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## Impact of Local Apprenticeship Scheme on Employment Generation in Selected Local Governments in Adamawa State, Nigeria

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### **Abstract:**

*Unemployment is a global phenomenon especially in developing and third world countries with resultant effects of poverty. The situation prompted measures through institutional policies to mitigate the effects. This study seeks to examine the impact of Local Apprentice Scheme towards employment generation in Adamawa State. The study adopted a survey approach to examine the impact of the scheme. Purposive random sampling approach was used to draw 200 respondents from some selected local governments in Adamawa state. Structured closed ended questionnaire was used to collect primary data from the respondents. The data collected was analysed using descriptive statistics and Structural Equation Modelling (SEM). The study reveals that Local Apprenticeship Scheme has yielded employment, thus rejecting the preposition at 5% level of significance.*

**Keywords:** *Local apprenticeship scheme, employment generation, local government*

### **1. Introduction**

The contribution of apprenticeship scheme to jobs creation and poverty reduction has long been appreciated by countries eager to promote growth and development in the economic sector ILO (2012). Apprenticeship scheme is a combination of on-the-job training (OJT) and related instruction under the supervision of a craft person or trade professional in which individual learn the practical aspects of a highly skilled occupation (Allen & Ainley, 2015). Apprenticeship is a rewarding but demanding choice that requires determination, commitment, attitude and physical conditioning to succeed (Mubangizi, 2009). Apprenticeship addresses industry's need to remain competitive by investing in the development and continuous upgrade of the skills of its workforce. Unemployment can lead to social vices such as: armed robbery; cultism, child trafficking, and political thugs etc. (Obadam, 1996). The Nigeria government in the bid to reduce unemployment initiated employment and income generation programs such as: National Directorate of Employment (N.D.E), National poverty Eradication Program, (NAPEP); National Economic Empowerment and Development Strategies (NEEDS among others. The aim of these programmes were to empower people at all levels of the society with skills, facilities to enable them establish and run their own business and consequently gain employment. Even though, Adamawa state has not been an exception in the implementation of these programmes, but the scourge of unemployment in the state is still being felt by majority of the citizens who are not employed and do not have access to good primary health care, portable water, food and education etc. Similarly, Murtala Nyako administration in 2011, introduces the Local Apprenticeship Scheme (LAS) to address the problem of unemployment especially at the grassroots level through master trainer program. The Local Apprenticeship Scheme (LAS) as a project under the Special Project and Programmes Unit (SPPU) trained youths and women in the state on twenty three trades to last for about four years. The LAS training takes place at the individual shade workshops of selected master trainers (MT) and using available institutional centers such as Federal College of Education Yola, State Polytechnic Yola, (Numan Campus), and College of Education Hong etc.

In spite of the huge sum of money and other resources invested in the crusade for employment generation programmes such as NDE, NAPEP, YES, etc. majority of Nigerians still suffer from unemployment (Onwe et' al, 2015, Sylvester & Ekpenyong 2014) . As a manifestation, Nigerian streets are filled with men, women and even children fronting for their parents in begging for money and even food. Many families cannot afford one good meal in a day and Children are withdrawn from schools (Bukar et al, 2014). Despite the proliferation of these unemployment reduction programmes, there is no evidence of appreciable change in unemployment indices in Adamawa state and more also little empirical evidences can be found appraising individual performance of unemployment reduction programmes. Therefore, the need for this research to investigate the impact of Local Apprenticeship Scheme towards employee generation in Mubi north, Mubi South, and Maiha local government areas of Adamawa State.

