

Sustainability and Scalability of Igbo Apprenticeship System in South East Nigeria: Prospects and Problems

Aniagolu Josephine Nwakaego ¹, Sam Ugwu ² and Felix Chukwuma Aguboshim ^{3,*}

¹ Department of Business Management, Faculty of Social Sciences, Godfrey Okoye University, Enugu, Nigeria

² Department of Public Administration and Local Government, University of Nigeria, Nsukka, Nigeria.

³ Department of Computer Science, School of Applied Science and Technology, Federal Polytechnic, Oke, Nigeria.

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Abstract

Igbo Apprenticeship System (IAS) is a traditional institution in Southeastern Nigeria for developing human capital, entrepreneurship, skills transmission, and the creation of employment. Its feasibility and potential for scaling up are controversial. Mixed-method design was used in this research, which incorporated surveys ($n = 360$) of Abia, Anambra, and Enugu States with observation, focus groups, and interviews. Human Capital Theory was applied as our Theoretical framework. Findings showed that IAS had substantial effects on business ownership (68%, $p < .01$), survival of businesses (76%, $p < .01$), self-reliance (80%, $p < .01$), and unemployment reduction (75%, $p < .01$) from the formulated hypotheses empirical evidence further verifies that IAS has unmatched scalability potential and can be scaled out everywhere in Nigeria if implemented in national entrepreneurship, vocational training, education, and human capital policy. The research contributes to cultural economics and human capital literature since it proposes IAS as a scalable, indigenously driven system that has the capability to generate a sustainable development agenda, institutionally and economically.

Keywords: Igbo Apprenticeship System (IAS); Human Capital Development; Entrepreneurship; Sustainability; Nigeria

1. Introduction

For decades, the Igbo Apprenticeship System (IAS) has been in existence among thousands of people. It has been an incubation center purely for business innovations for the youths who want to become entrepreneurs, and it proves to be better than all the conventional institutions. Trust, patronage, and reciprocation later developed this model into vocational training, entrepreneurship, and economic empowerment, especially for the new generation of South East Nigeria. According to [40], this was achieved through the emergent accumulation of human capital, which was however, not easily imitable or lasting since it is exposed to technical innovation, globalization, and socio-cultural innovation as well, hence losing potency in the long run for survival. Unprecedented socio-economic pressures, defining the nay, such as over 42 percent youth unemployment in the nation, are today being experienced in South East Nigeria, as accessed by [1] and [33]. As a means of existence, most of these have resorted to crime, while the rest practice the Igbo Apprenticeship System as an alternative means of survival for the otherwise unemployed youths, which, unfortunately, exacerbates the problem of mass poverty. Such economic marginalization does not in any way depict personal poverty, hunger, and lack of access to health care, as it is considered by the World Bank to be a public health issue in that prevention would result in fewer job losses and poverty.

*Corresponding author: Felix Chukwuma Aguboshim

The most critical dimension relates to human capital as being feasible in a more apprenticeship-oriented gear but not much is established about its replicability and respected implementation into the IAS shaped for the economies. But then, the root of the problem lies that not many empirical studies are dedicated to scaling up this IAS, modernizing it, rather than deferring it [35] and [45]. This vacuum relieves policies from the danger of being captured by, or else putting IAS into the scenario of getting pushed forward at the rate of serving as a socio-economic buffer and green development operator. It assesses the options and viability of replicating IAS in South-East Nigeria, its relevance to human capital development, its constraints within a risk economy, and wider implications for job creation, poverty alleviation, and health demand. In this study, richer cultural economics, human capital theory, and practical experience-informed directions on documenting IAS as an actionable, replicable business development model are then drawn.

1.1. Study Objectives, Research Questions, and Hypotheses

Establishing the objective of finding out how IAS is helping to shape entrepreneurship and self-dependency, as well as reducing unemployment in the region. And raising such questions as to what degree does the Igbo Apprenticeship System (IAS) facilitate entrepreneurship development, self-sufficiency, and reduction of employment in South East Nigeria? An alternate hypothesis was formulated in tandem to the above objective/research question.

