

Partnership Framework for the Establishment of Agric-Tourism Centres in Colleges of Education for Sustainable Food Security and Environment in Benue State

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Abstract

The study was designed to unveil the benefits of agric-tourism and to determine the roles of government, corporate bodies and the community in Benue State. Four research questions and four hypotheses guided the study. The population for the study was 80 comprised 20 government officials, 5 each from Ministries of Agriculture and Educational in Benue state, and 10 from Benue state Agricultural and Rural Development (BNARDA). 8 branch managers at (2 each from African Development Bank, Industrial Trust Fund (ITF), National Directorate of Employment (NDE), Food and Agricultural organization (FAO) and 52 community leaders, 24 from Oju and 28 from Katsina-Ala local government respectively. No sampling was involved. A self-structured questionnaire was developed to collect data. The data was analyzed using mean and standard deviation while hypotheses were tested using ANOVA at 0.05 level of significance. The result of the analysis revealed that several benefits of agric-tourism such as additional revenue to the farmer, development of psychomotor skills through first-hand experience among others. Also both government and corporate originations have very crucial role to play in the partnership amongst which are funding, provision of infrastructure and formulation of favorable policies. Again, the study revealed that community can also provide security, land and others in a tripartite relationship for establishing agric-tourism centres. Based on the findings, it was recommended that tripartite relationship amongst bodies be encouraged for sustainable food security and environmental at all levels.

Keywords: Agric-tourism, Partnership, Sustainability and Food security

Background

Food is a very important factor that determines the health, economic, social and emotional status of an individual. The importance of food to both individual and the entire World cannot be over emphasized. A country that is experiencing food crisis undergoes multi-dimensional social-economic problems such as drug addiction, stress, armed robbery and banditry, malnutrition and other health challenges such as low immunity level (Wever, Shija and Azuaga, 2015). Most of these challenges are mitigated through food security. Food security as reported by Food and Agricultural Organization (FAO, 2014) is a situation whereby every member of a household has sufficient food to eat. As reported by World Food Summit (WFS, 2010), food security exists when all people at all times have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and preference for an active healthy life. The organization further stressed that when people have the right to determine their own food policies and strategies for sustainable production, distribution and consumption of food, food security is said to exist. Again, World Forum on Food Sovereignty (2001) stated that every member of the entire population should have equal rights to food and at the same time their culture and agricultural diversity is respected (WFS, 2010). The author affirmed that for food security to exist, four dimensions of food security must be noticed. These are;

1. Food Availability: This means that the food available to individual household and the entire nation must be enough to feed the entire population of such a nation at all times in and out of season.
2. Food Accessibility: Here, the wages earned by individual, expenditure and the purchasing power of individual household is given due cognizance. It determines the capacity of individual to acquire food and other relevant needs with reference to their prices, per capital food consumption, wage rate among others.

3. Food Utilization: This encompassed the quality of food consumed by the people, the nutritional values of the food, healthy nature of the environment, the process involved in the making of the food and the quality of water for drinking and use for other purposes.
4. Stability: The length of time that food is available, accessible and is utilized determines whether food security exist or not. When all these dimensions of food security continuously exist in a nation, then food security is described as being sustainable.

Sustainability is the pattern of living that favours the preservation of habitat, the conservation of non-renewable resources and the increased use of renewable energy sources to prevent harm to the earth's ecosystem beyond repairs (Jabareen, 2008). Sustainability as reported by United Nation's General Assembly (2015) is the ability of man to meet his own needs without compromising the ability of future generations to meet their needs. Sustainability here is seen as a process that is maintained indefinitely. Sustainable food security is therefore the ability of the present generations to meet their food needs at all times without compromising the ability of the future generation to meet their food needs. In this study, sustainable food security is the availability, accessibility of food to all people at all times and their ability to utilize the food produced under conditions that guarantee future use of the ecosystem. A country that is experiencing food insecurity is made up of a large population of people who are suffering from one chronic disease to another, short life expectancy and life quality, obesity, high infant mortality rate, poor mental health and stress among others (Food Research and Action Centre, 2017). However, sustainable food security is a function of the environment.

