



**MULTIDISCIPLINARY
INTERNATIONAL JOURNAL
(LLBSUKMIJ)**

**TRADITIONAL APPRENTICESHIP AND
GROWTH OF THE TEXTILE INDUSTRY
IN SOUTH EAST NIGERIA**

By

JOSHUA ONUOHA
Learn to Live Business School, UK

Email: onuohaloshuagmail.com

Phone No +234796 074 8383

2024

ABSTRACT:

The purpose of this study was to investigate traditional apprenticeship and the growth of the textile industry in SE Nigeria. It employed an ex-post facto descriptive non-experimental research design. Three research questions and three hypotheses guided the study. The sample consists of 300 Masters selected using multistage, purposive, accidental, and snowballing sampling techniques from five states in SE Nigeria. Questionnaires, direct contact, and social media administration strategies helped with data collection. Means, Standard deviation, and Analysis of Variance (ANOVA) were used. Results show that traditional apprenticeship encourages the growth of the textile industry in several ways, with the highest being through a multiplier effect; Trading skills; Further mentoring after graduation; Assistance in expanding and opening branches; Provision of funds, and practical hands-on training. A lot of challenges face traditional apprenticeship, with the greatest being, Gender bias, Outdated teaching methods without innovation and experimentation; and non-technologically driven teaching methods, with no statistical difference found among the SE states. It was concluded that traditional apprenticeship enhances the growth of the textile industry to a Large Extent. It was recommended that the formal schooling system adopt the multiplier effect and job creation devices of the traditional apprenticeship to improve the educational system and reduce unemployment in Nigeria.

Keywords: Traditional Apprenticeship; Textile Industry; Master and Multiplier effect.

INTRODUCTION:

Background of study

Apprenticeship is a sort of informal schooling characterized by practicals and hands-on experience, where the participant learns directly on the job. No wonder it is described as on-the-job training that enables new-generation practitioners to gain a license to practice in a regulated occupation (Asare, Nyarko, Fobiri, & Marfo 2023). Apprenticeship is also defined as a “form of training in which an individual learns an art, trade, or craft under a legal agreement that outlines the duration and conditions of the relationship between the master and apprentice” (AI-generated definition based on: [the International Encyclopedia of Education -Third Edition, 2010](#)). In this training, skills are learned and knowledge transferred from the Master or Mentor to the apprentice, typically through hands-on practice and instruction, which takes various forms such as traditional crafts, vocational education, classical music, and even spiritual traditions.

The traditional apprenticeship system has long been practiced in Nigeria alongside the formal educational system. The traditional apprenticeship system in this study involves a written contract or agreement between master and apprentice, stating the conditions for both parties and the terms of apprenticeship. Often the apprenticeship especially for a business, such as trading in textile fabrics, takes up to four years during which the apprentice lives with the master as a family member and trades with the master. The master on his part, trains the apprentice for the period in his type of business and settles the apprentice at the end of the contract period. The graduation is usually celebrated with a party involving the master's presentation of the take-off fund. This marks the official accreditation of the apprentice as a journeyman of the textile fabrics trade, making it possible for him or her to get his or her shop and open his or her own fabrics trading business.

The textile industry involves several sections, including, the production of raw materials, and fabric production. Marketing the fabrics and producing clothing from the fabrics. This study is interested in the marketing of the fabrics. The growth of the industry in this respect involves expansion and an increase in the quality of services. Growth is a “socially constructed factor” (Dugguh et al., 2018) and implies a change in size during a determined period, involving an increase in sales and investments to adapt to new demands Onwuka and Nwaneri (2023). Asare, Nyarko, Fabri, & Marfo (2023) observed that growth implies an increase in sales, and the number of employees. Profit, increase in assets, increase in the firm's value, and internal development. The growth of textile industries in this study will be measured by the above perspectives.

Statement of the problem:

The traditional apprenticeship system has long been an integral part of the economic and social fabric of Southeast Nigeria, an area occupied by the Igbos, known for their acumen and steadfastness in business. Initially, the traditional apprenticeship system was patronized mainly by illiterates and the poor. Still, these days, due to a lack of jobs for school leavers and tertiary institution graduates, as well as growth in entrepreneurship among the elites in Nigeria, the traditional apprenticeship system has started to boom once more. Studies show that entrepreneurs are not the sole vectors to growth as there are many other agents involved, such as clients, kin, suppliers, and nature and challenges to the apprenticeship. This study therefore investigated traditional apprenticeship and growth of the textile industry in South East Nigeria, to identify how it encourages growth of the textile industry and the challenges confronting it. Many studies have been carried out on apprenticeship systems. For instance, Gallup (2024) sought to find out About Registered Apprenticeship: in his Systematic Review and Synthesis of 30 Years of Empirical Research, Suhaimy, Sumardi, Sumardi & Ansari (2022) looked at factors that influence the transfer of training within an apprenticeship program, while Sani & Adamu & Adamu & Umar (2022) investigated the impact of apprenticeship training on job creation among artisans in Bauchi and provided the conceptual framework to express the relationship between the apprenticeship component and job creation.

