

Entrepreneurial Opportunities in the Printing Industry: A Panacea to Unemployment in Nigeria

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Abstract

The paper focuses on the unemployment issues currently faced by Nigerians with a myriad and plethora of challenges ranging from graduate unemployment, poverty, crime, insecurity, and other social vices that have threatened to put the nation on the brink of a precipice. Bulk of these challenges are traceable to the limited opportunities available to the nation's ever-booming population, with an estimated population of over 200 million people and an economy that has remained largely taunted in the past two decades. It is not a surprise that the crime rate has soared and the poverty rate excruciating. This paper specifically examines entrepreneurial opportunities in the printing industry as a panacea to unemployment in Nigeria. The paper argues and forecasts the strategic place of entrepreneurial opportunities in the printing industry as capable of acting as catalyst in the process of mechanization and industrial enterprise, economic growth, and sustainable development for the economy. Thus, the study recommends that the federal government, policy makers, and implementers in partnership with the management of tertiary institutions would make sustainable policies, devote time, effort, resources, commitment, and an iron resolve to the promotion of entrepreneurship opportunities in the creative sector in curbing unemployment in Nigeria.

Keywords: *Entrepreneurial, Unemployment, Printing, Tertiary Institutions, Opportunities*

Introduction

One major fallout of this grim picture of the Nigerian situation is the systematic rot in the quality of education over the years. It is argued and rightly so that a trained, educated and enlightened mind reduces poverty by half in her life. Yet it is hard to say whether the vast majority of the Nigerian populace has acquired or has access to the requisite training, exposure, and mind regeneration that will enable them to create wealth and conquer poverty. It would amount to playing to the gallery and a major disservice to natural growth to assume this position. This is even worse and calamitous when the educational pursuit is misplaced or misdirected. Such then is the quagmire and delicate position the country has found itself in where the nation's tertiary institutions are mere breeding grounds for churning out hundreds of thousands of graduates yearly who come out to add no value to the society. It is also the dilemma that has turned the nation into an import-dependent country where the nation imports virtually everything it consumes ranging from goods as basic as a toothpick, and the exportation of its crude oil for refinement and hauled back thereby depleting and upsetting the nation's foreign exchange conservation plan.

The foregoing is the bane and major millstone of the quest for national development. The over-dependence on imports, which has invariably promoted huge capital flight, instituted a bogus and unmitigated foreign exchange regime and caused a slide in the value of the Naira against major currencies in the world, owing to imbalances in trade. With this travesty, the Nigerian economy continues to bleed and is in near tatters, which has made quite a number of things degenerate. Unless something urgent is done to reverse the trend, the nation may never be able to shed the toga of a sleeping giant that has forever hung around it.

Basic Concept

Entrepreneurship is an act in which an individual or group of people utilize their inputs such as finances, land, materials, labour, capital and organization, introducing new techniques and production opportunities to establish and manage a business. An entrepreneur is a person who creates a new enterprise while rendering services to the people, selling good products, and embraces every challenge for its development and operation.

Asonibare (2017) describes “Entrepreneurship is being encouraged in Nigeria through training, re-training, and provision of loan schemes. It is included in the curriculum of all tertiary institutions. Students whose training are practically oriented are being trained to produce goods or to set up their own business or enterprise”.

The printing business to be precise falls under the category of the creative and manufacturing industry. There are lots of arms in which the printing industry can be divided into which will in turn generate quite an ample opportunity in our nation. This will in turn reduce unemployment drastically.

Over the years, it has been discovered that the rate at which unemployment in Nigeria increases is borne out of the fact that our institutions of higher learning are not really involved in courses that teach/ empower them to be an entrepreneur. With this unenviable status and the seeming underperformance of the Nigerian economy and government heightened by misplaced educational footing, the task that becomes compelling and almost inevitable is the engendering of a national policy on education that will change the tides and cause a reversal of the downward economic spiral in the nation by revving up and stimulating economic activities.

