ENTREPRENEURIAL COMPETENCIES IN SNAIL FARMING NEEDED BY RETIRED UNIVERSITY LECTURERS FOR SUSTAINABLE LIVING IN SOUTHEAST NIGERIA

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Abstract
This study explored the entrepreneurial competencies needed by retired university lecturers for sustainable living through snail farming in Southeast Nigeria. Using a descriptive survey research design, data were collected from 243 participants, including 176 snail farmers and 67 animal science lecturers, selected from a target population of 607. A 60-item questionnaire, validated by experts, achieved a reliability coefficient of 0.77 via a trial test in Benue State. Data analysis employed mean, standard deviation, and t-tests at a 0.05 significance level. Findings identified planning, resource utilization, managerial, risk management, and harvesting competencies as critical for sustainable living through snail farming. No significant differences in competency ratings emerged between snail farmers and animal science lecturers. The study recommended university authorities, in collaboration with governments, to provide programs to equip lecturers with these competencies before retirement. This preparation can enhance post-retirement investments, reduce frustration, and ensure sustainable living.

Key Words: Entrepreneurial Competencies; Sustainable living; Snail Farming.

Introduction

The pursuit of sustainable living is a key global priority, emphasizing efficient land use, wildlife conservation, water management, and supporting local food systems to meet growing food demands while preserving natural resources (Cheesman, 2020). It aligns with the first four UN Sustainable Development Goals (SDGs): No Poverty, Zero Hunger, Good Health and Well-Being, and Quality Education. However, retirement poses challenges to achieving these goals, particularly in securing sustainable livelihoods (Akudolu, 2020). In Nigeria, retirement regulations often lead to financial dependency due to delayed pension payments, leaving retirees vulnerable to poverty (Ukpe, 2023). Self-employment, particularly through agriculture like snail farming, offers a solution by generating income, creating jobs, and addressing food security and protein deficiencies (Baba & Adeleke, 2016; Nwosu, 2015).

Animal science lecturers and snail farmers play critical roles in promoting sustainable livelihoods. Lecturers provide essential training, equipping farmers with knowledge in feeding, housing, pest control, and harvesting (Nlebem, 2022). Snail farming is particularly suited to Southeast Nigeria due to its ecological benefits, including nutrient recycling, soil enrichment, and biodiversity conservation (Adewale & Kafayat, 2022). However, challenges such as habitat destruction, overexploitation, and lack of awareness on domestication and management techniques remain (Adenle & Olukayode, 2017). Bridging these knowledge gaps requires competencies in planning, resource utilization, innovation, risk management, and harvesting.

Planning competencies focus on goal setting, resource allocation, and effective time management. Resource utilization involves optimizing land, labor, and feed while minimizing waste. Innovation competencies enable farmers to adopt new practices, such as breeding techniques and pest control. Managerial competencies include decision-making and

financial oversight for sustainability, while risk management competencies help identify and mitigate threats like disease outbreaks. Harvesting competencies ensure efficient collection and processing to maintain market supply and profitability. These competencies, when developed through collaboration between animal science lecturers and snail farmers, can enhance sustainable practices and contribute to achieving the SDGs in Southeast Nigeria.

Statement of the Problem

Retirement should ideally offer relaxation and financial independence, yet many retired university lecturers in Southeast Nigeria face financial insecurity due to delayed and inadequate pension payments (Ukpe, 2023). This often results in reduced quality of life, psychological stress, and health challenges. Snail farming presents a viable solution, offering economic benefits like low start-up costs, minimal labor, and high profitability, providing retirees with sustainable income streams and reducing financial strain. Its adaptability and low management demands make it suitable for retirees seeking accessible yet rewarding ventures. However, many retirees are unaware of snail farming's potential or lack the required entrepreneurial competencies, such as resource utilization and risk management. While previous studies (e.g., Onwuchekwa, 2016; Ngenwi *et al.,* 2020) explored snail farming's viability, none focused on the specific skills retired lecturers need for success. This study addresses that gap, identifying the competencies required for sustainable living through snail farming.

