

# Assessment of Apprenticeship Training on Entrepreneurship Development in Ilobu, Osun State

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## ABSTRACT

This research was carried out on the assessment of apprenticeship training on entrepreneurship development in Ilobu, Osun State, Nigeria. The following hypotheses were tested: H 01: there is no significant relationship between the effects of apprenticeship training on the performance of artisans. H02: There is no significant relationship between the process and organization of apprenticeship training on the competence of apprentices H03: There is no significant relationship between the factors limiting against the performance of artisans and rate of establishing their businesses.

The study adopted a survey research design and the area of coverage for the study is Ilobu, Osun State. The total population comprises 325 apprentices in Ilobu area, Osun State. A random sampling technique was used in sampling and the researcher adopts 35% of the population of the study. Data were collected using questionnaires which were administered by the researcher. Descriptive statistics of table, frequency and percentage was used to present the demographic of the respondents, correlation analysis was used to test hypotheses.

The findings of the study show that apprenticeship training has an impact and will contribute to the economic growth of the country by creating rooms for more employment opportunities and self-reliance after the completion of apprenticeship program. The following recommendation was made: apprenticeship should be recognized as an important factor of production just as land (raw materials), labor and capital (liquid and physical), since it is only the entrepreneur that can combine all the other factors to produce wealth.

(Keywords: training, entrepreneurship, apprentice program, apprenticeship)

## INTRODUCTION

In Nigeria today, there are issues affecting its growth and development, among which are; political instability, inconsistent and restrictive government policies, uninspiring leadership, and bad government policies which has affected the availability of dignifying employment. Hence, the need for apprenticeship training which then will support the starting of small-scale enterprises.

A country cannot be said to be socially and economically developed without the presence of small-scale business enterprises. Many of the multinational and large business organizations started out small. Apprenticeship has been a traditional method of acquiring skills and trades in most African and developing countries as a method of training. Today's realities make it obvious to all classes, even to universities and higher school graduates, that skills acquisition through apprenticeship is important for future self-reliance, sustainability, and development, (Achugo and Clement, 2014).

Atuwokiki (2013), quoting Microsoft Encarta encyclopedia, (2009), opined that in Nigeria, apprenticeship training existed during the pre-colonial era; clans and families jealously guarded their lineal skills through customs, family lineage and rituals. Skills were passed on within the family by training young people on family trades, crafts, and skills. Male children born into a certain family or clan learned their ancestral crafts and young children were usually recognized as members of a particular family or clan through the crafts they engaged in. The youth were trained on the art of mask-making, fishing, farming, metal works (blacksmith), boat-making, hunting, carving, sculpting, mat-making and dyeing. Young apprentices during this period were mostly males, because female children

were usually found in the kitchen learning how to cook.

The process of setting up a business after the completion of the apprenticeship training is referred to as "Entrepreneurship". Adebowale (2014) quoting some early writers, such as, Schumpeter (1934) and Drucker (1985) defined entrepreneurship as a person's ability to be innovative in terms of goals, method of production, markets, sources of supply and industrial organization by employing entrepreneurial strategies.

Performance of artisans upon completion of apprenticeship training is the most fundamental requirement of a successful apprenticeship training system. Thus, apprenticeship training provides firms with young employees (artisans) who have mastered the skill set necessary for a given role within the firm. In addition, the apprentice has acquired knowledge and transferable skills. He/she has absorbed the culture of the firm and an appreciation of its organization and operation by the virtue of the training received. However, it is observed that despite the emphasis being laid on entrepreneurship by the government, the rate at which young adults venture into apprenticeship learning to acquire skills is diminishing. Few who endure apprenticeship training find it difficult to be fully established, those who struggle to be fully established are found to be incompetent on the job. It is on this backdrop that the research is carried out to identify some of the pertinent challenges and proffer solutions.

### **Objectives of the Study**

The following are the objectives of this study:

1. To examine the effect of apprenticeship training on the performance of artisans.
2. To examine the process and organization of apprenticeship training on the competence of apprentices
3. To identify the factors limiting the performance of artisans and rate of establishing their businesses

### **Hypotheses of the Study**

H<sub>01</sub>: There is no significant relationship between the effects of apprenticeship training on the performance of artisans.

