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Snail Farming Skills Needed by Post-Primary Students for Gainful Self-Employment in Delta State, Nigeria

[1]Agbidi Samuel. S; [2]Imobighe Mabel. U.
[1, 2] Department of Vocational Education (Agricultural Education Unit),
Delta State University, Abraka

Corresponding Author: agbidi.samuel@delsu.edu.ng

Abstract

The study focused on snail farming skills needed by post-primary students for gainful self-employment in Delta State, Nigeria. Specifically, it determined skills needed in snail housing and feeding; facilitating snail reproduction, and managing snail business. It adopted survey design. Population consisted of 1,143 Agricultural Science teachers and 45 registered snail farmers in the area. Questionnaire was used to collect data. Data analysis involved mean, standard deviation, and t-test at 0.05 level of significance. Findings include 10 land snail housing skills, including, among others,choosing an appropriate site ($\bar{X}$= 3.50), building a snail pen using concrete or wooden materials ($\bar{X}$= 3.41); 15 skills in snail feeding, including providing a adequate feed($\bar{X}$= 3.45), and others; 13 skills in facilitating snail reproduction, including applying breeding techniques ($\bar{X}$= 3.45), understanding breeding cycles ($\bar{X}$= 3.39); and nine snail business management skills, which include pricing and packaging snail products competitively ($\bar{X}$= 3.47). Four recommendations were made based on the findings.

Keywords: Snail, Farming, Post-Primary, Students, Self-Employment, Skills, Feeding, Reproduction.

Introduction

African land snails are mini-livestock that are increasingly gaining attention in the Nigerian meat industry because of their nutritive richness as a source of protein, calcium, and iron in man's diet (Jimoh & Akintola, 2020). Its slime is highly sought after by pharmaceutical industries and the shells are useful for decorative purposes. *Achatinaachatina* and *Archachatina marginata* are the most preferred common Nigerian land snail varieties that are domesticated and reared or farmed in a confined environment (Adewale & Belewu, 2022). Snail farming requires feeding, housing and appropriate management of the snails.

In the wild, snails feed on herbs and decayed organic substances from the environment. When confined through farming, snails could be fed with breadfruit, pawpaw fruit and leaves, water leaf, sweet potato leaves, pumpkin leaves, watermelon, among others. It can also be fed on crayfish waste, salt-less kitchen waste, and compounded feeds. Snails have more preference to succulent leafy vegetables than hard materials (Ogunyemi, 2021; Amobi & Ezewudo, 2019; Oyeagu et al., 2018). However,

Valarmathi (2017) remarked that the feeding behavior of snails is externally influenced by the availability of preferred feed, distribution of the feed, presence of competitors, and period of day. Besides feeding, the breeding, housing, reproduction, and business management concerns of snails require patience and preference because of their small size and nature of feeding behaviour (Ogunyemi, 2021; Jimoh & Akintola, 2020).

In Delta State, Nigeria, land snails are an integral part of the cultural heritage, with many communities having traditional practices and rituals surrounding snail harvesting, breeding and consumption. There is also increasing demand for snail meat. This has made snail farming a lucrative venture in the state, with several leading snail farms specializing in production, processing, breeding, and marketing services. This cultural heritage and the suitable location of Delta State in the rainforest region offer snail farming as a promising self-employment opportunity for youths, especially post-primary students (Agbugba et al., 2023; Okwuokenye et al., 2023; Onah et al., 2021). Studies have shown that snail farming is a promising profitable venture yet to be fully explored within the rainforest zone of Nigeria (Agbugba et al., 2023; Okwuokenye et al., 2023; Isibor et al., 2022; Adaigho & Nwadiolu, 2016). However, success depends on acquiring needed snail farming skills to generate income and sustain the production and marketing of African land snails (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2018; Adaigho & Nwadiolu, 2016).

Snail farming skills involve practical abilities in snail housing, feeding, reproduction facilitation, and management that align with the Animal Husbandry trade curriculum (Agbidi et al., 2022; Onah et al., 2021). These practical abilities are needed for a successful venture in snail farming. Apart from feeding, snail housing is critical, as the housing unit needs to be constructed to mimic their natural habitat, taking into consideration the soil, temperature and humidity, ventilation, among others (Odediran et al., 2020). Facilitating snail reproduction also involves abilities in creating a moist and cool environment for egg laying and hatching, understanding snail biology, and the nature of feeding.