Research Questions

The following research questions were posed to guide the study:

1. What are the planning competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?
2. What are the resource utilization competencies needed in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?
3. What are the innovative competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?
4. What are the managerial competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?
5. What are the risk management competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria**?**
6. What are the harvesting competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria**?**

Hypotheses

The following null hypotheses were formalized for the study and tested at 0.05 level of significance:

H_{01}: There is no significant difference between the mean responses of snail farmers and animal science lecturers on planning competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{02}: There is no significant difference between the mean responses of snail farmers and animal science lecturers on resource utilization competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{03}: There is no significant difference between the mean responses of snail farmers and animal science lecturers on innovative competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{04}: There is no significant difference between the mean responses of snail farmers and animal science lecturers on managerial competencies

in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria. **H_{05}:** There is no significant difference between the mean responses of snail farmers and animal science lecturers on risk management competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria. **H_{06}:** There is no significant difference between the mean responses of snail farmers and animal science lecturers on harvesting competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Method

The study utilized a descriptive survey design with a population of 607 participants, including 501 registered snail farmers and 106 animal science lecturers across government-owned universities in South-East Nigeria. The sample size of 243, representing 40% of the population, was determined following Nworgu (2016). Convenience sampling was employed to select participants, ensuring accessibility (Abonyi et al., 2006). Data collection relied on a validated, structured questionnaire comprising 60 items across six clusters addressing various competencies in snail farming needed by retired university lecturers. Validation was conducted by three experts, and reliability testing with a Cronbach alpha coefficient yielded an acceptable overall reliability of 0.77 (Sekarain in Ugwoke *et al.,* 2018). The researcher, assisted by five trained research assistants, achieved a 100% response rate. Data were analyzed using mean, standard deviation, and t-tests at a 0.05 significance level. All the research questions were answered and analyzed using Very Highly Needed (VHN) 3.50-4.00; Highly Needed (HN) 2.50-3.49; Moderately Needed (MN) 1.50-2.49; and Not Needed (NN) 0.00-1.49, depending on the mean. Hypotheses were tested using p-values, with results accepted or rejected based on whether the p-value was less than or equal to 0.05. Findings indicated the importance of competencies such as planning, resource utilization, innovation, and risk management in snail farming, highlighting their significance for sustainable living among retirees in the study area.

Results

Research Question 1: What are the planning competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?

Table 1: Planning competencies in snail farming needed by retired university lecturers for sustainable living; N= 243

S/N	Planning competencies	$\bar{X}$	SD	DECISION
	Ability to:			
1	set specific goals for snail production business	2.91	1.22	Highly Needed
2	review the goals based on circumstances	3.08	1.16	Highly Needed
3	forecast the profitability of snail house	2.79	1.12	Highly Needed
4	identify personnel for the enterprise	2.83	1.02	Highly Needed
5	identify major activities to be undertaken	2.71	1.19	Highly Needed
6	achieve set goals for the snail farming	3.02	1.11	Highly Needed
7	identify suitable location for the business	2.56	1.15	Highly Needed
8	prepare budget for the snail farming	2.98	0.95	Highly Needed
9	identify appropriate equipment for use	3.01	1.22	Highly Needed
10	identify sources of finance	2.88	1.16	Highly Needed
	Grand mean	**2.87**	**1.13**	**Highly Needed**

$\bar{X}$ = Mean SD = Standard Deviation

The results in Table 1 show that items 1 to 10, with mean responses ranging from 2.56 to 3.08, are all above the 2.50 threshold, indicating strong agreement on the need for planning competencies in snail farming, such as goal setting, forecasting profitability, and budgeting. A grand mean of 2.87 confirms that retired university lecturers require these competencies for sustainable living in South East Nigeria. The standard deviation of 1.13 suggests minimal variation in respondents' agreement, indicating consistency in their responses.

Research Question 2: What are the resource utilization competencies needed in snail farming by retired university lecturers for sustainable living in South East, Nigeria?

Table 2: Resource utilization competencies in snail farming needed by retired university lecturers for sustainable living; N= 243

S/N	Resource utilization competencies	$\overline{X}$	SD	DECISION
	Ability to:			
11	be efficient in management of the snail farm	3.51	0.82	Very Highly Needed
12	source good feed for the snail	3.85	0.96	Very Highly Needed
13	utilize manpower planning techniques	2.66	1.02	Highly Needed
14	maintain optimal productivity	3.08	0.72	Highly Needed
15	avoid waste in the snail business	2.93	1.10	Highly Needed
16	facilitate performance evaluation for quality	2.99	1.12	Highly Needed
17	expose workers to suitable methods of handling and storing material equipment for the business	2.68	1.22	Highly Needed
18	recruit the qualified personnel for the business	2.75	1.16	Highly Needed
19	maintain regular supervision of snails farm	3.71	0.95	Very Highly Needed
20	use quality material for the business	3.58	1.02	Very Highly Needed
	Grand mean	**3.17**	**1.01**	**Highly Needed**

