

# Motivation for Enrolment and Influence of Postgraduate Study Programme on Career Satisfaction among Agriculture Students in Southwestern Nigeria

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## Abstract

The recent upsurge in application and admission for postgraduate study programme across universities in southwestern Nigeria underlined this study on the push for enrolment and influence of postgraduate study programme on career satisfaction among agriculture students in southwestern Nigeria. Using structured questionnaire, data was collected from 209 postgraduate students selected across major universities in southwestern Nigeria through a multi-stage sampling procedure. Data was collected on the respondents' socio-economic characteristics, sector(s) of preference for employment, factors underlining enrolment for postgraduate programme, perceived influence of postgraduate programme on their career satisfaction and constraints faced in postgraduate study programme. Data collected were summarized using descriptive statistics such as frequencies, percentages, means and ranks. Chi-square and PPMC were used to test the hypotheses. Mean age of respondents was 29.8 years. Majority were male (55%), single (74.2%) and had their first degree more than 10 years ago (71.4%). A fair proportion (46.4%) of respondents was unemployed. Education (46.9%), agriculture (30.6%) and oil & gas (19.1%) sectors ranked as the most preferred sectors for employment among the respondents. Desire to acquire better expertise in field of study (mean=3.62), thirst for higher qualification (mea =3.49) and the need to meet requirements for choice career/job (mean=3.09) ranked as the

major factors influencing enrolment for postgraduate programme among respondents respectively. About 37% of respondents perceived the influence of postgraduate programme on their career satisfaction as low. Similar trend was observed for respondents across the universities sampled. Major constraints faced by the respondents in the postgraduate programme include unnecessary demands from lecturers/supervisors (mean = 2.63) and over-loaded time table (mean=1.75). Factors influencing enrolment for postgraduate study programme among the respondents and their perception of the programme influence on their career satisfaction were significantly related ( $r=0.368$ ,  $p<0.05$ ).

**Keywords:** Postgraduate enrolment, agriculture, career satisfaction, graduates students

### **Introduction**

Education is the process of acquiring knowledge, skills, attitudes, interest, abilities, competence and the cultural norms of a society by people and to transmit this life to the coming generations so as to enhance perpetual development of the society (Yekini, 2013). Education is regarded, globally, as a potent instrument for introducing and sustaining social change in human societies, as well as shaping its destiny. Apart from serving as a vehicle for enhancing upward social and economic mobility, education is regarded as a key to social reconstruction (Ukeje, 1978; Ifenkwe 2013), and an instrument for conserving, transmitting and renewing culture (Erder, 1966; Ifenkwe 2013). Education is a life-long socialization/interaction process (Igbo 2003; Schaefer, 2007; Ifenkwe 2013) through which social norms, values and cultures are learned, shared and transmitted from generation to generation. Education generally empowers and develops the citizenry to acquire skills and knowledge that would prepare them for the world of work. It is a process of leading and initiating people to acquire necessary skills, facts, knowledge, habits and attitudes that will make them co-exist with others as useful and productive members of the society. Harbau (undated) views education generally as the totality of life experience that man acquires and which enables him to cope with and derive satisfaction from living in the world. This is because it enables him to achieve social competence and optimum individual development.

That education remains a vital instrument for sustainable development of any nation is not in doubt in the minds of the very well-educated and those not so schooled. This is underscored by the fact that it transcends the socio, cultural, political and economic fabric of the society. Irrespective of the natural endowment a nation might have, without the requisite educational capacity, the skills necessary to harness them would be lacking and therefore, the structure or system of such a society is bound to have defects (Yesuf, 2014). The late African legend, Nelson Mandela corroborated the foregoing when he asserted that “education is the most powerful weapon which you can use to change the world”.

Several authors (Sadare and Elegbede, 2012; Tenibiaje and Adegoroye, 2009; Yekinni, 2013) have summarized the importance of education to individuals and the society at large as follows:

- Education is a major explanatory variable for the gap between the developed and developing countries.
- Generally, an uneducated man will find it harder to express his views and opinions due to lack of confidence.
- Where jobs have grown at a much slower rate and jobs for people who have a high school certificates, diploma or less are disappearing, educational level of individuals has become very important criterion for short listing applicants for job. Note also
- The dynamic nature of the world leading to continuous changes such as generation of new technologies and the need to adapt to these changes further underscores the relevance of education
- Social benefits such as prestige, reputation and respect are attributable to level of education

Postgraduate education involves learning and studying for degrees, professional or academic certificates, or other qualifications for which a first or bachelor’s degree generally is required, and it is normally considered to be part to higher education. Acquiring higher education had continued to be an important aspect to many young and middle age people across the world in order to prepare them to face the challenges of globalizing world. Acquiring postgraduate education is not only important but it has become a necessary tool or means for skill acquisition in the emerging world of knowledge society (Evers, 2001).

