

## Impact of Apprenticeship Training Scheme on Employment

<sup>1</sup>Titilayo Adewuyi & <sup>2</sup>Ademola Adeniran

<sup>1&2</sup>Department of Business Administration  
Ogun State Institute of Technology, Igbesa, Ogun State

---

### Abstract

The study examined the impact of apprenticeship training scheme on employability. The study employed descriptive survey adopting stratified sampling technique to select representative samples of 200 determined through the Yaro Yamani model out of a total population of about 400 people at the mechanic village, Obada, Oko, Ogun state. Questionnaires were administered to generate primary data that was used for this study. The data obtained were presented in tables while the person correlation test was used to test the relationship between the stated variables with 10% level of significance. The analysis was carried out using statistical package for social sciences (SPSS) version 21. This study found out that there is a significant but average positive relationship between technical skills and intention to be self-employed in the mechanic village examined, and that there is a significant but a moderate positive relationship between technical skills and business skills in the mechanic village examined. It is however recommended People should try to developed critical and reflective skills so as to pay less emphasis on employ and more on ability. People should develop their personal attributes through technical skills, business skills and character skills in order to gain employment and be successful in their chosen occupations.

**Keywords:** Apprenticeship, Vocational training, Technical skills, Employability, Intention to be self-employed

---

**Corresponding Author:** Titilayo Adewuyi

URL:

<http://internationalpolicybrief.org/journals/international-directorate-for-policy-research-idpr-india/intl-jrnl-of-sci-research-in-social-sciences-mgt-studies-vol4-no1-july-2019>

## **Background to the Study**

The importance of technical vocational education and training (TVET) as a change agent for social, economic, technological and national development has been a subject of discussion at summits, academic conferences and at policy circles in Nigeria and other developing nations. Training has been recognized as one of managerial tools that enhanced job satisfaction globally. Training is, basically, a practical education through which knowledge and skills develop experience and inefficiencies are overcome and closer approximation can be achieved. Obidi. (1995). Youth unemployment in Nigeria has become one of the most serious socio-economic problems confronting the country. Unemployment has affected youth in Nigeria from a broad spectrum of socio-economic groups. Given the lack of employment opportunities and consequently the uncertain future, young Nigerians are forced to engage in unorthodox livelihoods (such as; drug addiction, armed robbery, and armed militancy) sources while others engage in casual work which is highly irregular. Another factor is the lack of employable skills due to inappropriate school curricula. Analysts have argued that in Africa generally, the skills that job seekers possess do not match the needs and demands of employers (Mcgrath, 1999; Kent & Mushi, 1995). The education system in Nigeria, with its liberal bias, indeed, over supplies the labour market with graduates that do not possess the skills needed by employers.

Many graduates in Nigeria lack entrepreneurial skills to facilitate self-employment (National Directorate of Employment, 2011). Therefore, there has been a strong recognition among policy makers in Nigeria that the absence of artisanal and vocational skills has been responsible for youth unemployment. It is based on this recognition that the National Directorate of Employment (NDE) was established in 1986. The idea behind this is to train young people to acquire vocational/technical skills for self-employment. The objective of the NDE's vocational and technical skills acquisition is achieved via the National Open Apprenticeship Scheme (NOAS). The NOAS involves the use of master crafts men/women as training outlets for unskilled persons. The objective of NOAS is to equip and train beneficiaries in such a way that they would have acquired skills for self-employment (NDE, 2011). In spite of this, the problem remained that, the NOAS training seems inadequate in preparing youth for economic empowerment. In addition, it is not quite clear whether the scheme has adequately promoted the skills desired for the Nigerian youth. Besides, skills training and development require facilities and resources, which must be made available in the appropriate quantity in order to ensure success. It would also appear that there are certain inherent problems within the operational framework or implementation of the NOAS. The aim of this study is to critically examine the adequacy of the NOAS training system in preparing youth for self-employment in Nigeria with a view to highlight the adequacy or otherwise of the training system.

