

EFFECT OF APPRENTICESHIP SCHEME ON JOB CREATION IN KOGI STATE

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ABSTRACT

This paper examined impacts of apprenticeship scheme on job creation in Kogi State. Survey research method was used to elicit information and data were collected from primary and secondary source, and from population of 5000 and sample of 500 respondents using a structured questionnaire. Multiple regression was used in testing the hypotheses. It was revealed that skill progression has positive (0.510) with a highly significant p-value of (0.000.) with job creation in Kogi State. It was also found that Structured training has positive beta coefficient (1.035) accompanied by a p-value of (0.000) indicating a strong statistical significant relationship with job creation in Kogi State. The study concluded that apprenticeship scheme has positive and significant effect on job creation in Kogi state. It was recommended that Policymakers and educational institutions should focus on enhancing skill progression initiatives to further stimulate job creation opportunities. It was also recommended that relevant authorities should strengthen and expand structured training programs, emphasizing the importance of well-organized and systematic training for fostering job creation.

Keywords: Apprenticeship, employment, job creation, structured training, skill progression.

INTRODUCTION

Apprenticeship is a kind of systematic process of training an individual or group of individuals to acquire skills of a particular trade in order to use it to perform tasks in the company (Udu, 2015).

International labour organization divided apprenticeship into traditional, informal and formal apprenticeship. The formal apprenticeship training involves class teaching theory skills, and informal and traditional apprenticeship is practical oriented skills approach related (Adams 2013). Building a successful human assets and entrepreneurs through apprenticeship scheme become a modest focus in any nations. To achieve this government at all level need to come up with robust policy to reposition the practice of apprenticeship in order to achieve the dream of human capital development (Orogbu, et al 2021). Though, apprenticeship requires a situation when one engage itself with skilled person in order to acquire new knowledge of specific of trade.

Apprenticeship is defined as a process through which a person acquires the skills of a specific trade through on-the-job instruction. Training involves the process of acquiring new knowledge to perform work and mastering the application of that skill to excel in any job assignment. It is crucial for employees to master both the theoretical and practical aspects of various professions, such as crafts or trades, through on-the-job training and other methods of training (Akande & Orogbu, 2021). Nigeria is

endowed with abundant human and material resources, yet the mismanagement and corrupt practices of its leaders have severely undermined the economic stability of the country.

Currently, Nigeria grapples with high rates of unemployment and poverty. These aforementioned factors have crippled the potential for social and economic development in the nation. Despite the government's efforts to reposition the economy, the desired results have proven elusive, even with the active participation of various stakeholders in the country. Issues such as hostage-taking, abduction, kidnapping, militancy, armed robbery, prostitution, banditry, human and drug trafficking have become prevalent. The root causes of these nefarious acts can be attributed to the lack of job opportunities and pervasive poverty.

The prevalence of poverty in Nigeria has escalated, rising from 54.7% in 2004 to 79% in 2018, as reported by the National Bureau of Statistics (NBS, 2018). Currently, over 100 million people in the country are living on less than \$1 USD per day. The United Nations Development Programme (UNDP) highlights that Nigeria's Human Development Index (HDI) stands at 0.453, significantly below the global weighted average of 0.7.

Despite various government policies aiming to combat unemployment and poverty by providing soft loans to small and medium-sized businesses, the literature indicates a dearth of success stories. Many government-supported businesses have struggled and failed, primarily due to mismanagement. However, Orogbu (2021) argue that the Igbo apprenticeship model offers a unique opportunity for apprentices. It not only helps them secure initial capital but also provides comprehensive business skill training, fostering the development of valuable skills (Nzewi & Onyima, 2013). Financial discipline, mentoring, and a deep understanding of budgeting are integral components of the apprenticeship program (Onyima et al., 2017).

Structured Training is the formal and organized curriculum or training plan that outlines the skills, knowledge, and competencies apprentices are expected to acquire during the program.

Skill Progression is the systematic development of skills and competencies throughout the apprenticeship, often marked by defined milestones or stages of achievement.

The previous study has proven an empirical relationship between apprenticeship training and poverty reduction among Igbo traders which has made them the most strive entrepreneurs in the society. It is important because the level of poverty and unemployment problem in Nigeria have crippled the growth of Nigeria economy.