Environment as viewed by Osinem (2005) is all the physical, chemical and biological conditions surrounding man. The author contended that both the living and non-living layers, of the earth are harnessed by man in order to satisfy his physical, nutritional and economic needs. These layers, if not carefully managed may get depleted due to continuous usage by man. Igbabaka, Asogwa and Onuh (2015) reiterated that environmental resources when continuously used without causing permanent damage or depletion, the resource is described as being sustainable. These authors further maintain that, sustainable environment is the capabilities that the natural environment has to maintain the living conditions. Sustainable environment is one of the dimensions of sustainable development which stresses that natural and non-renewable resources in the ecosystem should not be depleted for immediate needs and short term improvements. World Summit on Sustainable Development (2002) emphasized that approaches to the use of environment should be rational and the planet's non-renewable physical resources be judiciously used to enable long time usage. The commission further explained that sustainable environment can only be achieved if the various physical and chemical living and non-living things that make up the ecosystems are known and considered to be fragile in the process of production for local consumption and developmental activities. The body further noted that the ecological system, if maintained and the earth's environmental system are kept in balance in the course of utilization of the natural resources within it such that replenishing continuous; then, the environment is described as being sustainable. Thus, the use of natural environment must be reconciled with the environmental protection to avoid stressing it beyond replenishing.

The activities of man on the ecosystem has greatly increased the vulnerability of the environment to depletion through several activities such as; use of fossil fuels as energy sources, inorganic fertilizers which contain nitrogen oxide, bush burning, complete soil tillage, use of machines on the farm for ease of operations, contamination of water sources, through the use of herbicides, pesticides and fungicides. These activities have serious negative impacts on the environment. They increase the concentration of greenhouse gases such as carbon dioxide in the atmosphere (Intergovernmental Panel on Climate Change 2007a) other gases include methane, nitrous oxide among others released into the atmosphere retain the radiant energy from the sun to the earth in a process known as greenhouse effect. This lead to increased atmospheric temperature resulting to global warming whose effect is being felt all over the world. Global warming impacts are experienced everywhere. Severe drought is experienced in several parts of the world; there is high sea level rise, increase in the frequency and intensity of weather extremes, flooding, prevalent pests, disease, heat waves and storms. These impacts have led to reduced agricultural yield. The reduction in agricultural yield has made the people of Benue State and Nigeria at large susceptible to food insecurity (Building Nigeria Response to Climate change BNRCC, 2008). To minimize the impacts of global warming, man has developed several strategies; one of such is agric-tourism. Agric-tourism, in the opinion of Arroyo, Barbieri and Rich in Valdivia and Barbieri (2014) is visiting a working Agricultural setting for leisure, recreation or educational purposes. Vaugeois, Bence and Romanova (2017) explained that agric-tourism is a type of tourism that supports agriculture and can be referred to as farm tourism. These authors affirmed that, it is agriculture related activities with educational of leisure purpose for travelers. Karri (2010) contended that agric-tourism is an open door school

without brick walls where tourists observe and explore the hidden treasures and learn one thing or the other on mother-nature. There are several activities that can be conducted on an agric-tourism farm ranging from recreational to educational activities depending on the choice of the farmer. Agric-tourism activities include, farm festivals, children's educational programmes, Christmas tree sales, pick your own produce, sale of farm produce and many other activities (Mc Gehee and kim, 2004). Karri (2016) enumerated Agriculture Education programmes carried out on agric-tourism resort like how to grow guava, grapes, sugarcane, water melon, identification of their food values, processing and marketing the products to tourists. The author further listed recreational agric-tourism activities such as horse riding, fishing, hunting, sheep shearing, and bed and breakfast. All these activities are beneficial to the farmer, tourist and the community hosting the agric-tourism facility. Agric-tourism industry is identified with several benefits. According to Hamzah, Yassin, Samah, D'silva, Tiraiyaei, shaffril and Uli (2012) agric-tourism has social and economic impacts including sustainable development. These authors asserts that activities such as annual boat races, cooking classes, computer classes for farm families, medical check-up programmes, student counseling classes and others are a sources of increased income to the local community. These agric-tourism activities intensify and diversify the economic activities, provide employment opportunities and alleviate poverty. They further emphasized that agric-tourism programmes strengthen the purchasing power of the host community, improve their quality of life and living standard. In the views of Yang, Cai and Sliuzas (2010), agric-tourism is a source of employment to a large percentage of people as professionals, skilled and unskilled members of the society and artisans, while Petroman, Varga, Constantin, Petroman, Momir, Turi and Mercie (2016) emphasized that agric-tourism is of great educational value to students. They gain a thorough understanding of agriculture, create awareness for healthy food and develop healthy dietary habits, learn the cultivation and marketing of agricultural products. Also, it enable students from urban areas have a better understanding of life in the rural areas and this could be a source of influence for them to take to agricultural vocations. Another very important benefit of agric-tourism raised by these authors is the introduction of environmentally friendly agricultural practices and products on the farm. Ecofriendly practices such as cover cropping, crop rotation, organic farming are introduced in agric-tourism sites. Apart from these, agricultural education, as a vocational course emphasizes the development of cognitive, psychomotor and affective domains of an individual. This is efficiently obtained in agric-tourism centers' where the human and material resources abound for effective training and practice by the students.

