model accounted for 49% of the total variance ($R^2 = 0.49, p < 0.05$) in entrepreneurial intention, highlighting personality traits as important predictors of entrepreneurial orientation among secondary school students. Lawal and Bello (2022) concluded that personality traits are foundational psychological factors influencing students' capacity for risk-taking, innovation, and opportunity recognition. They recommended integrating personality development and entrepreneurship education into the

secondary school curriculum to strengthen students' entrepreneurial readiness.

Lawal and Bello's study closely aligns with the present research, as it explores how personality traits shape entrepreneurial motivation among senior secondary students. However, their work focused broadly on entrepreneurial intention without specifying the agricultural or agripreneurial dimension, which is vital in rural economies. The present study therefore extends this framework by contextualizing the influence of personality traits within agripreneurial intention, emphasizing not only psychological dispositions but also societal factors such as cultural values, parental occupation, and social expectations that interact with personality in shaping students' decisions to pursue agriculture-based entrepreneurship. This focus addresses the contextual and sectoral gap left unexamined by Lawal and Bello (2022).

Okonkwo and Eze (2021) conducted a study titled "*Societal Factors and Youth Engagement in Agripreneurship in Anambra State, Nigeria*" to investigate how family background, peer influence, and access to resources affect youths' willingness to pursue careers in agricultural enterprises. The study emerged from the concern that, despite numerous government programs promoting agripreneurship, youth participation in agriculture remains significantly low, particularly among educated young people in southeastern Nigeria.

The study employed a mixed-method design, combining quantitative and qualitative approaches to provide a comprehensive understanding of the factors influencing agripreneurial involvement. The quantitative component utilized a descriptive survey, while the qualitative aspect relied on focus group discussions (FGDs) and key informant interviews (KIIs) with community leaders, agricultural extension officers, and youth cooperative members. The population consisted of senior secondary school graduates and young adults (aged 16–25 years) in Awka, Nnewi, and Onitsha educational zones. A total of 350 participants were selected through multi-stage random sampling. The main research instruments were a structured questionnaire contained four sections assessing (i) socio-demographic characteristics, (ii) family background, (iii) peer influence, and (iv) access to agripreneurial resources (inputs, information, and funding). The questionnaire was validated by experts in agricultural education and rural development, achieving a reliability coefficient of 0.83 using Cronbach's alpha. Data were analyzed using descriptive statistics (mean and standard deviation) and multiple regression analysis to determine the relative contribution of each societal factor to agripreneurial engagement.

The FGDs were transcribed and thematically analyzed to enrich the quantitative findings. Results revealed that family background ($\beta = 0.46$, $p < 0.01$) and access to agricultural resources ($\beta = 0.39$, $p < 0.05$) were the most significant predictors of youth engagement in agripreneurship. Students whose parents were farmers or agribusiness owners showed a higher likelihood of pursuing agricultural ventures themselves. Peer influence was also notable, with participants reporting that exposure to successful young farmers in their communities or on social media positively affected their perception of farming as a lucrative profession. Conversely, limited access to credit, lack of modern farming tools, and inadequate information dissemination were major barriers discouraging participation. The study concluded that societal context plays a pivotal role in shaping youths' agripreneurial attitudes. Family encouragement, peer modeling, and institutional support (especially through schools and agricultural extension systems) were identified as key levers for improving youth engagement in agribusiness. The authors recommended integrating agripreneurship clubs into secondary schools, facilitating access to youth-targeted agricultural grants, and highlighting successful young agripreneurs as role models through media platforms.

Okonkwo and Eze's (2021) study offer a valuable insight into how societal factors particularly family and peer influence affect young people's participation in agripreneurship. However, the research primarily involved out-of-school youths and graduates, overlooking in-school senior secondary

school students who are still forming career intentions. Moreover, while it addressed social determinants, it did not consider personality traits that may interact with these societal influences to shape agripreneurial intention. The present study therefore filled this population and theoretical gap by focusing on senior secondary school students in Gombe State, examining how both personality traits and societal factors jointly influence their decision to pursue agriculture-based entrepreneurship within a predominantly rural and agrarian environment.