## **Statement of Problem**

Labour is the mental and physical efforts of man used in production. Labour is the country's workforce that will provide quality goods and or services so as to move the country forward towards economic growth and development due to the strength and opportunity for advancement that they possess. However, majority of youths nowadays are out there without

a job to do. The rate of unemployment in the country is so much alarming that one out of every four average Nigerian youth can claim to have a fair job. Despite the contribution of the state and federal government towards ensuring that the rate of unemployment in the country is reduced to the minimal, previous studies observed that majority of the unemployed youths in the country can also not boast of a personal entrepreneurial action or vocational activity that they have done or are doing at this particular period. It is therefore very important to find a cure to the observed challenge that faces the youths and the citizens at large. This study however examined the impact of different apprenticeship training scheme on the employability focusing on the mechanic village operators.

### **Purpose and Objectives of the Study**

The purpose of this study is to investigate the impact of apprenticeship training scheme on the employability. Specifically, the following are the objectives of the study:

- i. To examine the impact apprenticeship training scheme on intention to be self-employed.
- ii. To investigate the relationship between apprenticeship training scheme and business skills.
- iii. To examine the impact of technical training skills on quality of character.

### **Scope and Limitation**

This study examined the impact of vocational training scheme on employability among mechanic village operators focusing on selected mechanic villages in Abeokuta south. This study covered the areas of vocational and apprenticeship training and how it reduces the rate of unemployment. Some limiting factors were encountered during the course of the study as some of the respondents were reluctant to provide necessary information without being bias. Furthermore, some respondents' view was not solicited because they do not form part of the selected sample.

### **Historical Background of Case Study**

A new automobile diagnostic workshop constructed by the Ogun state government was commissioned at the mechanic village at Obada, Oko, near the state capital on the April 26, 2017. The workshop equipped with the state-of-art machineries, including diagnostic machine, brake machine, alignment lift fitted with camera, and electric board is to be replicated in Ijebu Ode, Ilaro and Sagamu. The center serves as technical school for the automobile engineers so as to learn how to use several machines. There is no much history about this centre, however the personnel there are not without experience therefore their experience will be of use for this study due to their knowledge of dealing with apprentice

### **Conceptual Framework of Apprenticeship**

According to Adegoke (2017), apprenticeship training is a term that is used to explain a contract which is focused on inculcating into an individual an amount of skills that can be improved upon which is focused on preparing the individual on how to be independent or self-employed. Akintola (1978) as quoted by `Banji (2016) described contract of apprenticeship as an agreement under which a person whether an infant or an adult, a male

or a female, binds himself to serve and learn for definite time from a master, who on his side covenants to teach his trade or calling to the apprentice. An apprenticeship is a system of training a new generation of practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading). Apprenticeship also enables practitioners to gain a license to practice in a regulated profession. Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continued labor for an agreed period after they have achieved measurable competencies. Apprenticeships typically last for 3 to 7 years. People who successfully complete an apprenticeship reach the "journeyman" or professional certification level of competence. Although the formal boundaries and terminology of the apprentice/journeyman/master system often do not extend outside of guilds and trade unions, the concept of on-the-job training leading to competence over a period of years is found in any field of skilled labor. According to Pratt (1998) the Apprenticeship Perspective involves the learner within an actual, physical context of practice. Apprentices work side by side with an expert in order to learn a specific task (Barab & Hay, 2001).

Apprenticeships include: "(1) the development of learning contexts that model proficiency, (2) providing coaching and scaffolding as students become immersed in authentic activities, (3) independent practice so that students gain an appreciation of the use of domain-related principles across multiple contexts" (Barab & Hay, p. 72, 2001) Apprenticeship is a teaching method utilized by educators to teach students how to solve problems, understand tasks, perform specific tasks, and deal with difficult situations (Collins, Brown, and Newman 1989).

Furthermore, apprenticeship learning can be a useful supplement for adult educators with other types of instruction (Brandt, Farmer Jr., & Buckmaster, 1993). In summary, apprenticeship learning is a method used by teachers to teach students about a specific task. It is utilized in a problematic situation so students know how to react when faced with a similar situation. Students work very closely with an expert at learning a specific skill. Apprenticeship learning is very beneficial to the learner.

