
IGBO TRADE APPRENTICESHIP SYSTEM AND WEALTH CREATION IN SOUTH EAST, NIGERIA

OMEDE, NDUKA KENNETH & CHUKWU, EMMANUEL UCHENNA
DEPARTMENT OF MARKETING, FEDERAL POLYTECHNIC, OROGUN, DELTA STATE
Omesco63@gmail.com

Abstract

In South East Nigeria, the Igbo trade apprenticeship system plays an important mediating and intervening role in survival strategies, company success, economic development, and wealth generation. Igbo trade apprenticeships, or "Igba-boyi," "Igba-odibo," or "Imu-ahia," and their role in the development of wealth in southeastern Nigeria were the primary focus of the research. To determine if there was a substantial relationship between the two variables, three theories were developed. A standardized questionnaire was used to collect data in a survey approach. The Pearson product-moment correlation coefficient was used in the analysis. Wealth growth in southeastern Nigeria is correlated with the Igbo trade apprenticeship system, according to the analysis. According to the results, the plan has helped reduce poverty, unemployment, sickness, and starvation in southeastern Nigeria by creating prosperous Igbo businesspeople. The study authors urged the Nigerian government to codify the "Imu-ahia" system of Igbo trade apprenticeships into legislation in order to make them more uniform and secure against misuse.

Keywords: Trade, Apprenticeship, Igba-boyi, Igba-odibo, Imu-Ahia, Igbo, codify

Introduction

The Igbo trade apprenticeship system in southeastern Nigeria is essential for company development, survival strategies, economic growth, and the generation of employment and wealth. Accomplished entrepreneurs employ this informal structure to mentor young men (Igba-Boyi or "Igba-odibo") as apprentices, imparting the intricacies of their profession. Igbo tradition is founded on "Imu-Ahia," meaning "to learn market" in English. The 'Imu-Ahia' practice commences in numerous Igbo communities with a traditional ceremony including the master, the boy's family, and esteemed elders as witnesses. The Oga articulates his expectations for the boy and reassures the family that all will be well. The family thereafter counsels the youngster to be honest, loyal, and industrious for his "Oga." The Igbo people established the "Imu-Ahia" apprenticeship system as a reaction to the erosion of their culture and the transmission of knowledge to subsequent generations caused by colonization and civil conflict (Okloi, 2022). According to Iwueke, Halima, and Oparaku (2020), the master (Oga) conveys technical expertise, implicit knowledge, and the ability for critical and analytical reasoning to the apprentice (Nwa-boyi) through prolonged observation, memory, and imitation. This apprenticeship program aims to impart knowledge and facilitate its application, so enabling individuals to attain proficiency in business operations.

The apprenticeship is uncompensated, although the 'Oga' frequently provides the apprentice with accommodation, meals, medical care, transportation, and attire. Upon the completion of the apprentice's six to eight years of instruction, a graduation ceremony is conducted, during which the 'Oga' presents the young man with a substantial monetary gift and, in some instances, a line of credit to assist with the initial expenses of a new enterprise. Historically, it was traditional to assign younger family members to elder relatives in distinct locations for the purpose of receiving formal or informal supervision or education. This training approach subsequently supplanted this technique. Numerous Igbo individuals were destitute and incapable of reclaiming their pre-war assets, particularly those located in other regions of Nigeria, following the conclusion of the Nigerian-Biafran civil war in 1970. It was derived from the Igbo proverb "lekota nwannegi nwoke," signifying "take care of your brother." The stated purpose was to rejuvenate and expand the Igbo economy.

Kanu (2019) posits that the competencies and knowledge gained via apprenticeship constituted a distinct sort of capital—a collection of principles often referred to as trade secrets—that regulated the industry's engagement, marketing, and production.

The prosperity of Igbo trade and commerce has been ascribed by some to their apprenticeship system. This collaborative initiative will equip the forthcoming generation of prosperous entrepreneurs. This training system has enabled numerous individuals to escape poverty and attain millionaire or billionaire status. Currently, "Imu-Ahia" is a crucial element of the training that young Igbo men must complete before to being independent. Some individuals like this type of formal education, but others opt to integrate conventional schooling with their military service.

Chinwuba and Ezeugwu (2017) assert that the Igbo population in southeastern Nigeria has amassed considerable wealth, attributing this achievement to the efficacy of their apprenticeship program. Generating revenue through the cultivation of human capital, derived from education and training that enables apprentices to establish their own firms. The key to the system's efficacy lies in its cycle structure, wherein apprentices choose other family or community members who have attained primary, secondary, or tertiary education. An apprentice and their family usually commemorate the successful completion of training,

provided there are no grievances from the instructor. Furthermore, it generally culminates in a favorable settlement, when the apprentice acquires sufficient capital and assets to establish their own enterprise.

The training mechanism will not be infallible. Upon the conclusion of the stipulated apprenticeship time, several "Ogas" shirk their responsibilities towards the apprentice by concocting allegations of theft involving items or money, which is a grave concern. Moreover, no Igbo lady or girl has ever employed such a technique. Despite the system's numerous flaws, they are counterbalanced by its considerable advantages, which ultimately prove to be highly beneficial. 'Imu-Ahia' training serves as the cornerstone for numerous prosperous enterprises. Coscharis Motors, an automotive dealership; Blenco Supermarket, part of the renowned Prince Ebeano retail chain; and various other commercial and industrial enterprises in Lagos State and internationally.

The Igbo apprenticeship system is one of the unexploited opportunities within Nigerian culture. The 'Imu-Ahia' model has been examined by individuals from Nigeria and outside to replicate its significant success. The primary purpose of this study is to analyze the Igbo trade apprenticeship system in Southeast Nigeria for its potential to generate wealth.

Statement of Problem

The Igbo trade apprenticeship system is crucial for corporate success, survival strategies, economic growth, and wealth generation in southeastern Nigeria. Regrettably, in recent decades, the Igbo tradition of apprenticeship exchange has been declining. Despite the apparent lack of awareness among certain companies regarding the advantages of utilizing apprentices, a significant number of contemporary youth are more inclined to engage in criminal activities such as kidnapping and "Yahoo-Yahoo" for rapid financial gain.

The get-rich-quick mentality, exemplified by online fraudsters such as "Yahoo-Yahoo" and analogous entities, alongside the detrimental impact of politicians exploiting youth—especially over the past two decades—has significantly undermined the esteemed efficacy of the Igbo business model. A considerable number of young men in rural areas increasingly choose to align themselves with politicians rather than pursue the traditional and esteemed route of apprenticeship, where they are occasionally bestowed with gifts such as motorcycles and various forms of empowerment. These concerns did not arise when it functioned effectively within our culture. All participants engaged. What are individuals' current perspectives when selecting to attend college? The notion that visiting the market has ceased to be beneficial, alongside cultism and unrealistic life aspirations. Chief Emma Obi, the present chairman of Polema Industries, a vegetable oil enterprise located in Aba, Abia State, and a former chairman of the Aba Industrialists Association (AIA), provided insights on the Igbo apprenticeship system. He characterized it as a configuration that emerged out of need and subsequently evolved into a cultural standard among Igbo traders.

The practice is waning as certain sellers have recognized that dishonesty has become the norm. In the absence of a legitimate, official accounting system, the lads can withdraw funds from their masters, therefore depleting their bank accounts over time. The complete enterprise is given to these apprentices upon their arrival. They are oblivious to the fact that he has used his master's trust for personal gain.