Summary of the Literature Reviewed

The review of literature highlights that both personality traits and societal factors are important determinants of agripreneurial intention among senior secondary school students. Personality traits such as risk-taking propensity, agricultural self-efficacy, and achievement motivation influence students confidence, initiative, and persistence in pursuing agribusiness ventures. Simultaneously, societal factors including family background, peer influence, and community norms, shape students perceptions of agriculture as a viable and respectable career path. The interplay between these internal and external determinants is important in explaining why some students embrace agripreneurship while others do not. Measurement strategies discussed in prior studies emphasizes the importance of using context-specific scales to capture these traits and influences effectively.

Despite extensive research on youth entrepreneurship, most existing studies focuses on university students or adult entrepreneurs, leaving a gap regarding senior secondary school students, who are at the formative stage of career decision-making. Additionally, while individual studies examine either personality traits or societal factors, few have investigated the combined effect of both on agripreneurial intention within the Nigerian context, particularly in Gombe State. There is also a limited empirical work exploring how specific traits like risk-taking propensity, self-efficacy and achievement motivation interact with societal enablers such as family background, peer influence and access to resources to shape entrepreneurial intentions. This gap underscores the need for researches that integrates both psychological and social determinants to provide a holistic understanding of factors influencing agripreneurial intention among senior secondary school students.

Methodology **Research Design**

The study adopted a descriptive survey research design. A descriptive survey design is a quantitative approach that involves the systematic collection of data from a population or a representative sample at a specific point in time, with the purpose of describing existing conditions, opinions, attitudes, or relationships among variables. It does not involve manipulation or control of variables but rather seeks to portray an accurate profile of the characteristics and relationships that exist within a population (Nworgu, 2015).

This design is considered appropriate for the present study because it enables the researcher to gather factual information from a large number of senior secondary school students regarding their personality traits, societal influences, and agripreneurial intentions.

Area of the Study

The area of the study is Gombe State, Nigeria. Gombe State is one of the thirty-six states of the Federal Republic of Nigeria and serves as an important administrative, commercial, and political centre in the North-East geopolitical zone of the country. The state was created on 1st October 1996 from the former Bauchi State and is popularly referred to as the "Jewel in the Savannah" because of its rich agricultural resources and favourable ecological conditions for farming and agribusiness activities.

Geographically, Gombe State lies between latitudes 9°30'N and 11°45'N of the Equator and longitudes 10°45'E and 12°30'E of the Greenwich Meridian, with the state capital located approximately at 10°15'N and 11°10'E. The state occupies a land area of about 18,768 square kilometres and falls within the Sudan and Guinea Savannah vegetation belts, characterized by moderate rainfall and favourable climatic conditions that support both crop and livestock production throughout the year.

The state possesses several notable geographical and economic landmarks, including the Dadin Kowa Dam, one of the largest irrigations and hydro-agricultural facilities in North-East Nigeria, the Gongola River, the Balanga Dam, the Tula Highlands and rock formations, and portions of the Muri Mountains. These features provide opportunities for irrigation farming, fishing, livestock production, tourism, and agro-processing enterprises.

Population of the Study

The population of this study was 67,622 Senior Secondary School students drawn from public and private secondary schools across the eleven (11) Local Government Areas (LGAs) of the state. Specifically, the population consisted of 22,611 Senior Secondary School One (SS I) students, 23,189 Senior Secondary School Two (SS II) students, and 21,822 Senior Secondary School Three (SS III) students. These categories of students constituted the population from which the sample for the study was drawn.

Sample and Sampling Techniques

The sample size for this study was 382 senior secondary school students selected from the total population of 67,622 students in senior secondary schools across Gombe State. The sample size was determined using the Krejcie and Morgan (1970) sample size determination table, which provides a scientific and standardized procedure for selecting an appropriate sample based on a given population size. According to the table, a population of approximately 67,622 corresponds to a sample size of 382 respondents, which is considered adequate for ensuring statistical validity, reliability, and the generalizability of the study findings.

To select the respondents, a multi-stage sampling technique was employed to ensure adequate representation of the study population.