### **Characteristics of Apprenticeship Training**

The following are some of the characteristics that differentiates an apprenticeship training scheme from other forms of trainings or employment contracts

- i. There is a master-servant relationship.
- ii. Allows the master to sanction or punish the erring apprentice.
- iii. It covers a period of 5 years or less.
- iv. It must be put in writing.
- v. It is also approved by an authorized labor officer.
- vi. To the apprentice, it focuses on acquisition of skills.
- vii. The master may demand for payment of premium for the transfer of the skill.
- viii. It can be entered by someone of age 12 or an adult. That means there is no limit as regards age.
- ix. For a non-adult, it should be approved by parent or guardians (Banji 2016)

### **Factors of Success in Apprenticeship**

According to Pratt (1998), successful development through apprenticeship involves three key factors. To become a master of the field, the learning process must be active, social, and authentic. These points will lead to the learner's greater understanding of the field and improved future contributions:

Activity concerns the level to which the learner is physically and mentally stimulated within the environment. Successful trainers allow the student to be highly involved in the processes of decision making and action because they know that it is the doing that will have the most effect on the student's schema. In training to drive an automobile, students will never be able to pass without a physical examination of driving ability. To prepare for this, learners are given the opportunity to drive in safe areas. This active use of the tool prepares the student for its later, tested use.

Second is the concept of sociality. Students must interact constantly with the tools for success, the teachers and the beneficiaries of the work. This holistic approach will further integrate the student into the interrelated web of action and consequence within the field. For example, a server training at a restaurant will not only follow a more experienced server, but interact with the customers, fellow employees, and management in the same time frame. The server will thus establish connections between all these groups and the personnel that embody them, preparing the server for day-to-day activities.

Finally, authenticity is essential to apprenticeship. This is the establishment of a mental connection between the work of the student in a particular field and the comprehension of the greater public. An electrical engineer may understand the intricacies and challenges of computer panels, but this is only half of the required knowledge. They must also learn how most people perceive these panels and their interaction with them. From this understanding of the other end of spectrum, the engineer will better understand the achievement and thus authenticity of the community of electrical engineering.

### **Phases of Apprenticeship Training Scheme**

The apprenticeship perspective includes a series of phases that help articulate the roles of the learner and teacher during the process of observing and enacting concepts.

**Phase I: Modeling** – The complete act is observed and contemplated. This means that the smaller parts that make up the whole are not yet examined in depth. The observer first frames the larger experience and will be able to specify from there. "Modeling occurs in two parts: behavioral modeling allows learners to observe performance of an activity by experienced members to share "tricks of the trade" with new members" (Hansman, 2001, p. 47). The learner is using articulation and domain-specific heuristics in this phase (Brandt, 1993).

**Phase II: Approximating** – In private or in non-critical scenarios, the observer begins to mimic the actions of the teacher. Through close guidance, the learner begins to articulate more clearly the teacher's actions. This phase allows the learner to try the activity and lets them think about what they plan to do and why they plan to do it. Then after the activity the learner reflects about the activity. They examine what they did in comparison to what the expert did.

**Phase III: Fading** – The learner, still within the safety net, starts operating in a more detailed manner, playing within the structure that has been taught. The learner's capabilities are increased as the expert's assistance decreases (Hansman, 2001).

**Phase IV: Self-directed Learning** – The learner attempts the actions within real society, limiting him/herself to the scope of actions in the field that are well understood. The learner is performing the actual task and only seeking assistance when needed from the expert (Hansman, 2001).

**Phase V: Generalizing** – The learner generalizes what has been learned, trying to apply those skills to multiple scenarios and continuing to grow in ability in the field. The learner uses discussion in this phase to relate that they have learned to other relevant situations (Hansman, 2001).

### **Justification for the Need of Apprenticeship Skill**

#### **A degree is not enough**

You can't rely on your degree alone to automatically open doors after you graduate. It will certainly unlock doors - in other words it will make you eligible to apply for jobs that specify "must be a graduate" and the subject or class of your degree may also be important to certain employers. But however good your degree class, however relevant the subject to the career that you'll be applying for, it is likely that you will be competing for this job with a number of other graduates who are equally well-qualified academically. Once your degree has unlocked the door, you'll need the right mix of skills, abilities and personal qualities in order to turn the handle and give the door the push that will open it to you.