Unfortunately, in Benue state and Nigerian at large, agric-tourism centers are nowhere to be found, neither in private nor public institution of learning despite the favorable literature on agric-tourism from countries that practice it. Globally, international bodies and national governments, non-governmental organizations (NGOS), policy makers and institutions in the field of development see tourism as a viable tool for the development of rural areas (Musasa and Mago 2014). In developed countries, the government form partnership with corporate bodies or individuals to establish agric-tourism centers. Partnership could be coordination among organizations such as school and enterprises at the international level or schools and corporate international bodies such as United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations International Children's Emergency Fund (UNICEF), African Development Bank, Industrial Training Fund, Food and Agricultural Organization (FAO) and others or it could be private or non-governmental organization in association with public organizations coming together to achieve a common set objectives, the objectives could be donation of equipment and tools, training of staff in relevant fields (as Tertiary Education Trust fund is currently doing) establishment of vocational training centers, research centers and skill development centers which agric-tourism could be one of them. Partnership in this study refers to the cooperation between public and private stakeholders at the international or national level to establish agric-tourism centres at Colleges of Education in Benue State. This will enable the student practice the relevant skills and acquire competencies in their agricultural vocations. Agric-tourism is a capital intensive project that needs a collaborative effort between public/private stakeholders before any meaningful development can be made. In realization of this, United Nation World Tourism Organization was formed by the United Nation with the objective of implementing, promoting project and programmes of sustainable tourism (Musasa and Mago, 2014). Their main aim is to achieve the United Nations Millennium Development goals to bring development to the rural household. According to Bormiro in Anowai and Olaitan (2015), frame work is a loose structure, practices and processes showing resource contributions of partners in the design and implementation of a programme. Framework in this context refers to the design that shows resource contribution (both human and material) of partners for establishment of agric-tourism centres in Colleges of Education in Benue State for the achievement of sustainable food security and environment. Colleges of Education are post-secondary institutions of learning where students are trained in various courses including agricultural education. The curriculum of agricultural education is planned bearing in mind the national philosophy on agriculture for self-reliance; provide teachers who are well trained both in principle and practices of agriculture for academic and vocational ends (National policy on Education NPE, 2013)

These objectives among others are:

1. To prepare graduates with the right attitude, knowledge and professional competence in vocational agriculture.
2. To equip the student teachers with adequate knowledge and skills to establish and manage a model school farm.

These objectives as comprehensive as they are theoretical learning still dominate our Colleges of Education in Benue State. This is due to inadequate or lack of infrastructure/instructional facilities such as land laboratory, farm inputs, and specimens such as livestock are grossly inadequate or in some cases are not available (Tety, 2016). This encourages memorization of facts to pass examination at the detriment of psycho-motor and affective skill development. Though many students hold the National Certificate of Education (N.C.E) certificate, they do not possess the competencies in agriculture; they therefore, do not want to be identified as agricultural education teachers nor are engaged in any agricultural vocation. They migrate to cities in search of white collar jobs which are grossly inadequate for the teeming population. This has led to increased number of unemployed people in the labour market. Thus, to satisfy their needs for food, shelter and clothing, they take to criminal acts such as thugerry, armed robbery, terrorism which Nigeria is now contending with.

