



Apprenticeship Training and Job Creation: A Conceptual Framework of their Relationship

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ABSTRACT

The study focus on the impact of apprenticeship training on job creation among artisans in Bauchi state, the study delineates the need for investigating this impact especially in this crucial time of rising unemployment and economic meltdown, the study, provide the conceptual framework to express the relationship between the apprenticeship component and job creation, expatiates on the factors that influence career choice and the government support, the nature of apprenticeship in Nigeria and other emerging government contributions. The two concepts (apprenticeship and job creation) were considered relative and with justification, a thorough empirical review was conducted to confirm the postulation of their relativity. The study recommended that apprenticeship be revitalized and updated, as well as that ethnic-based unions be legalized and reorganized to fulfil both social and economic functions.

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INTRODUCTION

Apprenticeship training programs offer opportunities to persons who want to improve their performance in certain trade areas. A prosperous, professional, and marketable career can be obtained through an apprenticeship training program. Apprenticeship training programs give people who want to when compared to not having a job, a successful apprenticeship enhances the likelihood of finding informal work. Furthermore, an apprenticeship training program might provide an opportunity to transition from the informal to the official sector of employment, most likely with greater job benefits and higher opportunities for advancement (Cieslik, Barford, & Vira, 2021). Thus apprenticeship is a panacea to unemployment and can open a gate of job creation particularly in Nigeria that has the largest population in Africa but with the highest number of unemployment.

Previous studies found that apprenticeship training in the informal sector increases the trainee's chances of finding work in both the formal and informal sectors. Apprenticeship training programs generate highly qualified workers with the necessary knowledge and skills for a country's economic development, and they can be utilized as a long-term strategy for expanding youth

employment (Ehteshami, 2020). As a result, it is intended that apprentices would acquire the necessary skills and knowledge for employment creation and development. As a result, it was proposed that employment generation is a function of apprenticeship.

In the Nigerian context, the apprenticeship system was developed in South-Eastern Nigeria but is currently implemented throughout the country. Even though the system is rather informal and receives little or no attention from the government, it has made and continues to make significant contributions to entrepreneurship promotion and the development of micro, small, and medium enterprises (SMEs), wealth and job creation, poverty alleviation, and the overall economic growth and development of the country (Mpi, 2019). Thus, considering it is a contribution toward job creation it becomes expedient to review it is significant especially during the rapid increase of unemployment and insecurity in Nigeria.

Job creation, on the other hand, is a process in which individuals create and develop something unique and creative by investing their money and time, as well as taking numerous risks such as financial, physical, psychological, and social hazards. In exchange, individuals receive fulfilment and a



sense of freedom (Ejo-orusa Henry, 2019). According to Bolukbas (2020), job creation is defined as an individual's readiness to start a new enterprise. Thus, entrepreneurship is about developing something new by spending resources and demonstrating a willingness to take risks to capitalize on opportunities in the environment (Akram & Syed, 2019).

Brockhaus (2018) defines job creation as an individual's willingness to start a new enterprise. Thus, entrepreneurship is about developing something new by spending resources and demonstrating a willingness to take risks to capitalize on opportunities in the environment (Akram & Syed, 2017). Apprenticeship and job creation, on the other hand, concentrate on the study of entrepreneurial behaviour, the dynamics of company setup, development, and extension of the enterprise.

Furthermore, apprenticeship and job creation are procedures that improve entrepreneurial skills and knowledge through structured training and institution-building programs. Zhang (2021) claimed that it intends to broaden the entrepreneur base in order to accelerate the creation of new company initiatives. This hastens the creation of jobs and economic progress (Usman, Makhdum, & Kousar, 2021). Job creation is a typical aspect of an entrepreneurial society, as new participants in the economy have unique features as a result of open-source culture. A society like this fosters a robust network of angel investors as well as training opportunities for future venture capitalists and business leaders. Furthermore, employment creation in one firm is likely to come at the expense of job destruction in other enterprises to some level (Andrews & Bahar, 2021). Apprenticeship and job creation, on the other hand, concentrate on the study of entrepreneurial behavior, the dynamics of company setup, development, and extension of the enterprise.

Furthermore, apprenticeship and job creation are procedures that improve entrepreneurial skills and knowledge through structured training and institution-building programs. Job creation is important to the wellbeing of an economy and has become an urgent national priority following the recent financial crisis job creation in one firm is likely to come to some extent at the expense of job

destruction in other firms (Andrews & Bahar, 2021)

Though these apprentices are often not paid, they are provided accommodation, transportation costs (where necessary), feeding and clothing (i.e. physiological needs). It takes roughly 3-7 years, depending on the age and academic qualifications of the apprentices, learning capacity and of course the nature of the business, trade or craft. During this period, the apprentice learns the trade of his/her Master and also receives mentorship. At the end of the agreed or stipulated period, the Master has a responsibility to establish the apprentice; either by setting-up a separate but similar business and or providing money or tools to settle the apprentice as the case may be (Winifred, 2018; Onwuka, 2015; Alake, 2018).