#### **Making choices**

Before doing this, of course, you need to have chosen the right door. Your degree subject and academic ability may influence this choice, but your skills, values, interests and personality will be just as important in making final decisions on your choice of career.

#### **Nothing is constant**

The world of work is in a state of continual change: your career today may involve moving between a number of different job functions and employers, and those jobs and employers are themselves likely to change and develop during the time you are employed in them. Employers are therefore seeking graduates who are enterprising, resourceful and adaptable and who, as well as their degree, possess a range of skills which can be used in a wide variety of settings as well as in their careers. These are known as employability skills.

#### **Think ahead**

This does not mean that your degree is irrelevant to employers - the subject and standard of your degree may be essential or useful in helping you enter your chosen career - but it does mean that, in parallel with your studies, you should aim to develop skills that will be of help to you in your future career as such skills are sought by all kinds of employers. The skills you should be developing are the skills that reflect your own personality, interests and abilities - as these are the qualities that will influence your eventual choice of career.



### **Employers expect it**

Employers look for a range of skills in graduate applicants, many of which are common to a number of different career areas. Those most frequently mentioned are communication, teamwork, leadership, initiative, problem-solving, flexibility and enthusiasm.

### **Concept of Employability**

To understand employability requires a consideration of the various component parts and the different ways in which it is described and evaluated, the generic transferable skills nurtured through university, through to competencies required for employment. This suggests that employability is likely to be less about nurturing attributes, techniques or experiences just to enable a student to get a job; it is about learning with less emphasis on 'employ' and more on 'ability'. The prominence is on developing critical and reflective skills, with a view to empowering and enhancing the learner. Employment is a by-product of this enabling process (Harvey, 2003; Lees, 2002; Knight and Yorke, 2002). Employability is about producing graduates who are capable and able, Williams and Owen (1997) state the most perceived graduate qualities are the ability to learn, intelligence, ideas and imagination and communication skills. Billing (2003) adds employers want employees who are "effective communicators, problem solvers and critical thinkers, and can work well within a team". (Billing, 2003). Baruch (2001) suggests that individuals assume responsibility for their ongoing employability while employers provide opportunities for development. This simplistic view of employability is where individuals manage their careers across employment opportunities and organisations, who in turn offer employment as long as the person is needed. Hillage and Pollard (1998), however, see employability as being capable of getting and fulfilling work through the ability to be self-sufficient within the labour market, to realise the potential through sustainable employment. Further, their finding from their report for the DFES for developing a framework for policy analysis on employability, found that employability is about having the capability to gain initial employment, maintain that employment and if necessary find new employment. Knight and Yorke (2003), however, define Employability as: "A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen careers." (Knight & Yorke, 2003).

Employability of a graduate is the predilection of the graduate to show attributes that employers predict will be required for the future successful functioning of their organisation (Harvey, 1997) He further suggests that graduates will need to be flexible due to the increasing number of short time contracts and part-time work in the work place (Harvey, 2000). Therefore, if employability is defined as the 'set of personal attributes acquired by the under-graduate as a result of their investment in higher education', then what are the attributes that make graduates employable? Much of the literature broadly defines employability attributes as: key, core, generic, personal transferable skills, work/employment related skills (Holmes 2001). However, Lees (2002) suggests this imprecision makes it difficult to pinpoint exactly what is meant by the term 'employability skills'. It can be argued, it is where various employers' needs and individuals' attributes meet.