H<sub>02</sub>: There is no significant relationship between the process and organization of apprenticeship training on the competence of apprentices

H<sub>03</sub>: There is no significant relationship between the factors limiting against the performance of artisans and rate of establishing their businesses.

## **LITERATURE REVIEW**

### **Apprenticeship Training: The Nigerian Experience**

Udu (2015) affirms that a developing country like Nigeria operates unorganized and unregulated apprenticeship system while the developed countries operate organized and regulated apprenticeship system with defined vocational profile and framework. In regulated apprenticeship system the government helps to provide the platform that brings the apprentice and the organization together through policies structures and other necessary incentives. In the unregulated system, there are no externally driven structures or motivations that encourage participants to be so engaged.

Udu (2015) quoting Palmer (2009) writes that Ghana has a highly developed apprenticeship system where young men and women undertake sector- specific private training in skills that are generally utilized in the informal sector. Presently, non-formal apprenticeships training accounts for 80-90% of all skills training in Ghana, compared with 5-10% from public training institutes, and 10-15% from NGOs. A survey of the apprenticeship system by Monk and Teal, (2008) observes that apprenticeship is undertaken primarily by those with junior high school or lower levels of education. Akinbinu (2003) clearly posited that informal sector has greater use of apprentices, which result to increase generation by small-scale enterprises through training or apprenticeship fees.

Atuwokiki (2013), quoting Ariyo (2001), affirms that the informal economy is regarded as the powerhouse of developing economies of the world. Its importance is based on the fact that it

accounts for more than 80% of agricultural employment and 95% of new jobs in these countries, including a vast number of unemployed youths and young people that enter the labor market annually. As a form of education and training, informal apprenticeship contributes significantly to youth employment and empowerment, thereby reducing youth restiveness, while ensuring productivity and better employment opportunities.

Most of the literature on the informal sector have placed considerable emphasis on the role of the sector's apprenticeship training in the transmission of skills required to work in the repair and manufacture segment of the sector. Some of the entrepreneurs in the informal sector require their skills from the sector itself and they remained in the sector to practice their skills and engaged apprentices to whom they also transmit the skills.

### **Apprenticeship and Youth's Current Disposition**

As important as apprenticeship training is in acquiring skills by youths who form the active work force of the nation, it is observed recently that youths perception towards it has not been encouraging; taking into cognizance the rate at which they hustle to get rich quickly through some other jobs like Okada riding, pool betting, cybercafé crimes, ritual killing, kidnapping and other vices that are numerous to mention. All these do not require too long tutelage to get integrated and become rich within a short period.

Going by what has been obtained with the artisans within the society; a majority of them complain about the low patronage of apprentices in the various jobs such as tailoring, hairdressing, plumbing, carpentry, wood work, arts and crafts, welding, and the like. Another pertinent issue is the provision and funding of the required equipment on completion of the training.

Most often when some of the youth who reluctantly go through apprenticeship training complete training and do other menial jobs to raise money for equipment once they realize the source they are pursuing brings money fast, they tend to drop the purpose for which they initially got into the job. This affects apprenticeship training patronage in no small measure.

This attitude of youth negates the objectives of apprenticeship skills acquisition which states that significance of apprenticeship orientation is life change process, changing positively the life pattern of apprenticeship participants in terms of skills acquisition, employment and revenue earning statue's (National Policy on Micro, Small and Medium Enterprises (MSMEs), 2009).

### **METHOD OF DATA ANALYSIS**

The data collected was analyzed using Regression and correlation analytical method to the assessment of apprenticeship implication for entrepreneurship development in Ilobu Community of Osun State, which was done by making use of Statistical Package for Social Sciences (SPSS) version 20.

### **Area of the Study**

The study was conducted in Ilobu, Osun State. It was chosen because it is the State capital with high commercial activities in Apprenticeship.

### **Population for the Study**

The population of the study are the various 325, apprentices in Ilobu area, Osun State. The study focused on people who are in the hairdressing, barbering, catering, tailoring, and carpentry industry informal trainings Ilobu, Oshogbo Osun State.

### **Sampling Technique and Sample Size**

A random sampling technique was used to select the sample size. Our procedure first defines the population of interest and then randomly selects the required number of participants from the population. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample.