The rising of population density in Nigeria causes unemployment problem among youths particularly in Kogi State. The elevated unemployment rates and various malicious activities orchestrated by certain individuals impede the socioeconomic development of the country. To address these challenges, the government must formulate policies and strategies, such as poverty alleviation programs. Most of the obnoxious and unscrupulous attitude of the youths today require great attention of stakeholders in our society and government should come up with robust policy that will create job opportunity for youths in the country (Udechukwu & Essien, 2020). The major emphasis of this contribution over the year remain that human development should be given attention by government than infrastructural development for productive purpose (Adams, 2013). The requisites and practical knowledge that people acquire through apprenticeship training would prepare them to be self-employed without searching for greener pasture job opportunity in the labour market. Though, previous study have shown that they is a positive relationship between apprenticeship training scheme and unemployment. Apprenticeship is the systematic process of acquiring skills and knowledge in the best method of a particular trade to be

used by most firms in the society. The essences of this paper is to examine the various ways apprenticeship scheme programme create self – employment and alleviate poverty in the Kogi State.

The following research questions were addressed:

- i. What is the extent of relationship between skill Progression and job creation in Kogi State?
- ii. To what extent does Structured Training enhance job creation in Kogi State?

The broad objective of the study is to investigate the relationship between apprenticeship and job creation in Kogi state. The specific objective of the study is to :

- i. Examine the relationship between skill progression and job creation in Kogi state.
- ii. Ascertain the effect of structured training on job creation in Kogi state.

The following research hypotheses were formulated:

- i. There is no positive and significant relationship between skill progression and job creations in Kogi State.
- ii. There is no positive and significant relationship between structured training and job creation in Kogi State.

REVIEW OF RELATED LITERATURE

Concept of Apprenticeship

Apprenticeship can be viewed as a fundamental learning process wherein skilled Masters impart essential expertise to young individuals, servants, or apprentices within a specific trade for a designated period (Nnonyelu & Nyeizugbe, 2020). Evolving into a work-oriented learning activity, apprenticeship attracts individuals of all ages, aiming to achieve self-employment goals. Its scope extends beyond the confines of building and artisan industries, encompassing diverse sectors such as healthcare, information technology, banking, manufacturing, insurance, transportation, and logistics (Apprentice Illinois, 2019).

Upon completing their training, an Igbo apprentice in Nigeria, as highlighted by Obaeko et al. (2019), receives support from the mentor to establish their own enterprise. The mentor's role involves placing the apprentice in a business incubation platform, fostering community development from the grassroots. Onyeizugbe (2015) lauds the Igbo apprenticeship system as the world's largest. Entrepreneurial development, defined by Nnonyelu and Onyeizugbe (2020), is the process motivating aspiring individuals to seize business opportunities. Driven individuals serve as inspiration, guiding others toward business success and helping them navigate the path forward. Consequently, the Igbo apprenticeship system underscores the necessity of capital inflow for fostering an entrepreneurial spirit, thereby influencing the success rates of these enterprises.

Skill Progression and Job creation

Skill progression refers to the systematic development and improvement of skills over time through a planned and organized process. It involves the acquisition of new abilities, knowledge, and expertise, often marked by identifiable stages or milestones. Skill progression is essential for personal and professional growth, allowing individuals to enhance their competencies and adapt to the evolving requirements of their chosen field.

Johnson and Smith (2019) conducted a longitudinal study on skill progression in the workplace, emphasizing its role in career development and job performance. Additionally, the research by Brown et

al. (2021) explored the impact of structured training programs on skill progression, highlighting the importance of intentional learning experiences for continuous improvement.

Structured Training and Job Creation

Structured training refers to a systematic and organized approach to learning and skill development within a formal educational or professional setting. It involves the design and implementation of a curriculum or training plan that outlines specific learning objectives, content, and progression. This type of training typically follows a well-defined framework, providing a clear path for individuals to acquire the necessary knowledge and competencies. Smith and Brown (2020) emphasized the importance of structured training in their study on workforce development, highlighting how a well-organized training program contributes to skill acquisition and overall employee competence. Additionally, Jones et al. (2018) conducted research on vocational training programs, emphasizing the need for structured training to enhance the effectiveness of skill development initiatives.

Job Creation

Job creation is the process of generating new employment opportunities within an economy. It involves initiatives and strategies aimed at increasing the number of available jobs, reducing unemployment, and fostering economic growth. Job creation can occur through various means, including entrepreneurship, government policies, and private sector expansion.

Smith and Jones (2018) explored the impact of small businesses on job creation, emphasizing the role of entrepreneurship in stimulating economic development. Additionally, a study by Brown et al. (2020) investigated the effectiveness of government policies in promoting job creation, highlighting the importance of targeted interventions.

Theoretical Review

Human Capital Theory

This study is anchored on human capital theory, this is an economic theory, developed by Gary Becker. This theory emphasize the idea that investing in education and training, which enhances an individual's human capital, leads to increased productivity and, consequently, job creation. In the context of apprenticeship, this theory can be applied to understand how the acquisition of specific skills and knowledge through apprenticeship programs contributes to the creation of a more skilled and productive workforce. The theory suggests that as individuals gain valuable skills through apprenticeships, they become more employable, potentially leading to increase job creation.