## **Employability Skills**

Employability skills have been defined as: "A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations". Peter Knight & Mantz Yorke (1999). According to Hansman (2001), employability skills are sets of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy." These skills can also be referred to as transferable skills (because skills developed in one area of your life can be transferred to other areas) or personal skills. In the context of one's career planning and development, they include:

- i. The ability to identify suitable job opportunities;
- ii. Self-presentation (on applications and at interviews)
- iii. Communication skills both written and verbal.
- iv. Flexibility - adapting successfully to changing situations and environments
- v. Persuading - able to convince others, to discuss and reach agreement
- vi. Teamwork - working confidently within a group
- vii. leadership - able to motivate and direct others
- viii. Planning and organising - able to plan activities and carry them through effectively investigating, analysing and problem solving - gathering information systematically to establish facts and principles
- ix. Numeracy - able to carry out arithmetic operations/understand data computing skills
- x. External factors such as the job market and personal circumstances. (Wikipedia)

## **Roles of Apprenticeship Training on Employability**

1. Apprenticeships are structured training programmes which give you a chance to work (literally) towards a qualification. They help you gain the skills and knowledge you need to succeed in your chosen industry. Getting into employment earlier means there's lots of potential for you to progress in your career quickly. You can also begin to earn a good salary much earlier on in your life.
2. Apprenticeships give you fantastic experience in the working world and show employers that you can 'hit the ground running'. Hands-on training gives you a real chance to put your skills into practice and helps you to gain more confidence in a working environment.
3. You can earn while you learn. Although based on the nature of the contract, the master is not compelled to pay the apprentice, but the master may decide to pay a useful apprentice as a motivation.
4. Choice. There are over 400 different types of apprenticeships. So whether you're hankering after a career in business, sport, marketing or construction, there's something for everyone.
5. Apprenticeships offer a varied learning experience. You won't have to spend all of your days studying; most of the time you'll be working at a company.



It's all about learning while doing, and learning from others in your industry. You can even gain higher qualifications through apprenticeships, such as HNCs, HNDs, foundation degrees or honours degrees.

### **Theoretical Framework**

#### **Traditional Approach**

The traditional theory was propounded by Deneen in 1954. The traditional apprenticeship framework's purpose was to provide a supply of young people seeking to enter work-based learning via apprenticeships by offering structured high-value learning and transferable skills and knowledge. Apprenticeship training was enabled by linking industry with local technical colleges and professional engineering institutions. The apprenticeship framework offered a clear pathway and competency outcomes that addressed the issues facing the industry sector and specific companies. This system was in place since the 1950s. The system provided young people with an alternative to staying in full-time education post-16/18 to gain purely academic qualifications without work-based learning. The apprenticeship system of the 1950s, 1960s and 1970s provided the necessary preparation for young people to qualify as a Craft trade (Machinist, Toolmaker, Fitter, Plumber, Welder, Mechanic, Millwright etc.), or Technician (quality inspector, draughtsman, designer, planner, work study, programmer), or Technician Engineer (tool design, product design, methods, stress and structural analysis, machine design etc.) and even enabled a path to a fully qualified Chartered Engineer in a specific discipline (Mechanical, Electrical, Civil, Aeronautical, Chemical, Building, Structural, Manufacturing etc.). The Chartered Engineer qualification was usually achieved aged 28 and above. Apprentices undertook a variety of job roles in numerous shop floor and office technical functions to assist the work of master craftsmen, technicians, engineers, and managers in the design, development, manufacture and maintenance of products and production systems.

#### **Educational Theory of Apprenticeship**

Collins Educational theory of apprenticeship unlike most other perspectives of education, the apprenticeship perspective is rarely formally taught. This is because the concepts communicated through apprenticeship are often practical, tacit strategies for achieving goals that do not always conform to standard procedure. For example, in an office environment lunch breaks may be limited to thirty minutes, but through apprenticeship one learns that up to forty-five minutes is acceptable. It would be inconvenient for the company to formally allow that allotment, but through informal training the message may still be communicated. Educational theories of apprenticeship often involve the combination of formal and information training for the development of schema, mental structures that represent individual understanding of experiences that frame a person's conceptualization of reality. For example, a bicycle mechanic accustomed to road cycling may study texts covering mountain biking, but he will probably find it difficult to apply that formal training on a rough course. Educational theory's response to this is apprenticeship; by riding with a friend on the mountain side, the cyclist can watch and learn, constantly reiterating his performance to meet the demands of the sport. In this way he is developing his schema through formal and informal training.

## Methodology

### Research Design

This study adopted a descriptive research on apprenticeship training scheme and employability. The study however focuses on Mechanic village so as to be able to generate valid information from apprentices and their masters.