Uwameiye, Ede, and Iyamu's 2002 study focused on the training methodology used by the Nigerian Indigenous apprenticeship system; Ifechukwu-Jacobs, (2022) studied the effect of Igbo trade apprenticeship system on unemployment reduction in Onitsha, The return on investment of apprenticeship systems for enterprises: evidence from cost-benefit analyses was examined by Muehleemann and Wolter (2014). A very recent and close study by Chukwu, Ugochukwu, and Njoku (2024) focused on challenges and prospects challenges and prospects of the Igbo apprenticeship system in the modern world. The current study which is the first of its kind, dwelt on the traditional apprenticeship and growth of the textile industry in South East Nigeria, which is the lacuna filled by this study. Southeast Nigeria is well known for its creativity which is often displayed in the various designs of the fabrics produced and in the sewing designs, making the business very lucrative. It is not surprising that many Igbos go into the textile business as clothing is often considered next to food and shelter in Maslow's hierarchy of Needs. This study therefore sets the following objectives;

1. To examine how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.
2. To determine the extent the customary apprenticeship enhances the growth of the textile industry in SE Nigeria and
3. To explore the challenges confronting traditional apprenticeship in the growth of the textile industry in SE Nigeria.

Research Questions: The following research questions were posed to guide that study;

1. How does traditional apprenticeship encourage the growth of the textile industry in SE Nigeria?
2. To what extent has traditional apprenticeship enhanced the growth of the textile industry in SE Nigeria?
3. What challenges confront traditional apprenticeship in the growth of the textile industry in SE Nigeria?

Hypotheses: These hypotheses tested at a 0.05 confidence level guided the study.

HO₁: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.

HO₂: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the extent traditional apprenticeship has enhanced the growth of the textile industry in SE Nigeria.

HO₃: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the challenges that confront traditional apprenticeship in the growth of the textile industry in SE Nigeria.

The literature review in this study is presented under Conceptual framework, Theoretical framework, and Empirical Studies

Conceptual framework: Apprenticeship has been severally defined as informal schooling or learning involving practicals and hands-on experience on-the-job training (Asare, Nyarko, Fobiri, & Marfo 2023); training where an individual learns an art, trade, or craft under a legal agreement between the master and apprentice” (AI generated definition based on: [International Encyclopedia of Education \(Third Edition\), 2010](#)); A way of job creation Sani & Adamu & Adamu & Umar (2022), an informal and unstructured training programme, scheduled for an agreed period during which the apprentice learns the trade, acquires a desirable part of entrepreneurship skills, masters the rudiments of the trade, and offers services to the master for an agreed-upon period, (Kanu, 2020; Alike & Orjiako-Umunze, 2019; Orugun&Nafiu, 2014). In addition, it is a process of bringing up a child (Kanu, 2020). (Kanu, 2020), (Alike and Orjiako-Umunze, 2019), (Doekpe, 2017), Onwuka & E.C. Nwaneri 2023, Crescent (2019) where no salaries are paid. However, it is also perceived as an unpaid business and incubator model that lets people learn the business from a master for some years Kanu (2019). This study defines apprenticeship as a sort of informal schooling characterized by practicals and hands-on experience, where the participant learns directly on the job.

Theoretical framework: This study is framed on the Human Capital Theory postulated by Becker (1964). The theory assumes that investments in education or training contribute to an individual's productivity and earning capacities. This implies that the traditional apprenticeship system, makes individuals acquire valuable skills, knowledge, and experience that enhance their human capital, which in turn, enables them to create wealth, improve productivity, and earn more, thereby enhancing growth in the industry.

Empirical studies: Empirical studies were discussed under, studies in Apprenticeship. Studies in Traditional apprenticeship, studies in Growth in textile industries.

Pirrioni, (2018) investigated ‘promoting apprentices’ professional development: integrating formal and informal learning, HRM, and learning goal orientation in promoting apprentices' competencies, A cross-sectional and a longitudinal approach were employed to complement the qualitative data on 233 apprentices operating in the engineering sector in England. It was found that organizations can leverage to promote apprentices' development using formal and informal learning. The current study, unlike this one, did not test any model but investigated using ex post facto research design, the traditional apprenticeship, and the growth of the textile industry in Nigeria a study carried out in England.

Suhaimy, Sumardi, Sumardi, & Anshari (2022) in their empirical study of training transfer in an apprenticeship programme for a conducive workforce, used an extended Training Transfer Model, to examine the factors that influence the transfer of training within an apprenticeship program. Like the current study, In-depth semi-structured interviews with participants who had undergone the apprenticeship programme were carried out. The data were analyzed using thematic analysis, and bibliographic analysis was performed. The findings reveal that trainee characteristics, training design, and work environment influence training transfer.

Sani & Adamu & Adamu & Umar (2022) Apprenticeship Training and Job Creation: A Conceptual Framework of their Relationship focuses on the impact of apprenticeship training on job creation among artisans in Bauchi state. It provides the conceptual framework to express the relationship. The study recommended that apprenticeships be revitalized and updated, as well as that ethnic-based union be legalized and reorganized to fulfill both social and economic functions.

Gallup, (2024) investigated ‘What We Know About Registered Apprenticeship: A Systematic Review and Synthesis of 30 Years of Empirical Research’, using a Meta-analysis, the author undertook a systematic literature review and a qualitative synthesis of empirical research, interpreting findings on RA over 30 years. The review identified 36 scholarly studies and an additional 98 articles from the practitioner literature. The synthesis derived three themes: expansion, benefits, and outcomes for minoritized groups, revealing gaps in research on learning for apprentices.

Uwameiye and Iyamu (2002) examined 'Training Methodology Used by the Nigerian Indigenous Apprenticeship System,' to investigate the training orientation given to apprentices; common training techniques employed by the master craftsmen; and how the apprentices are evaluated to ascertain their mastery. A questionnaire was used to gather data for the study. Similar samples of Master and apprentice were used. The findings show that there is no formal curriculum in use for training, and customers help to determine the mastery of apprentices.