A limited number of young Igbo individuals aspire to do apprenticeships due to the pervasive corruption and embezzlement inside the Nigerian government. This has resulted in numerous individuals, especially the youth, losing their synchrony. Envision graduating high school

alongside a friend, with whom you once shared a profound connection, who has since become a politician and, before you are aware, has amassed such corrupt money that commencing your life in service to another becomes challenging.

The apprenticeship system in the principal markets of Onitsha, Anambra State, has diminished, partly due to the pursuit of education and the prevalent trend of apprentices not establishing themselves after years of service. Due to the scarcity of guys pursuing apprenticeships, the salesgirls assumed responsibility.

A bachelor's degree has become a primary objective for many individuals aspiring to establish their own enterprises, with some opting to pursue higher education. Historically, certain pupils entered apprenticeships immediately after finishing elementary school, but others postponed this until after high school graduation. Currently, they aspire to relocate here to engage in business following their college graduation. Consequently, several of our market traders possess degrees, as evidenced. To offset this, the company's owners now engage the girls as sales associates on a monthly basis. Due to the severe treatment of their boys by certain "Ogas," or business owners, parents were hesitant to enroll them in apprenticeships again. This stems from the past exploitation and maltreatment of apprentices within the Igbo trade apprenticeship system in southeastern Nigeria, known as "Nwa-boyi." However, the system is poised to experience an imminent and disastrous defeat unless these tendencies are modified or disregarded. This study aims to analyze the Igbo trade apprenticeship system in Southeast Nigeria and propose solutions based on its role in wealth development.

Research Objectives

The primary objective of this research is to evaluate the efficacy of the Igbo trade apprenticeship program in southeastern Nigeria. The specific objectives are as follows:

1. Mitigating unemployment in Southeast Nigeria via an examination of the Igbo apprenticeship system.
2. To ascertain whether the Igbo trade apprenticeship system has enhanced wealth creation in southeastern Nigeria.
3. To ascertain whether the Igbo trade apprenticeship program has contributed to the reduction of poverty rates in the Southeast, Nigeria

Research Questions

This study examines the following inquiries.

1. Has the Igbo trade apprenticeship system in southeastern Nigeria contributed to a reduction in unemployment rates?
2. Has the Igbo trade apprenticeship system enhanced wealth creation in southeastern Nigeria?
3. Has the Igbo trade apprenticeship system eased poverty in southeastern Nigeria?

Research Hypotheses

The formulated hypotheses for this study are listed inter-alia.

H₀₁: Igbo trade apprenticeship system has no relationship with unemployment reduction in south east, Nigeria

H₀₂: Igbo trade apprenticeship system has no relationship with wealth creation in south east, Nigeria

Ho₃: Igbo apprenticeship system has no relationship with poverty reduction in south east, Nigeria

Significance of the Study

The primary emphasis of the research was the Igbo trade apprenticeship system in southeastern Nigeria. The primary aim of the study is to provide valuable ideas for enhancing the Igbo apprenticeship system in southeastern Nigeria.

The study's conclusions would augment the existing body of knowledge on the subject, making it beneficial for academics and researchers interested in the Igbo apprenticeship system.

Governmental institutions are also not exempt. The Ministry of Commerce, Trade, and Industry will utilize the findings to enhance its programs and policies to increase productivity.

The research will be highly advantageous for managers and entrepreneurs of Nigeria's various small and medium-sized firms. The study will instruct them on more effective methods to facilitate their employees' development.

The study highlights the importance of diverse Igbo apprenticeship systems for skill acquisition and elucidates their operational mechanisms, making it beneficial for apprentices across the nation. The study's findings will inspire others to enhance their abilities.

Concept Clarification

Concept of Apprenticeship

Scholarly meanings of the terms "apprentice" and "apprenticeship" differ. An individual who acquires a talent through a specified duration of training under an expert's guidance is regarded as an apprentice (Apprentice, 2020). An apprentice is often a young individual, often a teenager, who seeks to acquire knowledge and skills in a specific trade, discipline, or profession they want to pursue in the future, or who is encouraged to do so. An individual who has committed to a designated period of learning a skill, vocation, or profession under the guidance of an experienced professional to gain practical experience and attain expertise in the field is considered an apprentice. The term "apprentice" varies in meaning globally, typically referring to a young individual (generally aged fourteen to twenty-four) who is either participating in an apprenticeship program or remains in school if they have not yet finished secondary education (Apprenticeship Manual, 2013). The representation of the figure in Brazil exemplifies a cultural interpretation of the diverse ideas and methodologies about apprenticeship.

"An apprenticeship is a formal agreement that regulates the training of an individual in a recognized profession, either under the guidance of an independent artisan or within an organization, and adheres to established standards," as stated by the International Labor Organization's Toolkit for Quality Apprenticeship (2013). Moreover, the OECD-ILO (2020) recognizes apprenticeship as an effective mechanism to aid young individuals in their smooth transition from education to employment. UNESCO (2015) characterizes an apprenticeship as a distinctive type of vocational education that integrates practical job experience with formal school-based training, aimed at acquiring specific competencies and work processes, governed by legal regulations and founded on a written employment contract that includes

remuneration and standard social protection provisions. It is a structured, legally sanctioned program that integrates classroom instruction with practical training. An apprentice typically obtains the requisite qualifications upon the completion of their training period. The previously listed definitions appear inapplicable to apprenticeships non Igbo land that are not affiliated with or derived from educational institutions.

Vareto (2017) states, "an apprenticeship is a position that entails training." This definition is excessively expansive as it encompasses all forms of apprenticeship in the workplace, including off-the-job training. Although the prevailing tendency is moving towards a company-centric model, wherein the industry determines the structure, nature, and substance of apprenticeships, numerous countries in Europe and America continue to emphasize school- and work-based apprenticeship systems (OECD, 2020). Gonnon (2011) contends that apprenticeship constitutes an educational modality aimed at acquiring specific skills to equip young adults for the workforce and society. This concept, however, seems to mirror or at least incorporate apprenticeship as it has been implemented in Nigerian-type communities. Apprenticeships provide trainees a distinctive opportunity to secure future employment. Developing diverse forms of apprenticeship is crucial for a holistic understanding of the apprenticeship system, which functions within the broader framework of a nation's cultural traditions, norms, socio-economic conditions, and individual aspirations (UNESCO, 2015).

The concept of Igbo trade apprenticeship system

By engaging in a blend of formal education in a classroom setting and practical training while working as an apprentice, apprentice attain a moderate degree of proficiency in their selected area of expertise. External bodies must approve the training criteria for apprenticeship courses, with a special focus on the on-the-job training component. The Apprenticeship Recommendation (R 60.1939) from the International Labour Organisation (ILO) provides a definition for apprenticeship. According to the International Labour Organisation (ILO), an apprenticeship is a kind of training and employment when a firm commits to hire a young individual in exchange for their commitment to serve as an apprentice for the company. During the apprenticeship, the apprentice is obligated by law to work on a full-time basis for the employer. The International Labour Organisation (ILO) revised the original concept of vocational education in its foundational text from 1962.

The guidelines (R117, 1962) also addressed other facets of apprenticeship. This concept incorporates several fundamental components of apprenticeship, including:

An employer and an apprentice set the conditions of the apprenticeship agreement through a signed contract. The training occurs in a professional environment under the guidance of a corporation. Throughout the whole product development process, the requirements and preferences of the younger demographic were carefully considered. The primary goal of this endeavour is to get expertise or comprehension in a certain domain.

