

# THE ROLE OF APPRENTICESHIP FOR DEVELOPMENT OF ENTREPRENEURSHIP SKILLS

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## Abstract

This paper reviews the role of apprenticeship in the development of entrepreneurship skills. In many developing countries, apprenticeships have been the primary means for younger generations to acquire job-ready skills through training. This opportunity allows young people to gain skills that can lead to long-term employment and a sustainable livelihood. Apprenticeship is a crucial factor in creating a skilled workforce and fostering entrepreneurship. Although apprenticeship programmes have many benefits, they also face numerous challenges. These programmes are a type of vocational education and training that involve a mix of classroom learning and practical training at a job site. The article examines different types of apprenticeships and how they are implemented around the world. Additionally, it highlights the advancements made in regard to gender equality within these programmes. The purpose of the study was to identify the factors that create challenges in apprenticeships for developing entrepreneurship skills. The paper also provides suggestions for promoting apprenticeships and entrepreneurship skills. To promote sustainable employment, it is suggested that the government and parents assist in providing apprenticeships with a structured training programme, modern tools and equipment, funding, and recognition for the skills acquired.

**Keywords:** Apprenticeship, Development, Entrepreneurship Skills

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## Introduction

Apprenticeships have been utilized to support teaching and learning in a variety of traditions, including painting, carpentry, plumbing, medicine, law, and doctorate education (Anderson et al., 2019). Also, to get practical, hands-on knowledge of the specifics of a trade, vocation, or profession, an apprentice has consented to submit himself or herself for some time under the instruction of a master or mistress. The concept behind it is that competent or experienced personnel should demonstrate, watch, and help less skilled individuals achieve their goals (Saadati et al., 2015).

An apprentice is an individual who picks up a skill or job by working for another who is very skilled at it for a set length of time. Apprenticeships are one way to encourage young people to enter the workforce (Silva et al., 2018). Apprenticeship has gained popularity in recent years as a desirable policy choice for many nations looking to reduce the rising youth unemployment rate amid the present global recession. Nations with strong

apprenticeship programmes have helped young people adapt and fit into the workforce easily and have kept their youth unemployment rates low. Additionally, apprenticeships are a potent instrument for workforce development that might give students, workers, and job seekers the chance to acquire the technical skills required in developing industries while assisting businesses in creating diverse, competent personnel that fit their skills and needs.

Many people believe that the spark for starting a new firm comes from having entrepreneurial talents. However, it might support the acquisition of expertise and skills that will be beneficial in the years to come. Graduate start-up businesses have, so far, mostly been the subject of growing attention among academics in wealthy nations. Famous entrepreneurship alumni are said to have a higher tendency to start a business because of the skills, knowledge, and mentality imparted in entrepreneurship school, especially in corporate entrepreneurship. Since it results in more job

creators than job seekers, entrepreneurship education is, therefore, one of the most successful strategies for reducing unemployment (Sofian and Mukhtar, 2021).

Although several other developing nations have previously embraced the idea of entrepreneurial apprenticeship, industry experts will work together to create academic programmes that are considerably more pertinent to the requirements of entrepreneurship growth. In addition, those who participate in this programme are exposed to real-world business environments, which helps them build confidence. A graduate's graduation profile, self-assurance efficiency, emotional intelligence, and leadership abilities will all increase if they have prior experience and actively participate in a practical and constructive learning programme. The most crucial feature of an entrepreneurial apprenticeship programme is that its graduates acquire applicable, useful entrepreneurial skills through combined learning between universities and the business world (Sofian and Mukhtar, 2021).

### Categories of Apprenticeship Training

Molz (2015) has offered a helpful classification of apprenticeship which include:

•**Traditional:** This is mainly based on strong traditional norms and traditions, especially in rural regions, and is relied on unwritten, oral agreements. These apprenticeship models do not entail classroom instruction (Igwe, 2018). Apprenticeships are frequently governed by quite severe gender divisions here as well.

•**Informal:** This is based on unofficial contracts and occurs in unofficial businesses. Businesses are occasionally arranged into guilds that represent the interests of their members. Unlike conventional training facilities, this type of apprenticeship is typically not supplemented by school-based instruction. Additionally, Sofian and Mukhtar (2021) suggest that, in some circumstances, the craft masters themselves may lack the necessary expertise and, as a result, impart to their apprentices just a restricted quality and breadth of abilities.

•**Formal:** A substantial portion of the apprenticeship is completed in the recognized or chosen organization, alternating with time spent in a classroom. This type of apprenticeship is a contemporary, formalized, and organized learning method (Olulu, 2018). According to Lancy (2012), an apprenticeship is "a formal contractual connection between an instructor and an inexperienced student of certain lengths which aims to accomplish two ends: provide cheap labour, and/or fees to support the master's enterprise, and to afford the apprentice a chance to learn and receive accreditation or mastery."