## 2. Literature Review

### 2.1. Conceptualization of Apprenticeship

Apprenticeship is the learning of skills which involves master- trainer relationship for a specific period of time. Pratt (1998) provides that apprenticeship perspective involves the learner within an actual, physical context practice. Apprenticeship is a teaching method utilized by educators to teach students to solve problems, understand tasks, perform specific tasks, and deal with difficult situations (Collins Brown & Newman 1989) Apprentices work side by side with an expert in other to learn a specific task and it include: the development of learning contexts that model proficiency; providing coaching and scaffolding as student become immersed in authentic activities, independent practice so that students gain an appreciation of the use of domain-related principle across multiple context (Barad & Hay 2001). Apprenticeship is an alternative to school employment (Ezenwakwelu, C.A et al, 2019). Those who could afford to attend formal school has the opportunity learn skills through master trainer and finally gained employment. Apprenticeship is a system of training practitioners of a trade or profession with on-the-job training and often some accompanying study (classroom work and reading) apprenticeship enable practitioner to gain a license to practice a regulated profession. Apprenticeship contributes significantly to youth employment and empowerment, and thereby ensures productivity and youth restiveness (Adams Et al, 2013). Most of apprenticeship training is done while working for a trainer who helps the apprentice learn their trade or profession, in exchange for their continued labour for an agreed period after they have achieved measurable competition. Apprenticeship desire is to choose and learn a skill that will result to being employed and productive to the society (Ezenwakwelu, C. A., et.al, 2019). Apprentice familiarity with the environment increases their chances of employment once the training is completed (ILO, 2011). Its apprenticeship training programme can offer an opportunity for a change of employment career from the informal to the formal sector, which gives a better employment benefit (Monk et. Al, 2007). Apprenticeship typically last 3 to 6 years and the scale of apprenticeship programmes varies widely across countries, reaching up to 40% of the work in Germany and Australia but only 0.3% in the United States (Lerman, 2013). People who successfully complete an apprenticeship reach the journeyman level of competence. Although the formal boundaries and terminology of the apprentice 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 labour.

### 2.2. Cognitive Thinking and Apprenticeship

Cognitive dimension includes: Modelling, coaching, scaffolding, articulation, reflection and exploration. It is a knowledge acquisition and mental development involving verbal articulation and thought processes and problem solving.

### 2.3. The Concept of Education and Apprenticeship

Education provides knowledge on skills, gives opportunity for business investment through text structure and discipline development. It includes mobilizing, developing contents and discourse of specific knowledge

### 2.4. Personal of Apprenticeship

It is concern with developing leader fluency and stamina, assessing performance and goal setting as well as leader confidence and range of knowledge. Apprenticeship skill create avenue for self-employment and ownership of business

### 2.5. Social Apprenticeship

It is concerned with investigating between literacy and power sharing reading processes, problem solving and solution.

### 2.6. The Concept of Employment and Apprenticeship

In practice, employment relationship result to three dimensions: Economic, Legal and Social. The neo-classical economics provides a theoretical approach on how employment relation takes a form of economic transaction as individual and firms are keen on maximizing utility and profit respectively. Based on the market price, employees uses their skills to seek for job at the price offered by the firm, and the firm seek to maximize profit by the goods and services produce by the workers.

## 3. Apprenticeship Theories

### 3.1. Cognitive Theory of Apprenticeship

Cognitive apprenticeship theory attempts to bring tacit processes in learning (Collins, Brown & Newman, 1987). It assumes that people learn from one another, through observation, imitation and modelling. Collins et al (1987) develop six teaching methods using a cognitive approach for skills discovering knowledge. The methods are: Modelling, coaching, scaffolding, articulation, reflection, and exploration. They provides that in modelling the apprentice observe the Master demonstrating how to do different parts of the tasks, coaching is the thread running the entire apprenticeship experience. They describe Scaffolding as the support the Master gives apprentice in carrying out a task. Collins et al (1987) describes articulation as separating component of knowledge and skills for effective reasoning and problem solving process. Reflection is an assessment of past performance of both Master and Learner, which allows the Learner to compare their problem-solving process with the aim of understanding the area of strength and weaknesses in the behaviour of the expert, and exploration involves giving Learners room to demonstrate the skills learnt. Exploration allows learners to

initiate and solve problems on their own. Therefore looking at the cognitive apprenticeship theory, the theorists were able to explore the various ways of teaching and learning process under different domain. It is also proved to be an effective ways of teaching apprenticeship skills through cognitive reasoning and problem solving. However, the theory failed to relate the methods to various apprenticeship skills so as to make the learning process effective. The theorist also fails to categorise the Learners background e.g., male or female, young or adult so as to ascertain which methods fit any of the target learners.

It can therefore be concluded that for any skills training to be effective, the objectives of the training and the target participants need to be clearly defined. This will help in determining which method can be effective in imparting the skills.