Instrument for Data Collection

The primary instrument for data collection in this study was a structured questionnaire developed by the researcher to obtain relevant information from senior secondary school students on the influence of personality traits and societal factors on their agripreneurial intentions. The questionnaire was divided into: Section A which contain items related to personality traits such as risk taking propensity, and Section B which focused on societal factors such as family influence toward agriculture, it also addresses students agripreneurial intentions, determining their willingness, interest, and intention to engage in agricultural entrepreneurship after completing their education. All items were structured on a four-point Rating scale, ranging from Strongly Agree (4) to Strongly Disagree (1), to measure the intensity of respondents opinions.

Validity of the Instrument

To ensure that the questionnaire accurately measures the intended variables, both content and face validity were established. The drafted questionnaire was reviewed by three lecturers from the department of vocational education, Faculty of education Modibbo Adama University (MAU) Yola. The validators examined the instrument for clarity, relevance, and appropriateness of the items. Their feedback had guided refinements to the wording, structure, and content of the questionnaire,

ensuring that it effectively captures information on personality traits, societal influences, and agripreneurial intentions.

Reliability of the Instrument

To determine the reliability of the instrument, a trial test was conducted on 30 Senior Secondary School students of Government Day Secondary School (GDSS), Alkaleri, Bauchi State, who were not part of the main study but possessed similar characteristics with the target population. The data obtained were analyzed using the Cronbach's Alpha method to determine the internal consistency of the questionnaire items. The analysis yielded a reliability index of 0.82, indicating that the instrument was reliable and suitable for data collection.

Method of Data Collection

The researcher obtained a formal letter of introduction from the Head of the Department of Vocational Education, which was used to introduce the study to the relevant authorities of the selected schools visited and to obtain permission for the conduct of the research. The questionnaire was administered directly to the respondents by the researcher with the assistance of six (6) trained research assistants. Prior to the administration of the instrument, the research assistants were adequately oriented on the objectives of the study, procedures for administering and retrieving the questionnaire, and the need to ensure uniformity in the data collection process. The data collection exercise lasted for three (3) weeks. However, the questionnaires were administered and completed on the spot by the respondents, thereby minimizing the incidence of loss and non-response. A total of 382 copies of the questionnaire were administered, out of which 374 copies were successfully retrieved, representing a retrieval rate of 97.9%, while 8 copies (2.1%) were not returned and were therefore excluded from the analysis.

Method of Data Analysis

The data collected for this study were analyzed using both descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions. Since the questionnaire was structured on a four-point rating scale, a criterion mean of 2.50 was used as the decision point for interpreting the respondents responses. Mean values of 2.50 and above were regarded as "Agreed", while mean values below 2.50 were regarded as "Disagreed".

The hypotheses formulated for the study were tested using Simple Linear Regression Analysis at the 0.05 level of significance. The decision rule was that the null hypothesis was rejected if the associated p-value (Sig.) was less than or equal to 0.05 ($p < 0.05$), indicating a significant influence or relationship. Conversely, the null hypothesis was not rejected if the p-value was greater than 0.05 ($p \geq 0.05$), indicating that no significant influence or relationship existed.

Results and Discussions

Research Question 1: What is the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State?

Table 1: Mean and Standard Deviation of Respondents Views on the Influence of Risk-Taking Propensity on the Agripreneurship Intention by Senior Secondary School Students

S/N	Item	N	$\bar{x}$	SD	Decision
1	I am willing to take risks in order to succeed in agribusiness.	374	3.02	0.95	Agreed
2	I believe that trying new farming methods, even if uncertain, is worth the risk.	374	3.03	0.94	Agreed

3	I am comfortable investing resources in agriculture despite possible losses.	374	2.42	1.05	Disagree
4	I prefer challenging agricultural opportunities over safe but less rewarding ones.	374	2.38	1.07	Disagree
5	I am not afraid of failure when trying new agricultural ventures.	374	3.10	0.89	Agreed
6	I see risk-taking as an important part of becoming a successful agripreneur.	374	3.14	0.87	Agreed
7	I believe that risk-taking can lead to greater success in agripreneurship.	374	3.18	0.85	Agreed
8	I am motivated to choose agripreneurship even if the outcome is uncertain	374	2.40	1.06	Disagree
Grand Mean			2.83		Agreed