$\overline{X}$ = Mean SD = Standard Deviation

The results in Table 2 show that items 11 to 20, with mean ratings ranging from 2.66 to 3.85, are above the 2.50 threshold, indicating agreement on the need for resource utilization competencies, such as managing farm efficiency, sourcing quality feed, and supervising snail farms. A grand mean of 3.17 confirms that these competencies are required by retired university lecturers for sustainable living in South East Nigeria. The standard deviation of 1.01 suggests minimal variation in respondents' opinions.

Research Question 3: What are the innovative competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?

Table 3: Innovative competencies in snail farming needed by retired university lecturers for sustainable living; N= 243

S/N	Innovative competencies	$\overline{X}$	SD	DECISION
	Ability to:			
21	be creative for increased productivity	2.81	1.23	Highly Needed
22	enhance regular maintenance of the farm	2.72	1.36	Highly Needed
23	adapt to technological change in the farm	3.54	0.81	Very Highly Needed
24	use modern and sophisticated equipment	3.03	0.92	Highly Needed
25	design new technologies that aid the business to meet their customers' needs efficiently	2.59	1.36	Highly Needed
26	introduce techniques for increasing turnover and improved profitability in the business	2.94	1.35	Highly Needed
27	develop more effective production processes	2.89	1.02	Highly Needed
28	establish standards of measurement for improved productivity	3.83	0.94	Very Highly Needed
	Grand mean	**3.04**	**1.12**	**Highly Needed**

$\overline{X}$ = Mean SD = Standard Deviation

From Table 3, a grand mean of 3.04 indicates that innovative competencies in snail farming are required by retired university lecturers for sustainable living in South East, Nigeria. A standard deviation of 1.12 shows minimal variation in respondents' opinions. The results revealed that items 21 to 28, with mean ratings between 2.59 and 3.83, demonstrate agreement on competencies like creativity, technological adaptation, and the use of modern equipment for improved productivity.

Research Question 4: What are the managerial competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria?

Table 4: Managerial competencies in snail farming needed by retired university lecturers for sustainable living; **N= 243**

S/N	Managerial competencies	$\overline{X}$	SD	DECISION
29	Maintain accurate financial records and perform bookkeeping to manage resources effectively.	2.80	1.16	Highly Needed
30	Develop and implement sales and marketing strategies to expand market reach and boost profitability	2.79	1.12	Highly Needed
31	Leadership skills for snail farming	2.83	1.02	Highly Needed
32	Communication skills for snail farming	3.12	0.88	Highly Needed
33	Problem solving skills for snail farming	3.64	0.75	Very Highly Needed
34	Effective time management skills for snail farming.	2.55	1.15	Highly Needed
35	creative and innovative skills for snail farming	2.98	0.95	Highly Needed
36	Networking skills for snail farming	3.01	0.81	Highly Needed
37	Analytical skills for snail farming	2.87	0.66	Highly Needed
	Grand mean	**2.95**	**0.94**	**Highly Needed**

$\overline{X}$ = Mean SD = Standard Deviation

The results in Table 4 show that items 29 to 37, with mean ratings ranging from 2.50 to 3.64, demonstrate that respondents agreed on the need for managerial competencies such as accounting, sales and marketing, leadership, communication, problem-solving, time management, networking, and analytical skills in snail farming. A grand mean of 2.95 and a standard deviation of 0.94 indicate minimal variation in responses, supporting the conclusion that managerial competencies are essential for retired university lecturers' sustainable living in South East, Nigeria.

Research Question 5: What are the risk management competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria**?**

Table 5: Risk management competencies in snail farming needed by retired university lecturers for sustainable living; **N= 243**

S/N	Risk management competencies	$\overline{X}$	SD	DECISION
	Ability to:			
38	identify the possible sources of risks in snail farming	3.51	0.92	Very Highly Needed
39	analyze the risk identified in snail farming	3.67	0.78	Very Highly Needed
40	solve problems of risk identified	3.53	0.82	Very Highly Needed
41	use agricultural insurance schemes properly	3.74	0.88	Very Highly Needed
42	diversify snail business with other options to minimize risks	3.59	0.76	Very Highly Needed