McLellan (1993) created an apprenticeship model in which he describes cognitive articulation as separating component knowledge and skills to learn them more effectively. He asserts that Cognitive apprenticeship is about how opportunities are perceived by Trainers and Learners. Cognitive apprenticeship works as a model of instruction that makes Learners to develop skills through thinking. The model describe articulation as verbalization or demonstrating knowledge and thinking process in order to expose and clarify them. The model stress that skills can be articulated through reasoning or problem solving process.

Examining the cognitive theory of apprenticeship, it shows that apprenticeship is an effective ways of providing skills that have positive impact on self-employment as supported by (John& Cyril, 2015) who has that apprenticeship training gives the high tendency of employment than the formal education, because of the daily practical experience that enable individuals learn the skills. The theories also prove that apprenticeship is an effective tool for poverty reduction, as it enhances the income of individuals. It is against this background that the study seek to examine the impact local Apprenticeship Skills on employment generation in Adamawa State.

#### 4. Proposition

Local Apprenticeship scheme has no significant and positive relationship impact on employment generation

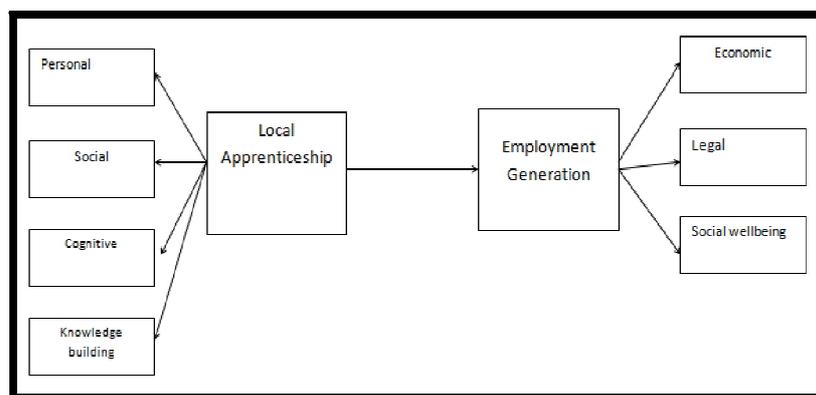


Figure 1: Proposed Model  
Source: Formulated by the Study

#### 5. Methodology

A survey approach was used to conduct the research. Zikimund (2005) support that survey design is most appropriate when the objective of the study is to examine the impact relationship. A random sample of 200 respondents were drawn from Mubi North, Mubi South and Maiha local government of Adamawa State. Structured questionnaire with the Likert five (5) scale type was used to collect data from the respondents. At the preliminary, descriptive statistic were used to analyse the demographic characteristics of the respondents. The study uses structural equation modelling to analyse the data.

Model specification:

The econometrics model is specified below.

$$EMP = \beta_0 + \beta_1 LAS + UI$$

Where:

EMP= Employment generation (DV)

$\beta_0$ = Constant

LAS= Local Apprenticeship Scheme

UI = Error term

$\beta_1 \beta_2$  = coefficient of the independent variables showing the magnitude of the impact of LAS on the employment.

#### 6. Results and Discussion

Table 4.1.1 – 4.1.3 analyses the demographic characteristics of the respondents to understand the composition of the respondents as used in the study

6.1. Demographic Analysis of the Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not attended school	4	3.3	3.3	3.3
	'O' level certificate	9	7.5	7.5	10.8
	'A' level certificate	60	50.0	50.0	60.8
	Others	47	39.2	39.2	100.0
	Total	120	100.0	100.0	

Table 1: Qualification of Respondents

The analysis of educational qualification of the respondents Table 1 shows that 50% of the respondents have 'A' level qualification, while those with others not attended schools have 3% and those with 'O' qualification have 8%. Also, those with other qualifications has 39%. Therefore LAS impacted most on those with high education qualification and seeking for employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	72	60.0	60.0	60.0
	Female	48	40.0	40.0	100.0
	Total	120	100.0	100.0	

Table 2: Gender Distribution of Respondents

On gender of the respondents, Table 2 above shows that 60% of the respondents were male while 40% were female. This shows that LAS has impacted on both males and females.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	53	44.2	44.2	44.2
	Married	57	47.5	47.5	91.7
	Divorced	8	6.7	6.7	98.3
	Widow	2	1.7	1.7	100.0
	Total	120	100.0	100.0	

Table 3: Marital Status of Respondents

The analysis of the marital status of the respondents Table 3 shows that 48% and 42% of those who benefited from Local Apprenticeship Scheme are the married and single, while divorced and widows have 7% and 2% respectively. This shows that LAS has impacted on adults.

