



Innovative Vocational Trainings for Entrepreneurship Education: A Yet to Be Found Diamond

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ABSTRACT

Entrepreneurship Education was injected into the Nigerian Tertiary Institutions in 2006 as a means of empowering Nigerian students to acquire diverse vocational skills for employability and self dependency after graduation. The whole concept of the introduction of the entrepreneurship education was to alleviate the incessant rate of unemployment in the country. Therefore, in fostering and augmenting the teaching of entrepreneurship education, several vocational trainings extracted from various spheres of influence ranging from Bag Making, Aluminum Fabrication/Repair, Fashion Designing, Barbing/Hair making, Computer/Phone Engineering, etc. were introduced into all the tertiary institutions with diversity mostly based on the discretion of the principal officers in various tertiary institutions. Unfortunately, there is a diamond yet unfound missing from the proposed vocational trainings in most tertiary institutions which is Photography; either as a result of oversight, undermining or inadequate information on the lucrative aspect of adopting Photography as a vocational training for students which is liable to further help various tertiary institutions not only in achieving the expected goals and objectives of the entrepreneurship education but also as a means of internally generated revenue (IGR) if adequately invested into. This paper hereby exposes the importance of adopting photography and its birthing innovations as parts of the vocational trainings in entrepreneurship education for undergraduates. It also gives account of many a person who is, without art and/or formal education, leveraging photography as a means of livelihood and job creations within the country. This study traces existing literatures on photography and it aims at proposing photography to thicken the vocational trainings available to augment entrepreneurship education in most tertiary institutions in the country; it also hopes to stir the interest of unemployed youths/adults who could have access to this paper in venturing into photography as a means of livelihood. Also, it will contribute to the existing few literatures on photography as a means of entrepreneurship education and its equivalents.

Keywords: Photography, Entrepreneurship, Education, Job Creation, Vocational Training

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1. INTRODUCTION

In 2006, the President Obasanjo led administration in a bid to curbing the existing rate of graduates been unemployable cum the need to alleviate severe unemployment rate that was threatening the economy at the time, conceived the necessity for entrepreneurship education be injected as a compulsory course for undergraduates in all the tiers of tertiary education in Nigeria. The birth of the initiative stirred the adoptability of many a vocational training designed to augment



the efficacy of the entrepreneurship education. As cited by Ediagbonya (2013), Oborah (2006) outlined the objectives of entrepreneurship education as:

1. To provide meaningful education for the youths, which could make them self-reliant and subsequently encourage them to derive profit and be self-dependent;
2. To provide small and medium sized companies with the opportunities to receive qualified graduates who will receive training and tutoring in the skills relevant to the management of the small business centres;
3. To provide graduates with training in skills that will make them meet the manpower needs of the society;
4. To provide graduates with the training and support necessary to help them establish a career in small and medium size businesses;
5. To provide graduates with enough training in risk management to make uncertainty almost possible and easy;
6. To provide graduates with enough training that will make them creative and innovative in identifying new business opportunities; and
7. To stimulate industrial and economic growth of rural and less developed areas.

However, further information on the goals and objectives of entrepreneurship education in tertiary institutions can be fully read through (<http://www.thenigerianvoice.com/nvnews/45849/1/why-we-set-up-entrepreneurship-studies-in-varsities.html>). As cited by Ediagbonya (2013). The depth of the need for entrepreneurship education became so intense that it was later introduced as part of the orientation exercises for corps members during the 21 days orientation camping at different National Youths Service Corps (NYSC) orientation camps across the country. In March 2012, the NYSC leadership introduced Skill Acquisition and Entrepreneurship (SAED) Programme into the NYSC orientation course content. The goals of the scheme include sensitization and mobilization of young graduates for skill acquisition annually and facilitation of training and mentoring of young graduates in skill acquisition and entrepreneurship development of self-reliance annually. Bola (2019). Surprisingly, there is a level of uniformity maintained for the vocational trainings adopted both at undergraduate level in tertiary institution and for the corps members.