### Data Sources and Method of Collection

The data for this study were obtained from primary sources. The primary data was obtained through the administration of questionnaire to respondent. However, it should be noted that the review of related literatures which include other research works, the publications in journals and text book were also used.

### Study Population

The target population for this research work consists of apprentice and masters at the Ogun state mechanic village located at Obada Oko. The total population size is 400.

### Sample Size and Sampling Technique

The stratified sampling method was used to determine the samples to be selected from the masters and the apprentice. However, simple random sampling technique was used to select the respondents for the study. This is because the members of the population are not geographically dispersed. Therefore, it is easy to administer questionnaire to them.

The sample size was determined using Yaro Yamani's model as explained below

$$n = \left[ \frac{N}{1+N(e)^2} \right]$$

Where n: sample size

N: population size. 400

e: required error. 5%

$$n = \left[ \frac{400}{1+400(0.05)^2} \right], \quad n = \left[ \frac{400}{1+400(0.0025)} \right]$$

$$n = \left[ \frac{400}{1+1} \right], \quad n = \left[ \frac{400}{2} \right]$$

$$n = 200$$

The sample size for this study is therefore 200.

### Analysis of Hypotheses Testing

#### Hypothesis 1

$H_1$ : There is a significant relationship between Technical Skills and Intention to be Self Employed.

$\alpha = 0.5$  Critical value: 0.01

**Decision:** if Sig. value  $\leq 0.5$ , reject  $H_0$ .

**Table 1.****Correlations**

|                               |                     | Technical Skills | Intention To Be Self Employed |
|-------------------------------|---------------------|------------------|-------------------------------|
| Technical Skills              | Pearson Correlation | 1                | .326                          |
|                               | Sig. (2-Tailed)     |                  | .01                           |
|                               | N                   | 173              | 173                           |
| Intention To Be Self Employed | Pearson Correlation | .326             | 1                             |
|                               | Sig. (2-Tailed)     | .01              |                               |
|                               | N                   | 173              | 173                           |

**Conclusion:** Since the sig. value from the table (0.01) is less than 0.5, we reject  $H_0$ . Therefore, we conclude that there is a significant relationship between technical skills and intention to be self-employed in the organization. The Pearson correlation coefficient is 0.326 which means that there is an average positive relationship between technical skills and intention to be self-employed in the organization.

**Hypothesis 2**

$H_1H_0$ : There is a significant relationship between Technical Skills and Business Skills.

$\alpha = 0.5$ , Critical value: 0.12

**Decision:** if Sig. value  $\leq 0.5$ , reject  $H_0$ .

**Table 2.****Correlations**

|                  |                     | Technical Skills | Business Skill |
|------------------|---------------------|------------------|----------------|
| Technical Skills | Pearson Correlation | 1                | .413           |
|                  | Sig. (2-tailed)     |                  | .12            |
|                  | N                   | 173              | 173            |
| Business Skill   | Pearson Correlation | .413             | 1              |
|                  | Sig. (2-tailed)     | .12              |                |
|                  | N                   | 173              | 173            |

**Conclusion:** Since the sig. value from the table (0.12) is less than 0.5, we reject  $H_0$ . Therefore, we conclude that there is a significant relationship between technical skills and business skills in the organization. The Pearson correlation coefficient is 0.413 which means that there is a moderate positive relationship between technical skills and business skills in the organization.

**Hypothesis 3**

$H_0H_0$ : There is no significant relationship between Technical Skills and Character Skills.

$H_1H_1$ : There is a significant relationship between Technical Skills and Character Skills.

$\alpha = 0.5$  Critical value: 0.16

**Decision:** If Sig. value  $\leq 0.5$ , reject  $H_0$ .

**Table 3.**

**Correlations**

|                  |                     | Technical Skills | Character Skills |
|------------------|---------------------|------------------|------------------|
| Technical Skills | Pearson Correlation | 1                | .117             |
|                  | Sig. (2-Tailed)     |                  | .16              |
|                  | N                   | 173              | 173              |
| Character Skills | Pearson Correlation | .117             | 1                |
|                  | Sig. (2-Tailed)     | .16              |                  |
|                  | N                   | 173              | 173              |

**Conclusion:** Since the sig. value from the table (0.16) is less than 0.5, we reject  $H_0$ . Therefore, we conclude that there is a significant relationship between technical skills and character skills in the organization. The Pearson correlation coefficient is 0.117 which means that there is a weak positive relationship between technical skills and character skills in the organization.