During the training period, the apprentice develops entrepreneurship skills and learns all the intricacies involved in the business such as supply chain management, quality control, marketing and dealing with customers, forecasting, human relations, bookkeeping and accounting, negotiation skills, inventory control and analysis and opportunity recognition and utilization. There is usually no established curriculum, formal learning procedure or pedagogies and so the apprentice learns from or through observation, imitation, and in some cases, trial and error. Usually, the apprentice learns on the job by direct instruction and is punished for making mistakes (Collins, Brown, & Newman, 2021). Therefore, the extent to which the apprentice will learn will be dependent on the capacity and management style of the Master/mentor on the one hand and the learning capacity and drive of the apprentice on the other. The learning, mentoring and settlement models apply to virtually all the micro, small and medium scale enterprises and most sectors of the economy. Based upon this background considering the relationship between apprenticeship training and job creation toward the eradication of unemployment and improving the economy of a nation, thus it is expedient to consider it as a panacea to unemployment in Nigeria.

CONCEPTUAL FRAME WORK OF APPRENTICESHIP AND JOB CREATION

Based on the developmental-contextual model of career development, this study investigated five elements that contribute to employment creation in Nigeria through Apprenticeship training. Apprenticeship trainee self-confidence, knowledge and skills, and family support all constitute apprenticeship

Apprenticeship

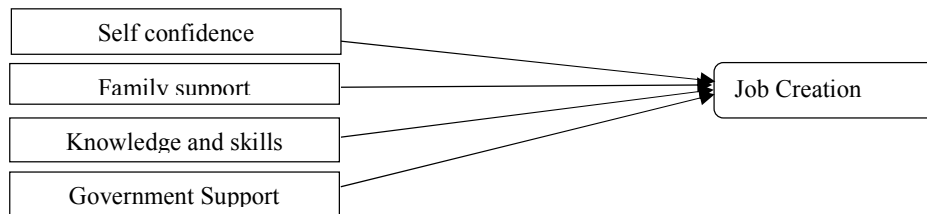


Figure: 1. Conceptual Framework of Apprenticeship Training, (2021).

FACTORS THAT INFLUENCE JOB CREATION

The following are the apprenticeship component that influences job creation

Self-Confidence

Self-confidence refers to apprentice beliefs in their ability to master new skills and tasks, often in a specific academic domain or training. In other words, perceived self-confidence is concerned with people's views in their own capacities to achieve specific goals (Bandura, 2006).

Bandura (2006) described self-efficacy in the theoretical context of social cognitive theory, stating that human achievement is dependent on interactions between one's behaviours, personal variables, and environmental situations. Self-confidence is a strong predictor of job creation about apprenticeship training which normally leads to entrepreneurship and job creation.

Knowledge / Skills and Job Creation

Apprenticeship knowledge/skills serve as the prime consideration in job creation but these can only be acquired through training but this training in Nigeria largely followed the traditional system for many decades until 1971 when industrial training fund ITF was established as the premier skills acquisition training institution in Nigeria, (Ezenwakwelu,

training experiences and are proximal contextual elements. The other elements chosen represent the other two areas of influence: government assistance at the individual level and government support at the distal level. Public policy has a greater impact on career development than on other aspects of human development (Bronfenbrenner, 2020).

Egboseonu, & Okwo, 2019). Similar institutions also created include; Administrative Staff College of Nigeria (ASCON), the Nigerian Council for Management Development (NCMD), and the National Directorate of Employment (NDE). The NDE trains unemployed persons to acquire vocational skills, entrepreneurship or business development, labour-based works, rural employment promotion. NDE also offers job placement guidance and counselling to unemployed people, (Ezenwakwelu, Charity, & Henry Okwo 2019).

Family Support

People undergoing apprenticeship are seen as "never do well" people and they are not given deserved respect as their counterparts in the formal school system (Ezenwakwelu, Egboseonu, & Okwo, 2019). The problem facing the practise of apprenticeship in developing countries involves funding. The financial problem, in most cases, made it difficult to sponsor apprenticeship training for the agreed period. This family support *sin-qua-nos*, through which motivation encouragement and fund emerge. Necessary equipment that can improve efficiency and meet up with technological needs was inadequately provided by the master craftsman for apprenticeship training but family



can contribute to fulfilling the dream of job creation.

Government Support

The case here is peculiar to Government support which the interaction between the apprentices and the government support may be tangible or in tangle through some policies such as SEMEDAN, SURE-P, N-Power, Trader Money which are directed toward providing an opportunity for job creation. This is based on how Homans, (1961) analysed how the structure of rewards and costs in a relationship affects patterns of interaction (Molm, 1991).