Over the years, postgraduate study programme had been usually enrolled by a few who were keenly interested in advance knowledge in

their discipline for placement as academics or researchers. In Nigeria for instance, students attained educational satisfaction after their first degree programme and aim at getting a job rather than attempting to further their studies. That was the time when basic education certificates such as B.Sc, HND or even NCE were regarded as “meal ticket”. Then, holders of such certificates were highly honored and respected as they are perceived to have transcended the poverty line. Today things have changed as there is a paradigm shift of what used to be. The number of students enrolling for PG degree programme has continuously soared across tertiary institutions in Nigeria in the recent years and it appears that students are no longer contented with graduate level education. For instance, during 1992/93 session, the university of Ibadan postgraduate school recorded about 351 postgraduate students and by 2001/2002 it has reached 4,553 (Akinwunmi and Olaniyan, 2001).

Today, university of Ibadan has a total enrolment of over 20,000 students shared among 13 different faculties, about 35% of which are postgraduate students (The Postgraduate School Abridged Prospectus, 2014). This increasing number of student’s enrollment for postgraduate programme is likely to continue for the foreseeable future. Unanswered questions regarding this trend however are (i) what forces can be regarded as the “pull or push factors” underlining this trend in Nigeria education sector in particular? and (ii) to what extent is the postgraduate study programme meeting these expectations? Although, several reasons have been speculated for this trend which include increasing rate of youth unemployment and falling standards of education which makes first degree programmes largely insufficient for self-actualization. The need to provide answers from empirical viewpoints to reasons behind this enrolment upsurge across universities in southwest Nigeria underlined this study.

The general objective of the study is to investigate the “push” for enrolment enrolment and influence of Postgraduate Study Programme on career satisfaction among agriculture students in Southwestern Nigeria. The specific objectives of the study include to: ascertain preferred sector(s) for future career engagements of the respondents; investigate factors underlining decision to enroll for postgraduate study programme in the study area; determine perceived influence of postgraduate study programme on respondents’ career satisfaction; identify constraints faced by the respondents in the pursuit of postgraduate degree in the study area; and identify selected personal characteristics of the respondents.

### **Hypotheses of the study**

H01: There is no significant relationship between selected personal characteristics of the respondents and perception of the PG study influence on their career satisfaction. H02: There is no significant relationship between respondent's perception of PG influence on their career satisfaction and motivating factors.

### **Methodology**

The study was conducted in south-west Nigeria, which comprises six states: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. The population of the study comprised of all postgraduate (PG) agricultural students (M.sc, Ph.D. and Post graduate diploma) from the Faculties of Agriculture, across the selected universities in the study area. A multi stage sampling procedure was used for the study (Table 1). For the first stage, simple random sampling technique was used to select two states (Oyo and Ogun) from six states in southwestern Nigeria. Universities within the states offering courses in agricultural science at the postgraduate level were further selected purposively. Simple random sampling technique was also used to select 50% of the departments in the Faculty of Agriculture from each selected institution. List of registered PG agricultural science students in the selected institutions was collected from the PG coordinator in each of the selected departments. From this list, proportional sampling technique was used to select 10% of the registered PG students at Master of Science (M.Sc.), Ph.D. and Post graduate diploma programmes to give a total sample size of 229 respondents (Only 209 questionnaires were however returned, processed and reported in this study).

Data for the study was collected using structured questionnaire on respondents' perceived influence of PG study on their career satisfaction, their motivation for enrolment for PG study programme, constraints faced in PG programme and their preferred sector(s) for future engagement. Respondents perceived influence of postgraduate study on career satisfaction was determined by asking them to respond to a list of perception statements using a 4-point Likert-type scale of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Scores of 4,3,2 and 1 were awarded to positive statements and the reverse to negative statements. Scores of mean and above were categorized as favourable perception and below as unfavourable. Push for PG enrolment was determined by asking respondents to indicate the extent to which a list of possible motivating factors had influenced their enrolment on the basis very

large extent, large extent, limited extent and not a factor. The mean values for each of the factors were computed and used to determine the major and minor determinants among the respondents. Descriptive statistics such as frequencies, percentages and mean were used to summarise the data. Inferential statistics such as Chi-square and Pearson Product Moment Correlation (PPMC) were used to test the stated hypotheses.