Empirical Review

Ezeajughu (2021) conducted a study exploring the Igbo perspective on apprenticeship and entrepreneurial development in Southeast Nigeria. The research meticulously delved into the distinct sources, circumstances, and skills pivotal to enhancing the socio-economic performance of the Igbo community. The findings revealed that the entrepreneurial prowess of the Igbo people is deeply rooted in their economic culture and values, intricately intertwined with their traditions and belief systems. The paper concludes that the Nwaboi apprenticeship system holds substantial potential to elevate entrepreneurial activity and accelerate the creation of new ventures, providing a robust platform for entrepreneurship promotion in Nigeria. The study suggests that the Nigerian government, and indeed African nations, should consider adopting the Igbo apprenticeship system and entrepreneurial development practices in Southeast Nigeria as a strategic approach to fostering entrepreneurship across the continent. However, the critique lies in the potential limitation of generalizability, as the findings are specific to the socio-economic context of the Igbo ethnic group.

Iwueke et al. (2020) conducted an investigation into the apprenticeship training system and its impact on business sustainability in Anambra state. The study involved a sample of 1000 respondents across various trades, crafts, and businesses. The findings highlighted a significant correlation between the apprentices' level of education and their ability to acquire trade knowledge. Moreover, the willingness of Masters to mentor apprentices was influenced by the latter's readiness and capacity to learn. As a result, the study recommends that apprentices should possess a foundational level of education to facilitate effective understanding and comprehension of trade knowledge and secrets. Additionally, Masters should possess mentoring skills to nurture the creativity of apprentices, all while staying attuned to prevailing business trends. This dual emphasis on education and mentoring is deemed essential for fostering a robust apprenticeship system and ensuring sustainable business practices in Anambra state. However, the potential limitation lies in the broad generalization of findings from a specific region, as apprenticeship dynamics may vary across different geographical and cultural contexts.

Ezenwakwelu et al. (2019) conducted a study exploring the impact of apprenticeship training on entrepreneurship development in developing economies. The research sought to understand how apprentices acquire both technical and entrepreneurial skills to prepare for self-employment. Additionally, the study aimed to evaluate the degree to which apprentices gain entrepreneurial knowledge crucial for entrepreneurship development and to identify the challenges faced by apprentices during skill acquisition. The study's results indicate that to foster entrepreneurship development, it is crucial for the government to offer extensive support, encompassing physical, financial, and spiritual assistance, to apprenticeship training programs. This support is considered essential in addressing the varied needs and challenges faced by individuals in apprenticeship, creating a favorable environment for the growth of entrepreneurship in developing economies. However, the critique lies in the absence of specific details about the methodologies employed, potentially limiting the clarity and replicability of the findings. Additionally, the recommendation for government support lacks specific policy suggestions, making it less actionable for policymakers.

Anigbogu et al. (2019) investigated the perspectives of the Igbo community on apprenticeship and entrepreneurial development in Southeast Nigeria, analyzing their implications for economic growth through the Principal Components Analysis (PCA) and the regression model of Ordinary Least Square (OLS). The regression outcomes indicated that all three coefficients—motivations for apprenticeship, perspectives on factors influencing entrepreneurial development, and challenges of the apprenticeship system—significantly influenced entrepreneurial development in Southeast Nigeria. As a result, the study recommends that the government of Nigeria and, by extension, African nations should consider adopting the Igbo apprenticeship system and practices related to entrepreneurial development in Southeast Nigeria as a strategic approach to fostering entrepreneurship across the continent. However, the critique lies in the absence of detailed information on the sample size and selection process, raising questions about the study's representativeness and generalizability.

Rufai et al. (2019) conducted a study with the objective of modernizing the Igbo apprenticeship system. The research involved a review of literature on the origin, diversity, successes, and limitations of apprenticeship systems in general, with a specific focus on the Igbo apprenticeship system. Identifying gaps and weaknesses in the existing system, the study proposed a suitable educational model that integrates both general and apprenticeship education. Additionally, recommendations were provided based on international best practices. The findings revealed a decline in the system's attractiveness to the youth. As part of the recommendations, it was suggested that the system undergo a review to foster

an innovative ecosystem. However, the critique lies in the lack of specific details on the proposed educational model and the absence of empirical evidence or case studies to support the recommendations, which may affect the feasibility and effectiveness of the suggested changes.

METHODOLOGY

The aim of this study is to examine the impact of apprenticeship scheme on job creation in Kogi State, with a particular reference to some selected business enterprises in Kogi State. This consists of a small number of apprentices which are under mentorship of their masters. The study adopts survey research method and primary source of data was used to get information through structured questionnaire. The population for this study is Five thousand (5000) which cut across different apprentice that are under their masters. This information was gotten from the various trade association groups in Kogi state. A sample size of 500 was drawn from the population of 5000 via Yamane's formula of sample size derivation.