S/N = Serial Number, $\bar{x}$ = Mean Response of Respondents, SD = Standard Deviation

Table 1 shows the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State. The result reveals that Items 1, 2, 5, 6, and 7, with mean values ranging between 3.02 and 3.18 and standard deviations ranging between 0.85 and 0.95, were rated as agreed, indicating that the students are generally willing to take calculated risks, embrace innovative farming practices despite uncertainty, are not deterred by failure, and recognize risk-taking as an important factor for achieving success in agripreneurship. However, Items 3, 4, and 8, with mean values ranging between 2.38 and 2.42 and standard deviations ranging between 1.05 and 1.07, were rated as disagreed, suggesting that the students are reluctant to invest resources in agriculture where losses are possible, prefer safer opportunities to more challenging agricultural ventures, and are hesitant to pursue agripreneurship when outcomes are uncertain. Nevertheless, the grand mean of 2.83 indicates that risk-taking propensity positively influences the agripreneurial intentions of senior secondary school students in Gombe State. This implies that although students exhibit caution toward financial and outcome-related risks, they generally appreciate the importance of taking calculated risks as a prerequisite for success in agripreneurship.

Hypothesis 1: Risk-taking propensity has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe State.

Table 2a: Model Summary of the Risk-taking Propensity Influence on the Agripreneurial Intentions of Senior Secondary School Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.382	0.146	0.144	0.1420

a. Predictors: (Constant), Risk Taking

Table 2a presents the model summary of the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows a correlation coefficient ($R = 0.382$), indicating a positive but moderate relationship between risk-taking propensity and students agripreneurial intentions. The coefficient of determination ($R^2 = 0.146$) reveals that 14.6% of the variation in the agripreneurial intentions of the students is explained by their risk-taking propensity, while the remaining 85.4% is attributable to other factors not included in the model. The Adjusted R^2 of 0.144 indicates that, after adjusting for sample size and model complexity, risk-taking propensity still accounts for 14.4% of the variance in agripreneurial intentions, suggesting that the model has reasonable explanatory power. Furthermore, the standard error of the estimate (0.1420) indicates a relatively small prediction error, implying that the regression model provides a reasonably good fit to the data. However, the model

summary alone does not determine whether the influence is statistically significant; this is established from the regression coefficients and ANOVA results presented in the subsequent tables.

Table 2b: ANOVA of the Risk-taking Propensity Influence on the Agripreneurial Intentions of Senior Secondary School Students

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.284	1	1.284	63.653	.000
	Residual	7.501	372	0.020		
	Total	8.785	373			

a. Dependent Variable: Agripreneurial Intention

b. Predictors: (Constant), Risk Taking

Table 2b presents the ANOVA results for the regression analysis examining the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows that the regression model is statistically significant ($F(1, 372) = 63.653$, $p = .000 < 0.05$), indicating that risk-taking propensity significantly predicts students agripreneurial intentions. The regression sum of squares ($SS = 1.284$) compared with the residual sum of squares ($SS = 7.501$) suggests that risk-taking propensity accounts for a meaningful proportion of the variation in agripreneurial intentions. Since the probability value ($p = .000$) is less than the 0.05 level of significance, the null hypothesis, which states that risk-taking propensity has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe State, is rejected. The study therefore concludes that risk-taking propensity has a statistically significant influence on the agripreneurial intentions of senior secondary school students in Gombe State.

Table 2C: Coefficients of the Risk-taking Propensity Influence on the Agripreneurial Intentions of Senior Secondary School Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.317	0.056	-	41.261	.000
	Risk Taking	0.157	0.020	0.382	7.978	.000

a. Dependent Variable: Agripreneurial Intention

Table 2c presents the regression coefficients for the influence of risk-taking propensity on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows that risk-taking propensity is a significant positive predictor of agripreneurial intentions ($B = 0.157$, $\beta = 0.382$, $t = 7.978$, $p = .000 < 0.05$). This indicates that for every one-unit increase in students risk-taking propensity, their agripreneurial intention is expected to increase by 0.157 units, holding other factors constant. The standardized beta coefficient ($\beta = 0.382$) further indicates a moderate positive influence of risk-taking propensity on agripreneurial intentions.