**Table 1: Sampling procedure for the study**

States randomly selected	Oyo		Ogun	
Universities Purposively selected	UI	LAUTECH	OOU	FUNAAB
No. of agric-related departments	7	3	9	11
Departments randomly selected (50%)	4	2	5	6
No. of PG students on enrolment	1,244	212	76	762
No. of PG students selected (10%)	124	21	8	76
Total no. of respondents sampled	229			

## Results and Discussion

### *Respondents' personal characteristics*

Table 2 shows that majority of the respondents (71.8%) were between the age of 20-30 years with the mean age of 29.8 years suggesting that most of the PG students in southwestern Nigeria were young people. Age has a lot to play in the choice of a career. Relatively young persons are more influenced and are capable of shifting their preferences depending on the source and potency of such influences (Adebo and Sekumade, 2013). A sizeable proportion (55%) was males' implying that postgraduate study in agriculture is dominated by male students across the selected universities. However, the considerable size (45%) of the female enrollee indicates that the female gender is now gaining interest in agriculture unlike in the past when it was regarded as the profession for the male (Fehintola et al, 2013).

An overwhelming proportion (74.2%) was single and 46.4% were not employed. The implication of this result is that a considerable proportion of students probably enroll for PG study in order to improve their capacity to deliver on their current job whereas, some students consider it as an opportunity to have an edge over competitors in the labour market. According to Patricia (2009), the recent upsurge in enrollment for higher degree studies is attributable to stiff competition in the labour market. Majority (71.4%) completed their first degree program more than 10 years ago. One can therefore infer that enrollees for PG study in the study area might not be limited to recent graduates who needed

additional certificate to boost their chances of job only, but also include individuals who have been working and require additional capacity building to boost their job performance and also to earn promotion. About 58.4% were sponsored by their parents. This may be due to the fact that a fairly high proportion of respondents were not employed and single, therefore still rely on their parents for sustenance to some extent.

**Table 2: Distribution of respondents by their personal characteristics (n=209)**

Variable	Frequency	%	Mean
<b>Age</b>			
≤30	150	71.8	
31-40	47	22.7	
41-50	10	4.9	29.8
>50	2	1	
<b>Sex</b>			
Male	115	55	
Female	94	45	
<b>Marital status</b>			
Single	155	74.2	
Married	54	25.8	
<b>Employment status</b>			
Employed	57	27.3	
Self employed	55	26.3	
Unemployed	97	46.4	
<b>Year of graduation from first degree</b>			
≤ 5 years ago	19	9.2	
6-10 years ago	41	19.6	
>10 years ago	149	71.4	
<b>Sponsorship</b>			
Self	59	28.2	
Parents	122	58.4	
Spouse	15	7.2	
Others	13	6.2	
<b>Household size</b>			
≤3	180	86.1	1.03
4-6	25	11.9	
>6	4	1.9	

***Respondents preferred sectors for future employment***

Table 3 on respondent’s sectors of preference for future employment shows that education, agriculture and Oil & gas sectors ranked as the most preferred sectors among the respondents respectively. The preference for education sector among a higher proportion of the

respondents (46.9%) is contrary to *Apriori* expectation giving the recent unpopularity of teaching profession for instance, as a result of poor remuneration. However, finding may be due to the relatively high absorptive capacity of the sector for employment following the recent expansion in the number of privately owned universities, secondary and primary schools in Nigeria (Omomia et al, 2014). Furthermore, it can be inferred from the finding that education (46.9%), agriculture (30.6%) and Oil and gas sectors (19.1%) have more willing and prospecting labour than other sectors in Nigeria. While it is understandable that many young graduates would prefer the oil and gas because of high remunerative package offered to workers in the sector, the relatively high preference indicated for the agriculture sector is particularly interesting as youths have been largely perceived not to be interested in agriculture. This finding suggests that several re-orientations to encourage entrepreneurship particularly in the agriculture sector among the Nigerian youths are yielding positive outcomes.