Parts of the vocational trainings extracted from diverse spheres of influence which most tertiary institutions and diverse NYSC officials across the country grossly adopted to augment the entrepreneurship education are, but not limited to:

1. Bag Making
2. Aluminum Fabrication/Repair
3. Barbing/Hair making
4. Shoe Making
5. Bead Making
6. Fashion Designing
7. Computer/Phone Engineering
8. Website Development, et.al

Apparently, for every of the vocational training, there is a level of innovative uniqueness, either as a result of gradual change in market demands or individual discoveries attached to each of the vocational trainings adopted by many a tertiary institution cum NYSC body. There is no doubt that, among many other reasons, some of the vocational trainings have been carefully adopted by many institutions because of their innovativeness, relevance, existing market demand not exempting their simplicity in terms of financial funding for startups and their lucrateness which is based on the strengths of each of the trainings being indispensable in terms of how demanding the services are to mankind. Not forgetting that the primary goal and objective of this study is to expose the importance of adopting Photography, the



unfound diamond, and its birthing innovations as parts of the vocational trainings in entrepreneurship education for teeming youths in a bid to thickening the existing innovative vocational trainings.

The said diamond yet to be explored is an aspect in Art known as Photography. Photography, which is a sub branch in art manifests itself to be a combination of two Greek words 'Photo' and 'Graphie'. Photo refers to as light while graphie refers to write; so one can literally define Photography simply as the process of writing with/through light. This study will be delving into some literatures that further explain photography, this paper also intends to explore its (photography) relevance, what makes it a diamond yet unfound, the lucrative side of it, the birthing innovativeness of Photography, the lucrative aspect of Photography, and with recommendations on how and why should it be adopted as a vocational training to thicken the entrepreneurial intentions of students across all the tiers of tertiary education.

2. LITERATURE REVIEW

While probing into the definition of entrepreneurship, Hisrich (2002) observed Entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming accompany financial, psychic, and social risks and receiving the resulting rewards of monetary and personal satisfaction and independence. Entrepreneurship training according to Ayeduso (2004) is a specialized training given to the student or trainees to acquire skills, ideas and managerial abilities and capabilities for self-employment than being employed for. As both cited by Adebayo et.al (2013). The concept of entrepreneurship which its existence in Nigeria is traced back to the period of trade by barter, is believed to be grounded on value exchange. Also, it is believed that there is barely any discipline that is not entrepreneurship-inclined. The genealogy of the historical development of entrepreneurship in Nigeria can further be mined from: https://omanjaf-wordpress-com.cdn.ampproject.org/v/s/omanjaf.wordpress.com/2013/03/30/the-history-of-entrepreneurship-in-nigeria/amp/?amp_js_v=a2&_gsa=1&usqp=mq331AQA#referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s&share=https%3A%2F%2Fomanjaf.wordpress.com%2F2013%2F03%2F30%2Fthe-history-of-entrepreneurship-in-nigeria%2F

3. THE YET TO BE FOUND DIAMOND: PHOTOGRAPHY

3.1 What is Photography?

Merriam-Webster Dictionary defines Photography as the art or process of producing images by the action of radiant energy and especially light on a sensitive surface (such as film or an optical sensor). Though the blend of innovative technologies and recent discoveries have made the process of photography less cumbersome unlike the early age of its discovery when there was a need of tedious chemical involvement in enabling the exposures from the then pinhole camera to document its exposure(s) on a sensitive surface. However, wikipedia defines **Photography** as the art, application and practice of creating durable images by recording light or other electromagnetic radiation, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film or with recent technological innovations, stored on a memory card.

The new age discoveries are fast eroding the old age irksome procedures in processing a Photograph by the introduction of digital pocket cameras that can take and print the exposure instantaneously, DSLR cameras that records the exposures on a compact flash or a SD memory card for direct imaging printing or laboratory processes. Also, another technological discovery eroding the irksome procedures in processing a Photograph is the invention of smartphone capable of taking pictures and stored for preview and other electronic uses; this eventually gave birth to a new slang in Photography called selfie. Recently, because of the general and gross usage of the slang selfie, the term found a new spot in the dictionary as a literary term depicting picture taking of oneself or group.



However, there is no way anyone wants to talk about photography without understanding the pivotal tool instrumental for it -Camera.

3.2 What is a Camera?

A camera is an optical instrument to capture still images or to record moving images, which are stored in a physical medium such as in a digital system or on photographic film. A camera consists of a lens which focuses light from the scene, and a camera body which holds the image capture mechanism. -Online Wikipedia

This is to say camera is pertinent not for taking still images only but also to record sequential or motion figures/objects popularly known as video.