Nnonyelu, Nnabuife, Onyeizugbe, Anazodo, and Onyima, (2023) examined Igbo apprenticeship (Igba boyi) as an exemplar of the Indigenous African entrepreneurship model. The specific objective was to ascertain the influence of the Igbo apprenticeship system on the Indigenous African entrepreneurship model, showing how Indigenous entrepreneurship has been boosted by the apprenticeship scheme and highlighting the nexus between the Igbo apprenticeship scheme and entrepreneurship. The paper seeks to unpack the enablers of Igbo apprenticeship, and why it is largely seen as the poster face of local Igbo entrepreneurs. A case for the scalability and adoption of the igba boyi Indigenous entrepreneurial model as a vehicle for the development and sustenance of Indigenous entrepreneurship practices for African developments was made.

Ifechukwu-Jacobs (2022) examined the effect of the Igbo trade apprenticeship system on unemployment reduction in Onitsha. Like the current study, it employed the use of a structured questionnaire. However, percentage table and correlation were used for the analysis. Both studies employed the use of a similar population and sample. While this study sample was determined by Gorg & Ball formula, the current study sample was determined by Chiaha (2023). It was found that: Apprentice skill acquisition has a significant effect on unemployment reduction at Onitsha: The apprenticeship training system has a significant effect on unemployment reduction to ascertain the impact of apprentice skill acquisition on unemployment reduction in Onitsha. Like the current study, this study recommended that the masters (Ogas), should ensure the timely settlement of their diligent apprentices.

Chukwu, Ugochukwu, and Njoku's (2024) study, which is very relevant to the current one, examined the challenges and prospects of the Igbo apprenticeship system in the modern. Similar research designs, samples, methods of data collection, and data analysis were employed in both studies. The empirical result showed that there are significant challenges and significant prospects for the Igbo apprenticeship system in the modern world. The current study is interested in identifying the current challenges facing apprenticeship in the textile industries only but it will not be involved in the prospects since it will explore the extent the which apprenticeship impacts on growth of the textile industries.

Onyebuchi-Igbokwe, Grace & Chinyere, Ndebilie. (2024). An Empirical Approach to Textile Production and the Correlates of Technology Options in Nigeria's Textile Industry, to investigate how the economic ties between China and Nigeria have affected the growth of Nigeria's textile sector between 2021 and 2023. Data was collected using qualitative research methods as in this study. The study found that Nigeria's textile sector has developed favorably as a result of the economic ties between China and Nigeria. It recommended that the economic relationship needs to be further strengthened.

Summary of Literature Review: The study adopts the concepts of, Asare, Nyarko, Fobiri, & Marfo 2023; (AI generated definition based on: [International Encyclopedia of Education \(Third Edition\), 2010](#)); Sani & Adamu & Adamu & Umar (2022) and (Kanu, 2020; Alike & Orjiako-Umunze, 2019; Orugun & Nafiu, 2014) and admits that traditional apprenticeship is an informal training where an individual learns the fabric trading business under a legal agreement between the master and apprentice". The study was anchored on the Human Capital traditional apprenticeship system, implying that the apprenticeship makes individuals acquire the entrepreneurial skills that enable them to create wealth by implication, enhance growth in the textile industry. Nine empirical studies were reviewed, one focused on the growth of the textile industry, one on an apprenticeship in England the rest on an apprenticeship in England, and the rest on an apprenticeship in Nigeria out of which, three dealt with an apprenticeship in Igboland. However, out of the studies reviewed no study known to the researcher investigated 'traditional apprenticeship and the growth of the textile industry in southeast Nigeria. This is the lucuma the study fills.

METHODOLOGY:

The methodology in this paper involves Research Design and Area of Study. Population, Sample and Sampling Methods, Instrument for Data Collection, Validation and Reliability, Method of Data Collection, and Analysis.

Research Design: This study employed an ex-post facto descriptive non-experimental research design, which implies ‘after the fact’ because the event ‘Apprenticeship’, being investigated has already occurred. Nwankwo and Emunemu (2015), noted that Non-experimental research design does not attempt to control or manipulate any variable. However, it focuses on one single event that had occurred therefore, the researcher examines the phenomena. The researcher found this design appropriate for this study as it investigated what had happened in Apprenticeship in SE Nigeria.

Area of the Study: The area of this study is South-East of Nigeria, with five states, Abia, Anambra, Ebonyi, Enugu, and Imo. The area is a core Igbo-speaking race, known for their, hard work and business acumen. The practice of Apprenticeship has existed in this area for ages.

Population of the Study: The population of this study consists of all the Markets in Southeastern Nigeria where 10436 masters that deal in the textile business, especially fabrics operate (Source: Market Union Registers, 2022) (See App II).

Sample and Sampling Methods: The study adopted Krejcie & Morgan 1970) and Chiaha (2023) determinants of a sample size from a given population. A multistage, purposive, accidental, and snowballing sampling technique was employed in selecting 300 participants for this study. Firstly, out of the five states in SE, a random sample of three was selected by balloting. Secondly, a purposive sample of 3754 Masters who have been in the fabrics business for over five years was selected. Finally, using snowballing and accidental sampling methods, 300 8% were selected and used for the study. (See App II).

Instruments for Data Collection: The instrument used for data collection was a questionnaire titled ‘Traditional Apprenticeship and Textile Industry Growth Questionnaire (TATIGQ)’. The TATIGQ has two sections, A and B. Section A has three items designed to collect respondents' demographics, while Section B has 25 items with three clusters aimed at collecting data for the research questions. It is structured on a 4-point Likert-type rating scale with options of; SA- Strongly Disagree; A- Agree; D-Disagree; SD - Strongly Disagree and D -Disagree and VLE-Very Large Extent; LE-Large Extent; SE-Small Extent and VSE-Very Small Extent, weighted 4, 3, 2 and 1 respectively. (See App III).