Objectives of the Study

The purpose of this study is to identify the benefits of agric-tourism and to determine the roles of government, corporate bodies and the community in the establishment of agric-tourism centres in Colleges of Education in Benue State. Specifically, the study will:

1. Identify the benefits of agric-tourism.
2. Determine the role of government in establishing agric-tourism centres in Colleges of Education in Benue State.
3. Determine the role of corporate bodies in establishing agric-tourism centres in Colleges of Education in Benue State.
4. Determine the responsibilities of the communities in establishing agric-tourism centres in Colleges of Education in Benue State.

Research Questions

The following questions were raised to guide the study.

1. What are the benefits of agric-tourism?
2. What are the roles of government in establishing agric-tourism centres in Colleges of Education in Benue State?
3. What are the roles of corporate bodies in establishing agric-tourism centre in Colleges of Education in Benue State?
4. What are the roles of the community in establishing agric-tourism centres in Colleges of Education in Benue State?

Research Hypotheses

1. There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the benefits of agric-tourism in Colleges of Education in Benue State.
2. There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the role of government officials in the establishment of agric-tourism centres in Colleges of Education in Benue State.
3. There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the role of corporate bodies in the establishment of agric-tourism centres in Colleges of Education in Benue State.
4. There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the role of community leaders in the establishment of agric-tourism centres in Colleges of Education in Benue State.

Methodology

The study adopted survey research design. Survey research design was used because there was no manipulation of any variable. The population for the study was 80 made up of 20 government officials, 5 each from Benue state Ministries of Agriculture and Education and 10 from Benue state Agricultural and Rural Development (BNARDA), 8 branch managers at (2 each from African Development Bank, Industrial Training Fund (ITF), National Directorate of Employment (NDE), Food and Agricultural Organization (FAO) and 52 community leaders 24 leaders from Oju local government and 28 from Katsina-Ala local government area of Benue state. This number was purposively selected as they are the respondents available for the research and so there was no further sampling due to its manageable size. The instrument was subjected to face validation by three lecturers, two from the Department of Agricultural Education and 1 from Measurement and Evaluation, all from University of Agriculture, Makurdi. Cronbach Alpha technique was used to determine the internal consistency of the questionnaire items and a reliability coefficient of 0.85 was obtained. 80 copies of the questionnaire were distributed to the respondents by three research assistants who are familiar with the areas involved in the study. All the 80 copies were retrieved. Mean and standard deviation were employed to answer the research questions. Any item whose value was 2.50 and above was regarded as agree. While any item with value below 2.50 was regarded as disagree. Analysis of variance was used to test the hypotheses at 0.05-level of significance. Item whose P-value was greater than 0.5 indicated no significant difference while any item whose P-value was less than 0.5 indicated a significant difference in the mean ratings of the groups of respondents on the item.

A questionnaire titled 'Partnership Framework for Agric-tourism Questionnaire (PFAQ)' was used to elicit responses from the respondents. The questionnaire was divided into part 1 and 2. Part 1 sought for demographic information of the respondents while part 2 was divided into section A, B, C and D. each section had items pertaining to the research questions. The questionnaire had a total of 37 items where respondents were expected to respond to a four point response options of Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively.

Results

The results of the study are presented below according to the research questions answered and hypotheses tested.

Research Question 1: What are the benefits of agric-tourism?

Table 1: Mean Ratings and Standard Deviation of Respondents on Benefits of Agric-tourism (n= 80)

S/No	Benefits of Agric-tourism	\bar{X}	Std	Remark
1	Agric-tourism is an additional source of revenue to farmers	2.64	.81	Agreed
2	Enable the development of psychomotor and affective skills in students through first hand experiences at the centre	3.54	.84	Agreed
3	Agric-tourism is an insurance against risk of product failure through diversification of production	3.58	.52	Agreed
4	Create job opportunities and support the local economy through buying of their goods and services by tourist	3.36	.79	Agreed
5	Increase the local tax base of the community	3.38	.72	Agreed
6	Provide educational experience that connect visitors to scenic landscape	3.01	.83	Agreed
7	Agric-tourism encourage culture integration between tourist and the host community	3.38	.73	Agreed
8	Agric-tourism provides sustainable ways to care for rural working lands and scenic areas	3.56	.65	Agreed
9	Develop healthy dietary habits through fresh products consumption	3.40	.49	Agreed
10	Agric-tourism activities enable the students to envisage a thorough understanding of the public functions of agriculture	3.59	.49	Agreed
11	Create awareness for healthy food and their sources	3.29	.73	Agreed
12	Enable the students have better understanding of life in the rural areas and this can be a source of motivation to take to agriculture	3.01	.74	Agreed
13	Students experiment new situations and establish an emotional and direct contact with nature	3.36	.90	Agreed

N = number of respondents, \bar{X} = mean of respondents Std = Standard deviation of respondents.