To sustain the business for gainful self-employment, the post-primary students need managerial skills encompassing harvesting, processing, and marketing skills in the business of snail farming (Isibor et al., 2022; Adaigho & Nwadiolu, 2016). More so, the Nigerian post-primary school Animal Husbandry trade curriculum aims to equip students with skills for the livestock industry, with snailery being a component that requires minimal investment and can provide sustainable income (Agbugba et al., 2023; Okwuokenye et al., 2023; Adewale & Belewu, 2022; Agbidi et al., 2022; Isibor et al., 2022; Ahmadu et al., 2021; Onah et al., 2021; Agbidi & Ikeoji, 2018; UNESCO, 2018; Obaruyi et al., 2024).

Post-primary students, typically referred to as Senior Secondary School students, are expected to offer one trade subject. Offering Animal Husbandry can be beneficial for acquiring snail farming skills, potentially leading to gainful self-employment (Obaruyi et al., 2024).

However, these students often face challenges in their educational and career paths due to limited training opportunities in snail farming and inadequate access to experienced Agricultural Science teachers (Agbidi & Ikeoji, 2018).

Equally important to developing snail farming skills is the snail farmer. Snail farmers can make significant contributions to identifying the necessary skills in snail farming, as they have hands-on experience that allows them to pinpoint essential skills required for successful farming (Ojomu et al., 2022). This hands-on experience is valuable for providing training and mentorship to young adults. Furthermore, snail farmers are familiar with the latest trends, best practices, and challenges in the snail farming industry (Okwuokenye et al., 2023; Isibor et al., 2022). They can share their experiences, leading to the development and innovation of the Animal Husbandry curriculum component of snail farming.

Numerous studies have investigated snail farming skills from various perspectives. Researchers have examined snail-feeding practices (Ogunyemi, 2021; Jimoh & Akintola, 2020; Amobi & Ezewudo, 2019), while others have analyzed the cost-benefit and profitability of snail farming in different Nigerian regions (Agbugba et al., 2023; Okwuokenye et al., 2023; Adewale & Belewu, 2022; Isibor et al., 2022; Ahmadu et al., 2021; Onah et al., 2021; Adaigho & Nwadiolu, 2016). Additionally, some studies have focused on risk management skills (Iyeke & Ikeoji, 2020) and entrepreneurial and technical skills both within and outside the context of snail production (Ojomu et al., 2022; Ndem et al., 2021). However, a notable gap exists, as none of these studies have specifically identified the skills needed in snail farming for post-primary students to achieve gainful self-employment.

Purpose of the Study

The major purpose of this study was to evolve snail farming skills needed by post-primary students for gainful self-employment in Delta State, Nigeria. Specifically, the study determined snail farming skills needed by post-primary students in:

1. housing of snails
2. feeding of snails
3. facilitating snail reproduction
4. managing snail business

Hypotheses (HOs) The following null hypotheses were tested at 0.05 level of significance. There is no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail farming skills needed by post-primary students in:

HO_1: housing of snail
HO_2: feeding of snails
HO_3: facilitating snail reproduction
HO_4: managing snail business

Methodology

***Design of the Study*:** The study adopted a descriptive survey research method.

***Area of the Study*:** This study was conducted in Delta State, Nigeria. It is a region characterized by rainforests, mangrove swamps, high humidity, moderate temperatures, and abundant vegetation. This environment is ideal for land snail species (*Achatina achatina* and *Archachatina marginata*), which are native to the area and highly valued for their meat and cultural significance.

***Population of the Study*:** The study population consisted of 1,143 Agricultural Science teachers from 464 public secondary schools in Delta State's three senatorial districts (Delta State Post-Primary Board, 2023) and 45 registered snail farmers in the area (Delta State Ministry of Agriculture and Natural Resources, 2022). The Agricultural Science teachers were chosen for their role in implementing the Animal Husbandry trade curriculum, of the post-parimary school. While the snail farmers were selected for their expertise in snail farming.