Validation of the Instrument: Three experts were requested to ascertain the appropriateness and clarity of the items of the instruments to ascertain if they measured what they purported to measure. Their comments, suggestions, and observations were considered in the production of the final draft of the instruments. (App II and III).

Reliability of the Instrument: The instrument was trial tested through a pilot study, on 10 respondents (SMEs) from Ebonyi state, which is outside the study area. The internal consistency of the instrument was computed using the Cronbach Alpha method which yielded 0.85 for the entire instrument. The instruments were therefore considered reliable enough for the study.

Method of Data Collection: The study adopted direct contact and social media administration strategies in which the researcher with her well-trained research assistants directly collected the data from the respondents. The researcher personally contacted the masters through their WhatsApp. The data administration lasted for two weeks with a high return rate of 88.87%

Method of Data Analysis: The data generated for the study were analyzed using means and Standard Deviation (SD) for data collected from the questionnaire. Decisions were arrived at using the criterion mean score of 2.50. This implies that Means below 2.50 were taken to indicate that the corresponding items were **NOT Accepted** by the SMEs, and Means of 2.50 and above were taken to indicate that the corresponding items were **Accepted** for the same reason. For research question 2 with **EXTENT** response format Real Limits of Numbers were employed as follows;

Mean Range Options

3.50 -4.00 = Very Large Extent;

2.50 -3.49 = LE-Large Extent;

1.50 -2.49 = SE-Small Extent and

0.00 -1.49 = VSE-Very Small Extent

For the hypotheses testing, Analysis of Variance (ANOVA) at a 95% level of probability or 0.05 level of significance. The significant level was determined with the P- P-table value. This implies that when the P-value is below 0.05 level of significance when T- calculated is greater than the t- table (1.96) it implies a **Significant Difference** between the means tested, thus the Null Hypotheses were **Not Accepted**. On the other hand, when the P-value is higher than 0.05 or the T- calculated is greater than the t- table (1.96), it implies **No Significant Difference** between the means tested. Therefore, the Null Hypotheses was **Accepted**.

RESULTS: The results were presented in six tables.

Table 1, shows that all the 11 items are accepted by the Masters as how traditional apprenticeship encourages growth of textile industry in SE Nigeria *gives a lot of trading skills to Apprentices (x=3.63); exposes apprentices to wholesale strategies (x=3.33); online textile marketing and sales (x=3.33); textile financial management (x=3.38); provides practical hands-on training with good employment, (x=3.50); has a multiplier effect in that as apprentices graduate and gather more skills, they train more apprentices thus enhancing growth of the industry (x=3.70); provides continuous mentoring by the master trainer (x=3.48); and practical hands-on training with good employment, (x=3.53); further mentoring is given to the apprentices in the business even after graduation, (x=3.58); The master assists the apprentice in expanding and opening more branches, (x=3.55); Funds are provided to apprentices when needed for business expansion and innovation and product diversification is encouraged (x=3.43).*

Research Question 1: How does traditional apprenticeship encourage the growth of the textile industry in SE Nigeria?

Table1:

How traditional apprenticeship encourages the growth of the textile industry in SE Nigeria

Sn	Items	Mean	SD	Decision
1.	It gives a lot of trading skills to Apprentices	3.63	0.490	Accept
2.	They are exposed to wholesale strategies	3.33	0.694	Accept
3.	They learn online textile marketing and sales	3.33	0.694	Accept
4.	They learn textile financial management	3.38	0.674	Accept
5.	It provides practical hands-on training with good employment prospects	3.50	0.550	Accept
6.	It has a multiplier effect as apprentices graduate and gather more skills	3.70	0.467	Accept
7.	Provides continuous mentoring by the master trainer	3.48	0.509	Accept
8.	Apprentices are helped to further their education in the business	3.53	0.506	Accept
9.	The master assists the apprentice in expanding and opening more branches	3.58	0.535	Accept
10	Funds are provided to apprentices when needed for business expansion	3.55	0.504	Accept
11.	Innovation and product diversification are encouraged in apprenticeship	3.43	0.629	Accept

Hypotheses 1: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria. The table indicates that the traditional apprenticeship.

Table 2:

ANOVA analysis on the significant differences between the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.

<u>Sn</u>	<u>Items</u>	<u>F-value</u>	<u>p-value (Sig.)</u>
1.	It gives a lot of trading skills to the Apprentices	1.171	0.321
2.	They are exposed to wholesale strategies	1.444	0.249
3.	They learn online textile marketing and sales	1.444	0.249
4.	They learn textile financial management	1.900	0.164
5.	It provides practical, hands-on training with good prospects for employment after training	2.662	0.083
6.	It has a multiplier effect in that as the apprentice graduates, he/she gathers more people	1.146	0.329
7.	It provides continuous mentoring as Master continues to mentor even after graduation	1.786	0.182
8.	Apprentices are helped to further their education in the business	1.519	0.232
9.	The Master helps the Apprentice expand his/her business, opening up more branches	1.703	0.196
10	Funds are provided to Apprentices when needed for the expansion of the business	2.709	0.080
11	Innovation and Product Diversification is encouraged in Apprenticeship for business growth	0.680	0.513

Table 2 shows the ANOVA analysis of significant differences between the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria revealing that all p-values exceeded the alpha level of 0.05. Therefore, I Accept the null hypothesis (H_0), concluding that, there is no significant difference in how traditional apprenticeship encourages growth in the textile industry across the three states.

Research Questions 2: To what extent has traditional apprenticeship enhanced the growth of the textile industry in SE Nigeria?

Table 3 shows that the Cluster mean reveals that respondents agree that traditional apprenticeship enhances the growth of the textile industry in SE Nigeria to a Large Extent ($x=3.42$).