Data presented in Table 1 revealed that all the 13 items had their mean values ranged from 2.64 to 3.59, indicating that their mean values were above the cut-off point of 2.50. This showed that all the 13 item were agreed by the respondents as the benefits of agric-tourism. The Table also showed that the standard deviation of the items ranged from .49 to .90, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the benefits of agric-tourism.

Hypotheses 1: There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the benefits of agric-tourism in Colleges of Education in Benue State

Table 2: Analysis of Variance of Mean Ratings of Respondents on Benefits of Agritourism

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	1.207	2	.603	.038	.963	NS, NR
Within Groups	1215.181	77	15.782			
Total	1216.387	79				

df = degree of freedom, F=F-calculated, Sig. = P-value; P > 0.05, NS = Not significant, NR = Not rejected.

Table 2 shows a p-value of .963 which is greater than the alpha value of .05. This indicates that there was no statistical significant difference in the mean ratings of responses of government stakeholders, corporate organization and community leaders on the benefits of agric-tourism in Colleges of Education in Benue State. Therefore, the hypothesis of no significant difference for the three groups of respondents on the benefits of agric-tourism in Colleges of Education in Benue State was not rejected.

Research Question 2: What are the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state?

Table3: Mean Ratings and Standard Deviation of Respondents on Roles of Government in Establishment of Agric-tourism Centres in Colleges of Education in Benue State (n= 80)

S/No	Roles of Government in Establishing Agric-tourism Centres	\bar{X}	Std	Remark
14	Provide funds for the basic facilities needed at the centre (buildings, water source and tools)	3.15	.93	Agreed
15	Formulate policies and provide blue print for the establishment of agric-tourism centre	3.65	.57	Agreed
16	Employ professionals and technicians in various fields of agriculture for training students in psychomotor and affective skills	3.03	.65	Agreed
17	Supply machineries and others equipment needed at the centre for practical	2.89	.73	Agreed
18	Institute research centres at agric-tourism centres for research and make findings readily available to the students and the host community	3.74	.44	Agreed
19	Provide electricity to the whole agric-tourism centres and the host community	3.66	.50	Agreed
20	Build dams and irrigation canals for all year round farming	3.65	.60	Agreed
21	Supervise all the activities carried out at the centre to ensure they are in line with the objectives of agricultural education programme	3.64	.64	Agreed
22	Introduce marketing policies that aid rapid sales of produce and avoid market glut	3.66	.55	Agreed
23	Provide access road to the centre for easy transportation of inputs into the farm and produce out of farm	3.68	.57	Agreed

N= number of respondents, \bar{X} = mean of respondents Std = Standard deviation of respondents.

Data presented in Table 3 revealed that all the 10 items had their mean values ranged from 2.89 to 3.74, indicating that their mean values were above the cut-off point of 2.50. This showed that the entire 10 item were agreed by the respondents as the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state. The Table also showed that the standard deviation of the items ranged from .44 to .93, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state.

Hypotheses 2: There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state.

Table 4: Analysis of Variance of Mean Ratings of Respondents on Roles of Government in Establishing Agric-tourism Centres

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	.961	2	.480	.050	.951	NS, NR
Within Groups	736.527	77	9.565			
Total	737.488	79				

df = degree of freedom, F=F-calculated, Sig. = P-value; P > 0.05, NS = Not significant, NR = Not rejected.

Table 4 shows a p-value of .951 which is greater than the alpha value of .05. This indicates that there was no statistical significant difference in the mean ratings of responses of government stakeholders, corporate organization

and community leaders on the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state. Therefore, the hypothesis of no significant difference for the three groups of respondents on the roles of government in establishing agric-tourism centres in Colleges of Education in Benue state was not rejected.

Research Question 3: What are the roles of corporate bodies in establishing agric-tourism centre in Colleges of Education in Benue State?