For research purposes, the researcher adopts 35 percent of the population of study to carry out the research work.

**Table 1: Apprentices in Ilobu.**

s/n	Apprentices in Ilobu	Numbers of Apprentices	35 percent of the numbers of apprentices used for this research
1	Hair Dressing	73	25
2	Barbing	45	16
3	Catering	56	20
4	Tailoring	77	27
5	Carpentry	54	19
<b>Total</b>		325	107

Sourced: Various Artisans Association in Ilobu

Therefore:

$S = N\% * P$

Where:

S= Sample size

N%= Percentage

P= Population Size

### **Instrument for Data Collection**

A structured questionnaire was used in collecting the data for the study, which contained two sections. Section A and B of the questionnaire will be well structured to have a five-point rating scale. However, only hundred questionnaires were properly filled and returned. For this research work only 100 questionnaires were used out of which 7 questionnaires were poorly filled and some were not returned.

The results in Table 2 shows the distribution of the respondent by sex. Forty-eight respondents (48%) of the respondents were male while 52 (52%) were female.

The results in Table 2 revealed that 23 (23.0%) of the respondents were below the age group of 20 Years; 43 (43%) of the respondents were within the age group 20-30 Years; 23 (23%) of the respondents were within the age group 31-40 years, while 11 (11%) of the respondent fell within the age of 41 years and above.

Table 2 also shows that 25 (25%) of the respondents were single, 52 (53%) of the respondents were married, 11 (11%) of the respondents were divorced/separated, while 12 (12%) of the respondents were widowed.

The results in Table 2 revealed that 25 (25%) of the respondents were holders of GCE/SSCE certificate; 29 (29%) were holders of OND/AL/Diploma Certificate; 23 (23%) were holders of HND Certificates, 13 (13%) were B.Sc. holders, while 10 (10%) of the respondents were holders of Masters Degrees.

Based on the result in Table 2, 30 (30%) of the respondents have less than a year training, 46 (46%) of the respondents have training for about 1-5 years, 16 (16%) of the respondents have for 6-10 years, while 8 (8%) of the respondents have had training for 11 years and above.

Table 2 also shows that 28(28%) of the respondents are hair dressers, 20 (20%) of the respondents are barbers, 11 (11%) of the respondents are caterers, 32 (32%) of the respondents are tailors, and 9 (9%) of the respondents are carpenters.

### **Test of Hypothesis**

This section presents result of the stated hypotheses. In all, three hypotheses were stated and tested in the study. The hypotheses were tested with the Pearson R correlations. The results are shown below.

**Table 2:** Showing the Demography of the Respondents.

Variables	Category	Frequency	Percent
1. Sex	Male	48	48.0
	Female	52	52.0
	Total	100	100.0
2. Age	<20 Years	23	23
	20-30 Years	43	43
	31-40 Years	23	23
	>41 Years	11	11
	Total	100	100.0
3. Marital Status	Single	25	25.0
	Married	52	52.0
	Divorced	11	11.0
	Widowed	12	12.0
	Total	100	100.0
4. Educational Qualification	SSCE	25	25.0
	OND/AL/Diploma	29	29.0
	HND	23	23.0
	B.Sc	13	13.0
	M.Sc	10	10.0
	Total	100	100
5. Duration Of Training	<1 Years	30	30.0
	1-5 Years	46	46.0
	6-10 Years	16	16.0
	>11 Years	8	8.0
	Total	100	100
6. Type of Business	Hairdressing	28	28.0
	Barbing	20	20.0
	Catering	11	11.0
	Tailoring	32	32.0
	Carpentry	9	9.0
	Total	100	100

Source: Field Survey, 2018

**Hypothesis One:** H<sub>01</sub>: There is no relationship between the effect of apprenticeship training and the artisan performance.

**Table 3:** A Summary Table of Correlations showing the Relationship between the Effect of Apprenticeship Training and the Artisan Performance.