Table 3:

The extent to which traditional apprenticeship enhances the growth of the textile industry in SE Nigeria.

Sn	Items	Mean	SD	Decision
1.	Acquisition of trading skills	3.53	0.554	VLE
2.	Exposed to wholesale strategies	3.48	0.554	LE
3.	Mastering online textile marketing and sales	3.25	0.670	LE
4.	Mastering textile financial management	3.40	0.545	LE
5.	Provides practical hands-on training with good employment prospects	3.50	0.550	VLE
6.	The multiplier effect where apprentices gather more people	3.65	0.529	VLE
7.	Continuous mentoring by the Master	3.45	0.552	LE
8.	Helping apprentices to further their education in the textile business	3.55	0.504	VLE
9.	Provision of funds for business expansion	3.58	0.535	VLE
10.	Innovation and product diversification	3.43	0.629	LE
11.	Cluster Mean/SD	3.42	0.601	LE

Hypotheses 2: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the extent the traditional apprenticeship has enhanced the growth of the textile industry in SE Nigeria.

Table 4:

ANOVA analysis on significant differences among the textile dealers in Abia, Anambra, and Enugu on the extent the traditional apprenticeship has enhanced the growth of the textile industry in SE Nigeria.

S/n	Items	F-value	p-value (Sig.)
1.	Acquisition of trading skills	1.376	0.312
2.	Exposed to wholesale strategies	1.444	0.249
3.	Mastering online textile marketing and sales	1.444	0.249
4.	Mastering textile financial management	1.900	0.164
5.	Provision of practical hands-on training with good employment prospects	2.662	0.083
6.	Multiplier effect: apprentice gathers more people	1.146	0.329
7.	Continuous mentoring by the Master after graduation	1.786	0.182
8.	Support in furthering education in the textile business	1.519	0.232
9.	Assistance in business expansion, opening more branches	1.703	0.196
10.	Provision of funds to Apprentices for business expansion	2.709	0.080
11.	Encouragement of Innovation and Product Diversification	0.680	0.513

The ANOVA analysis conducted to assess the impact of traditional apprenticeship on the growth of the textile industry among dealers in Abia, Anambra, and Enugu reveals that all obtained p-values are greater than the significance level of 0.05. Therefore, I Accept the null hypothesis (H_0), concluding that there is no significant difference between the textile dealers in the three states regarding the extent to which traditional apprenticeship has enhanced the growth of the textile industry in Southeast Nigeria.

Research Questions 3: What challenges confront traditional apprenticeship in the growth of the textile industry in SE Nigeria?

Table 5 shows that Challenges confronting traditional apprenticeship in the growth of the textile industry in SE Nigeria, include Lack of financial support ($x=3.40$); Fear of completion of the apprenticeship due to master's behavior ($x=3.35$); Living with the master's family ($x=3.00$); Get-rich-quick syndrome affecting youths' patience in completing the apprenticeship ($x=3.00$); Gender bias in apprenticeship, with males mostly involved ($x=3.58$); Lack of theoretical knowledge alongside practical training ($x=3.18$); Outdated teaching methods without innovation and experimentation ($x=3.55$); Non-technologically driven teaching methods (3.50); Apprentices continually being regarded as servants by masters even after skill acquisition and graduation ($x=3.40$).

Table 4:

Challenges confronting traditional apprenticeship in the growth of the textile industry in SE Nigeria

	Sn	Items	Mean	SD	Decision
1.		Lack of financial support	3.40	0.709	Accept
2.		Fear of completion of the apprenticeship due to master's behavior	3.35	0.802	Accept
3.		Living with the master's family	3.00	0.906	Accept
4.		Get-rich-quick syndrome affects youths' patience in completing the apprenticeship	3.58	0.549	Accept
5.		Gender bias in apprenticeship, with males mostly involved	3.18	0.827	Accept
6.		Lack of theoretical knowledge alongside practical training	3.55	0.506	Accept
7.		Outdated teaching methods without innovation and experimentation	3.50	0.590	Accept
8.		Non-technologically driven teachings	3.48	0.509	Accept
9.		Apprentices are continually regarded as servants by masters even after skill acquisition	3.43	0.629	Accept

Hypotheses 3: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the challenges that confront traditional apprenticeship in the growth of the textile industry in SE Nigeria

Table 6:

ANOVA analyzes significant differences between the textile dealers in Abia, Anambra, and Enugu on the challenges that confront traditional apprenticeship in the growth of the textile industry in SE Nigeria

S/n Variable	F Value	p Value
1. Lack of financial support	0.624	0.624
2. Fear of completion of apprenticeship	0.985	0.181
3. Living with the family of masters	0.849	0.849
4. Gender biases in apprenticeship	0.782	0.318
5. Lack of theoretical knowledge	0.723	1.011
6. Outdated teaching practices	0.663	0.663
7. Inconsistent teaching methodologies	0.782	0.182
8. Limited resources	0.849	0.851
9. Continued perception as servants by masters even after skill acquisition	0.985	0.985

Table 6 portrays the ANOVA analysis examining the challenges confronting traditional apprenticeship in the growth of the textile industry among dealers in Abia, Anambra, and Enugu and indicates that all p-values exceed the significance level of 0.05. Therefore, I Accept the null hypothesis (H_0), concluding that there is no significant difference between the textile dealers in the three states regarding the challenges they face in traditional apprenticeship in the growth of the textile industry in SE Nigeria.

Summary of the findings: This is presented in line with the research questions and hypotheses that guide the study.

Research Question One: How does traditional apprenticeship encourage the growth of the textile industry in SE Nigeria?