Table 5: Mean Ratings and Standard Deviation of Respondents on Roles of Corporate Bodies in Establishing Agric-tourism Centres in Colleges of Education in Benue State (n= 80)

S/No	Roles of Corporate Bodies in Establishing Agric-tourism Centres	\bar{X}	Std	Remark
24	Provide job opportunities to graduates of college of education who have being exposed to this teaching and training	3.61	.64	Agreed
25	Sponsor training and retraining of professional, technologist and other staff at the agric-tourism centre	3.65	.55	Agreed
26	Aid in the supply of improved varieties/breeds of crops and animals at the centre	3.64	.51	Agreed
27	Institute scholarship schemes to students with outstanding performance	3.66	.52	Agreed
28	Establish linkages with other organization that can give both human and material resources to the centre	2.83	.61	Agreed
29	Establish processing industries to add value and prolong shelf life of agricultural produce at the centre	2.84	.68	Agreed
30	Reintroduce and sponsor agricultural shows to showcase the agricultural produce at the centre to the world to encourage patronage and create awareness	2.80	.64	Agreed
31	Empower graduates of these colleges to enable them start their own agricultural business	2.79	.63	Agreed

N = number of respondents, \bar{X} = mean of respondents Std = Standard deviation of respondents

Data presented in Table 5 revealed that all the eight items had their mean values ranged from 2.79 to 3.66, indicating that their mean values were above the cut-off point of 2.50. This showed that all the eight items were agreed by the respondents as the roles of corporate bodies in establishing agric-tourism centres in Colleges of Education in Benue state. The Table also showed that the standard deviation of the items ranged from .51 to .68, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the roles of corporate bodies in establishing agric-tourism centres in colleges of education in Benue state.

Hypotheses 3: There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the roles of corporate bodies in establishing agric-tourism centres in Colleges of Education in Benue state.

Table 6: Analysis of Variance of Mean Ratings of Respondents on Roles of Corporate Bodies in Establishing Agric-tourism Centres

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	7.007	2	3.503	.318	.729	NS, NR
Within Groups	849.181	77	11.028			
Total	856.188	79				

df = degree of freedom, *F* = *F*-calculated, *Sig.* = *P*-value; *P* > 0.05, *NS* = Not significant, *NR* = Not rejected.

Table 6 shows a p-value of .729 which is greater than the alpha value of .05. This indicates that there was no statistical significant difference in the mean ratings of responses of government stakeholders, corporate organization and community leaders on the roles of corporate bodies in establishing agric-tourism centres in Colleges of Education in Benue state. Therefore, the hypothesis of no significant difference for the three groups of respondents on the roles of corporate bodies in establishing agric-tourism centres in Colleges of Education in Benue state was not rejected.

Research question 4: What are the roles of the community in establishing agric-tourism centres in Colleges of Education in Benue State?

Table 7: Mean Ratings and Standard Deviation of Respondents on Roles of Community in Establishing Agric-tourism Centres in Colleges of Education in Benue State (n= 80)

S/No	Roles of Community in Establishing Agric-tourism Centres	\bar{X}	Std	Remarks
32	Create awareness about the importance and relevance of agric-tourism centre to the community and the state at large	2.83	.69	Agreed
33	Provide enough land that can accommodate various sections at the agric-tourism centre	2.80	.62	Agreed
34	Encourage community members to exhibit their culture and cultural artifacts to attract tourist at the centre	2.78	.65	Agreed
35	Be hospitable to tourists from different ethnic groups and different religious and cultural background that will visit the agric-tourism centre	2.73	.59	Agreed
36	Provide security at the agric-tourism centre to prevent pilfering and destruction of agricultural products	2.76	.60	Agreed
37	Encourage culture assimilation between the tourist and the host community to further enrich their culture	2.74	.57	Agreed

N = number of respondents, \bar{X} = mean of respondents Std = Standard deviation of respondents

Data presented in Table 7 revealed that all the six items had their mean values ranged from 2.73 to 2.83, indicating that their mean values were above the cut-off point of 2.50. This showed that the entire six items were agreed by the respondents as the roles of community in establishing agric-tourism centres in Colleges of Education in Benue state. The Table also showed that the standard deviation of the items ranged from .57 to .69, indicating that the respondents were not too far from the mean and from the opinion of one another in their responses on the roles of community in establishing agric-tourism centres in Colleges of education in Benue state.