### Development of Apprenticeship Across the Globe

Ancient Babylon, Egypt, Greece, and Rome all had a tradition of apprenticeship. However, apprenticeship as a system initially emerged in the later Middle Ages, and it was then utilized for instructing apprentices in specially organized settings under the supervision and control of craft guilds and municipal authorities. In exchange for offering food, accommodation, and formal instruction in the profession, an expert craftsman in his trade was allowed to hire young individuals or apprentices for cheap labourers (Bhurtel, 2012). The majority of apprentices during its early stages of existence were men, but females also showed interest in trades including seamstress, tailor, a producer of luxurious leather shoes, baker, and stationer. The typical apprenticeship period lasted from the age of ten to fifteen, during which time the apprentice would reside in the home of the master craftsman while learning the necessary techniques and expertise. When their contracts were over, the majority of apprentices wanted to start their businesses as master craftspeople. However, in the current day, apprentices above the age of 16 are often permitted to enroll in the industries or workshops (with certain exclusions), in contrast to the age authorized in the older days (Bhurtel, 2012).

## Modern Apprenticeships

Modern apprenticeship is "modern" relative to "traditional." The word "apprenticeship" refers to a type of apprenticeship in which the master instructs the apprentices in practical skills in person as a prelude to vocational education. Effectively strengthening school-business collaboration is a modern apprenticeship. (Haltia et al., 2022). Nowadays, most European nations, the USA and other areas of the world still use the apprenticeship model of teaching and learning. The government has since added requirements to apprenticeships. The contemporary definition of an internship is comparable to an apprenticeship (with a few key changes). However, colleges now allow students to complete internships in real workplaces while being supervised by a manager or Departmental Head (Bhurtel, 2012). The professional development programmes for new graduates in the British professions of accountancy and law are also comparable to apprenticeships. There are numerous new apprenticeship vocations/occupations available today, including those in business, construction, community services, the automotive industry, engineering, manufacturing, machinery, etc. in many nations, including Britain, France, Austria, Germany, Denmark, Switzerland, Australia, Italy, America, and some Asian nations like Japan (Bhurtel, 2012).

## Development of Apprenticeship Entrepreneurship Development Skill

In Africa, conventional vocational training was still mainly based on the apprenticeship system, with an emphasis on regional crafts like weaving, blacksmithing, and dyeing. Even though this type of education was informal, millions of African children and adults were educated and retrained over the course of several generations by teachers who were typically dads, mothers, brothers, and relatives (ILO, 2011). The person gains the abilities required for the job as well as information on how to teach those skills and knowledge to the next apprentices. Many professions developed as

a result of the industrial revolution in Europe and America were brought to Africa after the spread of the Europeans into that continent. Bricklaying, mechanics, welding, carpentry and joinery, bicycle repair, driving, printing, painting, and other new crafts all gained popularity.

Following the advancement of Africa by European nations, two primary learning pathways (school-based and workplace-based pathways) make up vocational and technical education (OECD, 2009). In the school-based pathway, students take part in various workplace activities as part of their overall vocational trajectory while also learning in school. Students who choose the career pathway work for professional associations. However, the school-based pathway is gradually evolving in several nations such as Sweden, France and Netherlands into a pathway in which school-based learning is paired with a significant amount of job learning as well (Nelen *et al.*, 2010). In contrast, a vocational system, like that in Germany, is set up largely as an apprenticeship system, where students spend one day a week learning while working as professionals in an enterprise (Rauner, 2007).

## Problems with Apprenticeship for Developing Entrepreneur Skills

### ➤Lack of government and industry association

Compared to other nations where the apprenticeship system is relatively developed, there are various issues at the government and industry levels. Surprisingly, there is a lack of cooperation between the government and business, and this is evident in the problems listed below.

- (i.) There are few national-level laws, norms, and institutional requirements for a modern apprenticeship, and the design of the national highest-level system is far from ideal.
- (ii) Local authorities' budgetary and tax support policies vary, and it is uncertain how the programme for apprenticeships is managed.
- (iii) The national professional teaching standards and certification system are not uniform, and the national vocational

qualification and certificate systems are not completely integrated with the apprenticeship training system.

(iv) Industry associations' interest in taking part in modern apprenticeships is not particularly strong, their needs are not entirely met, and the associated systems and regulations are not good.

#### ➤ **Imbalance mechanism between school and enterprise**

It has been demonstrated that the functioning of the current apprenticeship system results in inadequate interest alignment between both sides and that the majority of apprentices are "hot" in the classroom but "cool" at work. With more time spent working together, higher education institutions and corporations become more interested in one another. Even so, as the level of cooperation increases, factors like investment costs, wages, the length of the apprenticeship, the standardization and certification of the unique and shared skills of the enterprises, labour market competition, and product competition all affect the willingness of the enterprises to participate in apprenticeship training.

#### ➤ **Impact of stakeholder abnormal communication coordination and incentive mechanism**

Poor working circumstances, a lack of instructor assistance and relationships at work are shown to be the primary causes of apprentice dropout in modern apprenticeship. Other apprentices left the programme due to disagreements with co-workers or managers, as well as concerns about the lack of suitable training opportunities available on the job. The opinions of parents and teachers also have an impact on an apprentice's success in addition to the aforementioned considerations. The majority of issues may be resolved with prompt and efficient communication. However, this approach frequently backfires due to a lack of effective stakeholder coordination and communication. Additionally, because there is no effective

reward structure for instructors who participate in school-business cooperation, some school and enterprise teachers are not motivated enough to take part in the classroom-enterprise partnership.