Finding 1: How traditional apprenticeship encourages the growth of the textile industry in SE Nigeria, in descending order of acceptance include;

1. Apprenticeship has a multiplier effect in that as apprentices graduate and gather more skills, they train more apprentices thus enhancing the growth of the textile industry ($x=3.70$)
2. Apprenticeship gives a lot of trading skills to Apprentices ($x=3.63$)
3. In apprenticeship, further mentoring is given to the apprentices in the business even after graduation, ($x=3.58$);
4. The master assists the apprentice in expanding and opening more branches, ($x=3.58$);
5. Funds are provided to apprentices when needed for business expansion ($x=3.55$);
6. Apprenticeship encourages practical hands-on training with good employment opportunity, ($x=3.50$).
7. It provides continuous mentoring by the master trainer ($x=3.48$)
8. Innovation and product diversification is encouraged in apprenticeship ($x=3.43$).
9. Apprenticeship exposes apprentices to textile financial management ($x=3.38$) and
10. Apprenticeship exposes apprentices to wholesale strategies ($x=3.33$).
11. They are exposed to online textile marketing and sales ($x=3.33$);

Hypothesis One: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.

Finding 2: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.

Research Question Two: To what extent has traditional apprenticeship enhanced the growth of the textile industry in SE Nigeria?

Finding 3: Traditional apprenticeship enhances the growth of the textile industry in SE Nigeria to a Large Extent ($x=3.42$).

Research Question Three: *What Challenges confront traditional apprenticeship in the growth of the textile industry in SE Nigeria?*

Finding 4: The following Challenges confront traditional apprenticeship in the growth of the textile industry in SE Nigeria, in descending order of acceptance.

1. Gender bias in apprenticeship, with males mostly involved ($x=3.58$).
2. Outdated teaching methods without innovation and experimentation ($x=3.55$)
3. Non-technologically driven teaching methods (3.50)
4. Lack of financial support ($x=3.40$).
5. Apprentices are continually regarded as servants by masters even after skill acquisition and graduation ($x=3.40$).
6. Fear of incompleteness of the apprenticeship due to some master's behavior ($x=3.35$)
7. Lack of theoretical knowledge alongside practical training ($x=3.18$);
8. Living with the master's family ($x=3.00$)
9. Get-rich-quick syndrome affecting youths' patience in completing the apprenticeship ($x=3.00$);

Hypothesis Three: *There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the challenges that confront traditional apprenticeship in the growth of the textile industry in SE Nigeria.*

Finding Six: There is no significant difference among the textile dealers in Abia, Anambra, and Enugu on the challenges that confront traditional apprenticeship in the growth of the textile industry in SE Nigeria.

DISCUSSIONS: The findings will be discussed in line with the objectives that guide the study.

How traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.

It was found that the multiplier effect tops the list of how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria. This implies that as apprentices graduate, they become Masters and gather more apprentices, train and graduate them thus enhancing the growth of the textile industry. It is therefore not surprising that Suhaimy, Sumardi, Sumardi, & Anshari (2022), perceives the apprenticeship programme as a conducive workforce, while, Ifechukwu-Jacobs, (2022) found it very effective for unemployment reduction. The study also supports Sani & Adamu & Adamu & Umar (2022), who describe it as a way of job creation. All these make it possible to enhance the growth of the textile industry. It is also interesting to note that all the states in SE Nigeria are in tandem with this finding as there is no significant difference found among them. This finding implies that in this system of training, there is no unemployment, unlike the formal school system where most graduates remain unemployed for years after graduation. According to the 2024 Graduate Report, Nigeria produces approximately 600,000 graduates yearly. A Covenant University Repository report by Aderinsola Adio-Adepoju in November 2021, states that 36.26% of recent graduates are unemployed. (<https://www.universityworldnews.com/post.php?story=20211113143735211>)

The extent traditional apprenticeship enhances the growth of the textile industry in SE Nigeria:

It was found that traditional apprenticeship enhances the growth of the textile industry in SE Nigeria to a Large Extent. This is not surprising especially as it assists in the acquisition of trading skills, provides practical hands-on training with good employment prospects, has a multiplier effect that enables the training of more apprentices, helps apprentices to further their education in the textile, and provides funds for business expansion to a **large extent**. Consequently, the growth of the textile industry is largely enhanced. This implies that businesses can be improved by giving practical training, through a multiplier effect which requires encouraging young ones to gather others and train them as well, if not, the business of the profession will become extinct This is why it is important to ensure that the teaching profession is encouraged so more professionals can be produced to enhance growth in economy. This study is in tandem with Onyebuchi-Igbokwe & Ndebilie, (2024) that found that apprenticeship is a vehicle for the development and sustenance, of Indigenous entrepreneurship and boosts unemployment reduction Ifechukwu-Jacobs (2022).

Challenges confronting traditional apprenticeship in the growth of the textile industry in SE Nigeria.

It was found that traditional apprenticeship in SE Nigeria is fraught with many challenges with the top three being, Gender bias in apprenticeship, with males mostly involved, Outdated teaching methods without innovation and experimentation, and non-technologically driven teaching methods. It is not surprising that gender bias topped the list of the challenges. This shows that the Igbos still practice gender inequality in this regard. Not many parents in Igboland will be willing to expose their daughters to the hazards of the apprenticeship system in the textile industry, where they will be under the Masters and living with them. Men who want their wives to become entrepreneurs would prefer to train them-their wives, themselves. In that case very few if any girls will be found as Fabric Apprentices, rather they may be used as house helpers under the Madams of the house and not the Masters. Since the training is an informal one involving little or no research, experimentation, innovations, and technology; the teaching methods will surely be outdated. This finding supports Uwameiye and Iyamu (2002), on the types of training methodology used by the Nigerian Indigenous Apprenticeship System. These and other challenges call for modernization of the system. The finding is in line with Chukwu and Njoku's (2024) study, which found significant challenges in the apprenticeship system in Igboland.