Another viewpoint is that a rigorous academic programme, overseen by a skilled expert, equips apprentice for a certain job. The implementation of this procedure should be regulated by a legally binding agreement that clearly defines the parameters of the apprenticeship and mandates compliance with established criteria. According to a study conducted by Ezeji and Nkamjimeje (1986), individuals of any age or gender have the ability to enter into a legally enforceable agreement known as an apprenticeship, wherein they can acquire a specific trade from an experienced individual for certain duration. The master's subsequent objective is to impart to the learner all of their knowledge regarding the skill. During the apprenticeship, the master craftsman assumes the role of mentor while the apprentice assumes the role of learner.

Both parties have communicated their goals and commitments to each other, either verbally or in written form. The word "apprenticeship" is sometimes employed to describe organised service agreements. Both sides benefit from this service: the learner acquires practical experience in the trade while the master imparts their expertise in the skill. This very pragmatic approach enhances the likelihood of a successful integration into the labour market. Undoubtedly, apprenticeship courses significantly benefit apprentice in both their academic and professional trajectories.

Apprenticeships are a prevalent method for young individuals to obtain the required skills to enhance their employability and advance in their professional paths. The efficacy of apprenticeship programmes hinges on the capacity and inclination of employers to employ apprentices upon completion of their training. Irrespective of familial relationships, the concept of Imu-Ahia or Igba-Boyi allows young men from the same region, residence, or locality to participate in apprenticeship. This arrangement will afford them a close and intimate perspective into the organization's operations and business processes. The Nwa-Boyi would get a settlement that is equivalent to the value of the programme as compensation for the duration of their training. Nwa-Boyi may employ the funds to establish a business at completion of their training period, often spanning from five to eight years.

The apprenticeship system in the Igbo culture is referred to as Imu-Ahia. Under this methodology, well-established business in the vicinity, referred to as "the Oga", enlist young individuals residing in the area, often known as "the apprentice," The Oga then serve as mentors, providing guidance and instruction in the intricacies of the business realm, fostering an environment of candid yet amicable rivalry. Although apprentices get shelter, food, clothes, transportation, and medication, they do not receive any kind of pay. Furthermore, it is necessary to establish a minimum duration of five to seven years. Our aim is to prevent youngsters who are experiencing boredom and lack productive activities from ending up on the streets or engaging in criminal behaviours. Children who are driven by a meaningful objective are more inclined to sustain their favourable behaviours throughout adulthood.

Features of Igbo trade apprenticeship

The Igbo trade apprenticeship system, known as "Imu-ahia," has several defining features that contribute to its unique structure and effectiveness. Here are some key characteristics (Olulu & Udeorah, 2018):

1. Long Duration
 - Apprenticeships typically last several years, allowing apprentices to gain in-depth knowledge and practical skills in their chosen trade.
2. Hands-On Training
 - Emphasis is placed on practical, hands-on training where apprentices learn directly from experienced masters through real-world application.
3. Mentorship
 - Masters serve as mentors, guiding apprentices not only in technical skills but also in business practices, customer relations, and ethical conduct.
4. Cultural Integration
 - Apprenticeships often incorporate cultural teachings, ensuring that apprentices understand the significance of their trade within the context of Igbo traditions and values.
5. Economic Independence

- The system aims to equip apprentices with the skills necessary for self-employment and entrepreneurship, fostering economic independence within the community.
- 6. Family and Community Involvement
 - Many apprenticeships are family-oriented, with trades being passed down through generations. Community members often support the apprenticeship process (Gessler, 2019).
- 7. Stipends and Support
 - Apprentices may receive stipends or support from their masters, helping to cover basic needs during their training period.
- 8. Diverse Trades
 - The apprenticeship system encompasses a wide range of trades, including tailoring, carpentry, mechanics, and trading, allowing for various career paths.
- 9. Character Development
 - Beyond technical skills, the apprenticeship emphasizes personal growth, including discipline, responsibility, and problem-solving abilities.
- 10. Networking Opportunities
 - Apprentices have the chance to build networks within their trade and the broader community, facilitating future business opportunities and collaborations (Onyima, 2013).

These features make the Igbo trade apprenticeship system a vital component of the community's economic structure and cultural heritage, fostering skilled artisans and entrepreneurs while preserving traditional practices (Igwe et.al., 2018).

Types of Igbo trade Apprenticeship System

The study identifies three primary types of apprenticeship systems in Igbo regions. The first system is the "Imu-Ahia," which emphasizes learning, while the second system is the "Imu-Oru," which concentrates on craft or vocational training. Over the decades, "Imu-Ahia"/"Igba-Boyi" has transformed into a valued cultural artifact in Nigeria's Eastern region. Following the deprivation of their futures, the Igbo people formed the Imu-Ahia Igbo Apprenticeship system. Given their limited finances and scarce resources, they had to be prepared to generate quick income whenever necessary. One of the limited remaining avenues for revitalizing destroyed villages was minor commerce; yet, agriculture required time that were not readily available (Madichie & Nkamnebe, 2010).

- i. 'Imu-ahia' (business coaching): this term refers to a student who is not directly supervised by a master or coach in marketing business, but is present solely to acquire knowledge about the business. It is primarily intended for individuals possessing funds to invest in a business but lacking the requisite experience. Numerous dealers utilize this to diversify their enterprises.
- ii. 'Imu-oru' (craft/vocational apprenticeship): this entails utilizing various tools and equipment. It signifies acquiring specialized knowledge in a specific profession. It serves as a method of diversity.
- iii. A ward becomes a servant, or "Odibo," once he is under the care of his master or mistress, according to the "Igba-Odibo" or "Igba-Boyi" system of traditional business education. Here, "Igba-Odibo" means "Traditional Business School," and it denotes a place where one can learn about marketing and how to buy and sell. This social practice occurs when affluent families sell their children into servitude. There is no fee for "Igba-Odibo," in contrast to certain apprenticeship trainings, and the terms and

conditions are primarily spoken, but they are deeply ingrained in Igbo customs, conventions, and traditions. Typically, a trial or test phase of approximately three months is conducted before the master and apprentice's family finalize the apprenticeship contract. This period is used to assess the apprentice's suitability for the work or other position. A trainee is considered a servant the moment he or she is under the supervision of an adult. During an agreed upon period of time, the master or mistress takes care of the servant or maid and ensures that they are well-cared for; in return, the servant or maid helps out with business and other household tasks while living with them. Belongingness to one's master or mistress is an expectation of the apprentice. During this time, the master or mistress acts as a mentor by revealing the company's strategies to the apprentice. If the apprentice shows enough promise to become an expert, the boss or owner may give them more responsibilities inside the company. They are able to fully absorb the specific business's strategies and techniques as a result. Without question or hesitation, the apprentice is to serve his master. "Onye fee eze, eze e-ruoya aka" means that you will be evaluated according to how you evaluate other people. It follows that a servant or maid who is faithful in serving his master or mistress will be serviced faithfully in return.

Stages of the Igbo trade apprenticeship system

Stage One: Talent Identification

The Igbo apprenticeship system comprises three tiers. The first stage is to identify probable applicants. At this juncture, a child's guardians or parents discern their child's "talent." Upon recognizing a child's abilities, the subsequent stage is to identify an entrepreneur who can mentor the youth and impart industry-specific knowledge. Upon discovery, the juvenile is promoted to the subsequent tier of apprenticeship.