A second objective was established as to identify and diagnose the issues inhibiting continuity and sustainability of the IAS, especially in terms of financial constraints, cultural shifts, as well as poorly aligned assistance. And a such question as 'what are the issues hindering the continuation and sustainability of the IAS, particularly in areas of financial limitations, cultural change, and mis-instituted assistance?' was raised. We also formulated an alternate hypothesis for the raised research question'

Our further investigation led us the next objective of examining the scalability and the extent of institutional integration of the Igbo Apprenticeship System in Nigeria with a corresponding question of 'what extent is the Igbo Apprenticeship System in Nigeria scalable, and to what extent is scalability related to institutional integration, government policy identification, subsidization, and patronage?' In our deep sense of investigation we formulated an alternate hypothesis and sought for empirical solutions for our bewildered raised questions for the critical formulated hypotheses.

2. Literature Review

We revied the literature conceptually, theoretically and empirically. Within the domain of Igbo Apprenticeship System (IAS), apprenticeship learning and human capital development function as important platforms for knowledge transfer [42]. This is because these platforms enable the systematic transmission of entrepreneurial skills, business practices, and socio-cultural values across generations [42]. Apprenticeship in this study centres on skill development as the process of acquiring skills by drilling, practising, writing, and through platforms whereby experience becomes automatic to the point of becoming tasks [55]. [6]'s cognitive, associative, and autonomous stages model theory accounts for this type of learning and has since been extended by [47]. These cognitive and autonomous stages render human capital development knowledge, skill, and health as economic gain and investment in production [48] and [49]. Therefore, apprenticeship remains a halfway and long-term socio-economic policy-making tool [20] and [23], and a two-way skill transfer by a master [4].

Apprenticeship, however, according to [35], is also an indicator of cultural deservingness, but, at the same time, provides the immediacy of first-hand experience of the process of learning by doing. [45] even proposed place conditioning and repetitiveness as a measure to employ in attempting to practice the behaviorist theory, considerations already put forward by [43]. Other studies saw it as apprenticeship of cognition theorists through modelling, scaffolding, and reflection [20]. In addition to skill acquisition, apprenticeship facilitates a capability approach [4] through expansions of freedom and enlargement of opportunity [34]. Apprenticeship in this regard is an expansion of entrepreneurial vocational training, development, autonomy, and local resilience because it has a multiplier effect on national inclusive growth. Here the authors' highlight conceptual theories framework in terms of the socio-cultural, cognitively driven, human capital, and inclusive growth process-enabling skills acquisition. IAS within wider social learning and more precisely in its apparent contexts, situated practice, and experiential learning, applicability to entrepreneurship and community resilience. Empirical literature dwells and assume how apprenticeship programmes, in our instance, IAS, would yield technical skills, wealth creation, and economic growth, quantifiable in Human Capital Theory.

In the theoretical understanding, a number of learning theories have attempted to explain Igbo Apprenticeship System (IAS). As [29] defined, in Learning Theory, learning occurs when apprentices accumulate entrepreneurial knowledge through legitimated peripheral participation that increasingly enables them to move towards the center from the periphery to full membership of the practitioners' community. In next place is [11]'s Social Learning Theory (1986), in

which observation, imitation, and reward are being explained since apprenticeship is an imitation of watching and doing and of observing his/her masters. Vygotsky in his Sociocultural Theory [56], also situates learning in social conversation, wherein experts have also been referred to as More Knowledgeable Others to lead learners to being in the Zone of Proximal Development. This brings back practice as a necessary need-requirement apprenticeship through trial and error, conceiving, experimenting, and reflecting on experience [26]. Apprentices do not passively acquire apprenticeship but are self-directed, collaboratively developing knowledge in mutual day-to-day contexts, as in constructivist theories that suggest this [15] and [30]. Thus, this reinforces the non-experience or vocational training aspect of IAS, but socio-controlled and sustainably developed entrepreneurship.

2.1. Empirical Literature

Undoubtedly, the apprenticeship system historically was an institution for establishing human capital for skill acquisition and nurturing in Nigeria. Education during precolonial times regarding culture was mostly handicraft; incorporated into this are blacksmithing, carpentry, and farm artisanry [25], while the highest denial which could probably have been given to technical education because of a certain skilled human capital is more than a colonial or modern development standard [8]. The other reforms that are being considered include models of 6-3-3-4, roadside apprenticeships, and initiatives such as the National Directorate of Employment and N-Power, all of which are meant to encourage the development of entrepreneurship and vocational skills at the grassroots level [7]. Investment in apprentices by virtually every such viable traditional economy guarantees the naturally substantial monetary value added, networks, and experience. Beyond vocational skill acquisition, IAS finally becomes an asset in the added competency in technology, work attitude, and entrepreneurial opportunities through promoting employability and performance at the level of the economy [39]. To summarize and conclude the arguments, cultural compatibility is a condition for redistributive prosperity for IAS such as an increasing driving force in adopting related arrangements of the German dual apprenticeship system, which presents to the youth skill development and, subsequently, employment [3] and [44].