However, with the continued emasculation faced by the populace, weakening of the nation's economy, and inundated by the unparalleled effects of a banal educational system on human capital development, the federal government has to rethink and rejig its national policy on education to effectively tackle the challenges posed by an educational system that merely produces graduates without the requisite skills and knowledge to reinvent themselves in the 21st-century knowledge-driven economy. The overriding idea is to foster and sustain a system that recognizes and promotes innovations and expertise as the foundation for national growth and development.

Universities Offering Entrepreneurship

Olorundare, & Kayode (2014) In this light, the government 2006, through the National Universities Commission (NUC) directed Nigerian Higher Education Institutions (HEI) to include Entrepreneurship Education (EED) as a compulsory course for all students effective from the 2007/2008 academic year. The rationale for this was to promote business initiatives and other necessary vocational skills to reduce undue dependence on white-collar jobs by university students upon graduation.

In line with the above directive, many institutions of higher learning have commenced Entrepreneurship as a course of study and a few others introduced it as a degree course. Examples of such institutions offering Entrepreneurship as a degree program/ course of study are the American University of Nigeria, Yola (BSc. Entrepreneurship), National Open University, online (BSc. Entrepreneurship), Bayero University Kano, Covenant University, Ota, Federal University of Agriculture, Abeokuta, Federal University of Agriculture, Makurdi, Joseph Ayo Babalola University, Ikeji-Arakeji, Lead City University, Ibadan, Michael Okpara University of Agriculture, Umudike, Nasarawa State University, Keffi, Nnamdi Azikiwe University, Awka, Osun State University, Osogbo,

Renaissance University, Enugu, University of Benin, Benin City, Federal University of Technology, Akure, Paul University, Awka, Veritas University, Abuja.

Benefits of Including Entrepreneurial skills in the curriculum

This development is largely seen as a step in the right direction and a move capable of re-orienting the vast majority of Nigerian graduates and changing their psyche for a more productive and vibrant workforce, which will overtly tell on the performance of the nation's economy and stimulate economic growth and prosperity.

An elaborate and well-thought-out educational system creates critical thinkers and enables the next generation of innovators, processes, and ideas that sustain the economy. Even as the nation grapples with the challenge of globalization and a knowledge-based economy, the remedy is an educational system that takes cognizance of the thrills and rigors of the moment and it is for this reason the government initiative on entrepreneurship study in higher institutions is laudable.

To prevail in this new data-based and always advancing society, understudies need to foster their capacities and genius to levels much past what was considered acceptable previously, subsequently, the significance and convenience of business instruction can't be over-accentuated.

According to Brooklyn Center Entrepreneurship Market Strategy (2021), an Entrepreneur Metropolitan financial aspect performs unequivocally on a wide scope of monetary pointers, from development to work. Likewise, the inquiry currently emerges whether Nigeria is prepared for this reality Nigerian understudy is prepared to make the most of this chance.

The burden to rejig and upscale the Nigerian educational system is a herculean one. Over the years, the nation has witnessed unprecedented deterioration in the quality of education served. The bulk of the challenge is that the government lip service to the development of the educational sector in the past and in the present. The Nigerian educational system that used to be the envy of all has systematically declined these past decades. Lack of incentive and a commensurate reward regime for educational professionals has promoted brain drain and robbed the nation of the requisite expertise and skills that are needed to grow the nation's economy.

UNICEF Peter Hawkins (2022) describes "Nigeria as a part of a global education crisis (one of the world's largest populations of school youth in the world), with more than ten million Nigerian children. 40 percent of Nigerian children in the North aged between six and 11, especially girls, do not attend any primary school". In the South-East, the number of boys shunning school is also alarmingly on the increase. The dropout rate in primary schools across the country is put at 30 per cent, while only 54 per cent transit to Junior Secondary Schools.

Oraka (2018), stated that Quality education is necessary for the preparation of a skilled workforce and lasting socio-economic development of a country. Hence, the development and implementation of policies aimed at increasing the quality of education are vital. In Nigeria, there is an urgent need to focus on:

"To achieve the ambitious goal of providing quality education for all by 2030, a UNESCO report suggests that countries would have to allocate at least 20 percent of the national budget to education. This seems like a far reality for Nigeria with its 2018 budgetary education allocation of a mere 7.04 %. There is a crucial need for the Nigerian government to

prioritize the education budget for quality education and better education outcomes.” (Oraka, 2018)

The consequence is that teachers are underpaid; there is a lack of a healthy learning environment and an absence of commitment as well as passion by those who work in the sector. Consequently, the deficiency of entrepreneurship education in Nigerian higher institutions of learning is not an isolated phenomenon.