APPRENTICE TRAINING IN NIGERIA

In Nigeria, apprenticeship training is prevalent in private small-scale and cottage businesses. According to (Agunbiade, Afolabi, Olaiya, & Omotayo, 2020), a large number of this type of craft industry is unregistered with the Federal Office of Statistics. Most of the time, these businesses do not require the norms and provisions of a valid apprenticeship contract. A candidate signs a written agreement with a corporation or private agency before beginning a trade apprenticeship. The terms of the apprenticeship period are specified in each agreement. In most cases, the employer has the right to terminate the contract with immediate effect if either party violates the terms. Akolgo-Azupogo, Rubens, and Bardy (2021), claim that as a strategy to fight unemployment, the Federal Government through the auspices of the NDE mounted three core programmes namely:

1. The Youth Employment and Vocational Skill Development (YE & VSD) scheme.
2. The Small-scale Industries and Graduate Programme (SSI & GE).
3. The Agricultural Programme and Special Public Works (SPW) programme.

The YE & VSD scheme was aimed at giving vocational skills to unemployed youths and helping them thereafter to be either self-employed or to get gainful wage employment. Those three sub-programmes exist under the YE & VSD namely

- (i) The National Open Apprenticeship Scheme (NOAS)

- (ii) The School on Wheels (SOW) scheme
- (iii) The Waste to Wealth (WAW) scheme.

CONCEPT OF JOB CREATION

Job creation can also be evaluated from a business, management, and personal standpoint. According to an Economist, job creators are people who combine human materials, information, financial, and physical resources to produce goods and services, as well as those who introduce changes, innovations, and a new order, whereas according to a Psychologist, job creation is typically driven by certain forces, most notably the desire to obtain/attain something, experiment, accomplish, or perhaps escape the authority of others (Beverly, 2021). To a businessman, the same entrepreneur may be a source of supply, a customer, or someone who creates wealth for others, as well as funds new ways to use resources, minimize waste, and create jobs for others (Adamu 2020).

Job creators are successful and will have many qualities in common with one another. They are confident and optimistic, disciplined self-starters. They are receptive to any new ideas that cross their path and possess knowledge and skills for job creation whether formally or informally. Entrepreneurs are not thwarted by their defeats. Pineda, Pineda, and Piedrahita, (2021), observe that entrepreneurs see defeat as an opportunity for success, and are determined to make their endeavours succeed and do not agree that something cannot be done. The entrepreneur has strong communication skills to sell the product and motivate employees, make critical contributions to a nation's economic development and bring technology-intensive, often risky, innovations to the commercial market thereby helping to develop whole new industries, (Leyva-de la Hiz, & Earle, (2021).

Job creation is the dynamic process of creating incremental wealth. The wealth is made possible by individuals who provide value for product/service and undertake huge economic risks in terms of time, capital, equity, as well as career commitment, (Sharma 2021).

Apprenticeship and job creation are thus processes of improving entrepreneurial skills and knowledge through structured training and institution-building programs. It



seeks to broaden the entrepreneur base in order to accelerate the creation of new business ventures. This accelerates employment generation and economic development (Zgheib & Philippe 2019). (Zgheib & Philippe 2019). Job creation needs to constantly come up with new ideas, and make good decisions about opportunities and potential projects. Job creators have the following characteristics:

EMPIRICAL REVIEW

The literature so far reviewed from previous researches to confirm the significance of apprenticeship towards job creation include the work of Farayibi (2021), who carried out a study on the effects of apprenticeship and social capital on the new business creation process of 'immigrant' entrepreneurs. The study investigated the effects of apprenticeship and social capital on the new business creation process of entrepreneurs in Wukari Taraba State. And discovered that apprenticeship had a substantial impact on company idea production, idea modification, business location, and funding, whereas social capital acted as a source of insurance services and information access. The report suggests that apprenticeship practice be revitalized and updated, as well as that ethnic-based unions be legalized and reorganized to play both social and economic responsibilities. Avenyo (2021) also researched traditional apprenticeship in Ghana and Senegal: Skills development for youngsters in the informal sector.

Traditional apprenticeships, according to the Monitoring Report on Youth Skills Development, are a vital approach to acquire transferrable and job-specific skills, particularly in the informal sector. A detailed examination of the literature on Ghana and Senegal finds that these two countries have long histories of traditional apprenticeship and that these kinds of skills training reach more youngsters than formal technical and vocational training. Anigbogu, Onwuteaka, and Okoli (2019) study entrepreneurs' perceptions on apprenticeship and entrepreneurial development in Southeast Nigeria, with implications for economic growth.