2.2. Contrasting Views on Igbo Apprenticeship System

A comparison of [13]'s views of the traditional Igbo apprenticeship systems reveals that they are ill-supervised and lack any formal learning processes, thus requiring reform in training guides, workshop training, and access to opportunities. This is also the views of [9], who also add that a steady source of close industry-training institution relationships, which is supported by the government, would be much more sustainable. This is against this on the basis that despite the exposure to the aforementioned structural shortcomings, IAS has been an operational training and finance setup for the informal sector that has been able to yield successive generations of Nigerian entrepreneurs. So the comparison is two-staged: one, IAS is retrospective of the periods and could do with being formalized, the second, more or less closing it off, has strength, size, and demonstrated potential for true economic growth irrespective of the state.

Considering the Chinese Apprenticeship Model, [57] look back into history to trace China's apprenticeship tradition to its origins, where masters served as tutor and adoptive parents. Recent changes, however, have located apprenticeship in its role as a national development policy by the school-industry relations and government policy [57], though most of the effects of the reforms were supplied by the German model. [57] is of the opinion that China's rapid economic evolution is attributable to deepened and mechanized apprenticeship for labor competence upgradation. On the contrary, the Chinese model relies on integrated sponsorship mediated through state coordination with proportionality from the borders of industry and education. This positions the institutional aspect at the forefront as one of the motivations in the reproduction of apprenticeships beyond the informal networking sphere.

With reference to the Igbo Apprenticeship Scheme in the 21st Century, [54] give vocational training the credit for being the panacea to stem unemployment and drive productivity levels, with IAS redesign with legislative approval, new training models, and state patronage requiring a call. Some authors lament that programs such as the National Directorate of Employment have been a sour experience in most instances and that IAS would be improved without dependency on the state but entrepreneurship ingenuity [18]. Business partnership is another form of sustainability according to other scholars' argument [54], but others believe that IAS's cultural heritage is sufficient to sustain entrepreneurial production without depreciating its quality [50]. This paradox accounts for the divergence between the defenders and advocates of modernization who are sure IAS, being locally responsive, suffices for sustainable development.

Considering Igbo Apprenticeship Scheme and its relevance to the Gross Domestic Product (GDP), [16] considered GDP as the strongest economic indicator of any country. In this case, it is the greatest measure of the country's economy. [19] uses Nigeria's 2022 GDP [19] fall as a sign of structural weaknesses, while [32] indicated assurance that IAS does bring such diversification of the economy of oil, employment creation, and GDP stimulation. The state can't argue that IAS will

be big enough in size to influence macroeconomic performance without institutionally consolidating institutionalization. Critics point out, however, that IAS already generates wealth in the diasporas and southeast Nigeria and yet is untapped, with previously unrealized potential to become more fully integrated into the GDP [41]. Whether IAS, thus, can continue to be an unabashedly informal vector of localized prosperity or needs to be rebranded as more explicitly a participant in the national economy [22].

In terms of Igbo Apprenticeship System and Human Development Index (HDI), HDI is a measure of human well-being and a composite of indicators of health, education, and living standards [37]. HDI is a synthetic indicator of welfare [38], and it emphasizes its use in the cause of shaping international development policy [28]. For certain, ad hoc critics complain that IAS has no effect on such most basic indicators of HDI, like life expectancy or per capita income. But to [46], it is contrary because IAS does have an effect on work creation and wealth in making the realities of human development realistic. While homogenous vocational training absorbs the bulk of attention from some researchers as the measurable variable of HDI development [37], others use IAS as a culture-laden master plan with lasting human development benefits [28] and [38].