**Table 3: Distribution of respondents based on preferred sectors for future employment**

Sectors	Ranked as 1 <sup>st</sup>
Education	98(46.9)
Agriculture	64(30.6)
Oil and gas	40(19.1)
Industry	4(1.9)
Service oriented	2(1.0)
Transport	2(1.0)
Energy	2(1.0)
Politics/Governance	2(1.0)
Others	2(1.0)

Figures in parentheses are percentages.

***Push factors for enrolment for postgraduate study programme***

Table 4 on the factors that underline student's enrolment for postgraduate study programme reveals that the desire to acquire better expertise ( $\bar{x}= 3.62$ ), desire for higher qualification ( $\bar{x}=3.49$ ) and the need to meet the requirements for respondents dream job ( $\bar{x}=3.09$ ) ranked as the most important factors that influenced their decision to undertake postgraduate study programme respectively. On the other hand, factors such as providing an opportunity for finding future partner ( $\bar{x}=1.41$ ), encouragement/pressure from friends ( $\bar{x}=1.56$ ) and as a requirement to

change job ( $\bar{x}=1.63$ ) ranked lowest among the determining factors for enrolment for postgraduate study among the respondents. The finding that enrolment for postgraduate programme is due to the need to acquire better expertise among majority of respondents (73.2%) suggests that students goal for enrolment is in tandem with the institutional major expectation for postgraduate programme which is to enable enrollee gain mastery in the particular subject/field of study (Igun,2010). The alignment between students and institution goals is expected to translate into an improved quality of postgraduate study programmes in the study institutions. This suggestion is in line with theory Z of staff motivation and human relations (McGregor, 1960) which explains that the personalization of an organization by an employee and the simultaneous process of socializing the same individual by the organization produce alignment of goals which enhances the mutual satisfaction of both parties.

This finding also contradicts the popular opinion that candidates now enroll for postgraduate study programme in order to keep engaged while waiting for jobs (Sadare and Elegbede, 2012). Furthermore, the finding that enrolment is also mainly determined by the need to meet requirements for candidates dream job ( $\bar{x}=3.09$ ) reflects the current reality of Nigeria labour market where additional qualifications are used as basis for shortlisting candidates for interviews due to the bloated population of graduates seeking for jobs everywhere within the country.

**Table 4: Respondents distribution to statements on determinants of enrolment for postgraduate study programme (n=209)**

S/N	Factors	Very large extent F (%)	Large extent F (%)	Limited extent F (%)	Not a factor F (%)	Mean
1	Need to keep busy since there was no job yet	40(19.1)	41(19.6)	43(20.6)	85(40.7)	2.17
2	Desire to acquire better expertise in my field of study	153(73.2)	36(17.2)	16(7.7)	4(1.9)	3.62
3	It is an opportunity to find a future partner	12(5.7)	14(6.7)	21(10.0)	162(77.5)	1.41
4	Because post-graduate degree is a requirement for my dream career/Job	95(45.5)	58(27.8)	35(16.7)	21(10.0)	3.09
5	Due to the current perception that Bachelor degree of today are like the O/levels of the years' past	38(18.2)	50(23.9)	71(34.0)	50(23.9)	2.36
6	Persuasion from my Parents/Guardian	14(6.7)	37(17.7)	57(27.3)	101(48.3)	1.83
7	Encouragement/pressure from friends	7(3.3)	26(12.4)	45(21.5)	131(62.7)	1.56
8	My desire for higher qualification	130(62.2)	61(29.2)	9(4.3)	9(4.3)	3.49
9	To earn promotion/better pay in my current work	44(21.1)	44(21.1)	51(24.4)	70(33.5)	2.30
10	I need it to change my job	18(8.6)	18(8.6)	42(20.1)	131(62.7)	1.63
11	To remedy the average performance obtained at my first degree	26(12.4)	31(14.8)	51(24.4)	101(48.3)	1.91
12	To experience life and education system of other university that are widely recognized	31(14.8)	39(18.7)	52(24.9)	87(41.6)	2.07