6.2. Results on Path Analysis

Formulated latent variables fig 1 below are factored to arrive at a construct that satisfy the objectives of the study, i.e. impact of local apprenticeship scheme on employment generation is estimated using the measurement model of CFA and is regressed against dependent variable (employment generation) to identify their causal relationship Fig 1

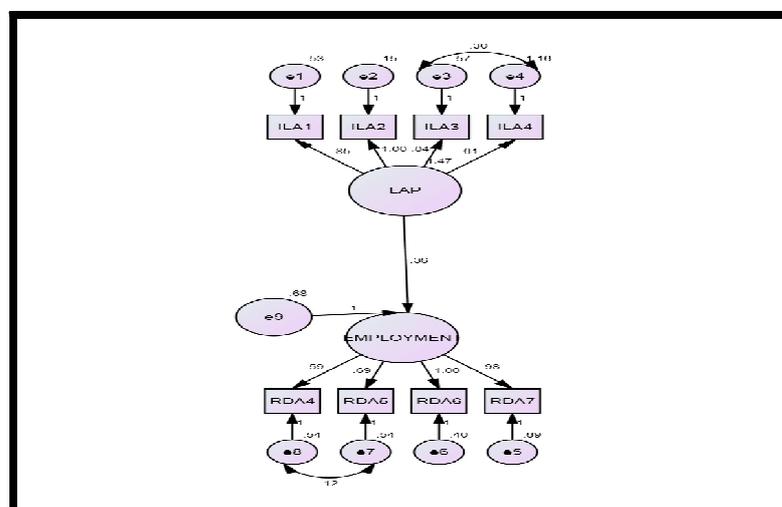


Figure 1: Path Analysis on the Effect of LAS on Employment Generation. Source: Computed by Author from Data Using Amos and SPSS Version 20

The objective of the study is to examine the impact of LAS on employment generation. The null hypothesis that local apprenticeship scheme has no significant effect of employment generation is tested using the confirmatory factor analysis of structural equation modelling. To achieve consistency of the measurement items, 3 items from each of the variables were giving less than 0.6 loadings were removed. Figure 1 above shows that path analysis.

			Estimate	S.E.	C.R.	P	Label
EMPLOYMENT	<---	LAP	.363	.078	4.636	***	par_9
ILA1	<---	LAP	.849	.073	11.650	***	par_1
ILA2	<---	LAP	1.000				
ILA3	<---	LAP	.836	.074	11.300	***	par_2
ILA4	<---	LAP	.606	.090	6.717	***	par_3
RDA7	<---	EMPLOYMENT	.983	.134	7.350	***	par_4
RDA6	<---	EMPLOYMENT	1.000				
RDA5	<---	EMPLOYMENT	.689	.105	6.546	***	par_5
RDA4	<---	EMPLOYMENT	.589	.099	5.943	***	par_6

Table 4: Regression Weights: (Group number 1 - Default model)

			Estimate
EMPLOYMENT	<---	LAP	.472
ILA1	<---	LAP	.817
ILA2	<---	LAP	.954
ILA3	<---	LAP	.802
ILA4	<---	LAP	.565
RDA7	<---	EMPLOYMENT	.743
RDA6	<---	EMPLOYMENT	.827
RDA5	<---	EMPLOYMENT	.659
RDA4	<---	EMPLOYMENT	.601

Table 5: Standardized Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
e7	<-->	e8	.117	.063	1.850	.064	par_7
e3	<-->	e4	.303	.092	3.307	***	par_8

Table 6: Covariances: (Group number 1 - Default model)