***Sample for the Study*:** A sample size of 377 Agricultural Science teachers (33% of the total population) was selected using a stratified random sampling technique in stages. From each senatorial district, 152, 158, and 67 Agricultural Science teachers were randomly sampled from all the schools in Delta Central (183), Delta North (166), and Delta South (115) respectively. According to Asika (1991), a minimum of 10% of the population is sufficient for a representative sample. The entire population of snail farmers (N=45) was included in the study due to its manageable size.

***Instrument for Data Collection*:** A 45-item questionnaire, developed through a literature review and based on the purposes of the study, was used to collect data from respondents. The questionnaire employed a 4-point scale, ranging from Seriously Needed (4), Needed (3), Minimally Needed (2), and Not Needed (1). A mean score of 2.50 served as the cut-off point for decision-making. The instrument was validated by three senior university agricultural lecturers and a director of livestock, an expert in the State Ministry of Agriculture and Natural Resources. The reliability of the instrument was established using the test-retest method, involving 30 Agricultural Science teachers and 13 snail farmers outside the study area. The instrument was administered twice at a two-week interval, and the resulting scores were computed using the Spearman Rank Order Correlation. This yielded reliability coefficients of 0.88 for Agricultural Science teachers and 0.82 for snail farmers, indicating the instrument's reliability.

***Data Collection Method*:** A total of 377 copies of the questionnaire were administered by hand to the respondents with the assistance of four research assistants. Additionally, 45 copies of the questionnaire were administered to snail farmers attending a one-day meeting of the Youth Agricultural Entrepreneurs Programme (YAGEP), organized by the Delta State Ministry of Agriculture and Natural Resources in September 2022. Out of these, 375 copies were retrieved from teachers, representing a 99.47 percent return rate, and 43 copies were retrieved from snail farmers, representing a 95.56 percent return rate.

***Data Analysis Technique*:** Mean, Standard Deviation, and t-test analysis were used for data analysis. A mean score of ≥ 2.50 was considered as "Needed," indicating that the skill is necessary for snail farming, while a mean score of ≤ 2.50 was considered as "Not needed". For the Ho_s, where the calculated t-value is less than the critical t-value (1.96), the null hypothesis (H_O) was accepted, indicating no significant difference. However, if the calculated t-value exceeded the critical t-value (1.96), the H_O was rejected, indicating a significant difference.

Results

Table 1: Mean Responses, Standard Deviation, and t-test Results on Snail Housing Skills Needed by Post-Primary Students in Delta State

S/N	Land Snail Housing Skills	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_g$	t-cal	R
	Ability to:							
1	choose a site with appropriate shade, wind protection, and adequate security for snail pen construction.	3.34	0.71	3.65	0.69	3.50	-2.47	NS
2	source well-drained loamy soil for snail housing	3.03	0.81	2.98	0.80	3.01	0.39	NS
3	ensure the site is easily accessible for snail farmers	2.83	0.79	2.84	0.81	2.84	-0.08	NS
4	clear the site for snail pen construction	2.98	0.79	3.30	0.80	3.14	-2.52	NS
5	source materials (wood, wire mesh, concrete blocks, nails, cement, soil) for snail pen construction.	3.29	0.68	3.26	0.58	3.23	0.68	NS
6	build a snail pen using concrete or wooden materials	3.21	0.78	3.60	0.54	3.41	-3.18	NS
7	maintain a clean environment, disinfect, sterilize, and moisten the soil for snail health	3.24	0.75	3.19	0.76	3.22	0.42	NS
8	protect the snail pen from predators	3.17	0.77	3.16	0.72	3.17	0.08	NS
9	moistened the pen environment before and after snail introduction	2.93	0.90	3.26	0.85	3.10	-2.30	NS
10	erect the snail pen at East-West direction to reduce the effects of sunlight from drying the snails	2.94	0.89	3.42	0.73	3.18	-3.42	NS

n_1 = Number of Agricultural Science teachers (375), n_2= Number of Snail farmers (43).$\bar{X}_1$ = Mean response of Agricultural Science teachers, $\bar{X}_2$= Mean response of Snail farmers, SD_1 = Standard Deviation of Agricultural Science teachers, SD_2 = Standard Deviation of Snail farmers, ($\bar{X}_g$) = Grand Mean, t-cal = t-test calculated, R = Remark; Degree of freedom (416), t-critical (1.96), NS = Not Significant

Table 1 shows that the grand means ($\bar{X}_g$) for all the items ranged from 2.84 to 3.50. These scores exceed the 2.50 benchmark, indicating that all 10 snail housing skills are needed by post-primary students to acquire for gainful self-employment in snail farming in Delta State, Nigeria. Furthermore, Table 1 indicates that in each item, the null hypothesis was accepted, revealing no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail farming skills needed by post-primary students in snail housing.