**Conclusion**

From the analyses, it can be concluded that the more vocational training they tends to acquire through technical skills, business skills character skills and intention to be self-employed; the more they gather experience and employability. This also implies that people with vocational training scheme wilding to be experiences employability.

**Recommendations**

Having discovered that vocational training scheme have impact on the employability, it is then recommended that:

1. People should try to developed critical and reflective skills so as to pay less emphasis on employ and more on ability.
2. People should develop their personal attributes through technical skills, business skills and character skills in order to gain employment and be successful in their chosen occupations.
3. Vocation training scheme should be encouraging among youth so as to promote entrepreneurial scheme rather than being employed.

## Reference

- Adegoke, E. O. (2009). *Quality assurance and sustainable university education in Nigeria*. Available: [http://aadvice.hiroshima-u.ac.jp/e/reseach/paper\\_n09-1.pdf](http://aadvice.hiroshima-u.ac.jp/e/reseach/paper_n09-1.pdf) (Accessed: 16 September, 2013).
- Banji, A. (2016). *Legal aspects of industrial and labour relations functions*. Abeokuta: Bitol communications company, Abeokuta Ogun state, Nigeria.
- Brandt, B. L., Farmer Jr, J. A., & Buckmaster, A. (1993). Cognitive apprenticeship approach to helping adults learn. *New Directions for Adult and Continuing Education*, 59, 69–78.
- Billing, D. (2003). Estimating the effect of training programs on earnings. *Review of Economics and Statistics*, 66, 36-43.
- Collins, A., Bown, J. S. & Newman, S. E. (1989). Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics. In L.B. Resnick (ed.) *Knowing, learning, and instructional essays in honor of Robert Glaser*. Hillsdale, NJ: Erlbaum.
- Hansman, C. A. (2001). Context-based adult learning. *New Directions for Adult and Continuing Education*, 89, 43–51.
- Harvey, M. (2002). Human resource management in Africa: Alice's adventures in wonderland. *International Journal of Human Resource Management*, 13, (7), 119 – 1145.
- Hillage, J. E. & Pollard, Q. A. (1998). Apprentices and young workers: A study of the Norwegian youth labour market. *Scottish Journal of Political Economy*, 52(1).
- Holmes, K. E. (2001). Doing science at the elbows of experts: Issues related to the science apprenticeship camp. *Journal of Research in Science Teaching*, 38 (1), 70–102.
- Heijke, H., C. Meng, G. & Ris, C. (2003). Fitting to the Job: The role of generic and vocational competencies in adjustment and performance. *Labour Economics*, 10, 215–229.
- Kent, H. & Mushi, K. (1995). Vocational training and earnings in Colombia: Does a SENA effect exist? *Comparative Education Review*, 23(2), 283-292.
- Knight, B. U. & Yorke, J. (2002). *Human resource management in the public sector' in Salaman, G. (ed.), Human resource strategies*. London: Sage.
- Lees, L. J. (2002). Estimating the effect of training programs with non-random selection. *Review of Economics and Statistics*, 66, 36-43.
- National Directorate of Employment (2011). National Directorate of Employment Act. Available at [www.servenigeria.com/charters/labours\\_nde.co](http://www.servenigeria.com/charters/labours_nde.co).

- Mcgrath, H. O. (1999). *Schooling, experience and earnings*. National Bureau of Economic Research. New York: Columbia University Press.
- Obidi, S. S. (1995). Skill acquisition through indigenous apprenticeship: A case study of the Yoruba blacksmith in Nigeria. *Comparative Education*, 31(3), 369-383.
- Otti, E. Y. (2007). Globalization and its implications for vocational Education in Nigeria. *Essays in Education*, 21, 30-34.
- Peter, W. (1986). *The social production of technical work: the case of British engineers*. SUNY Press.
- Pratt, D. D. (1998). *Five perspectives on teaching in adult and higher education*. Malabar, FL: Krieger Publishing Company.
- Williams, K. J. & Owen, C. P. (1997). *The impact of education and training on the labor market experiences of young adults*, Institute of Fiscal Studies, Working Paper No. 00/08.