Stage Two: The Learning, Mentoring or Scholarship Stage

In the Igbo apprenticeship system, education occurs during the second phase. The trade master imparts practical business skills to the mentee at this stage. A trade master will ensure that the pupil is evaluated in critical areas prior to proceeding with instruction. These attributes include honesty, reliability, perseverance, and a willingness to learn.

Trade professionals prioritize integrity and dependability. The rationale for this is that they will progressively disclose certain trade secrets to the trainee. Consequently, they require assurance that their trade secrets will stay protected.

Apprentices acquire fundamental business strategies from their trade mentors. Negotiating deals, cultivating client connections, sourcing affordable items, and establishing prices are among these activities. An essential aspect to note is that an apprentice remains with his master during the learning process. Your trade master will anticipate your assistance with little household activities during your residence with him.

Stage Three: Graduation and Settlement

The graduation and settlement phase constitutes the final stage of the Igbo apprenticeship system. An apprentice is entitled to a "settlement" from their former trade master upon the completion of their full term of service.

A monetary payment is assured, but an in-kind payout, contingent upon prior agreements, is also available. A sort of initial capital that the trade master provides to his mentee to

commence their business venture is cash settlement. When a mentor offers in-kind support to a mentee, the mentor usually assists the mentee in acquiring a property and furnishing it with resources to initiate their business venture.

Once established, it is anticipated that you will begin to innovate your inventory, product procurement, and client interactions to facilitate the growth of your organization.

Stage Four: Post Graduation Mentorship

The success of the 'Nwa-boyi' apprentice in the business realm elicits immense satisfaction from the master (Oga) upon their graduation and establishment in a new residence. The requisite advice and mentorship will persist until the organization attains a defined degree of maturity. Upon establishing a partnership with an apprentice, the 'Ogas' frequently endeavored to enhance his market share by presenting fresh business prospects and providing counsel on optimal positioning to capitalize on the intensifying competition. Given the enduring faith and confidence in him, he can also extend credit facilities to secure more money for the newly established business. The master frequently requests the graduate apprentice to remit a specified portion of his wealth to mitigate the risk of total loss. The apprentice's association with the master persists beyond graduation; the master continues to assist him in procuring items to mitigate overhead importation costs, despite the apprentice's awareness of his limited purchasing power (Kanu, 2019). Several masters derive satisfaction from establishing partnerships with their graduate apprentices.

Principles of Igbo trade Apprenticeship System

According to Kanu (2019), the Igbo Apprenticeship System is unique due to four guiding principles.

1. **Igbo Social Construction of Reality:** Anah and Okoro (2019) assert that social construction posits that members of a society shape their reality by their individual assumptions and experiences. Which is based on the values, beliefs, practices, and other elements that are prevalent in a specific society? Prioritizing the needs of others before one's self is essential to the Igbo ethos. Consequently, distinguished Igbo entrepreneurs typically associate with family and friends to get the requisite expertise and knowledge for establishing and managing a prosperous business. An Igbo adage states, "no man is affluent if his relatives are impoverished." This is unsurprising.
2. **The Igbo Philosophy of Resilience:** This was exemplified by the allocation of twenty pounds to each Igbo individual during the Nigerian civil war, during which they had lost all their belongings in various parts of the country. Their optimism, will, and absence of fear enabled them to transcend the debris. A facet of Igbo social insurance is the obligation of masters to offer refuge to their trainees in times of adversity. When all alternative choices have been depleted, they may occasionally provide their land (Ala Ubi or Ala Obi) as collateral.
3. **The Igbo thinks-home philosophy,** as asserted by Kanu (2019), is the primary reason for the frequent trips of affluent Igbo business leaders to their villages and their choice of a chosen group of youths to impart trade secrets. They return to their hometowns to make investments over the holiday season, particularly at Christmas. The Igbo proverb "Aku ruo ulo," meaning "the wealth should reach home," is indeed accurate.

4. The Sharing Principle: Neurith's (2015) research on the Igbo apprenticeship indicates that the masters provided settlements for their graduates. Apprentices will receive cash, commodities, or rent compensation as part of this settlement, or a combination thereof, to facilitate the initiation of their companies. Apprentices receive remuneration commensurate with the value they contribute to the organization, as emphasized by Alike and Orjiofor-Umunze (2019).

Benefits of Igbo trade apprenticeship

The Igbo trade apprenticeship system, traditionally known as "Imu-ahia," offers numerous benefits that contribute to the economic and social fabric of the Igbo community. Here are some key advantages (Adekola, 2013):

1. Skill Development
 - Apprentices gain practical skills in various trades, such as tailoring, carpentry, and electronics, enhancing their employability and entrepreneurial potential.
2. Entrepreneurship Opportunities
 - Many apprentices eventually become business owners, fostering self-employment and contributing to local economies.
3. Cultural Preservation
 - The apprenticeship system helps preserve traditional crafts and practices, ensuring that cultural heritage is passed down through generations.
4. Mentorship and Networking
 - Apprentices benefit from mentorship by experienced masters, gaining valuable insights and building professional networks that can aid in their career development.
5. Income Generation
 - Apprentices often earn stipends while learning, providing them with a source of income that can support their families during the training period.
6. Community Development
 - By training skilled workers, the apprenticeship system contributes to community development, as these individuals often reinvest in their communities through their businesses.
7. Adaptability and Resilience
 - The hands-on nature of the apprenticeship prepares individuals to adapt to changing market demands and develop resilience in the face of economic challenges.
8. Employment Stability
 - Graduates of the apprenticeship system often find stable employment within their communities, reducing unemployment rates and fostering economic stability.
9. Personal Growth
 - The experience fosters personal development, including discipline, work ethic, and problem-solving skills, which are valuable in any career.
10. Social Bonds
 - The system strengthens social ties within the community, as apprentices often work closely with their masters and peers, fostering collaboration and mutual support.

The Igbo trade apprenticeship not only equips individuals with essential skills but also plays a vital role in cultural preservation and community development. Its benefits extend beyond

the individual, contributing to the broader economic and social well-being of the Igbo people (Lee & Shang, 2005).

Challenges faced by Igbo apprenticeship today

Igbo apprentices face a variety of challenges in today's environment. Here are some key issues (Lancy, 2012):

1. **Economic Constraints**
 - Many apprentices struggle with financial limitations, making it difficult to afford materials, transportation, and other essential costs associated with training.
2. **Technological Changes**
 - Rapid advancements in technology may leave traditional apprenticeship programs outdated, as apprentices might not receive training in modern tools and practices relevant to their trades.
3. **Lack of Standardization**
 - Variability in the quality of training can occur, with some masters providing inadequate instruction or resources, leading to inconsistent skill development.
4. **Limited Market Opportunities**
 - With changing economic conditions, apprentices may find that the demand for certain trades has diminished, affecting their employment prospects after training.
5. **Cultural Stigmas**
 - Some trades may be viewed as less prestigious, leading to reduced interest from young people in pursuing apprenticeship opportunities.
6. **Regulatory Challenges**
 - Insufficient support from government policies or lack of regulatory frameworks can hinder the growth and recognition of traditional trades.
7. **Youth Disengagement**
 - Many young people are increasingly pursuing formal education or white-collar jobs, which can lead to a decline in participation in traditional apprenticeships.
8. **Mentorship Gaps**
 - There may be fewer experienced masters available to train apprentices, resulting in a lack of mentorship and guidance during the learning process.
9. **Health and Safety Concerns**
 - Apprentices may face health and safety risks, particularly in trades that involve manual labor or hazardous materials, without adequate training on safety protocols.
10. **Social Disruptions**
 - Economic instability, conflict, or social unrest can disrupt apprenticeship programs, making it difficult for apprentices to complete their training.