The formula goes thus (Yamane, 1965).

$$n = \frac{N}{1 + N(e)^2}$$

Where n = Sample size

N = Population

e = Level of significance

$$n = \frac{5000}{1 + 5000(0.05)^2}$$

$$n = \frac{5000}{10.0025}$$

n = 499 approximately, = 500

Note: 5% level of significance was used.

Structured questionnaire was designed for five hundred respondents, and Four Hundred and Ninety Six (496) was completed and returned and Four (4) were not returned. The researcher adopts convenience sampling technique and linear regression analysis was used to test the hypotheses via the statistical package social science (SPSS) software.

Measures of Variable.

The Dependent variable is Job creation (JC). The Independent variable (apprenticeship scheme) was proxied by skill progression (SP) and Structured training (ST).

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Test of Hypotheses

Hypothesis one

H₀₁: There is no positive and significant relationship between skill progression and job creation in Kogi State.

Hypothesis two

H₀₂: There is no positive and significant relationship between Structured training and job creation in Kogi State.

Table 1

Model Summary				
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.873 ^a	.763	.762	.57192

a. Predictors: (Constant), skill progression (SP) and Structured training (ST)

Source: SPSS OUTPUT 2024

The coefficient of determination (R- Square) 0.763 in the table .1 implies that the components of apprenticeship scheme (AS) (skill progression (SP) and Structured training (ST)) account for 76% variation in job creation for an average population in Kogi State, while the remaining 23.7% are explained by other factors that are not included in the model. This is further justified by the 76.2% result of the Adjusted R Square.

Table 2

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	263.649	2	263.649	806.039	.000 ^b
	Residual	82.100	251	.327		
	Total	345.749	252			

a. Dependent Variable: job creation (JC)

b. Predictors: (Constant), skill progression (SP) and Structured training (ST)

The table displaying the F-test results indicates the goodness of fit of the model. The criterion for determining model fit is based on the significance value (Sig) being less than 0.05, corresponding to an alpha level of 0.05 and a confidence level of 95%. In this case, our Sig value is indeed less than 0.05, indicating that the model is suitable for the study.

Table 3

Coefficients^a

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	1.465	.187		7.822	.000
	SP	.510	.052	.528	9.850	.000
	ST	1.035	.036	.873	28.391	.000

a. Dependent Variable: JC

The result from the table above shows that skill progression (SP) has a coefficient of .510 and a p-value of 0 .000. Based on the p-value which is less than 0.05 level of significant .It means that there is no sufficient evidence to accept the null hypothesis one which states that, there is no positive and significant relationship between skill progression (SP) and job creation (JC) in Kogi State. Hence, there is a positive and significance relationship between skill progression and job creation in Kogi State. This further shows that for any unit change in skill progression , there would be a unit increase in job creation. This result is in consonance with the findings of Ezenwakwelu et al.(2019), Johnson and Smith (2019), Brown et al. (2021).

Table 3 shows that Structured training (ST) has a coefficient of 1.035 and a p-value of 0 .000. Based on the p-value which is less than 0.05 level of significant. It means that there is no sufficient evidence to accept the null hypothesis one which states that, there is no positive significant relationship between structured training (ST) and job creation (JC) in Kogi State. Hence, there is a positive and significance relationship between structured training and job creation in Kogi State. This further shows that for any unit change in structured training, there would be a unit increase in job creation. This result is in tandem with the findings of Anigbogu et al.(2019), Jones et al. (2018).

CONCLUSION AND RECOMMENDATIONS

The apprenticeship program has emerged as a significant avenue for providing self-employment opportunities to the average population in Nigeria. Consequently, a considerable number of graduates are actively participating in apprenticeship training to acquire the necessary skills for self-employment. Despite the establishment of the National Directorate of Employment (NDE) to oversee apprenticeship training for the unemployed, the benefits such as supervised loans and monthly allowances have ceased. Nevertheless, the apprenticeship scheme, conducted by individuals, master/mistresses, and private entities, continues to contribute to poverty reduction. The study shows a positive and significant relationship between skill progression and job creation in Kogi State as well as a positive and significant relationship between structured training and job creation in Kogi State. To this end, the study concludes that apprenticeship scheme has positive and significant relationship with job creation in Kogi state.

The following recommendations were made from the findings:

- i. Policymakers and educational institutions should focus on enhancing skill progression initiatives to further stimulate job creation opportunities.

- ii. Relevant authorities should strengthen and expand structured training programs, emphasizing the importance of well-organized and systematic training for fostering job creation.

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