#### **Important Factors for Improving Apprenticeship for The Development of Entrepreneurial Skills**

It is important to recognize that the youth will play a vital role in driving a country's progress and securing its global competitiveness, as stated by Hochrinner and Rashkova (2019). They are essential contributors to economic and social development, and a country must prioritize the improvement of its business skills. This will enable them to conduct business effectively in a natural business setting and create job opportunities that will contribute to the growth of the country's economy. To enhance the entrepreneurial sector, the government must focus on improving the quality of entrepreneurial apprenticeships. Certain benchmarks need to be met to develop a system that enables graduates to launch successful businesses. However, some challenges hinder the creation of effective and efficient entrepreneurial apprenticeships.

##### • **Cost of living**

Cost is a major factor for students when choosing an apprenticeship. It can also impact their access to employers and placement opportunities (Marks and Hidden 2018). It is customary for trainee graduates to relocate and reside off campus in major places nearest to them. Apprentices who need financial resources during their placement may consider seeking support from their parents to complete their apprenticeship. Without financial assistance, there is a risk of unequal access to quality learning support, which can limit apprenticeship opportunities (Sofian and Mukhtar 2021).

##### • **Apprenticeship rights**

There is a legal difference between unpaid and paid apprenticeship programmes. This creates a problem for apprentices who feel that they are not fully protected by either employment law or graduate protection law. This can result in a double injustice for the



apprentice. Unpaid apprentices violate employment laws and miss out on employee benefits like minimum wage. If apprentices are not granted employee rights, they may also be deprived of other important rights, like safeguarding against sexual harassment and discrimination in the workplace, as noted by Yamada (2002). Creating an inclusive learning environment involves treating workers and apprenticeship rights equally.

#### •Industry wish

In the apprenticeship programme, it is required that industry workers who act as mentors for apprentices dedicate their time and energy to effectively supervise them (Mokaram et al., 2019). In contrast, industries have a limited supply of resources including equipment, space, and trained labour. Even though most of these sectors only employ one or two apprentices, doing so can be advantageous to both industries and small and medium-sized firms. Even though it is unpaid work, it could be challenging for businesses to fulfill their obligations to teach apprentices.

#### •Enhancement of academic prospects

As part of the graduation requirements, most programmes require a 3-to-6-month apprenticeship duration at the company. As a result, more students in higher education institutions are looking for internship opportunities. Each year, several students discover internship possibilities. Sadly, universities have little influence on their students' capacity to find employment in the sector (Chitrao and Bhoyar, 2017). Since students seeking entrepreneurial apprenticeships must complete extensive learning by mastering natural entrepreneurial environments to equip apprentices to establish their enterprises in the future, competition for an apprenticeship may be both favorable and harmful (Frank *et al.*, 2016). As a result, it is challenging for the sector to provide thorough training by simultaneously training a large number of entrepreneurial apprentices. Additionally, hundreds of thousands of students with different degrees have applied for internships at their businesses. As a result, the distribution of pupils is unbalanced. If these

apprentices are not adequately directed, they can do unrelated apprenticeships and fall short of the objectives. (Thiry and Laursen., 2011). The apprentice will endure substandard treatment while finishing the apprenticeship because of the placement competition. To maintain a consistent supply of excellent entrepreneurial apprenticeships, higher education institutions should cooperate and establish tight partnerships with industry.

#### •Rules and Regulations

We need to focus on highlighting the accessibility and effectiveness of new laws and regulations aimed at safeguarding the rights of apprentices (Collins,1991). To make the legislation on an apprenticeship an attractive and great plan, numerous financial consequences must be met by the apprentice, industry or university. On the other hand, its application might provide a legal framework between apprentices, businesses and academic institutions concerning issues like sexual harassment, job discrimination and reporting of wrongdoing. Additionally, it explains the numerous problems and difficulties in applying the laws and norms governing apprenticeships. In this instance, deciding on the best practice law for enhancing self-regulation throughout the apprenticeship is necessary.

#### Conclusion

An industry-based, hands-on method of teaching a skill or career to students who agree to sign up as apprentices for a certain amount of time is called apprenticeship training. It is a helpful method for supplying the learners with the information, abilities, attitudes and employability skills they need in a real-world workplace setting. It gives businesses and industries access to young, eager learners who may study and develop their skills while also gaining confidence and a certificate as competent labour. The success of an apprenticeship programme is not straightforward, though. It mostly depends on the collaboration of the apprentice and the employer who is in charge of creating a supportive atmosphere for learning. During the apprenticeship, the

regulatory authority should keep a close check on everything.

### Recommendations

It is advised that the government and parents assist in providing training structures, contemporary tools and equipment,

financing, and recognition that apprenticeship deserves to encourage skill training for young people to get sustainable work. Future research has to take into account evaluating how the general public views the advantages and difficulties of apprenticeship.

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