Addressing these challenges requires a concerted effort from community leaders, government institutions, and educational organizations to modernize the apprenticeship system, ensuring it remains relevant and beneficial for future generations (Onyima, 2013).

Addressing the challenges of Igbo trade apprenticeship

The Igbo trade apprenticeship system, known as "Imu-ahia" has been a vital part of the Igbo culture and economy (Igwe et. al., 2018). However, it faces several challenges today. Here are some key issues and potential ways to address them:

1. **Modernization and Relevance**
 - Challenge: The traditional apprenticeship model may not align with contemporary business practices and technologies.
 - Solution: Incorporate modern business skills and technology training into the apprenticeship curriculum, ensuring that apprentices are equipped for today's market.
2. **Funding and Resources**
 - Challenge: Many apprenticeships lack adequate funding and resources for training.
 - Solution: Establish partnerships with financial institutions and government programs to provide grants or low-interest loans for apprentices and their masters.
3. **Quality of Training**
 - Challenge: Variability in the quality of training received from different masters.
 - Solution: Develop standardized training modules and certification processes to ensure a consistent level of education across different trades.
4. **Youth Engagement**
 - Challenge: Many youths are increasingly seeking formal education and may view apprenticeships as less prestigious.
 - Solution: Promote the success stories of apprenticeship graduates and highlight the potential for entrepreneurship and wealth creation within trade.
5. **Market Demand**
 - Challenge: Lack of alignment between skills taught and market demands.
 - Solution: Conduct regular market research to adjust training programs to meet current industry needs, ensuring that apprentices are trained in areas with high demand.
6. **Regulatory Framework**
 - Challenge: Insufficient regulatory support for the apprenticeship system.
 - Solution: Advocate for policies that support apprenticeships, including recognition of trades and the establishment of apprenticeship boards to oversee training standards.
7. **Cultural Perceptions**
 - Challenge: Stigmas around certain trades may deter participation.
 - Solution: Engage community leaders and influencers to change perceptions about various trades, emphasizing their importance to economic development.

Addressing these challenges requires a collaborative effort among government, business owners, community leaders, and educational institutions (Lancy, 2012). By modernizing the apprenticeship system and ensuring it is relevant to current economic conditions, the Igbo trade apprenticeship can continue to thrive and contribute significantly to the community.

Igbo trade Apprenticeship System and Wealth Creation

Apprenticeships, as an international training and skill development program, have historically served as a means for numerous countries to educate their workforces for certain occupations (Lerman, 2012 in Ejo-Orusa & Mpi, 2019). Apprenticeships allow individuals from the same family or community to acquire skills from more experienced members, whether they are from inside or outside the community, sometimes including successful entrepreneurs, provided they are in the same field (Ejo-Orusu & Mpi, 2019). Throughout this period, the merchant or artisan serves as a mentor and instructs the apprentice. Alake (2018) notes that a facet of Igbo business culture is a seasoned entrepreneur in a community who mentors and imparts informal business training to youth and adolescents from local families. An unpaid business apprenticeship/incubator model, as articulated by Crescent (2019) in Kami (2019), enables individuals to acquire knowledge of a company under the guidance of an experienced professional for a predetermined duration (typically five to eight years), after which they are provided with funding and additional resources to establish their own enterprise. Throughout an apprenticeship, the master will cover the trainee's housing, sustenance, and transportation costs; nevertheless, the apprentice will not earn a salary. Upon the completion of his formative years, the young man attains mastery level proficiency.

The aforementioned definitions and explanations merely represent a fraction of the myriad interpretations of apprenticeship. The primary objective of an apprenticeship is for the mentee to acquire knowledge from the master.

Remodelling of the Igbo trade apprenticeship

Remodelling the Igbo trade apprenticeship system can enhance its effectiveness and relevance in today's economy. Here are several strategies to consider (Ekekwe, 2021):

1. **Integration of Modern Skills**
 - **Update Curriculum:** Incorporate modern business practices, digital skills, and technology training to prepare apprentices for the current market demands.
 - **Workshops and Seminars:** Organize regular workshops with industry experts to provide insights into new technologies and trends.
2. **Standardization of Training**
 - **Certification Programs:** Develop standardized training programs and certification processes to ensure consistent quality across different trades.
 - **Quality Assurance:** Establish an oversight body to monitor apprenticeship programs and maintain high training standards.
3. **Financial Support and Incentives**
 - **Funding Initiatives:** Create partnerships with financial institutions to provide loans or grants for apprentices and their masters.
 - **Incentives for Masters:** Offer incentives for master craftsmen who participate in training programs and mentor apprentices effectively.
4. **Promotion of Entrepreneurship**
 - **Business Education:** Incorporate entrepreneurship training to equip apprentices with skills to start and manage their own businesses.
 - **Access to Markets:** Facilitate connections between apprentices and local markets or online platforms to promote their products.
5. **Enhanced Mentorship Programs**
 - **Mentorship Networks:** Establish networks connecting apprentices with successful alumni or professionals in their field for guidance and support.

- Peer Learning: Encourage collaborative learning among apprentices to share experiences and knowledge.
- 6. Community Engagement
 - Awareness Campaigns: Promote the value of trade skills through community events, highlighting success stories and the importance of apprenticeships.
 - Cultural Programs: Integrate cultural education into the apprenticeship to preserve traditional practices while adapting to modern needs.
- 7. Regulatory Framework
 - Policy Advocacy: Work with government bodies to create supportive policies for apprenticeships, including recognition of trades and training programs.
 - Legal Protection: Ensure apprentices have legal protections and rights within the apprenticeship system.
- 8. Technology Utilization
 - Online Training Resources: Develop online platforms for supplementary training materials, tutorials, and resources for apprentices.
 - Virtual Mentoring: Utilize technology to connect apprentices with mentors remotely, expanding access to expertise.
- 9. Health and Safety Training
 - Safety Protocols: Implement comprehensive health and safety training to protect apprentices in various trades, particularly in manual labor sectors.
- 10. Feedback Mechanisms
 - Surveys and Evaluations: Regularly collect feedback from apprentices and masters to assess the effectiveness of the program and make necessary adjustments.
 - Continuous Improvement: Foster a culture of continuous improvement within the apprenticeship system, adapting to changing needs and challenges.

Remodelling the Igbo trade apprenticeship system involves a comprehensive approach that blends traditional practices with modern skills and business acumen. By doing so, it can better prepare apprentices for the evolving job market while preserving cultural heritage (Ekekwe, 2021).