All these arguments put together suggest that IAS simplifies the process of economic development and culture too much for human capital creation purposes. Knowledge transfer is more of an instrumental platform involved with apprenticeship [29], while human capital theory focuses on its productivity generated [12]. It justifies its potential causes of unemployment, poverty, and inequality to be among the development potentials [17]. Its generation-long nature captures sustainability [14]. It can be scaled up to suit current entrepreneurial and global scalability challenges [17]. In contrast to state-led models such as China, IAS proves that bottom-up, people-centric systems are able to complement, or even substitute, formal systems in delivering inclusive economic growth.

2.3. Theoretical Framework

About education, training, and society, [12] spoke in a way that could almost be called systematic. For those very early days-old days, human capital were seen on rather broadly in discussion of the individual factors pertaining to land, labor, and capital as each different factor of production [53]. Some studies very unapologetically said that without investing in human capital through the two key avenues of education and skills development, the theoretical accounting for economic development in this case would assuredly be impossible [36], [49], and [51]. Those two kinds of investment in education, therefore, imply market situations in which acquired skills will sooner or later earn higher returns in the labor market relative to lower ones associated with another technology of superior level.

In turn, mentoring imparts entrepreneurial and technical skills methodically across south-east Nigeria [12] and [36] according to human capital theory in the IAS systems. Sooner, after a very long time of within-training as apprentices, those apprentices are able to develop application-specific types of skills to equip imitating a conditioning to nascent development in an ambiance of social awareness and cultural norms that autonomously support would-be entrepreneurs or job givers. These types of skills intermix technically with social capital somewhat, and on this basis, the trust is constructed and maintained economically. Hence, these theorists consider it an investment in human capital by the IAS for the long-term sustainability of development of this very sector.

2.4. Conceptual Definition Adopted in the Primary Study of Apprenticeship:

Apprenticeship: Herein is incorporated as the work-training environment into an apprenticeship scheme, which makes it possible for an apprentice to learn trade under a master entrepreneur or a master craftsman with a view toward self-employment culminating with the maturation into entrepreneurship [7].

Human Capital: really means health, application, as well as the productive capacity acquired through education and training and some applications so that all these can be maximally utilized for increased productivity and economic growth [12] and [53].

Development: has been considered the process that includes actions such as poverty alleviation, job creation and inequality, as well as the expansion of capabilities to empower the disadvantaged-their capacity to act given the trends of a rapidly growing economy [17].

Socio-Economic Development: Socio-economic development is that kind of development which engages social satisfaction and economic progress to achieve an equal distribution of resources, opportunities, and conditions for better living [30].

Sustainability: that considers the wants of today's present while applying or intervening in such practices seems not to deny growth or alternative futures resources on which tomorrow's generations will depend-perhaps even more than theirs [14] and [17].

Economic Growth: continuous production of larger amounts of goods and services, generally defined in terms of gross domestic product; this increases most often results from one or several applications of synergy among productivity increase, income, and standard of living failures [10].

Scalability: would be any intervention or system that can increase in size or scope while maintaining an acceptable level of performance and quality in most cases [24].

3. Methodology

In this study, we adopted a mixed-methods design in examining the role of the Igbo Apprenticeship System (IAS) in the development of human capital in Southeast Nigeria between 2015 and 2023. Quantitative questionnaires were employed alongside qualitative methods such as interviews, focus groups, and observations to provide numerical data and insight into the social and cultural aspects of the system [5]. Participants were apprentices, their employer or master, former apprentices, parents/guardians, and leaders of the community in Abia, Anambra, and Enugu States because they were picked from being involved in active business engagements. The use of a multi-stage sampling method, which involved the use of snowball sampling, was used to obtain a sample of 360 participants [21]. Data were gathered using duly tested questionnaires, interview schedules, and checklists of observations, and validity of the measuring instruments was confirmed with a Cronbach's α measure of 0.950. Quantitative data were processed using SPSS software that accommodated both descriptive and inferential statistical procedures, while thematic analysis was used to analyze the qualitative data. Ethical standards, such as informed consent, confidentiality, and voluntary participation, were followed carefully to maintain the integrity, validity, and reliability of the research.