Table 2: Mean Responses, Standard Deviation, and t-test Results on Snail Feeding Skills Needed by Post-Primary Students in Delta State

S/N	Land Snail Feeding Skills	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_g$	t-cal	R
	Ability to:							
1	avoid feeding snails with waxy or hairy feeds and salty food	3.10	0.74	3.28	0.59	3.19	-1.53	NS
2	provide additives like vitamins, minerals, and antibiotics in water	2.95	0.85	2.88	0.82	2.92	0.51	NS
3	source leafy vegetables and other suitable feeds for snails such as water leaves, sweet potato leaves, and pumpkin leaves among others	3.28	0.71	3.37	0.62	3.33	0.80	NS
4	set a time frame for waste collection	3.04	0.79	3.53	0.67	3.29	-3.91	NS
5	determine and manage feeder and water space for snails	3.07	0.78	3.35	0.65	3.21	-2.23	NS
6	place feeds and water in the pen before snail arrival and maintain cleanliness	3.24	0.71	3.40	0.62	3.32	-1.41	NS
7	provide protein sources of feeds like crayfish for growth	2.97	0.84	3.21	0.77	3.09	-1.78	NS
8	provide clean water for snails at all times	3.18	0.72	3.44	0.55	3.31	-2.29	NS
9	plan and manage feeding schedules for snails	3.13	0.77	3.33	0.57	3.23	-1.65	NS
10	provide calcium for snail shell development	3.20	0.75	3.21	0.77	3.21	-008	NS
11	identify suitable kitchen and market waste food for feeding snails such as peels of yam, cabbage, cassava, etc.	3.02	0.95	3.35	0.72	3.19	-221	NS
12	provide compounded supplementary feeds for snails	2.95	0.86	3.56	0.67	3.26	-4.48	NS
13	clean feed and water troughs regularly	2.91	0.89	3.42	0.70	3.17	-3.63	NS
14	provideadequate feed diet of appropriate food sources, such as vegetables, fruits, and leaves	3.18	0.80	3.72	0.45	3.45	-4.37	NS
15	feed snails adequately during the night.	3.27	0.70	3.26	0.58	3.27	0.09	NS

n_1 = Number of Agricultural Science teachers (375), n_2= Number of Snail farmers (43).$\bar{X}_1$ = Mean response of Agricultural Science teachers, $\bar{X}_2$= Mean response of Snail farmers, SD_1 = Standard Deviation of Agricultural Science teachers, SD_2 = Standard Deviation of Snail farmers, ($\bar{X}_g$) = Grand Mean, t-cal = t-test calculated, R = Remarks, Degree of freedom (416), t-critical (1.96), NS = Not Significant

Table 2 shows that the grand means ($\bar{X}_g$) for all the items ranged from 2.92 to 3.45. These scores exceed the 2.50 benchmark, indicating that all 15 snail feeding skills are needed by post-primary students to acquire for gainful self-employment in

snail farming in Delta State, Nigeria. Furthermore, Table 2 indicates that in each item, the null hypothesis was accepted, revealing no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail farming skills needed by post-primary students in snail feeding.

Table 3: Mean Responses, Standard Deviation, and t-test Results on Snail Reproduction Facilitating Skills Needed by Post-Primary Students in Delta State