The constant value ($B = 2.317$, $p = .000$) implies that when risk-taking propensity is held constant at zero, the baseline level of agripreneurial intention is 2.317. Since the probability value ($p = .000$) is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, the study concludes that risk-taking propensity has a significant positive influence on the agripreneurial intentions of senior secondary school students in Gombe State.

Research Question 2: What is the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State?

Table 3: Mean and Standard Deviation of Respondents Views on the Influence of Family Background on the Agripreneurship Intention of Senior Secondary School Students

S/N	Item	N	$\bar{x}$	SD	Decision
1	My family encourages me to consider agripreneurship as a career.	374	3.02	0.93	Agreed
2	My parents occupation influences my interest in agribusiness.	374	2.85	0.98	Agreed
3	I am motivated to choose agripreneurship because my family is involved in farming.	374	2.67	1.02	Agreed
4	My family provides support for me to engage in agricultural ventures.	374	2.05	0.91	Disagreed
5	I believe family background plays a role in my agripreneurship choice.	374	3.10	0.89	Agreed
6	My family's financial status influences my decision to pursue agribusiness.	374	2.58	1.04	Agreed
7	I am more likely to choose agripreneurship because my family values agriculture.	374	2.98	0.94	Agreed
8	My family's experience in farming motivates me to consider agripreneurship.	374	2.92	0.96	Agreed
Grand Mean			2.77		Agreed

S/N = Serial Number, $\bar{x}$ = Mean Response of Respondents, SD = Standard Devitaion

Table 3 shows the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State. The result reveals that Items 1, 2, 3, 5, 6, 7, and 8, with mean values ranging between 2.58 and 3.10 and standard deviations ranging between 0.89 and 1.04, were rated as agreed, indicating that family encouragement, parents occupation, family involvement in farming, family values toward agriculture, financial status, and farming experience positively shape students intentions to engage in agripreneurship. However, Item 4, with a mean value of 2.05 and a standard deviation of 0.91, was rated as disagreed, suggesting that many students do not receive adequate family support to actively engage in agricultural ventures.

Nevertheless, the grand mean of 2.77 indicates that family background positively influences the agripreneurial intentions of senior secondary school students in Gombe State. This implies that although direct family support for agricultural ventures appears to be limited, the family's occupation, values, farming experience, encouragement, and socioeconomic background collectively play an important role in shaping students intentions to pursue agripreneurship as a career.

Hypothesis 2: Family background has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe state.

Table 4a: Model Summary of the Influence of Family Background on the Agripreneurial Intentions of Senior Secondary School Students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.375	0.141	0.138	0.1422

a. Predictors: (Constant), Family Background

Table 4a presents the model summary of the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows a correlation coefficient ($R = 0.375$), indicating a moderate positive relationship between family background and students agripreneurial intentions. The coefficient of determination ($R^2 = 0.141$) indicates that 14.1% of the variation in the agripreneurial intentions of senior secondary school students is

explained by family background, while the remaining 85.9% is attributable to other factors not included in the regression model. The Adjusted R^2 of 0.138 further indicates that, after adjusting for sample size and the number of predictors, family background accounts for 13.8% of the variance in agripreneurial intentions, suggesting that the model has satisfactory explanatory power. Furthermore, the standard error of the estimate (0.1422) is relatively low, indicating that the regression model provides a reasonably good fit to the observed data. However, the model summary alone does not determine whether the influence of family background is statistically significant; this is established from the ANOVA and regression coefficient results presented in the subsequent tables.