The study looked at artisans' perspectives on apprenticeship and entrepreneurial development in southeast

Nigeria and discovered that all three coefficients (entrepreneurs' motivations for apprenticeship; artisans' perspectives on factors influencing entrepreneurial development; and challenges in the apprenticeship system) have a significant impact on entrepreneurial development in Nigeria. The study suggests that the government of Nigeria, and Africa as a whole, adopt the Igbo man apprenticeship system and entrepreneurial development in southeast Nigeria as a strategy for the development of African entrepreneurship. This is because of its sustainability in SMEs development and poverty reduction among the Igbo ethnic group in Nigeria among others.

In a case study of the Nigerian apprenticeship system, Ezenwakwelu, Egbosionu, and Okwo (2019) investigated the effects of apprenticeship training on entrepreneurship development in developing economies. The study aims to determine how apprentices acquire technical and entrepreneurial skills for self-employment; assess the extent to which apprentices acquire entrepreneurial skills and knowledge for entrepreneurship development; and identify the challenges that apprentices face during skill acquisition. According to the report, the government should give physical, financial, and spiritual support for apprenticeship training in order to promote entrepreneurship development.

The issues of apprenticeship development and youth unemployment in Nigeria were explored by Fajobi, Olatujoye, Amusa, and Adedoyin (2017). The study's main goal is to determine the value of apprenticeship training in Nigeria's growth, as well as the causes that have contributed to the drop in apprenticeship development and the career implications for young who participate in apprenticeship. In order to have a better knowledge of the topic area, the study used both the Parson functional prerequisite postulate and Modernization theory. Descriptive and content analysis was used to examine the data.

The study's findings revealed that the Nigerian economy cannot develop unless apprenticeship is encouraged among youths. Among other recommendations, the study strongly suggested that incentives be implemented for youth who want to engage in



skill acquisitions and apprenticeship be encouraged among youth as a career pathway for alleviating poverty. In his research on apprenticeships, helping kids obtain the skills needed by today's companies, Robert (2019) stated that apprenticeships are a cost-effective training program that combines substantial work-based learning and classroom instruction at a very low cost to the government. Apprentices are employees; therefore, they earn money while learning under the supervision of mentors.

Apprenticeships provide an incentive for young people who are having difficulty joining and staying in the labour field to work hard and gain skills that will lead to well-paying employment. When young people can find well-paying professions, they are more likely to marry and have children. According to polls, virtually all employers believe apprenticeships help businesses meet skill demands, and three out of four report increased productivity.

Smith (2021), investigated the theory and practice of off-the-job training's contribution to the development of apprentices and trainees. The article examines the nature and utility of off-the-job training in apprenticeships and traineeships using findings from a qualitative study of Australian young people in their first year of full-time work. The findings confirm the conclusions of earlier studies about the importance of off-the-job training as a supplement for workplace learning. It was discovered that, while young people initially did not place much value on off-the-job training, they got a better understanding of what off-the-job training had to offer over the course of the year. Other findings of off-the-job training include the superiority of face-to-face training over other forms of delivery; the importance of young people's relationships with their off-the-job trainers; the 'implicit contract' of expectations of the parties to the training contract; the parties' differing viewpoints; and trainees' dissatisfaction with the lack of intellectual challenge in their competency-based curriculum.

CONCLUSION

In conclusion, the study discovered that Traditional apprenticeships are an important way of gaining transferrable and job-specific skills, particularly in the informal sector; these forms of skills training reach

more youth than conventional technical and vocational training. In addition, entrepreneurs' motivations for apprenticeship; craftsmen' perspectives on variables impacting entrepreneurial development; and obstacles in the apprenticeship system all have a substantial impact on employment creation and entrepreneurial development in Nigeria.

Supporting the idea that the Nigerian economy cannot thrive unless youth apprenticeships are supported, it is considered that apprenticeships assist them to satisfy skill demands and boost productivity. The apprenticeship system is distinguished by the predominance of face-to-face training over other modes of delivery, as well as the importance of young people's connections with their off-the-job educators. Furthermore, apprentices are assisted financially at the end of their apprenticeship, by giving them financial support, company attachment or start-up pack. The apprenticeship practice and law in Nigeria is old and outdated, amending the relevant laws will reverse the dwindling entrepreneurship spirit among youths, create employment and generate economic growth in Nigeria.

RECOMMENDATIONS

Based on the previous researches the study provide the following recommendations

- i) The apprenticeship practice should be revived and modernized and also that ethnic-based unions should be given legal recognition and restructured to play both social and economic roles
- ii) The government of Nigeria and African by extension should adopt the practice of face-to-face apprenticeship system and entrepreneurial development in Nigeria as a strategy for the development of the country's entrepreneurship.
- iii) To encourage entrepreneurship, the government should give physical, financial, and spiritual assistance for apprenticeship training.
- iv) An incentive should be implemented for young who wish to learn new skills, and apprenticeship should be promoted among youth as a professional option to alleviate poverty.



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