3.3 Evolution of Cameras

The first pinhole camera also called the Camera Obscura was invented by Ibn Al-Haytham in 1500. It used a pinhole to project an inverse image when light passed through the aperture. (Sutori.com)

The evolution of camera spilled from the first invented camera known as pinhole camera down to analog camera which uses roll of films to record pictures which are later taken to laboratories for chemical exposures. The comprehensive record narrating the evolution of the cameras can be further mined from:

<https://www.sutori.com/story/the-evolution-of-cameras--4nqmoi3vassuumqorcabxh7f> as well as <https://www.academia.edu/30320220/an-illustrated-timeline-on-the-evolution-of-cameras>



Fig. 1



Fig.2



Fig. 3: Source for the above 3 pictures: <https://www.sutori.com/story/the-evolution-of-cameras--4ngMoi3vasSuUmqorcAbxh7F>

3.4 How Does A Camera Work?

The best way to understand how a camera does work is to be familiarized with all the components that make up a camera. For the context of this paper and the fact that there is a need to shed light on things relatable for the target audience, teeming youths, widely referred to as computer age generation, a digital camera will be focused on.

There are different types of digital cameras. The following are the highlights of the different types of camera:
Compact Digital Cameras:

Image/info Source: circuits today.com

Fig. 4



1. Bridge Cameras:



Fig. 5

Image/info Source: circuits today.com

2. Digital Single Lens Reflex Cameras:



Fig. 6

Image/info Source: circuits today.com

3. Electronic Viewfinder (EVF)





Fig. 7

Image/info Source: circuits today.com

4. Digital Rangefinders



Fig. 8

Image/info Source: circuits today.com

5. Line-Scan Cameras



Line-scan cameras

Fig. 9

Image/info Source: circuits today.com

A more comprehensive information on each of the above mentioned types of digital cameras can be mined from: <http://www.circuitstoday.com/different-types-of-digital-cameras>

If the above are the different types of digital cameras, what then are the general components of the digital cameras. This will help in relating effectively with the camera and probably know which is worth procuring for a startup in photography. Components of a digital camera is shown in the image below:

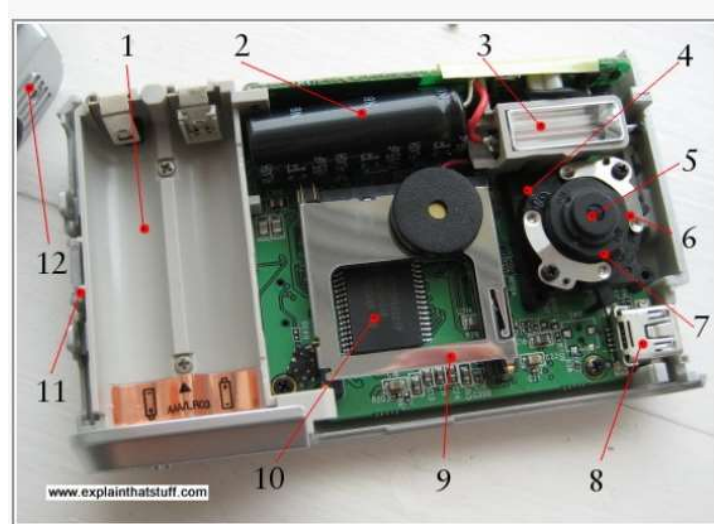


Fig. 10

Image/info Source: explainthatstuff.com

1. Battery Compartment
2. Flash Capacitor
3. Flash Lamp
4. Led
5. Lens
6. Focusing Mechanism
7. Image Sensor
8. USB connector
9. SD (Secure Digital) Card slot
10. Processor Chip
11. Wrist connector
12. Top Case

However, a well comprehensive information on the above mentioned components of camera can be better mined from:
<https://www.explainthatstuff.com/digitalcameras.html> other sources are:

6. <https://www.degto.com/basic-camera-parts-and-functions/>
7. <http://www.steves-digicams.com/knowledge-center/how-tos/photography-tips/10-basic-camera-parts.html#b>
8. <https://snapshot.canon-asia.com/article/en/lesson-2-knowing-the-different-parts-of-the-camera>



4. DIFFERENT TYPES OF PHOTOGRAPHY

There are different types of Photography, making it a friendly skill that anyone can easily gets along with. Students-trainees would be free to choose which of the Photography areas best suits their diverse interests. There are many types of photography and about 15 of them are listed below:

9. Events Photography
10. Landscape Photography
11. Product Photography
12. Photojournalism
13. Studio Photography
14. Portrait Photography
15. Architectural Photography
16. Fashion Photography
17. Seascape Photography
18. Travel Photography
19. Advertising Photography
20. Pet Photography
21. Aerial Photography
22. Scientific Photography
23. Stock Photography

A well comprehensive information on each of the types of Photography listed above can be further mined from:
<https://www.pixpa.com/blog/types-of-photography>

As simple as they appear, they all have different directions and accidentally or by virtue of skills, strength and passion of an individual, many find themselves doing almost half or more of the different types of Photography listed above. Each of the above mentioned types of Photography has its scope and there's always a demand for each of them; but the level demand/patronage depends on the location of the intending photographer and his/her motives. This is to say, Photography is a broad vocational training that is capable of absorbing different kinds of trainees' diverse interest. The trainees have more than enough areas of Photography to concentrate on having no reason not to be patronized.

4.1 Why Should Photography Be Adopted As A Vocational Training In Teaching Entrepreneurship Education?

Mere looking at the concept of all the adopted vocational trainings in virtually all the tertiary institutions and post tertiary bodies advocating the entrepreneurship education, they all have several things in common; ranging from * Skill-inclined, * Lucrativeness * Easy Startups * Affordable to maintain * services/transaction inclined et.al. The good news is that Photography also has all the above mentioned feats with a high level of flexibility that make other vocational trainings adoptable. Photography, is an effective vocational training that if well taught, a trainee can start making money right on the spot unlike many of the other vocational trainings that would require a setup of a shop, cubicle or office alongside expensive equipment. Meanwhile, in photography, there are several ways through which trainees can make money with immediate effect. Starting from scratch, as an amateur photographer, it does not require procuring a professional camera before a trainee can start making money right on the training spot. With a mere smartphone anyone serious about making money in photography, can achieve more than expectations.

4.2 How A Student/Trainee Can Start Making Money Right On The Spot Of Training



There is an aspect of photography coined from portrait photography called passport photography. This deals with taking passports for interested people and having it printed either right on the spot or less than 24hour delay. Taking passports does not really require powerful camera, with a mere phone camera of 3-5megapixels or its equivalents, the trainee is good to go.

5. HOW LUCRATIVE IS PASSPORT PHOTOGRAPHY?

The lucrateness of this aspect of photography, especially for student-trainee, is mostly affected by the location of the photographer. However, for the context of this paper focusing on entrepreneurship education in tertiary and post tertiary institutions, it is good to assume the location of the expected trainees would be in their respective schools or a location having youths and young adults within reach. Having locations like schools is really a fertile ground where a passport photography can thrive efficiently. Unarguably, the demand for passports by students and scarcely, staff, will always suffice both at the inception and close of a session or semester. So, let's say irrespective of the situation, in a school where 3000 students are offered admission, at least 500, if not all, out of the 3000 students would need passports. And if there are about 30 or more trainees in the unit of Photography, in the whole school, each of these 30 trainees will have at least 15 co-students to attend to their passports needs. Presently, the costs of passport range from N500 - N1000 for 8units of a 35x45mm passport.

Fortunately, there is comity of phone applications that enable image cropping cum other photographic manipulations. Hence, all what a trainee needs to do is take the passport photograph of the interested student/customer manipulate/crop using appropriate application on his/her phone, then go to a nearby Photographic laboratory and print. On a 5x7 inches, about 8-11 units of the 35x45mm passports can be conveniently laid. The printing of a 5x7inches photograph goes within the range of N50 - N100 depending on locations and company's prices. Therefore, if for example, a trainee gets a customer on passport demand of 8units, the trainee is likely to gain about N400 - N800 (depending on the agreed price) on a single customer. Therefore, assuming a trainee gets about 5-10 students demanding for passports, a trainee might end up gaining at least N5000 on 10 customers in a day. If this happened repeatedly for a week, that will result to a gain of $N5000 \times 6\text{days} = N30,000$ in a week. This can go a long way in relieving the student-trainee of some financial irksomeness.