Table 4b: ANOVA of the Influence of Family Background on the Agripreneurial Intentions of Senior Secondary School Students

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.237	1	1.237	61.178	.000
	Residual	7.548	372	0.020		
	Total	8.785	373			

a. Dependent Variable: Agripreneurial Intention

b. Predictors: (Constant), Family Background

Table 4b presents the ANOVA results for the regression analysis determining the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows that the regression model is statistically significant ($F(1, 372) = 61.178, p = .000 < 0.05$), indicating that family background significantly predicts students agripreneurial intentions. The regression sum of squares ($SS = 1.237$) relative to the residual sum of squares ($SS = 7.548$) indicates that family background explains a meaningful proportion of the variation in students agripreneurial intentions. Since the probability value ($p = .000$) is less than the 0.05 level of significance, the null hypothesis, which states that family background has no significant influence on the agripreneurial intentions of senior secondary school students in Gombe State, is rejected. The study therefore concludes that family background has a statistically significant influence on the agripreneurial intentions of senior secondary school students in Gombe State.

Table 4c: Coefficients of the Influence of Family Background on the Agripreneurial Intentions of Senior Secondary School Students

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.308	0.057	-	40.248	.000
	Family Background	0.164	0.021	0.375	7.821	.000

a. Dependent Variable: Agripreneurial Intention

Table 4c presents the regression coefficients for the influence of family background on the agripreneurial intentions of senior secondary school students in Gombe State. The result shows that family background is a significant positive predictor of agripreneurial intentions ($B = 0.164, \beta = 0.375, t = 7.821, p = .000 < 0.05$). This indicates that for every one-unit increase in positive family background factors, the agripreneurial intention of senior secondary school students is expected to increase by 0.164 units, holding other factors constant. The standardized beta coefficient ($\beta = 0.375$) indicates a moderate positive influence of family background on agripreneurial intentions, suggesting that students who receive greater family encouragement, support, and exposure to agricultural activities are more likely to develop stronger intentions to pursue agripreneurship. The constant value ($B = 2.308, p = .000$) indicates that when family background is held constant at zero, the baseline level of agripreneurial intention is 2.308. Since the probability value ($p = .000$) is

less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, the study concludes that family background has a significant positive influence on the agripreneurial intentions of senior secondary school students in Gombe State.

Findings of the Study

The findings of the study based on the research questions are as follows:

- 1 Risk-taking propensity positively influenced the agripreneurial intentions of senior secondary school students in Gombe State. The influence was evident in the students willingness to take calculated risks, embrace innovative farming practices, and view risk-taking as an essential attribute for success in agripreneurship, although they were cautious about financial losses and uncertain outcomes.
- 2 Family background positively influenced the agripreneurial intentions of senior secondary school students in Gombe State. The influence was evident through family encouragement, parents occupations, family involvement in farming, family values toward agriculture, financial status, and farming experience, although direct family support for agricultural ventures was relatively limited.

Discussion of Findings

The findings of the study revealed that risk-taking propensity positively influenced the agripreneurial intentions of senior secondary school students in Gombe State. The finding showed that students demonstrated willingness to take calculated risks, embrace innovative farming practices and perceive risk-taking as an important requirement for success in agripreneurship, although concerns regarding financial losses and uncertain outcomes remained evident. The finding is in agreement with Olawale and Ibrahim (2024), who reported that students with stronger risk-taking propensity were more likely to exhibit positive agripreneurial intentions because they viewed uncertainty as an inevitable aspect of entrepreneurial activities. According to Adekunle et al. (2024), willingness to engage in calculated risk-taking encourages young people to identify opportunities in agriculture and to pursue agribusiness ventures despite possible challenges associated with the sector. Similarly, Garba and Kazeem (2024) found that students who possess high risk-taking propensity are more willing to adopt innovative farming practices and experiment with new approaches capable of improving agricultural productivity and profitability. Supporting these positions, the agreement between these empirical studies and the present finding suggests that risk-taking propensity remains an important personality trait in shaping agripreneurial intentions among students. The implication is that entrepreneurship and agricultural education programmes should deliberately encourage calculated risk-taking behaviours, innovation and opportunity recognition among students in order to strengthen their willingness to participate in agripreneurship.