4. Data Collection

Primary and secondary sources of data were utilized in his study. Primary data were gathered through a guided questionnaire on "Igbo Apprenticeship System and Human Capital Development in Southeast Nigeria within the stipulated years of study", guide interviews, focus group discussion in sampled markets, and observation. Parents and guardians of the apprentices were also approached through church services and town hall meetings. Secondary data were collected from books, journals, government publications, newspapers, documentaries, internet interviews, and internet sources. The sample study comprised 360 respondents (120 each of Abia, Anambra, and Enugu States) consisting of apprentices, masters, and parents/guardians. A multistage sampling method was used: purposive selection of states and LGAs, and the market, the final players being reached through snowball sampling. Instrument validity was ensured with expertise and reliability by Cronbach's alpha with high internal consistency (0.874–0.950). SPSS (v23) was employed to estimate the data via T-tests and binomial tests with Likert scale responses dichotomised for statistical ease of testing.

4.1. Binomial Test of proportion using Z-approximations on Likert scale data.

Likert scale data can, however, be reduced to the nominal level on occasion by collapsing all of the agree and disagree responses into two mutually exclusive categories of "Agree" and "Disagree" [31]. This is what enables us to utilize empirical tests of proportions required to derive empirical findings and conclusions [2] and then enable us to utilize the Binomial tests of proportions, statistical tests that can be utilized after this transformation [52]. The Likert scores are then computed with the mean for easy interpretation [2], [31], and [52].

Table 1 Sampling Frame

State	Apprentices	Masters	Parents/Guardians	Total
Abia	80	30	10	120
Anambra	80	30	10	120
Enugu	80	30	10	120
Total	240	90	30	360

Source: Authors' Compilation from Field Survey (2024)

4.2. Data Presentation, and Analysis

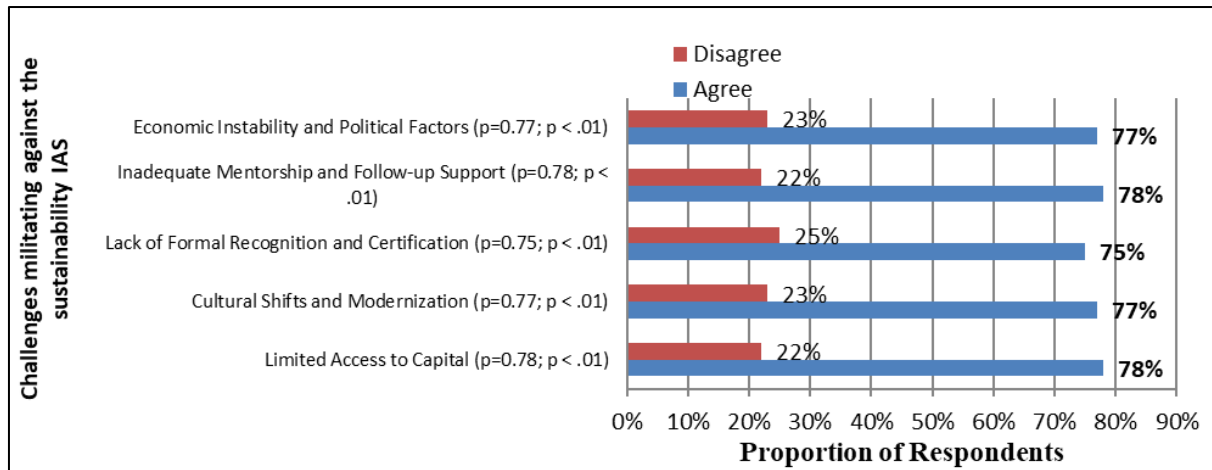
Data were statistically analyzed by the present study from 360 respondents of six LGAs of Abia, Anambra, and Enugu States that responded at a 100% rate of return on questionnaires (Table.1). Responses were plotted against the three hypotheses. According to Hypothesis 1, it was found that Igbo Apprenticeship System (IAS) makes substantial contribution towards human capital development. There was agreement from all the respondents that it promotes entrepreneurship (82%), business success (68%), green businesses (76%), self-reliance (80%), and unemployment is reduced (75%) [Table 4.2] Binomial tests of proportions were also extremely significant ($p < .01$) confirming these findings, thus rejecting the null hypothesis.