Critical success factors for Igbo trade apprenticeships system

The success of the Igbo trade apprenticeships system, particularly in the context of its apprenticeship and business practices, depends on several critical factors (Gessler, 2019). Here are the key elements that contribute to its effectiveness:

1. Trust and Integrity
 - Building Trust: Establishing strong relationships based on trust is essential. Both masters and apprentices must demonstrate integrity in their dealings to foster a positive environment.
 - Reputation Management: Maintaining a good reputation within the community enhances credibility and attracts more apprentices and customers.
2. Quality Training and Skill Development
 - Comprehensive Training: Providing high-quality, practical training ensures apprentices are well-equipped with the necessary skills to succeed in their trades.
 - Continuous Learning: Encouraging ongoing education and skill enhancement helps keep participants competitive in the market.
3. Effective Communication

- Open Dialogue: Maintaining clear and open lines of communication between masters and apprentices fosters understanding and collaboration.
- Feedback Mechanisms: Implementing regular feedback sessions allows for adjustments in training and business practices.
- 4. Cultural Preservation
 - Emphasizing Heritage: Integrating cultural education into the apprenticeship helps preserve traditional practices while ensuring relevance in modern contexts.
 - Community Engagement: Actively involving the community in trade practices reinforces cultural values and strengthens relationships.
- 5. Networking and Collaboration
 - Building Networks: Encouraging apprentices to develop networks within their trade enhances opportunities for collaboration, mentorship, and business growth.
 - Partnerships: Forming partnerships with other businesses and organizations can provide additional resources and support for apprentices.
- 6. Adaptability and Innovation
 - Embracing Change: Being open to new ideas and approaches allows the trade system to adapt to evolving market demands and technological advancements.
 - Encouraging Creativity: Fostering an environment where apprentices can innovate promotes problem-solving and enhances business practices.
- 7. Financial Management
 - Business Acumen: Teaching financial literacy and management skills helps apprentices understand the economic aspects of running a business.
 - Access to Funding: Providing information on funding opportunities and financial resources supports the growth of apprentices' businesses.
- 8. Regulatory Support
 - Advocacy for Policies: Engaging with government and regulatory bodies to create supportive policies for trade practices and apprenticeships enhances the system's legitimacy.
 - Compliance and Standards: Ensuring adherence to industry standards and regulations builds credibility and trust in the trade relationships.
- 9. Health and Safety Practices
 - Safety Training: Prioritizing health and safety training protects apprentices and workers, fostering a secure working environment.
 - Emergency Preparedness: Implementing safety protocols and emergency plans can minimize risks in various trades.
- 10. Community Support and Involvement
 - Local Engagement: Encouraging community involvement in trade activities strengthens the local economy and reinforces relationships among participants.
 - Support Systems: Establishing support networks for apprentices can provide guidance and assistance in their professional journeys.

The success of the Igbo trade relationships system relies on a combination of trust, quality training, effective communication, and community support (Gonnon, 2011). By focusing on these critical success factors, the system can thrive and adapt to contemporary challenges while preserving cultural heritage.

Specific government policies that could best support Igbo trade apprenticeship system

To effectively support Igbo trade and the apprenticeship system, specific government policies can be implemented to enhance the economic environment, promote entrepreneurship, and preserve cultural heritage. Here are several key policy recommendations (Nkemdili,2020):

1. Access to Finance
 - Microfinance Initiatives: Establish microfinance programs to provide low-interest loans and grants to apprentices and small business owners, facilitating startup costs and operational expenses.
 - Subsidized Loans: Offer subsidized loans for specific trades, encouraging investment in traditional crafts and businesses.
2. Training and Education Programs
 - Vocational Training Support: Fund vocational training centers that focus on traditional Igbo trades, integrating modern skills and technologies into the curriculum.
 - Partnerships with Educational Institutions: Collaborate with universities and technical schools to enhance apprenticeship programs and provide formal recognition of trades (Unesco-Unevoc, 2015).
3. Market Access and Promotion
 - Trade Fairs and Exhibitions: Organize trade fairs that showcase Igbo crafts and products, enhancing visibility and access to national and international markets.
 - Export Incentives: Develop policies that provide incentives for artisans and businesses exporting Igbo products, such as tax breaks or reduced tariffs.
4. Regulatory Framework
 - Standardization of Trades: Implement standards for various trades to ensure quality and consistency, helping artisans gain recognition and trust in the marketplace.
 - Legal Protections: Create legal frameworks that protect the rights of artisans and apprentices, ensuring fair treatment and compensation.
5. Cultural Preservation Initiatives
 - Support for Traditional Crafts: Allocate funding for initiatives that promote traditional Igbo crafts, ensuring their preservation and adaptation for modern markets.
 - Cultural Education Programs: Integrate cultural education into school curricula, fostering appreciation for Igbo heritage and encouraging youth participation in trade.
6. Infrastructure Development
 - Market Facilities: Invest in infrastructure, such as markets and workshops, that provide artisans with the necessary space and resources to operate effectively.
 - Transportation Networks: Improve transportation infrastructure to facilitate the movement of goods and access to markets.
7. Business Development Support
 - Entrepreneurship Training: Offer programs focused on business management, marketing, and financial literacy for artisans and apprentices to enhance their entrepreneurial skills.
 - Incubation Programs: Establish business incubation centers that provide mentorship, resources, and networking opportunities for new businesses.
8. Health and Safety Regulations

- Safety Training Initiatives: Develop training programs that focus on health and safety standards in various trades, protecting workers and reducing accidents.
 - Health Services Access: Ensure that artisans and apprentices have access to health services and insurance, promoting overall well-being.
9. Technology and Innovation Support
- Digital Literacy Programs: Provide training in digital skills to help artisans and apprentices utilize online platforms for marketing and sales.
 - Innovation Grants: Offer grants for research and development in traditional crafts, encouraging innovation and adaptation to modern market demands.
10. Community Engagement and Support
- Local Business Support Policies: Create policies that prioritize local businesses in government contracts and procurement processes, fostering community economic growth.
 - Awareness Campaigns: Promote awareness of the importance of supporting local trades and artisans, encouraging consumers to buy locally.

Implementing these targeted government policies can significantly enhance the growth and sustainability of Igbo trade. By focusing on access to finance, education, market opportunities, and cultural preservation, the government can create an environment that supports artisans and apprentices, fostering economic development and cultural heritage (Okeke & Osang, 2021).

Future of the Igbo trade apprenticeship

The future of the Igbo apprenticeship system, traditionally known as "Imu-ahia," is poised for transformation and growth (Onwuka, 2015). Here are some key trends and potential developments that could shape its evolution:

1. Integration of Technology
 - Digital Learning Platforms: The adoption of online training modules can supplement traditional hands-on learning, making apprenticeship more accessible and flexible.
 - E-Commerce Opportunities: Apprentices can leverage online marketplaces to sell their goods, broadening their customer base and enhancing profitability.
2. Modernization of Curriculum
 - Incorporation of Business Skills: Training programs may increasingly focus on entrepreneurship, marketing, and customer service skills, preparing apprentices for self-employment and business management.
 - Adaptation to Market Needs: Regular updates to training content to align with current industry trends and consumer preferences will ensure relevance.
3. Enhanced Support Systems
 - Financial Assistance Programs: Government and NGO initiatives could provide funding, microloans, and grants to apprentices, facilitating their start-up costs and operational needs.
 - Mentorship Networks: Establishing formal mentorship networks can connect apprentices with successful professionals in their fields, providing guidance and support.
4. Cultural Preservation and Promotion
 - Celebration of Traditional Crafts: Increased focus on promoting and preserving traditional Igbo crafts can enhance cultural pride and attract tourism.