The quality of education in any learning environment is a crucial tool for improving the prospect of higher income levels for individuals, and for the economic growth of a nation, but the challenge that has clogged the wheel of progress for a robust educational system in the nation ranges from extreme poverty of vast majority of the Nigerian populace, poor school funding, waning interest from students, poorly trained teachers, inadequate learning aids and incessant strikes which have largely made learning uninspiring and erode the passion of the youth to pursue productive engagements in school.

Grade schools have practically rotted, the auxiliary schools are clogged, the two schools of instruction and polytechnics exist under their shadows, the colleges are by and large wrecked, the conditions could scarcely be in any case.

In the present situation, the nature of the instructive administrations at all levels has fallen. (Lawal & Olugbade, 1991). As of the year 2021, these words still hold true as the standard of education in Nigeria continually declines at unprecedented levels, which poses a threat to the economic, political, sociological, and human resource development that is necessary for the nation’s growth aspirations.

“The failure of public institutions in job creation is a major contributor to the dominance of the informal sector in Nigeria, as most people address the work deficit by engaging in activities to sustain their livelihood” (Onakala & Banwo, 2015).

The unfriendly impact of falling instructive guidelines to a country is exceptionally grave, along these lines in relating training to monetary and public development, it has been expressed that proper training holds the way to public turn of events and financial development, in like manner, the backing that interest in schooling is expanded depends on the way that high relationship exists between use in instruction, instructive norms, school enlistment rates and the GNP per capital or level of financial development of each public; in this way a fall in the instructive norm in Nigeria infers, thus, a decrease in its degree of monetary development.

“With the current population of about 171 million, 45 per cent of which are below 15 years, there is a huge demand for learning opportunities translating into increased enrolment which has created challenges in ensuring quality education since resources are spread more thinly.” The weight on instruction in Nigeria has become considerably seriously overpowering, bringing about in excess of 100 understudies for 1 educator as against the UNESCO benchmark of 35 understudies for each instructor, finishing in the understudy learning under trees for the absence of homerooms and other brutal conditions. (Laleye 2018, “Funding of Education in Nigeria below UNESCO Recommended Benchmark,” para 6).

For Nigeria to join the global race in achieving the agenda 2030 educational requirement, there must be a concerted effort in revamping the education sector, especially by giving adequate priority to the educational budget for quality education and better educational outcomes. Nigeria has achieved

some advancement in extending admittance to schools under the Millennium Development Goals (MDAs) and the homegrown Universal Basic Education (UBE) Scheme. In any case, this extension has not brought about further development in learning, as the level expectation to absorb information in Nigeria is verification. Getting youngsters to school doesn't consequently mean a satisfactory framework but employment of qualified instructors, favorable learning climate, regular participation, grade movement, viable homeroom administration, and all the more critically, effective learning.

With the avalanche of challenges that have riddled the Nigerian education system and stifled every effort at progression in the past both at primary, secondary, and tertiary levels, the new government's thinking of entrepreneurship development in higher institutions gives a great cause for concern. As laudable and imperative as the initiative is, the new educational policy direction may be consumed by the same hydra-headed monsters that have thwarted every effort in the past.

The promotion of entrepreneurship education in higher institutions in Nigeria will help to redefine the learning landscape in the country and improve educational outcomes with its attendant ripple effect on the nation's economy. It remains the game-changer in the nation's quest to rejuvenate the country's appalling economic status but this noble initiative may suffer the same fate that has befallen other government initiatives in the past aimed at revamping the nation's educational sector and significantly growing the economy. Entrepreneurship study in Nigeria's higher institution of learning is a novel and welcomed development. It has the potential of galvanizing and acting as the soothing balm for the many intractable ills that have plagued the nation's economy. Thus, it is in this capacity that it may not spare the deadly blows that have sent other people's innovative ideas in the past to their early graves.