S/N	Snail Reproduction Facilitating Skills	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_g$	t-cal	R
	Ability to:							
1	manage stocking density for optimal breeding	3.18	0.74	3.51	0.63	3.35	-2.82	NS
2	set up and manage a snail hatchery	3.12	0.86	3.23	0.61	3.18	-0.83	NS
3	care for hatchlings (water, feed, etc.)	3.05	0.86	3.30	0.64	3.18	-1.85	NS
4	identify and monitor egg-laying	3.17	0.75	3.30	0.80	3.24	-1.05	NS
5	maintain hatchery substratum	3.15	0.88	3.49	0.55	3.32	-2.58	NS
6	keep a record of egg laying and hatchings	2.95	0.83	3.40	0.62	3.18	-3.45	NS
7	select quality hatchlings	3.09	0.78	3.33	0.57	3.21	-1.96	NS
8	apply snail breeding techniques (temperature, humidity, sex ratio)	3.36	0.65	3.53	0.55	3.45	-1.74	NS
9	select healthy-quality breeding snails	2.92	0.81	3.16	0.67	3.04	-1.86	NS
10	understand snail breeding cycles and egg incubation	3.34	0.63	3.44	0.63	3.39	-0.99	NS
11	collect laid eggs to the hatchery	3.09	0.77	3.19	0.73	3.14	-0.81	NS
12	select good foundation stock for breeding	3.18	0.79	3.51	0.55	3.35	-2.66	NS
13	create a suitable hatchery environment (water, leaves, etc.)	3.13	0.78	3.37	0.63	3.25	-1.97	NS

n_1 = Number of Agricultural Science teachers (375), n_2= Number of Snail farmers (43).$\bar{X}_1$ = Mean response of Agricultural Science teachers, $\bar{X}_2$= Mean response of Snail farmers, SD_1 = Standard Deviation of Agricultural Science teachers, SD_2 = Standard Deviation of Snail farmers, ($\bar{X}_g$) = Grand Mean, t-cal = t-test calculated, R = Remarks, Degree of freedom (416), t-critical (1.96), NS = Not Significant

Table 3 reveals that the grand means ($\bar{X}_g$) for all the items ranged from 3.04 to 3.45. These scores exceed the 2.50 benchmark, demonstrating that all 13 snail reproduction facilitating skills are needed by post-primary students to acquire for gainful self-employment in snail farming in Delta State, Nigeria. Additionally, Table 3 shows that in each item, the null hypothesis was accepted, indicating no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail farming skills needed by post-primary students in facilitating snail reproduction.

Table 4: Mean Responses, Standard Deviation, and t-test Results on Snail Business Management Skills Needed by Post-Primary Students in Delta State

S/N	Snail Business Management Skills	$\bar{X}_1$	SD_1	$\bar{X}_2$	SD_2	$\bar{X}_g$	t-cal	R
	Ability to:							
1	develop a business plan	3.03	0.85	3.44	0.63	3.24	-3.07	NS
2	manage finances effectively	3.17	0.81	3.35	0.53	3.26	-1.42	NS
3	connect with other snail farmers and industry experts	3.13	0.76	3.51	0.55	3.32	-3.18	NS
4	properly harvest table-size snails for market	3.25	0.72	3.44	0.55	3.35	-1.68	NS
5	stay updated on best practices, research, and market trends	3.23	0.74	3.58	0.59	3.41	-2.98	NS
6	develop a marketing strategy to target customers, including restaurants and online platforms	3.29	0.77	3.63	0.57	3.33	-2.80	NS
7	price and package snail products competitively	3.34	0.67	3.60	0.54	3.47	-2.46	NS
8	build customer loyalty - exceptional sales service	3.21	0.72	3.35	0.51	3.28	-1.24	NS
9	maintain accurate records of snail farming operations, including feeding, breeding, and health management	3.21	0.76	3.49	0.57	3.35	-2.36	NS

n_1 = Number of Agricultural Science teachers (375), n_2= Number of Snail farmers (43).$\bar{X}_1$ = Mean response of Agricultural Science teachers, $\bar{X}_2$= Mean response of Snail farmers, SD_1 = Standard Deviation of Agricultural Science teachers, SD_2 = Standard Deviation of Snail farmers, ($\bar{X}_g$) = Grand Mean, t-cal = t-test calculated, R = Remarks, Degree of freedom (416), t-critical (1.96), NS = Not Significant

Table 4 reveals that the grand means ($\bar{X}_g$) for all the items ranged from 3.24 to 3.47. These scores exceed the 2.50 benchmark, demonstrating that all 9 snail business management skills are needed by post-primary students to acquire for gainful self-employment in snail farming in Delta State, Nigeria. Additionally, Table 4 shows that in each item, the null hypothesis was accepted, indicating no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail skills needed by post-primary students in managing snail business.