- Cultural Education Integration: Incorporating cultural teachings into the apprenticeship curriculum will help maintain the significance of traditional practices.
- 5. Youth Engagement and Outreach
 - Awareness Campaigns: Efforts to promote the value and potential of trade careers can attract more young people to the apprenticeship system.
 - Innovation Hubs: Establishing centers that foster creativity and innovation among youth can encourage entrepreneurship and new business ideas.
- 6. Community Involvement and Support
 - Local Collaborations: Strengthening partnerships with local businesses and community organizations can provide apprentices with additional resources and support networks.
 - Cooperatives: Forming cooperatives can enhance collective bargaining power and provide shared resources for apprentices and small business owners.
- 7. Regulatory Frameworks
 - Formal Recognition: Advocating for policies that recognize and regulate apprenticeships can enhance credibility and attract more participants.
 - Quality Standards: Implementing quality assurance measures can ensure consistent training across different trades.
- 8. Health and Safety Focus
 - Safety Training Initiatives: Emphasizing health and safety training will protect apprentices and workers, creating a safer working environment.
 - Access to Healthcare: Ensuring that apprentices have access to healthcare services can improve their well-being and productivity.
- 9. Sustainability Practices
 - Eco-Friendly Approaches: Incorporating sustainable practices into trades can appeal to environmentally conscious consumers and ensure long-term viability.
 - Resource Management Training: Teaching apprentices about sustainable resource management can help them adapt to environmental challenges.
- 10. Global Market Participation
 - Export Opportunities: Encouraging apprentices to explore international markets can provide new avenues for business growth and cultural exchange.
 - Cultural Exchange Programs: Engaging in cultural exchange initiatives can enhance the visibility of Igbo crafts globally.

The future of the Igbo apprenticeship system is bright, with opportunities for modernization, cultural preservation, and global engagement. By embracing technology, enhancing training, and fostering community support, the apprenticeship system can continue to thrive, equipping future generations with the skills and knowledge needed to succeed in a dynamic economy (Vareto, 2017).

Theoretical Reviews

The following theories were used to support the study

1. Schumpeter's Theory of Innovation.

In 1991, Schumpeter introduced his highly regarded theory of business innovation. According to his theory, fresh, original thinking is the most important factor in running a profitable business. He insisted that, in today's cutthroat business climate, creativity is key to

company success. Continual changes to product inputs, outputs, markets, and industrial frameworks are necessary, he says, for progress to take place.

He contended that the economy may be set free from its cyclical tendencies and propelled to a whole new level of growth by an inventive entrepreneur. Disequilibrium occurs because the entrepreneur's actions interrupt the normal cyclical flow. His main point is that new ideas from business owners are what really drive a country's economy forward. He argued that the incorporation of entrepreneurial mindsets into school curricula greatly aided in the generation of novel concepts, procedures, and goods.

2. Cognitive Apprenticeship Theory

The concept was first forth by Brown, Collins, and Duguid in 1989. The theory places a high value on the training process and the master-apprentice dynamic. When instructing beginners, seasoned pros often fail to see the big picture of what it takes to build sophisticated skills. The idea enables trainees to observe their mentors in action by exposing these fundamental processes, which prepares them to try them on their own. This line of thinking suggests that apprenticeship programs should prioritize teaching strategies that encourage students to learn by doing.

3. Albert Buadura's Modelling Theory (1997).

His modeling theory posits that a learner must focus, understand, and remember information, possess a strong motivation for improvement, and be capable of accurately replicating the desired skill to model effectively. Baudura (1997) advocates the idea of social learning, positing that individuals can assimilate social norms by the imitation of the behaviors exhibited by those in their vicinity. Furthermore, it posits that learning is a cognitive process that transpires within a social context and is not solely limited to instruction or observation.

Empirical Review

Ezeajughu (2021) examined the viewpoints of Igbo males in southeastern Nigeria regarding apprenticeship and entrepreneurial development. In Nigeria and beyond, members of these ethnic groups have consistently outperformed their peers from other ethnicities due to an apprenticeship program called "Igba-boyi" or "Nwa-boyi," recognized as the country's most dynamic and established initiative to promote entrepreneurship. This study investigates specific sources, conditions, and competencies to improve the socioeconomic performance of the Igbo population. The research revealed that the economic culture and values of the Igbo people, rooted in their existential beliefs and practices, underpin their entrepreneurial success.

In their 2021 study, Okeke and Osang analyzed the Anambra State Igbo apprenticeship program. It is "potency," signifying its inherent and perpetual existence. The initiative aims to generate employment within the state and provide apprentices with initial funding and supervision upon the completion of their indentured service. However, the effectiveness of the plan is reportedly diminishing. Consequently, the study aims to examine the noticeable decrease in the scheme's efficacy by utilizing an observational methodology at informal workplaces and trading sites distributed around the state. The research indicates that young men's reluctance to inherit their fathers' businesses, their failure to pursue professional development courses, and the apprentices' dishonest embezzlement of their masters' funds all contributed to the scheme's diminishing effectiveness. The report advised young males to consider employment with family-owned businesses to uphold sustainable business practices. It is imperative to establish a written contract between the masters and prospective apprentices instead of relying on an oral agreement to safeguard the employment creation

objective of the scheme. Ejo-Orusa (2019) evaluated the 'Nwa-boyi' Apprenticeship system as a catalyst for the development of micro, small, and medium-sized firms, identifying it as the most dynamic and established mechanism for entrepreneurship in Nigeria. The 'Nwa-boyi' Apprenticeship system may effectively enhance the metabolic rate of entrepreneurs and expedite the establishment of new ventures, hence fostering entrepreneurship in Nigeria, as indicated by the research.

Adesola (2019) investigated the influence of compensation-related apprenticeships on employment growth within Ibo enterprises in Osun State. Ninety-two percent of apprentices trained using this compensation-linked apprenticeship method remained with the company post-training, in contrast to merely twenty-four percent of apprentices trained under alternative apprenticeship models. Apprenticeships linked to compensation shown greater reliability and efficacy in decreasing unemployment rates in the research area, with a p-value of 0.0001 versus 0.00062. The research posits that, with appropriate consideration, remuneration-based apprenticeships may facilitate a decrease in unemployment in Nigeria.

The objective of the research conducted by Fajobi, Olatujoye, Amusa, and Adedoyin (2017) is to elucidate the impact of apprenticeship programs on Nigerian development, investigate the reasons for the decline of these programs, and assess their influence on the career trajectories of youth. The Parson functional requisite postulate and modernization theory were utilized in the study to address knowledge deficiencies. The study indicates that Nigeria's economy will not grow until its youth are motivated to engage in apprenticeship programs.

Anigbogu, Onwuteaka, and Okoli (2017) investigated the perceptions of Igbo males in southeastern Nigeria on apprenticeships and their role in fostering entrepreneurship. The regression analysis findings revealed a significant correlation among three variables: the motivations of Igbo entrepreneurs for apprenticeship, the factors affecting entrepreneurial development from the viewpoint of Igbo men, and the challenges confronting the Igbo apprenticeship system, all in relation to entrepreneurial development in southeast Nigeria. The paper advocates for the Nigerian government, and by extension, African governments, to implement an apprenticeship system in southeastern Nigeria to promote entrepreneurship across the continent. This is partially attributable to its enduring effectiveness in fostering the growth of small and medium-sized enterprises (SMEs) and alleviating poverty among the Igbo population of Nigeria.

Emejulu, Idigo, and Onyekwelu (2020) examined this declining trend in the southeast and proposed solutions. The notion of apprenticeship, both in general and specifically within the traditional Igbo apprenticeship framework, was analyzed. We also analyzed the role of apprenticeships in skill enhancement and employment opportunities. The researchers utilized a survey methodology in this investigation. The research region encompasses five states in southeastern Nigeria. The count totaled 500 individuals. The study's data was gathered by a systematic questionnaire. Means and frequencies were amalgamated in a strictly descriptive approach to data analysis. The study's conclusions underscore the necessity of promoting apprenticeships for young individuals as a potential solution to the nation's historically elevated youth unemployment rate, which is anticipated to deteriorate during the coronavirus pandemic.