## Appendix

Apprenticeship Training Scheme and Employability.

### Section A: Bio Data

Instruction: please tick the appropriate option and fill the spaces provided

- Sex:** Male ( ) Female ( )
- Age:** Under 20 years ( )                      20 years to under 30 years ( )  
 30 years to under 40 years ( )            40 years to under 50 ( )  
 50 years and above ( )
- Marital Status:** Single ( ) Married ( ) Others ( )
- Qualification:** SSCE ( ) ND or Equivalent ( )                      BSC/HND ( )  
 Other ( )
- Working Experience:** Under 3 years ( )                      3 years to under 5 years ( )  
 5 years to under 10 years ( )            10 years and above ( )
- Occupation:** Vulcanizer ( )    Battery Charger ( )    Welder ( )  
 Painter ( )                      Mechanical Engineer ( )  
 Panel beater ( )    Rewire ( )    Carpentry ( )



**Section B:** Indicate the Extent at which You Agree or Disagree with Each of the Statements  
Using: Strongly Agree = SA; Agree= A; Undecided= U; Disagree = D; Strongly Disagree = SD

|     |   | 5  | 4 | 3 | 2 | 1  |
|-----|---|----|---|---|---|----|
| S/N | Business Skills   | SA | A | U | D | SD |
|     | <b>Questions</b><br>My technical apprenticeship training has enabled me to :                          |    |   |   |   |    |
| 1.  | Exhibit high level of material pricing skills when dealing with suppliers.                            |    |   |   |   |    |
| 2.  | Handle stock management effectively.  |    |   |   |   |    |
| 3.  | Effectively negotiate with the clients.   |    |   |   |   |    |
| 4.  | Develop greatly in account keeping.   |    |   |   |   |    |
| 5.  | Develop my marketing skill.   |    |   |   |   |    |
|     | <b>Technical Skills</b>   |    |   |   |   |    |
|     | <b>Questions</b><br>My technical apprenticeship training has enabled me to :                          |    |   |   |   |    |
| 1.  | Do most of technical aspects of my trade.   |    |   |   |   |    |
| 2.  | Handle many aspects of the technical works that I may not know.                                       |    |   |   |   |    |
| 3.  | Know all technical instruments I need to do my work.  |    |   |   |   |    |
| 4.  | Do my technical works without supervision.  |    |   |   |   |    |
| 5.  | Know when and how to get technical assistance if I have to.   |    |   |   |   |    |
|     | <b>Character Skills</b>   |    |   |   |   |    |
|     | <b>Questions</b><br>My technical apprenticeship training has enabled me to:                           |    |   |   |   |    |
| 1.  | Be courteous to people.   |    |   |   |   |    |
| 2.  | Develop persistent in dealing with people and objective.  |    |   |   |   |    |
| 3.  | Be self-motivated towards achieving predetermined goals   |    |   |   |   |    |
| 4.  | Deal in utmost honesty with my clients.   |    |   |   |   |    |
| 5.  | Be punctual in delivery of jobs to customers.   |    |   |   |   |    |
|     | <b>Intention To Be Self Employed</b>  |    |   |   |   |    |
|     | <b>Questions</b><br>My technical apprenticeship training has enabled me to:                           |    |   |   |   |    |
| 1.  | Desire to start my own business immediately.  |    |   |   |   |    |
| 2.  | Desire to know how to utilize my skills for a guaranteed salary job.                                  |    |   |   |   |    |
| 3.  | Wish to start my own business after working for someone for some time.                                |    |   |   |   |    |
| 4.  | Know that I do not have to work for some years and gather experience before starting my own business. |    |   |   |   |    |
| 5.  | Desire to organize apprenticeship training scheme to transfer the training I have had to others.      |    |   |   |   |    |