Nwambam, Nnwnnaya, and Nwankpu (2018) Studies that have assessed business programs in Nigeria's higher establishments. These studies, place that the current foundation restricts the viability of business instruction in colleges highlighted by poor and out-of-date labs, studios, and offices, understudies' blasts, and lack of qualified scholarly staff. (Journal of Entrepreneurship Education; Vol. 21 Issue 1, 2018).

The positive move by the federal government to present business instruction in tertiary establishments has led to a clear and hurried presentation of the course into an advanced degree program. A human and capital asset cum tremendous test in their execution for the ideal outcome is expected, having established a solid limitation framework at both essential and auxiliary schools' levels, giving required. Considering that the business educational plans of tertiary organizations are pertinent for economic advancement of the country with a helpful effect on understudies' pioneering soul, they don't satisfactorily furnish understudies with information and abilities to be independently employed, as the technique for showing business venture program in these foundations are not reasonable for adventure creation and development.

Career in opportunities in the printing industry

Printing industries creates the ability to record ideas so they could survive across many generations. It also allows information to be communicated exactly to any number of people. Once ideas and information were made permanent and everyone had access to them, true technological development began. Viewing the printing industry: it is made up of commercial, special purpose, quick printing, in-plant printing, publishing, package printing, trade shops and related industries is only one way to look at this broad industry. The printing industry does not stand-alone; it is carried by people. There are various paths to entering the printing industry. These are as follows:

Upper-Level Management preparation

Individuals with experience in such areas as art, journalism, engineering, chemistry, physics, research, data processing and computers, sales, marketing and management are employed in the printing industries.

Middle level management preparation

Middle level management such as production control people, section foremen, and skilled craft people enter the industry by a variety of routes. There are opportunities for high school and secondary school graduates. The industry offers vocational or industrial arts classes combined with a cooperative experience for those who do not have college or university degrees.

With the various opportunities available in the printing industry combined with the entrepreneurial knowledge from the various institutions of higher learning. There is certain awareness programs that need to be done for young graduates to know that these ample opportunities are available in the printing industry.

Conclusions and Recommendations

To achieve sustainable economic development in Nigeria through entrepreneurship programs in the universities, the Nigerian government, through appropriate agencies and institutions, needs to do more through compulsory degree programs in Entrepreneurship in all higher institutions, with curricula, which emphasize practical/vocational training and acquisition of skills in business venture creation.

With the noble drive to grow the nation's economy, through the honing of entrepreneurship skills in Nigerian youth, the government should show steadfastness and commitment in ensuring that all hands are on deck to see to the success of this new educational policy regime for higher institutions in the country. In doing this, the government should liaise with all critical stakeholders in the educational sector to examine this urgent national issue to generate necessary ideas and establish the framework for the implementation of the extant government policy on the compulsory introduction of entrepreneurship education in higher institutions in Nigeria.

The government will be providing the needed impetus and right footing for the entrenchment of entrepreneurship education in Nigerian universities by liaising with all relevant stakeholders to undertake a comprehensive review of the extant entrepreneurship curriculum, as well as propose measures to ensure adequate provision of educational facilities, equipment, and materials for teaching entrepreneurship education and provide practical venture creation for students and graduates.

To leapfrog and provide the necessary head-start for the promotion of entrepreneurship education and bolster its development, it will serve some useful purposes for the federal government to make funds available to cater for the dearth of infrastructure in Nigerian universities to re-position them and make them amenable to the new scale of learning to be envisaged in various institutions. Also, with the right funding, the challenge of inadequate manpower and skills for promoting entrepreneurship education in Nigerian universities can be effectively tackled through training and re-training of the academic staff of the institutions and hiring experienced personnel versed in teaching courses in entrepreneurship development.

As part of measures to provide a robust background for the implementation of this novel educational policy in higher institutions in Nigeria and ensure its continued sustenance, it is pertinent to extend the new directive to schools both at primary and secondary levels, so the youth could imbibe the culture and develop entrepreneurship spirit much earlier in life and as they transition from one level

of growth to another. This way, the new policy regime fostered in higher institutions across the country will not suffer loneliness and be left out in the cold to starve to death as an orphan.

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