*Figures in parentheses are percentages.*

### ***Influence of post graduate study programme on career satisfaction of enrollee***

Table 5 on respondent's reaction to career satisfaction statements as a result of the influence of postgraduate study programme embarked upon shows that influences were higher in the areas of improved job performance ( $\bar{x}$  =3.3), better chances of promotion ( $\bar{x}$  =3.3), increased

income/salary ( $\bar{x}$  =3.2) and career confidence ( $\bar{x}$  =3.2). The least influence was observed in the area of family/neighbor perception of the respondents ( $\bar{x}$  =2.6). Interestingly, the order of influence observed in this results agrees with the position of other authors (Ogunbameru, 2011 and Wanyama, 2010) that capacity building for workers will results in efficient job performance which in most times lead to elevation and improved remuneration for workers. On the other hand, the categorization of respondents based on the perceived influence of postgraduate study programme on their career satisfaction shows that influence made on career satisfaction (Table 5) was poor among a sizeable proportion (36.6%) of students put together. This poor career satisfaction was relatively pronounced among FUNAAB students (45.2%) and less pronounced among OOU students (12.5%). This suggests that the appropriate or relevant capacity building were either not acquired by these students or that it has not translated to the expected improvement in job performance, promotion and or increased income among them. It could also be inferred that a considerable proportion of the respondents were not probably employed in sectors that have direct relevance to their specialization. This perhaps provides further insight into the finding on Table 5 where the need to meet requirements for better job ranked among the respondents' major push for postgraduate study enrolment. The foregoing agrees with the argument of Boateng (2002) that Africa labour market suffers a major problem of skills mismatch.

**Table 5: Distribution of respondents based on perceived influence of post graduate study programme on their career satisfaction (n=112)**

S/N	Statements	SA	A	D	SD	Mean
		F (%)	F (%)	F (%)	F (%)	
1	My enrolment in postgraduate study programme afford me opportunity for better pay	9(8.0)	8(7.1)	49(43.8)	46(41.1)	3.2
2	My enrolment in postgraduate study program make me perform better in my duty post	2(1.8)	13(11.6)	46(41.1)	51(45.5)	3.3
3	I relate better with my co-workers as a result of my post graduate education	13(11.6)	32(28.6)	43(38.4)	24(21.4)	2.7
4	I have job satisfaction in my place of work as a result of knowledge gained from postgraduate study programme	12(10.7)	23(20.5)	48(42.9)	29(25.9)	2.8
5	My enrolment for a postgraduate study programme has helped to boost my chances of gaining desired employment	6(5.4)	13(11.6)	54(46.4)	4(36.6)	3.1
6	I command better respect in family and neighborhood since I started the programme	16(14.3)	34(30.4)	38(33.9)	24(21.4)	2.6
7	I have boldness to refer to myself as an agriculturalist given the vast knowledge I have acquired from the postgraduate programme	6(5.4)	8(7.1)	53(47.3)	45(40.2)	3.2
8	I have better chances of been promoted as a result of my postgraduate certificate	7(6.3)	11(9.8)	39(34.8)	55(49.1)	3.3

*Figures in parentheses are percentages.*

**Table 6: Categorization of respondents based on Perceived influence of post graduate study programme on their career satisfaction (n=112)**

Perceived influence	ScoreLAUTECH	UI	FUNAAB	OUU	All respondents	Mean/SD	
High	24-32	12(80.0)	35(60.3)	17(54.8)	7(87.5)	71(63.4)	24.3± 4.2
Low	11-23	3(20)	23(39.7)	14(45.2)	1(12.5)	41(36.6)	

*Figures in parentheses are percentages*

***Constraints faced in postgraduate study programme by respondents***

Table 7 on the constraints faced by respondents in their pursuit of postgraduate certificates shows that high expenses ( $\bar{x}=2.4$ ), Over-loaded time table ( $\bar{x}=2.3$ ), and inadequate fund for sustenance ( $\bar{x}=2.1$ ) ranked as the more critical constraints. On the other hand, almost all the respondents did not consider medium of instruction being too theoretical (98.6%), declining learning abilities (97.6%), difficult lecturers (97.6%) and challenges of combining work with study (98.1%) as a constraint. The consideration of post-graduate study expenses in the study area as being too high among most of the respondents could be a result of poor availability of research grants/sponsorship opportunities for academics programme in Nigeria when compared with most developing countries where cost per head is perceived to be higher (Yusuf, 2012) but where also such opportunities are very common. Also, the overwhelming assessment of medium of institution at postgraduate level study as not being too theoretical as posited by a number of authors (Duze, 2010 and NUC, 1994) suggests a lacks of consensus or disconnect between research/policy workers in the education sector and the end users/beneficiaries (students) on the issue of curriculum revision/ re-structuring. It also indicates that many graduates in Nigeria are yet to buy into the popular idea of introducing entrepreneurship training components into curriculum of learning in tertiary institutions in order to reduce the emphasis on theory. This is perhaps due to the persistent preference of youths in Nigeria to undertake employment in the formal sectors than in the informal sectors (Tenibiaje and Adegoroye, 2009) despite the obvious economic challenges and limited opportunities in the formal sectors.