			Estimate
e7	<-->	e8	.217
e3	<-->	e4	.373

Table 7: Correlations:  
(Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
LAP	1.475	.223	6.614	***	par_10
e9	.677	.148	4.586	***	par_11
e1	.531	.089	5.968	***	par_12
e2	.147	.079	1.867	.062	par_13
e3	.573	.092	6.196	***	par_14
e4	1.155	.157	7.375	***	par_15
e5	.686	.125	5.465	***	par_16
e6	.404	.103	3.915	***	par_17
e7	.539	.086	6.253	***	par_18
e8	.535	.081	6.603	***	par_19

Table 8: Variances: (Group Number 1 - Default model)

## 6.3. Matrices (Group number 1 - Default model)

	<b>RDA4</b>	<b>RDA5</b>	<b>RDA6</b>	<b>RDA7</b>	<b>ILA4</b>	<b>ILA3</b>	<b>ILA2</b>	<b>ILA1</b>
RDA4	.000							
RDA5	.000	.000						
RDA6	.018	-.008	.000					
RDA7	-.017	-.048	.022	.000				
ILA4	.080	.253	.072	.156	.000			
ILA3	.072	.266	.037	.026	.000	.000		
ILA2	-.056	.160	-.123	.001	-.012	.005	.000	
ILA1	-.093	.123	.018	.109	.012	-.045	.006	.000

Table 9: Residual Covariances (Group number 1 - Default model)

	<b>RDA4</b>	<b>RDA5</b>	<b>RDA6</b>	<b>RDA7</b>	<b>ILA4</b>	<b>ILA3</b>	<b>ILA2</b>	<b>ILA1</b>
RDA4	.000							
RDA5	.000	.000						
RDA6	.174	-.068	.000					
RDA7	-.147	-.390	.146	.000				
ILA4	.719	2.141	.524	1.034	.000			
ILA3	.660	2.279	.269	.173	.000	.000		
ILA2	-.505	1.348	-.874	.008	-.068	.027	.000	
ILA1	-.851	1.055	.133	.735	.074	-.259	.031	.000

Table 10: Standardized Residual Covariances (Group number 1 - Default model)

## 6.4. Model Fit Summary

<b>Model</b>	<b>NPAR</b>	<b>CMIN</b>	<b>DF</b>	<b>P</b>	<b>CMIN/DF</b>
Default model	19	26.940	17	.059	1.585
Saturated model	36	.000	0		
Independence model	8	486.990	28	.000	17.392

Table 11: CMIN

<b>Model</b>	<b>RMR</b>	<b>GFI</b>	<b>AGFI</b>	<b>PGFI</b>
Default model	.086	.947	.888	.447
Saturated model	.000	1.000		
Independence model	.575	.409	.240	.318

Table 12: RMR, GFI

<b>Model</b>	<b>NFI Delta1</b>	<b>RFI rho1</b>	<b>IFI Delta2</b>	<b>TLI rho2</b>	<b>CFI</b>
Default model	.945	.909	.979	.964	.978
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Table 13: Baseline Comparisons

<b>Model</b>	<b>RMSEA</b>	<b>LO 90</b>	<b>HI 90</b>	<b>PCLOSE</b>
Default model	.070	.000	.118	.234
Independence model	.371	.343	.400	.000

Table 14: RMSEA

<b>Model</b>	<b>PRATIO</b>	<b>PNFI</b>	<b>PCFI</b>
Default model	.607	.574	.594
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

Table 15: Parsimony-Adjusted Measures

<b>Model</b>	<b>NCP</b>	<b>LO 90</b>	<b>HI 90</b>
Default model	9.940	.000	28.162
Saturated model	.000	.000	.000
Independence model	458.990	391.119	534.293

Table 16: NCP

Model	FMIN	F0	LO 90	HI 90
Default model	.226	.084	.000	.237
Saturated model	.000	.000	.000	.000
Independence model	4.092	3.857	3.287	4.490

Table 17: FMIN

The discrepancy chi-square probability value of 0.059 is above 0.05 level thus accepted the fact that the modes fit the date RMSEA value of 0.070 indicate a good fit since it is than the cut-off point of 0.08. Equally the value of GFI and AGFI read 0.947 and 0.888 satisfying the obsolete model fit in addition the measure of incremental fit observed by CFI, TLI and NFI bears the values 0.978, 0.964 and 0.945 respectively, thus confirmed the fitness. Similarly, normed chi-square  $\chi^2/df$  (cmin1-4) which measure the parsimonious of the model reads 1.585. Since value is <5.0 it therefore fall within the acceptance level is parsimoniously site.