Hypotheses 4: There is no significant difference in the mean ratings of the responses of government stakeholders, corporate organization and community leaders on the roles of community in establishing agric-tourism centres in Colleges of Education in Benue state.

Table 8: Analysis of Variance of Mean Ratings of Respondents on Roles of Community in Establishing Agric-tourism Centres

Sources of Variance	Sum of Squares	Df	Mean Square	F	Sig.	Remarks
Between Groups	7.627	2	3.813	.338	.714	NS, NR
Within Groups	869.123	77	11.287			
Total	876.750	79				

df = degree of freedom, F=F-calculated, Sig. = P-value; P > 0.05, NS = Not significant, NR = Not rejected.

Table 8 shows a p-value of .714 which is greater than the alpha value of .05. This indicates that there was no statistical significant difference in the mean ratings of responses of government stakeholders, corporate organization and community leaders on the roles of community in establishing agric-tourism centres in Colleges of Education in Benue state. Therefore, the hypothesis of no significant difference for the three groups of respondents on the roles of community in establishing agric-tourism centres in Colleges of Education in Benue state was not rejected.

Discussion of the Major Findings

The result of the study showed that all the 13 items on table 1 were benefits of agric-tourism to both the students and the community hosting the facility. The finding of the study in table 1 agrees with those of Patrolman et. al. (2016) that agric-tourism enable the student gains a thorough understanding of agriculture, create awareness for healthy food and learn the cultivation and marketing of agricultural products. The findings of the study are also in consonant with Hamzah et. al. (2012) who identified agritourism activities such as cooking classes, boat races among others as sources of income to the local community. Also, agric-tourism encourages the introduction of environmentally friendly agriculture practices and products for sustainable development.

The study again reveals that government has several roles to play in establishing agric-tourism centers such as provision of basic amenities needed at the tourism centre, employment of qualified human resources in various fields of agriculture, introduction of favorable marketing policies that aid rapid sales of product to avoid glut among others while the study identified responsibilities of corporate bodies in the establishment of agric-tourism centers to include, sponsoring training and retraining of staff, instituting scholarship schemes to student who excels in their academic performance, establishing processing industries to add value and prolong shelf life of agricultural produce

and many others. The result of the study further revealed that the community leaders also have very important roles to play in the establishment of agric-tourism centre such as, provision of adequate land to accommodate all the sections in the facility, encourage community members to exhibit their culture to attract tourists to the centre, provide security to the agric-tourism facilities and others. These findings agree with Anowai and Olaitan (2015) who established that government responsibilities include policy direction, funding, legal backing, recruitment of personnel and remuneration. These authors again reiterated that corporate organizations have significant role to play in the partnership such as, donation of training tools, equipment, funds and scholarship while the community has role to play in such partnership such as creation of awareness, provision of security and land. The result agrees with that of Anaele and Chukwu (2015) who stated that technical colleges can partner with industries for provision of infrastructures and facilities, organizing practical and on the job training for lectures, consultancy partnership among other roles. The result also agrees with that of Patrinos, Barrera- Osorio and Guaqueta (2009) that public- private partnership increases good quality education for all, especially underserved communities and children from the minority populations. Again, the result is in agreement with that of Abanyam, Abanyam and Awori (2015) who discovered that human resource development practices in public private partnership to improve TVET for national Development among others are; providing grants for classroom project, development of infrastructure for school, establishment of TVET institutions and industries partnership intervention fund scheme.

Conclusion

Public private partnership framework for the establishment of agric-tourism centers in College of Education for sustainable food security and environment is necessary based on the important roles government, corporate and community leaders have to play for sustainable food security and environment. Government should intensify her effort in the provision of funds, policies and human resources while corporate bodies should also complement the roles played by government through financing, awarding of scholarship for excellent performances and provision of infrastructural facilities and employment opportunities to students trained under agric-tourism. The community also has crucial roles to play such as provision of security and land among others.

Recommendations

Based on the findings of this study the following recommendations were made by researchers.

- Public –private partnership framework should be encouraged for establishment of agric-tourism centres for sustainable food security and environment considering the crucial roles played by each body involved in the partnership.
- The public-private sectors should put funds together for the establishment and management of Agric-tourism centres.
- Corporate bodies interested in this partnership should be involved in the monitoring of Agric-tourism centre,s establishment.
- The community members should provide land and security for the Agric-tourism centres that would be established.

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