**Table 7: Distribution of respondents based on constraint faced in their postgraduate study programme (n=209)**

S/N	Factors	Serious constraint F (%)	Mild constraint F (%)	Not a constraint F (%)	Mean
1	Course structure and delivery mode is not quite different from the undergraduate study programme	52(24.9)	82(39.2)	75(35.9)	1.9
2	It is very expensive	104(49.8)	84(40.2)	21(10.0)	2.4
3	Over loaded time-table and lectures with little or no time for other personal and important affairs	85(40.7)	92(44.0)	32(15.3)	2.3
4	Limited accommodation opportunities	65(31.1)	73(34.9)	71(34)	2.0
5	Introduction of new technology which I was not familiar with before	24(11.5)	57(27.3)	128(61.2)	1.5
6	Unnecessary demands from lectures/supervisors	18(8.6)	67(32.1)	124(59.3)	1.5
7	Running of errands on behalf of lectures	14(6.7)	49(23.4)	146(69.9)	1.4
8	Shortage or lack of fund for sustenance	71(34.0)	92(44.0)	46(22.0)	2.1
9	Instruction too theoretical	3(1.4)	-	206(98.6)	0.0
10	Challenges of combining work with study	4(1.9)	-	205(98.1)	0.1
11	Declining learning abilities	5(2.4)	-	204(97.6)	0.1
12	Difficult lecturers	5(2.4)	-	204(97.6)	0.1

*Figures in parentheses are percentages.*

### ***Test of hypotheses***

Table 8 reveals that none of the selected personal characteristics of the respondents such as university attended, level of study (i.e Ph.D, M.Phil, M.Sc or PGD), sponsorship type, age etc. was associated with their perception of the PG study influence on their career satisfaction ( $p>0.05$ ). On the other hand, Table 8 shows a positive correlation between factors

influencing enrolment for postgraduate study programme among the respondents and their perception of the programme influence on their career satisfaction ( $r=0.368$ ,  $p<0.05$ ). This suggests that the interests (motivation) of students enrolling for postgraduate study programme are a critical element determining the kind and direction of influence that the programme would give on their career. This implies that the postgraduate study programme will make better impart on the enrollees if efforts are taken to ensure that only candidates whose motivation synchronizes with the programme objectives are offered admission.

**Table 8: Relationship between selected characteristics of respondents and perception of PG study influence on their career satisfaction**

Variables	Df	$\chi^2$ value	p-value
University attended for the programme	3	4.996	0.172
Level of study	3	0.972	0.808
Marital status	1	0.931	0.335
Sponsorship type	3	0.504	0.918
Variables	N	r-value	p-value
Age	112	0.101	0.289
Year of graduation from bachelor degree	112	0.022	0.821
Household size	112	0.004	0.966

**Table 9: Relationship between respondent’s perception of PG influence on their career satisfaction and motivating factors**

Variables	N	r-value	p-value
Motivating factors	112	0.368	0.000*
Perceived influence			

\*Significant  $p < 0.05$

### Conclusion and Recommendations

The study concludes that the “push” and “pull” factors underlining postgraduate study enrolment in the study area are largely synchronized. Desire to acquire better expertise; desire for higher qualification and the need to meet the requirements for future dream job were the major push for postgraduate study enrolment in southwestern Nigeria. Also, perceived influence of postgraduate study programme on their career satisfaction was poor among a sizeable proportion of students. Restructuring of curriculum of studies to accommodate entrepreneurship training, reduced emphasis on

theory in order to bridge the skills mismatch gap, and provision of incentives in the form of cost rebate would help to enhance the benefits of current enrolment upsurge for a more sustainable development of the Nigeria society. In order to ensure that postgraduate study programme makes better impart on the enrollees, efforts should be taken to ensure preliminary screening of candidates to be offered admission so that only candidates whose motivation synchronizes with the programme objectives are given priority in admission.

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