Discussion of Findings

The study found that post-primary students needed 10 skills in snail housing, including choosing a suitable site, building a snail pen using concrete or wooden materials, and sourcing materials for snail pen construction, among others, to achieve gainful self-employment in snail farming. Both Agricultural Science teachers and snail farmers agree on the importance of these skills, as they are necessary for post-primary students' gainful self-employment in snail farming. This finding aligns with Onah et al. (2021), who identified pen construction as a vital skill in snail farming. In support, Okwuokenye et al. (2022) reported that snail farmers

adopt various housing arrangements for their snails, including bricks, tires, septic tanks, drums, and wooden pens. This finding implies that snail housing is critical to the success of being gainfully employed.

It was also found that post-primary students needed 15 skills in snail feeding to achieve gainful self-employment in snail farming. These skills include providing a balanced diet of appropriate food sources (vegetables, fruits, and leaves), sourcing suitable feeds (leafy vegetables, fruits), and place feeds and water in the pen while maintaining cleanliness. These skills can enable students to successfully raise snails and become self-employed. This finding aligns with Ogunyemi (2021), who reported that feeding snails from different plant sources improves their growth performance. In support, Oyeagu et al. (2018) remarked that adding locally sourced succulent feeds like vegetables and fruits to compounded feeds stimulates snail growth. This implies that snails fed on the most preferred feed materials and within the feeding period perform better in minimizing feed wastage.

The study also found that post-primary students needed 13 skills in facilitating snail reproduction to achieve gainful self-employment in snail farming. These skills include applying breeding techniques (temperature, humidity, sex ratio), understanding breeding cycles and egg incubation, managing stocking density, and selecting good foundation stock. This finding aligns with Onah et al. (2021), who identified breeding and reproduction as necessary skills in snail farming. In agreement, Agbidi et al. (2022) acknowledged that learning by doing stimulates students' satisfaction. On this basis, Adewale and Belewu (2022) and Onah et al. (2021) acknowledged that *Achatina achatina* and *Archachatina marginata* are highly preferred by snail farmers. The findings of this study, therefore, established that all reproduction-facilitating skills are essential for successful snail farming and self-employment.

Additionally, the study found that post-primary students needed 9 snail business management skills to achieve gainful self-employment in snail farming. These skills include pricing and packaging snail products competitively, staying updated on best practices, research, and market trends, properly harvesting table-size snails for market, and maintaining accurate records of snail farming operations, among others. This finding agrees with Agbugba et al. (2023), who found that the snail farming venture is self-sustaining and profitable. Adewale and Belewu (2022), Isibor et al. (2022), and Okwuokenye et al. (2022) concurred that snail farming has a high return on investment. Therefore, this implies that business management skills are crucial for successful snail farming entrepreneurship.

Furthermore, the study found no significant difference in the mean responses of Agricultural Science teachers and snail farmers regarding the snail farming skills needed by post-primary students in housing snails, feeding snails, facilitating snail reproduction, and managing snail business. This finding is in line with Inyang and Agwadu (2017), who reported that skills are needed to improve the quality of life of an individual. In support, Wagiran et al. (2019) remarked that individuals with skills are desirable in society. This implies that the acquisition of

requisite and necessary farming skills in housing, feeding, facilitating reproduction, and business management of land snails would enable post-primary students to gain satisfaction while learning and make them proficient in the snail farming business.

Conclusion

Post-primary students need specific farming skills in snail housing, feeding, reproduction facilitation, and business management to achieve gainful self-employment in snail farming. These essential skills needed include selecting a suitable site, constructing snail pens using concrete or wood, providing a balanced diet, sourcing quality feed, applying breeding techniques, understanding breeding cycles and egg incubation, competitively pricing and packaging snail products, and staying updated on best practices, research, and market trends. By acquiring these skills, post-primary students can become proficient in snail farming, improve their quality of life, and contribute to society.

Recommendations

The following recommendations are put forward based on the findings of the study:

1. The Delta State Post-Primary Board should integrate snail farming skills into post-primary school curricula, + focusing on snail housing, feeding, reproduction, and business management.
2. Agricultural Science teachers and snail farmers should collaborate to provide practical training and mentorship to students, enhancing their skills and proficiency in snail farming.
3. The Delta State government and relevant stakeholders should provide resources and support for snail farming initiatives, including training programmes, funding, and market access.
4. Families and communities should support students in acquiring snail farming skills.

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