Implications: Implications of the findings are that traditional apprenticeship:

1. Enhances growth in businesses, providing a multiplier effect that encourages growth in businesses.
2. It provides immediate employment
3. The traditional apprenticeship should be encouraged.
4. The modern schooling system should emulate the multiplier effect and job device creation of the traditional apprenticeship system.

Contributions to Knowledge:

1. The study has exposed the importance of the traditional apprenticeship system especially its multiplier effect and job creation.
2. It provides traditional apprenticeship literature for researchers.
3. It provides a framework for the formal schooling system on how to ensure the growth of the educational system and enhance the employment of school leavers.
4. It has also x-rayed the challenges of the traditional apprenticeship, which can be explored and improved upon.

Suggestions for Further Studies:

1. This study should be carried out in other states and other industries in Nigeria.
2. Studies should be carried out on how to modernize and improve the traditional apprenticeship system.
3. Studies should be carried out on how the formal school system can apply the multiplier effect to reduce unemployment and enhance the educational system in Nigeria.

Recommendations: Based on the findings the following recommendations were made;

1. The formal school system should adopt the multiplier effect model as apprentices to ensure graduates are employed after schooling so that they can contribute to the economic development and growth of the country.
2. More females should be involved in traditional apprenticeships to avoid gender bias.
3. Traditional apprenticeship training should be more technologically driven.
4. Teaching methods should involve more innovation and experimentation.

REFERENCES:

- Abdulazeez, A.Y. Nasir, S. M., Yakubu Y., Lams & Dabo M. I. (2021). The Role of Textile and Polymer Industries in the Development and Growth of Nigerian Economy. *International Journal of Social Sciences and Management Research* E-ISSN 2545-5303 P-ISSN 2695-2203 Vol 7. No. 4 2021 www.iiardjournals.org **IIARD – International Institute of Academic Research and Development** Page 28
- [AED 59 \(2002\). Orientation and training/training methodology used by the Nigerian Indigenous Apprenticeship System. *Education for Everyone. Worldwide. Lifelong. / Adult Education and Development / Editions / AED 59/2002 /*](#)
- Chukwu, U. H., Ugochukwu. R. I. and Njoku M., (2024). The challenges and prospects of the Igbo apprenticeship system in modern times. **World Journal of Advanced Research and Reviews**. 23 (01), 237–249 Publication history: Received on 23 May; revised on 01 July 2024; accepted on 04 July 2024 Article DOI: <https://doi.org/10.30574/wjarr.2024.23.1.2014>
- Gallup, A. (2024). What We Know About Registered Apprenticeship: A Systematic Review and Synthesis of 30 Years of Empirical Research. *Economic Development Quarterly*, 38(1), 25–39. <https://doi.org/10.1177/08912424231196792>
- Owen, M & Ogunleye, C & Orekoya, E & Ifechukwu-Jacobs, C. J., (2022). Effect of Igbo trade apprenticeship system on unemployment reduction in Onitsha. **International Journal of Business Systems and Economics** ISSN: 2360-9923, Volume 13, Issue 7, (September 2022) pages 96-107 DOI:2726452731376 www.arcnjournals.org arcnjour
- [Ijaseun, K. D., \(2022\). Partnerships will drive growth in Nigeria’s textile industry –<https://businessday.ng/real-sector/article/partnerships-will-drive-growth-in-nigerias-textile-industry-kern/>](#)
- Nnonyelu, N. Au.; Nnabuike, E. K.; Onyeizugbe, C. U.; Anazodo, R. & Onyima, B., (2023). Igbo Apprenticeship (Igba Boyi) - an exemplar of Indigenous African entrepreneurship model, **International Journal of Management (IJM)**, 14(4), 2023, pp. 257-271 <https://iaeme.com/Home/issue/IJM?Volume=14&Issue=4>
- Muehlemann, S., Wolter, S.C. (2024). Return on investment of apprenticeship systems for enterprises: Evidence from cost-benefit analyses. **IZA J Labor Policy. World Journal of Advanced Research and Reviews**, 23 (01), 237–249 Publication history: Received on 23 May; revised on 01 July 2024; accepted on 04 July 2024 Article DOI: <https://doi.org/10.30574/wjarr.2024.23.1.2014>
- Oladejo, Mutiat. (2019). **Work Socialisation And Apprenticeship In Ibadan Garment Industry**, 1930s To 1970s. https://www.researchgate.net/publication/3427-17195_CHA
- Onwuka, E. M. and Nwaneri. E.C., (2023). Apprenticeship Training And Wealth Creation In South East Nigeria. *Journal of the Management Sciences*, Vol. 60 (5) Dec. 234
- Onyebuchi-Igbokwe, G. & Ndebilie, C., (2024). An Empirical Approach to Textile Production and the Correlates of Technology Options in Nigeria's Textile Industry. [World Journal of Advanced Research and Reviews: an International ISSN Approved Journal](#) 3, 25 (2014). <https://doi.org/10.1186/2193-9004-3-2>
- Suhaimy, M. H., Sumardi, W. A., Sumardi, W. H., and Anshari, M. (2022). An empirical study of training transfer in an apprenticeship program for a conducive workforce. *International Journal of Training Research*, 21(2), 134–166. <https://doi.org/10.1080/14480220.2022.2152471>
- Sani, G., Adamu, M., Adamu, B. and Umar, N., (2022). Apprenticeship training and job creation: A conceptual framework of their Relationship. *ATBU Journal of Science, Technology and Education* 9 (4), 274-281.
- Suhaimy, M. H., Sumardi, W. A., Sumardi, W. H., & Anshari, M. (2022). An empirical study of training transfer in an apprenticeship programme for a conducive workforce. **International Journal of Training Research**, 21(2), 134–166. <https://doi.org/10.1080/14480220.2022.2152471>
- Uwameiye, R. and Iyamu, E.O. S., (2002). Training methodology used by the Nigerian indigenous apprenticeship system. **Adult Education And Development**, 59, 2002, p. 169 - 180 <https://unesdoc.unesco.org/ark:/48223/pf00000208529>

APPENDICES:

Appendix I: List of Selected Markets and Population and Sample of the Study.