43	manage price changes in buying inputs for snail farming	3.72	1.15	Very Needed	Highly
44	decide on alternative strategies available in managing a snail farm	3.50	0.77	Very Needed	Highly
45	adapt to changing economic condition affecting snail farming	3.61	0.91	Very Needed	Highly
46	review and evaluate trade-offs between the cost of risk and gains that can be made	3.77	0.86	Very Needed	Highly
47	identify the possible outcomes that could occur as a result of weather condition	3.83	0.81	Very Needed	Highly
48	monitor and report on the risks in snail farming	3.34	0.95	Highly Needed	
49	share risks with other snail farmers	2.78	0.86	Highly Needed	
50	manage theft challenge in snail production	3.02	0.95	Highly Needed	
51	manage pests and diseases in snail farming	3.11	0.78	Highly Needed	
52	manage human resources in a snail farm	3.14	0.92	Highly Needed	
53	use relevant technological information on snail management to avert risks	2.92	1.36	Highly Needed	
	Grand mean	**3.42**	**0.88**	**Highly Needed**	

$\overline{X}$ = Mean SD = Standard Deviation

The results in Table 5 show that items 38 to 53, with mean ratings between 2.78 and 3.83, demonstrate that respondents agreed on the need for risk management competencies in snail farming. These include identifying sources of risks, analyzing risk, problem-solving, using insurance, diversifying the business, managing price changes, adapting to economic conditions, evaluating trade-offs, monitoring risks, managing theft, pests, diseases, and human resources, as well as utilizing technological information. A grand mean of 3.42 and a standard deviation of 0.88 indicate a consistent agreement among respondents on the importance of these risk management competencies for retired university lecturers in South East, Nigeria.

Research Question 6: What are the harvesting competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria**?**

Table 6: Harvesting competencies in snail farming needed by retired university lecturers for sustainable living; **N= 243**

S/N	Harvesting competencies	$\overline{X}$	SD	DECISION
	Ability to:			
54	select appropriate time for picking of snails	2.58	1.35	Highly Needed
55	identify mature snail from the stock	2.93	1.22	Highly Needed
56	sort the snail harvested according to sizes	2.80	1.16	Highly Needed
57	remove snail meat from the shell	2.79	1.12	Highly Needed
58	wash snail meat appropriately	2.83	1.02	Highly Needed
59	process snail meat by sun drying method	3.02	1.12	Highly Needed
60	keep record of the quantity of snail harvested	2.75	1.05	Highly Needed
	Grand mean	**2.81**	**0.94**	**Highly Needed**

$\overline{X}$ = Mean SD = Standard Deviation

The results in Table 6 indicate that items 54 to 60, with mean ratings between 2.58 and 3.02, fall within the real limit of 2.50-3.49, suggesting agreement from respondents. These items reflect the need for harvesting competencies, such as selecting the right time for picking snails, identifying mature snails, sorting by size, removing snail meat from the shell, washing snail meat, processing through sun drying, and keeping harvest records. A grand mean of 2.81 confirms that these harvesting competencies are essential for retired university

lecturers for sustainable living in South East, Nigeria. The standard deviation of 1.14 indicates minimal variation in responses.

Hypotheses Testing

H_{01}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on planning competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 7: Summary of the t-test analysis of the responses of respondents on the planning competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	61.96	15.53				
				241	1.72	0.085	NS
Animal science lecturers	67	74.16	90.55				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N=population; Df = Degree of freedom

The results in Table 7 showed that a t-calculated value of 1.72 was not significant at the P-value of 0.085 which is greater than 0.05 level of significance. Since the p- value of 0.085 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on planning competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{02}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on resource utilization competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 8: Summary of the t-test Analysis of the responses of respondents on the resource utilization competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	67.86	16.59				
				241	1.59	1.11	NS
Animal science lecturers	67	82.21	72.53				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N=population; Df = Degree of freedom

The results in Table 8 showed that a t-calculated value of 1.59 was not significant at the P-value of 1.11 which is greater than 0.05 level of significance. Since the p- value of 1.11 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on resource utilization competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{03}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on innovative competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 9: Summary of the t-test Analysis of the responses of respondents on the innovative competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	65.42	14.34				

				241	1.22	0.22	NS
Animal science lecturers	67	69.12	66.47				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N= population; Df = Degree of freedom