5.1 How Lucrative Is Photography Generally?

Photography generally is a lucrative business that can serve as meeting ends for individuals, and serve as Internally Generated Revenue for groups, schools, corporate bodies, et.al The good news is that it doesn't require much strength to make photography profitable it only require the necessary passion that all skills require. For example, most of the notable photographers in the country did not really have any formal education in art or its equivalents before venturing into the business that has already carved a niche for them ahead of their contemporaries. The nature of Photography, when viewed from afar, it appears to be monotonous and unprofitable until a trial is given.

Listed below are the names of notable individuals who have been made impeccable thorough photography without any formal education in art, photography or equivalents.

24. Kelechi Amadi Obi – a renowned Nigerian Photographer. He studied law and ended becoming a force through photography.
25. T.Y. Bello studied Economics at University of Lagos.
26. Obi Somto – A graduate of Banking and Finance from Babcock university.
27. Other famous photographers could be further mined from: https://buzznigeria-com.cdn.ampproject.org/v/s/buzznigeria.com/nigerian-photographers/amp/?amp_js_v=a2&_gsa=1&usqp=mq331AQA#referrer=https%3A%2F%2Fwww.google.com



[e.com&tf=From%20%251%24s&share=https%3A%2F%2Fbuzznigeria.com%2Fnigerian-photographers%2F](https://www.buzznigeria.com/nigerian-photographers/)

28. Other emerging photographers can be further mined from <https://theculturetrip.com/africa/nigeria/articles/10-nigerian-photographers-you-should-know/>

5.2 Other Innovative And Profitable Services Attached To Photography

During age long years the Photography has been in existence, so many other innovative skills/services have been emerging from time to time. Parts of the profitable service-inclined skills are: Image Manipulation, Digital Painting, caricature painting, etc. All of these skills take their roots in photography/Editing.

5.3 Why some teeming youths are not embracing the vocational skills after graduation?

The major challenge curbing many teeming youths from embracing the vocational skill they learnt as undergraduates is the financial requirements pivotal for the startups of the vocational training while to many other graduates, the time consuming nature of some of the vocational trainings lured many to disembark on the vocational trainings after graduation. Therefore, adopting Photography as a vocational training will, without doubt, stir the interest of many teeming youths and embrace the vocational training. Photography as a vocational skill, as it has been explained above can be done alongside other daily activities as it is not as time consuming as many of the existing vocational trainings.

6. CONCLUSION

The nature of this study which is expository has been able to recommend a new vocational training capable of enabling and awakening the desired spirit of entrepreneurship that every teeming youth is expected to imbibe in tackling the fast rising economic challenge resulting from unemployment. The study, using Photography, has been able to propose a new vocational training that seems to be broad enough to absorb as many teeming youths as possible; hence, thickening the volume of the existing vocational skills adoptable in teaching entrepreneurship education effectively. Meanwhile, the other facet of importance for adopting photography as a vocational training is that it will also create employment opportunity for some photographers to train the trainees. The study delved into photography, availing a simple means through which an immediate result can be achieved by trainees/students who opt for Photography as the most preferred option for vocational training.

7. RECOMMENDATION

For Student/Trainee

It is highly recommended that the students/trainees be very careful not to allow the lucrative aspect of this vocational training to overshadow them in such a way that it will affect their focus on their studies.

For Trainers

Photography if well taught is a very interesting skill that anyone will find lucratively friendly, therefore a trainer must be very careful in how the photography will be taught in such a way that the trainees would find it easy to understand. The trainer should focus much strength on the practical aspect within the specific period that the modules are expected to be taught. The trainers should afford the trainees the opportunity to relate with their immediate environment by capturing scenes from/within their various campuses.

For Managements of Tertiary Institutions



It is recommended that the trainers be chosen based on field experience in photography; possibly graphics graduates or an experienced graduate photographer. It is also recommended that a mini studio be setup and equipped with some studio photography equipment in order to augment the effective teaching of this vocational training. However, this vocational training can be taught even without a studio. The trainer will be made to direct the trainees' attention to outdoor, events, and other areas of photography that do not require a studio. It is also recommended that the students be examined at the end of the training by producing a project in photography. Theoretic examination is hereby left on the discretion of the management.

For State/Federal Governments

Since the objective of the enforced entrepreneurship education is to equip the teeming youths that make up more than half of the country's population, with entrepreneurial skills that are lucrative and friendly for petty startups, it is hereby recommended that Photography be injected into the vocational trainings in all the tiers of tertiary education with the mandate of funding respective institutions within jurisdiction.

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