The estimate or efficient of employment generation ( $\beta_1 = 0.472$  P= 0.000) is statically significant at both 5% and 10% level signifying that LAS has contributed a lot to employment generation in the local government.

The preposition local apprenticeship scheme has no significant effect on employment generation is tested using the measurement and structural equation model of SEM the null hypothesis is rejected at 1% significance level confirming that LAS has contributed significantly to employment generation in the local government. This supported by the respondents that apprenticeship has given them skills which made them self-employed and consequently increased income. The  $\beta$  efficient of 0.472 and P=0.000 in the finding shows that local apprenticeship scheme has made significant contribution to employment generation which confirms the findings by Tansel, A., & Ogawa, O. (2008) that local apprenticeship training increases the probability of employment by 22% in a sample of study in Japan.

## 7. Concussion

Unemployment has been the most difficult challenges facing developing countries which calls for the concern of all to ameliorate its effects. Apprenticeship scheme is a vital tool for generating employment which can result to sustained economic activity. Therefore, the need effective funding and collaboration with donor agencies for effective implementation.

## 8. Recommendation

- Adamawa government should put into full use the skill acquisition centres in all the local government and to be supported with budget.
- There is need for the state government to seek collaboration with the NGO's for proper funding
- Poorest and disadvantaged group should be target as beneficiaries instead of politicising the selection of beneficiaries.
- There is need for the Adamawa state government to undertake a comprehensive and realistic study on the factors affecting effective implementation of skills acquisition programs.
- There is a need for Adamawa state government to establish a ministry of vocational education and entrepreneurship to be responsible for providing physical, financial, and moral support to apprenticeship to facilitate effective skills acquisitions among trainees.

## 9. Suggestion for Further Study

Future study is suggested on the binding constraints to effective implantation of local apprenticeship skills in Adamawa state.

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### Appendix

Bayero University Kano,  
Department of Business  
Administration and Entrepreneurship,  
2<sup>th</sup> August, 2016.  
Dear Respondent,

#### Research Questionnaire on Impact of Local Apprenticeshi Scheme on Employment

I am a PhD student of the above department undertaking a study on the topic impact of Local Apprenticeship Scheme on employment generation and selected local government in Adamawa state. Kindly fill the questionnaire as required appropriately. you are assured that the information will be used strictly for the research.

Thank you

Ibrahim Musa  
Student Researcher

You are required to tick as appropriate from the option as provided below:

A) Gender:

Male

Female

(B) Marital status:

Single

Married

Divorcee

Widow

(C), Qualification:

Not attended school

Primary school certificate

'O' level certificate

'A' level certificate

(D) Reason for doing Apprenticeship

S/N	Items	SA	A	SD	D	U
1.	It allows me to keep my options about the future open					
2.	I wanted to do something practical rather than academic					
3.	I like idea of getting a job and doing training at the same time					
4.	It provides good pay prospects for the future					
5.	I have good career prospects for the future					
6.	It provide qualifications you need to enter certain occupation					
7.	It is a well-recognized qualification					

Table 18

Source: LSYPE, wave 6

## (E) Impact of Local Apprenticeship Scheme on employment generation

S/N	Items	SA	A	SD	D	U
8.	I have acquired skill that can make me employed					
9.	I have employed myself with the skills acquired					
10.	My income has now improved after the training					
11.	Apprenticeship scheme facilitated my employment					
12.	Business skills are obtained through apprenticeship schemes.					
13.	Apprenticeship scheme gives me career prospects for future.					
14.	I can practically do work and earn a living with the skills acquired.					

Table 19

## (F) The challenges to the effective performance of LAS

S/N	Items	SA	A	SD	D	U
15.	Inadequate funding of the scheme.					
16.	Sentiment in the appointment of master trainers					
17.	Sentiment in the selection of trainees					
18.	Beneficiaries not provided with tools at the end of trainings					
19.	Poor supervision by officials of LAS					
20.	Lack of political will by politician to allow effective function to the scheme					
21.	Lack of adequate motivation of the master Trainers					

Table 20

Source: Adopted from LSYPE.