The results in Table 9 showed that a t-calculated value of 1.22 was not significant at the P-value of 1.22 which is greater than 0.05 level of significance. Since the p- value of 1.22 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on innovative competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{04}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on managerial competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 10: Summary of the t-test Analysis of the responses of respondents on the managerial competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	67.92	17.51				
				241	.475	0.63	NS
Animal science lecturers	67	66.61	23.29				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N=population; Df = Degree of freedom

The results in Table 10 showed that the t-calculated was 0.47 while the P-value was 0.63. Since the p- value of 0.63 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on managerial competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{05}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on risk management competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 11: Summary of the t-test Analysis of the responses of respondents on the risk management competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	65.67	18.54				
				241	.60	0.54	NS
Animal science lecturers	67	63.97	22.43				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N=population; Df = Degree of freedom

The results in Table 11 showed that the t-calculated was 0.60 while the P-value was 0.54. Since the p- value of 0.54 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on risk management competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

H_{06}: There is no significant difference between the mean rating of snail farmers and animal science lecturers on harvesting competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Table 12: Summary of the t-test Analysis of the responses of respondents on the harvesting competencies in snail farming needed by retired university lecturers for sustainable living

Gender	N	X	SD	Df	t-cal.	P-value	Decision
Snail farmers	176	73.10	21.03				
				241	.49	6.21	NS
Animal science lecturers	67	97.97	33.18				

$\bar{x}$ = mean rating, SD = Standard deviation, S = Significant, NS = Not Significant; N=population; Df = Degree of freedom

The results in Table 12 showed that the t-calculated was 0.49 while the P-value was 6.21. Since the p- value of 6.21 is greater than the 0.05 level of significance, the null hypothesis was upheld and conclusion made was that there was no significant difference between the mean rating of snail farmers and animal science lecturers on harvesting competencies in snail farming needed by retired university lecturers for sustainable living in South East, Nigeria.

Discussion

The study emphasizes the importance of planning, resource utilization, innovation, managerial, risk management, and harvesting competencies for retirees engaged in snail farming in Southeast Nigeria. Hypotheses tests revealed no significant differences between farmers and animal science lecturers, suggesting shared recognition of these competencies' importance. For planning, respondents highlighted critical skills like goal setting and securing financing as highly needed, though some areas like identifying suitable locations showed moderate agreement, indicating knowledge gaps (Mika & Biao, 2018; David, 2017). Resource utilization competencies, such as efficient farm management and feed sourcing, were similarly deemed essential, aligning with Sperl *et al.* (2017) and Agu & Ayogu (2015). Innovation competencies, particularly in adapting to technology, received strong agreement, though lower scores for designing new technologies suggest varied familiarity (Pulka *et al.,* 2015; Okoye, 2017). Managerial competencies, including leadership and problem-solving, were recognized as crucial, although variability in leadership skills was noted (Akudolu, 2020; Osuala, 2016). Risk management competencies, such as identifying risks and managing price fluctuations, were deemed critical, supporting Onugu (2021) and Iyeke (2020). Finally, harvesting competencies like selecting the right harvesting time and processing were agreed upon, consistent with Chinwe (2017) and Ngenwi *et al.* (2020). These findings underscore the comprehensive skill set needed for sustainable snail farming among retirees.

Conclusion

The study highlights that retirees engaged in snail farming in Southeast Nigeria require a diverse set of competencies—planning, resource utilization, innovation, managerial, risk management, and harvesting—to ensure sustainable livelihoods. The findings reveal no significant differences between farmers and animal science lecturers, indicating a shared recognition of these competencies' importance. However, certain areas such as site selection for planning and designing new technologies for innovation exhibited moderate agreement, reflecting knowledge gaps that need to be addressed. Additionally, while managerial competencies like leadership were acknowledged, variability in leadership skills suggests a need for targeted training. Overall, the study concludes that enhancing these competencies

through collaboration between lecturers and farmers is essential to bridging knowledge gaps, improving farming practices, and advancing sustainable livelihoods for retirees in Southeast Nigeria.

Recommendations

Based on the findings, it was recommended that:

1. Universities and government should provide programs for lecturers to develop planning, resource utilization, and managerial skills before retirement.
2. Governments should encourage retired lecturers to acquire competencies through workshops, especially in snail farming for sustainable living.
3. Agricultural extension agents and universities should organize workshops on snail farming for wealth creation.
4. University management should promote enrollment in skill acquisition centers for snail farming.
5. State governments should implement policies encouraging snail farming by retirees.
6. Vocational centers should be established for easy access to snail farming education in southeastern Nigeria.

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