Table 2 Effects of the Igbo Apprenticeship System on sustainable Human Capital Development

Binomial Test						
Factors		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
The Igbo Apprenticeship System has significantly increased entrepreneurial activities in the South East Nigeria.		No	65	0.18	0.50	0.000
		Yes	295	0.82		$p = 0.82; p < .01$
	Total		360	1.00		Test is Highly Significant. IAS has positively influenced entrepreneurship in the region.
Many successful business owners in the South East Nigeria attribute their success to the Igbo Apprenticeship System		No	117	0.32	0.50	0.000
		Yes	243	0.68		$p = 0.62; p < .01$
	Total		360	1.00		Test is Highly Significant. Many business owners credit the IAS system for their success.
The Igbo Apprenticeship System has led to the creation of sustainable businesses that contribute to economic growth in the region.		No	87	0.24	0.50	0.000
		Yes	273	0.76		$p = 0.76; p < .01$
	Total		360	1.00		Test is Highly Significant. IAS is a significant contributor to sustainable business development in the region
The skills acquired through the Igbo Apprenticeship System have empowered individuals to become self-reliant.		Yes	289	0.80	0.50	0.000
		No	71	0.20		$p = 0.80; p < .01$
	Total		360	1.00		Test is Highly Significant. A significant view that IAS fosters self-reliance.
The Igbo Apprenticeship System plays a crucial role in reducing unemployment in the South East Nigeria.		Yes	270	0.75	0.50	0.000
		No	90	0.25		$p = 0.75; p < .01$
	Total		360	1.00		Test is Highly Significant. IAS is seen as a critical tool in reducing unemployment in the South East.

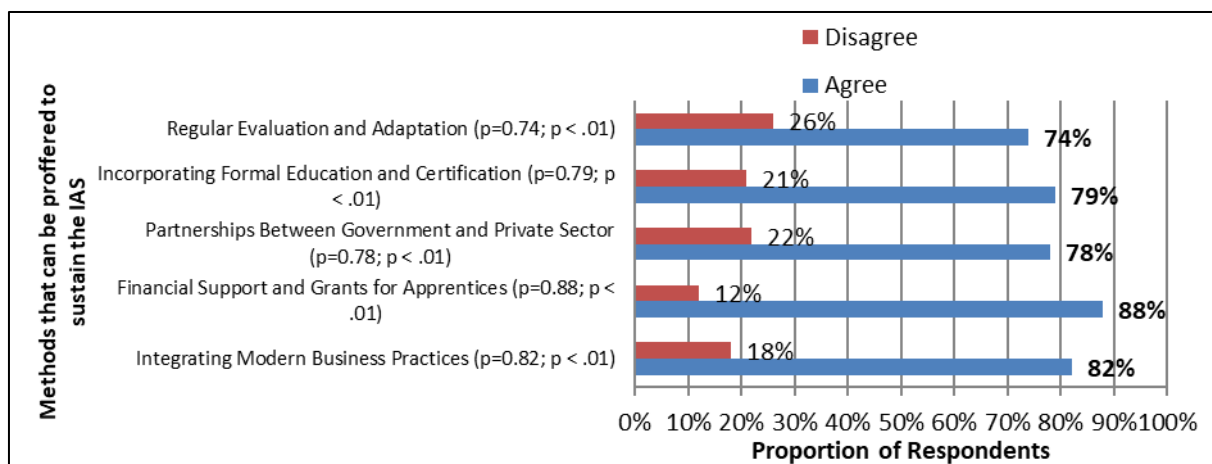
Source: Authors' Compilation from Field Survey (2024)

Under Hypothesis 2, the constraints on the sustainability of IAS were listed. The key constraints were lack of capital (78%), cultural adaptation (77%), lack of certification (75%), lack of mentorship (78%), and political-economic insecurity (77%) (Figure 4.1). These findings place IAS on center stage as a wanted but contentious vehicle of entrepreneurship, job creation, and local growth which requires structural intervention if it is to remain influential.



Source: Authors' Compilation from Field Survey (2024)

Figure 1 Bar Chart representing the most salient factors hampering the sustainability of IAS, Human Capital and Craftsmanship development in the Southeast, Nigeria



Source: Authors' Compilation from Field Survey (2024)

Figure 2 Bar chart showing Methods proffered to sustain IAS

Respondents' highest most preferred methods of preserving the Igbo Apprenticeship System appear in Figure 4.2, with high univocal agreement for modernization (82%, $p=0.82$; $p < .01$), financial assistance (88%, $p=0.88$; $p < .01$), public-private partnership (78%, $p=0.78$; $p < .01$), formal education (79%, $p=0.79$; $p < .01$), and periodic evaluation (74%, $p=0.74$; $p < .01$), all significant statistically.