S/N	MARKETS	*MASTERS Population	*MASTERS sample
1 **	Ariaria International Market – Aba	729**	729
2 **	New Market – Aba	547 **	547
3	Ekeoha Market – Aba	677	
4	Cemetery Market – Aba	574	
5	Alaoji Market – Aba	834	
6 **	Onitsha Main Market – Onitsha	1126 **	1126
7	Ojidi Building Market – Onitsha	1126	
8	Inter. Electronic Market – Onitsha	1126	
9	Nkwo Nnewi Market – Nnewi	601	
10 **	Ochanja Inter. Market – Onitsha	826 **	826
11	Alaba Inter. Market – Owerri	391	
12	Industrial Cluster Naze – Owerri	378	
13	Timber Market Naze – Owerri	404	
14	Malaysia Market – Obowo	352	
15	Relief Market Owerri	143	
16**	Ogbete main Market Enugu	250 **	250
17**	New market Enugu	276 **	276
Total		10436	3754 - 8%= 300.25

Source: Market Union Registers, 2022

* Masters are the Mentors of the apprentices.

** Samples selected for the study.

Appendix II: Traditional Apprenticeship and Textile Industry Growth Questionnaire (TATIG)

To Respondents

I am a student at Learn to Live Business School (LLBS), pursuing a postgraduate degree program. I am glad to inform you that you have been selected as a participant in this study, CONGRATULATIONS! Consequently, you are kindly requested to be very honest in your answers. Note that there are no implications whatsoever in your responses, as they will be used for research purposes only. There are no right or wrong answers just be frank. There are four options Kindly **TICK** only **one** but **ensure you answer ALL the questions**.

Thank you

JOSHUA ONUOHA

SA = Strongly Disagree

A = Agree

D = Disagree

SD = Strongly Disagree

OR

VLE= Very Large Extent

LE= Large Extent

SE= Small Extent

VSE= Very Small Extent

Where Applicable:

SECTION 1: Respondents' Demographics

1. State of business location: ☐ Abia State ☐ Anambra ☐ Enugu
2. No of Apprentices you have: ☐ below 5 ☐ 6 - 10 ☐ above 10
3. No of years in the Fabric business ☐ Less than 5 years ☐ More than 5 years ☐ Over 10 years

Cluster I: How traditional apprenticeship encourages the growth of the textile industry in SE Nigeria					
The following is how traditional apprenticeship encourages the growth of the textile industry in SE Nigeria.					
S/ N	INDICATE YOUR LEVEL OF AGREEMENT OR DISAGREEMENT	SA	A	D	SD
1.	It gives a lot of trading skills to the Apprentices.				
2.	They are exposed to wholesale strategies.				
3.	They learn online textile marketing and sales.				
4.	They learn textile financial management.				
5.	It provides practical, hands-on training with good prospects for employment after training.				
6.	It has a multiplier effect in that as the apprentice graduates he/she gathers more people to be trained in the business thereby enhancing business growth.				
7.	It provides continuous mentoring whereby the Master continues to mentor the Apprentice even after graduation, thereby protecting the business from folding up and therefore, enhancing growth.				
8.	Apprentice are helped to further their education in the business.				
9.	The Master helps the Apprentice expand his/her business by opening up more branches.				
10.	Funds are provided to Apprentices when needed for the expansion of business.				
11.	Innovation and Product Diversification are encouraged in Apprenticeship for business growth.				
Cluster II: Extent the traditional apprenticeship enhances the growth of the textile industry in SE Nigeria://					
To what extent does the following help in enhancing the growth of the textile industry in SE VLE LE SE VSE					
12.	Acquisition of trading skills				
13.	Exposed to wholesale strategies				
14.	Mastering online textile marketing and sales				
15.	Mastering textile financial management				

16.	Provision of practical, hands-on training with good prospects for employment after training				
17.	The multiplier effect where the apprentice graduate gathers more people to train in the business				
18.	Continuous mentoring whereby the Master continues to mentor the Apprentice even after graduation, thereby protecting the business from folding up.				
19.	Helping the apprentice to further their education in the textile business				
20.	Provision of funds to Apprentices when needed for expansion of business.				
Cluster III: Challenges confronting traditional apprenticeship in the growth of textile industry in SE Nigeria Are:					
21.	Lack of financial support	SA	A	D	SD
22.	Fear of incompleteness of the Apprenticeship due to the wickedness of some masters				
23.	Living with the family of masters				
24.	'Get rich quick syndrome', which makes modern youths not wait long enough to graduate.				
25.	Low standard of education among Apprentices. Many do not pass through Primary or secondary schools. Very few if any are university graduates				
26.	Apprenticeship in SE is gender biased as males are mostly involved.				
27.	Training as no theoretical knowledge is provided alongside practical experience.				
28.	Teaching is usually outdated without innovations and experimentation.				
29.	Teachings are not technologically driven.				
30.	Apprentices are continually regarded as 'Servants' by their 'Masters; even when they have graduated.				