The findings of the study revealed that family background positively influenced the agripreneurial intentions of senior secondary school students in Gombe State. The finding indicated that family encouragement, parents occupations, family involvement in farming, family values toward agriculture, financial status and farming experience contributed to shaping students agripreneurial intentions, although direct family support for agricultural ventures was relatively limited. The finding is in agreement with Ikuemonisan et al. (2022), who found that family background significantly influences young people's interest in agribusiness and agricultural entrepreneurship through parental occupation and exposure to farming activities.

According to Lawal and Bello (2022), students whose families place high value on agriculture are more likely to develop favourable attitudes toward agripreneurship and agricultural enterprises. Similarly, Adeyemo et al. (2021) observed that family support and family experience influence students confidence and willingness to establish business ventures in the future. The agreement

between these studies and the present finding suggests that family background remains an important social factor influencing agripreneurial intentions among students. This implies that parents and family members should be actively involved in programmes designed to promote agripreneurship among secondary school students.

Summary

Agribusiness is often perceived as a low status occupation, a view reinforced by families and peers who encourage the pursuit of white-collar professions. Despite the inclusion of agricultural science in the secondary school curriculum and various government initiatives aimed at promoting youth participation in agribusiness, many senior secondary school students in Gombe State continue to show low interest in agriculture related careers. Therefore, this study aimed to determine the extent to which personality traits and societal factors influences the agripreneurial intentions of senior secondary school students in Gombe State, Nigeria. The study was guided by two specific objectives, two research questions, and two null hypotheses tested at 0.05 level of significance.

The study was based on the Theory of Planned Behaviour (TPB), proposed by Ajzen (1991). The study adopted a descriptive survey research design. The area of the study was Gombe State, Nigeria. The population of the study was 67,622 Senior Secondary School (SS I–SS III) students drawn from public and private secondary schools across the eleven (11) Local Government Areas of Gombe State. A sample of 382 students was selected using the Krejcie and Morgan (1970) sample size determination table. The respondents were selected through a multi-stage sampling technique, involving stratified, proportionate, and simple random sampling procedures to ensure adequate representation of the study population. The instrument for data collection in this study was a structured questionnaire developed by the researcher. The instrument was subjected to validation by three lecturers from the Department of Vocational Education, Faculty of Education, Modibbo Adama University Yola, Adamawa State. The reliability of the instrument was established through a trial test involving 30 Senior Secondary School students of Government Day Secondary School (GDSS), Alkaleri, Bauchi State, who were not part of the main study, and the data analyzed using Cronbach's Alpha yielded a reliability coefficient of 0.82, indicating that the instrument was reliable and suitable for data collection. Mean and standard deviation were used to answer research questions, while linear regression was used in testing the hypotheses. The data for the study was analyzed using statistical package for social science (SPSS) version 27.

Conclusion

The study concluded that agripreneurial intentions among senior secondary school students in Gombe State are shaped by a combination of personality traits and environmental factors. The personality traits examined was the risk-taking propensity and was emerged as an important determinant of agripreneurial intentions, indicating that students who are willing to take calculated risks and embrace innovative farming practices are more likely to consider agripreneurship as a future career option. Similarly, family background was established as an important social factor influencing agripreneurial intentions through family encouragement, parents occupations, family involvement in farming, family values toward agriculture, financial status and farming experience. These family-related factors collectively provided the foundation upon which students developed positive perceptions of agripreneurship.

The study concluded that the development of agripreneurial intentions among senior secondary school students in Gombe State depends largely on the interaction between individual characteristics such as risk-taking propensity, and environmental factors such as family background. Therefore, strengthening these positive determinants through educational interventions, and family support

mechanisms will enhance the promotion of agripreneurship among senior secondary school students in Gombe State.

Recommendations

Based on the findings of the study, the following recommendations were proposed:

1. Schools, agricultural educators and curriculum planners should design learning activities that promote risk-taking propensity among senior secondary school students through practical agricultural projects, agribusiness simulations and innovation-based competitions that encourage students to take calculated risks and embrace innovative farming practices in agripreneurship.
2. Parents, guardians and families should be actively involved in programmes aimed at promoting agripreneurship among senior secondary school students by providing encouragement, sharing farming experiences and creating positive family values toward agriculture in order to strengthen the influence of family background on agripreneurial intentions.

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