5. Discussion

Statistical inference affirmed Igbo Apprenticeship System (IAS) playing a substantial role in South East Nigeria human capital development, entrepreneurship, business survival, and self-reliance (295 respondents, 82%, $p < .01$). IAS was linked to effective business enterprise management by 243 (68%) of the sample respondents ($p < .01$), 273 (76%) with business survival ($p < .01$), and 289 (80%) with actualization of capabilities to self-reliance ($p < .01$). Further, 270 (75%) agreed with its role in preventing unemployment ($p < .01$) and recommended IAS as an highly valuable resource of the country in terms of inputs of labor and capital. Evidence is there to support Human Capital Theory [12] based on which investment in education and learning increases productivity and production. They adhere to empirical studies reports [27] and [40] that IAS encourages entrepreneurship, maintains cultural identity, and eliminates unemployment. Yes, on the average Igbo Apprenticeship System encourages entrepreneurship, builds sustainable business firms, empowers citizens towards independency, and eschews unemployment. The said declarations warrant that IAS is indeed a true traditional skills acquisition system, counselling, and economic empowerment. Facts categorically confirm that the system is theoretically sound but with real flaws that are on the verge of causing sustainability problems in the future.

5.1. Sustainability Problems (Hypothesis 2)

Evidence verifies IAS to be sustainable but with inherent defects to a dynamic socio-economic environment. 282 (78%) sample members mentioned poor available finances, and that alone is well above the test ratio (0.50), exact significance = 0.000 ($p < .01$). And cultural change that made IAS unacceptable was supported by 278 (77%) of the sample, and no certificate and acknowledgement by 269 (75%), both $p < .01$. Both of these were financial insecurity (77%) and poor guidance (78%), and both also equally with much-more-than-0.50 ratios ($p < .01$). Both also agree with criticism of empirical studies [7] and [8] for being irresponsible when it comes to vocational education and institutional assistance. They also react to lacunas being threatened by Situated Learning Theory [29] and Vygotsky's Sociocultural Theory [56], institution scaffolding and required mentoring needing to be learned in the preservation of learning systems. To a great degree, the evidence is emerging that even theoretically IAS can be sustained on paper, sustainability in the long run is surpassing systemic barriers like exclusion, cultural change, non-certification, lack of mentoring, and macroeconomic volatility.

5.2. Scalability (Implicit in Findings)

Despite the survey being only slightly weighted towards sustainability, scalability is an implicit finding. Self-motivated individual choice to entrepreneur and green business growth are reasons to IAS's potential for scalability beyond the average. Replication possibility in the rest of Nigeria and the rest of the economy is inherent in IAS's capacity to generate entrepreneurs and avoidance of unemployment. They also agree with the international cross-country analysis of the world's apprentice systems, such as the German dual apprentice system, which are also a combination of work-based apprentice learning and work in work [3] and [44]. IAS business sustainability is indeed a real assumption on which the system is based to other geo-regions and business undertaking regions outside commerce and trade. The same conditions of sustainability hold for scalability booster issues. Denial of finance denies the capacity of the firms in the system to grow, and deregulation of recognition and certification denies their reproduction in the world at large and in the local ecology. De-mentorship and culture change would once more deny new entrants from being introduced into the system following the first Igbo cumulation. Scaling would need policy and institution mainstreaming. Mainstreaming IAS into Nigeria's entrepreneurship policy, Nigeria's vocational education policy, and Nigeria's human capital development policy can provide it with institutional support that it so badly requires to scale.

6. Conclusion

Overall, the Igbo Apprenticeship System is extremely sustainable as would be validated by the statistically significant location of the most relevant variables in entrepreneurship development, business viability, self-sufficiency, and unemployment avoidance.

Long-term sustainability is not possible in the situation of institutional and structural frailty. Igbo apprenticeship cannot be defended on the basis of informality and lack of institutional or legal support, and possibility of the apprentice becoming progressively poorer in terms and performance. Modernization, and in fact additional globalization, eroded the superiority on the basis of appeal to the subsequent generation and religion, its being an end in itself. Technological backwardness, institutional entrepreneurship, and economic competition also dissuade it from being used in entrepreneurial contexts today. Financial crisis, pathological state intensity, and emigration have been found to be destabilizing forces that have seeped into the long-term viability of the system, fiscal coverage, and integration policy

Compliance with ethical standards

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Disclosure of conflict of interest

There are no conflicts of interest.

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