Correlation		Apprentice Performance	Apprentice Training
Apprentice Performance	Pearson Correlation	1	.885**
	Sig. (2-tailed)		.000
	N	100	100
Apprentice Training	Pearson Correlation	.885**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Author's Fieldwork, 2018

Table 3 above shows there is a significant and positive relationship between the effect of apprenticeship training and the artisan performance, the result shows that there was a 0.01 (2 tailed) significance level. Therefore, the Null hypothesis which says there is no significant relationship between the effect of apprenticeship training and the artisan performance is therefore rejected and the alternate is accepted. This correlates the findings of Aluko (2011), who discovered a positive relationship between apprentice training and artisan performance. He discussed how a proper training program affects the performance of trainees. He further emphasized about the importance of training and recommended measures should be put in place to ensure continuity of such projects.

**Hypothesis Two:**

H<sub>02</sub>: There is no relationship between the process and organization of apprenticeship training on competence of apprentice.

Table 4 shows there is a significant and positive relationship between the process and organization of apprenticeship training on competence of apprentice, the result shows that there was 0.01 (2 tailed) significance level. Therefore, the Null hypothesis which says there is no significant relationship between the effect of apprenticeship training and the artisan performance is therefore rejected and the alternate is accepted.

**Hypothesis Three:**

H<sub>03</sub>: There is no significant relationship between the factors limiting against the performance of artisans and rate of establishing their businesses.

Table 5 shows there is no significant relationship between the factors limiting artisan performance and rate of business establishment, the result shows. Therefore, the hypothesis which says there is no relationship between factors limiting artisan performance and rate of business establishment is there by accepted by the results of the findings.

**Table 4:** A Summary Table of Correlations showing the Relationship between the Process and Organization of Apprenticeship Training on Competence of Apprentice.

Correlation		Apprentice Training	Competence of Apprentice
Apprentice Training	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	100	100
Competence of Apprentice	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* Correlation is significant at the 0.01 level (2-tailed).

Source: Author's Fieldwork, 2018

**Table 5:** A Summary Table of Correlations showing the Relationship between Factors Limiting Artisan Performance and Rate of Business Establishment.

Correlation		Factors limiting the artisan performance	Rate of business establishment
Factors limiting the artisan performance	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	100	100
Rate of business establishment	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	100	100

\*\* Correlation is insignificant at the 0.5 level (2-tailed).

Source: Author's Fieldwork, 2018

## CONCLUSION

This research examined an assessment of apprenticeship on entrepreneurship development. It was discovered that apprenticeship has existed for a long time as a means of learning skills for future self-reliance, employment and entrepreneurship, mostly for the informal sector. Today both the formal and informal sector is in needed for employment, as the unemployment crisis beholds the youth from these sectors. The contribution of apprenticeship training on poverty reduction through youth empowerment and social welfare service improvement will be significant if apprenticeship training is encouraged at all levels in the state, especially at the local and community levels.

Youth development and empowerment are vital life components for building the human capital that allows young people to avoid poverty and lead a better life. Apprenticeship training helps individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income, and wealth. The technical skills are significant, as seen in the relationship between the technical skill and youth empowerment for the selected areas.

The implication of this conclusion is frightening, at this present level of operation, these training centers will at best produce half-baked graduates who can neither employ themselves nor train others functionally. This is true considering that most training center's are ill equipped and manned by master craftsmen without much education or skill to offer apprentices.

## RECOMMENDATIONS

It is hereby recommended that policy makers should recognize the essence of apprenticeship on economic development. Apprenticeship deserves equal emphasis as that being placed on formal education; it is the apprenticeship that translates the innovation in science and technology into wealth creation. Thus, apprenticeship should be recognized as an important factor of production just as land (raw materials), labor, and capital (liquid and physical), since it is only the entrepreneur that can combine all the other factors to produce wealth.

Therefore, as the nation exerts efforts to exploit our natural resources, educate the citizenry and

provide human and physical capital, sufficient emphasis should be made to promote entrepreneurship in order to create enterprises, wealth and employment and thus promote positive economic development.

However, it is important to first of all provide a way for proper policy coordination and policy stability. There have been several government interventions and programs aimed at promoting entrepreneurship and fostering micro, small and medium enterprises and yet no significantly impacted on Nigeria's economic development.

A more sustainable approach to poverty reduction if not elimination is through encouraging youths, particularly those with identified entrepreneurial skills to develop more on as an apprenticeship and after adequate knowledge has been acquired, they can establish themselves by go into private business particularly in science and technology because these have natural potentials for business development. As a result, there is need for reforms in the educational curriculum to prepare students for self-reliance.

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