Nkemdili (2020) analyzes the historical, contemporary, and prospective aspects of apprenticeship among the Igbo community to understand the declining interest of Igbo youth in Southeast Nigeria. The data indicates substantial obstacles confronting the widely debated

Igbo apprenticeship. The Igbo apprenticeship system has been devalued owing to various circumstances, significantly impacting poverty alleviation, wealth generation, and young unemployment.

Adoga and Ohajinu (2021) analyzed the Igbo apprenticeship system to assess its potential to improve entrepreneurial practice and education in emerging countries like Nigeria. The Theory of Experimental Learning (TEL) underpins the system. The suggested modified IAS promotes national economic growth and development, enhances business startups, and reduces startup failures. The claims are substantiated by empirical evidence about the social and economic effects of the IAS on the Igbo population, alongside practice-based learning theories such as Experimental Learning Theory, and recent findings from research on entrepreneurial endeavors and education.

Research Method

This study employed a descriptive survey research design. This methodology is suitable for the study as it facilitates the researcher in collecting pertinent data and allows the respondents (Ogas Madams and Nwa-boyi) from the business organization to offer comprehensive insights into the Igbo trade apprenticeship system and wealth generation in southeastern Nigeria.

The study's population comprises 3000 "Ogas-Madams" and "Nwa-boyis" from commercial enterprises in the southeast. The researcher employed a straightforward proportion to precisely quantify the quantity of "Ogas/Madams" and "Nwa-boyi's" in business establishments in southeastern Nigeria. The researcher utilized a structured questionnaire using a five-point Likert scale as the research instrument, with a sample size of 333 established through Taro Yamane's method for data collection. The possible responses are very good, good, bad, very bad, and indifference. Each option was assigned a value of 5, 4, 3, 2, and 1, respectively.

The study instrument was validated by five subject-matter experts, whose insights, comments, and observations were meticulously considered during its development. The consistency of the finished instrument was evaluated by examining the reliability estimate. This was achieved by distributing 50 copies of the document to the "Ogas/Madams" and "Nwa-boyi's" of firms in the southeastern part of Nigeria, respectively.

Cronbach's alpha was employed to evaluate the data and provide insights on the responses. The test results indicated that the variables were 90% reliable, resulting in the conclusion that the instrument is fairly dependable. The questionnaire was disseminated in 333 copies, and the respondents returned 330 copies.

Descriptive statistics and Pearson's product-moment correlation coefficient were utilized in the data analysis. The variable was selected based on the acceptance or rejection of the null hypotheses; thus, if the calculated value exceeds the critical value, the null hypotheses are rejected in favor of the alternative hypotheses; conversely, if the t-value is below the alpha level of 0.05, the alternative hypotheses are accepted while the null hypotheses are rejected. The hypotheses were evaluated at a 95% significance level.

Data Presentation

A response rate of 99% or 99 people expressing interest in the study was indicated by the 330 questionnaires that were retrieved out of the 333 that were distributed. In order to test the

research questions and hypotheses, we used the Pearson product-moment correlation coefficient (r) and a simple percentage to evaluate the personal data.

Table 1: Responses

Respondents	F	%
Masters of Business	150	45
Apprentices	180	55
TOTAL	330	100

Source: Surveyreport 2024

The table above revealed that Masters of businesses have 150 (45%) responses while apprentices have 180 (55%) responses.

Table 2: Gender of Respondents

Gender	F	%
Men/ boys	180	55
Women/girls	150	45
TOTAL	330	100

Source: Survey report 2024

The tabulation above revealed that Men/boys respondents are 180 (55%) while the Women/girls respondents are 150 (45%). It revealed that Men/boys respondents are more than the number of Women/girls respondents.

Table 3: Respondents' opinion on the Igbo trade apprenticeship system and reduction of unemployment in south east, Nigeria

S/N	Options	F	%
1.	Very good	95	29
2.	Good	85	25
3.	Bad	75	23
4.	Very bad	55	17
5.	Indifference	20	6
	TOTAL	330	100

Source: Survey report 2024

The above unveiled that 95 (29%) of the respondents opined that Igbo trade apprenticeship system is very good in reducing unemployment rate in south east, Nigeria, those in good are 85(25%), 75(23%) are in bad, 55(17%) are those that very bad, while 20(6%) is indifference.

Table 4: Respondents' opinion on the Igbo trade apprenticeship system and enhancement of wealth creation in south east, Nigeria

S/N	Options	F	%
1.	Very good	90	27
2.	Good	80	25
3.	Bad	70	21
4.	Very bad	60	18
5.	Indifference	30	9
	TOTAL	330	100

Source: Survey report 2024

The above indicates that 90(27%) of the respondents is of the opinion that Igbo trade apprenticeship system is very good in enhancing wealth creation in south east, Nigeria, 80(25%) good, 70(21%) bad, 6(18%) very bad, 30(9%) indifference.

Table 5: Respondents' view on the Igbo trade apprenticeship system and poverty reduction in south east, Nigeria

S/N	Options	F	%
1.	Very good	95	29
2.	Good	80	25
3.	Bad	75	22
4.	Very bad	60	18
5.	Indifference	20	6
	TOTAL	330	100

Source: Survey report 2024

The tabulation above indicates that 95(29%) of the respondents is of the opinion that Igbo trade apprenticeship system is very good in reducing poverty in south east, Nigeria, 80 (25%) good, 75(22%) bad, 60 (18%) very bad and 20 (6%) indifference.

Hypotheses Testing

Pearson's product-movement coefficient of correlation was used in testing the hypotheses.

Test of Hypothesis one

H₀₁: Igbo trade apprenticeship system has no relationship with unemployment reduction in south east, Nigeria.

Analysis of data table

Table 6: Response on the Igbo trade apprenticeship system and unemployment reduction in south east, Nigeria

S/N	Response	F	%
1.	Very good	95	29
2.	Good	85	25
3.	Bad	75	23
4.	Very bad	55	17
5.	Indifference	20	6
	Total	330	100

Source: Table 3

Table 7: Contingency Table

X	Y	X ²	Y ²	XY
5	95	25	9025	475
4	85	16	7,225	340
3	75	9	5,625	225
2	55	4	3,025	110
1	20	1	400	20
15	330	55	25300	1170

Source: Analysis, 2024

$$r = \frac{n \sum xy - (\sum x)(\sum y)^2}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$\frac{5(1170) - 15(330)}{\sqrt{[5(55) - 15 \times 15][5 \times 25300 - 330 \times 330]}}$$

$$\frac{5850 - 4950}{\sqrt{[275 - 225][126500 - 108900]}}$$

$$\frac{900}{\sqrt{50 \times 17600}}$$

$$\frac{900}{\sqrt{880000}}$$

$$\frac{900}{938}$$

$$r = 0.95$$

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = 0.95 \times \frac{\sqrt{5-2}}{\sqrt{1-(0.95)^2}}$$

$$t = 0.95 \times \frac{\sqrt{3}}{\sqrt{1-0.906}}$$

$$t = 0.95 \times \frac{1.73}{0.307}$$

$$t = 0.95 \times 5.64$$

$$t = 5.36$$

Table value = 3.182

Ruling

On comparison of t-value of 3.182 with 5.36 as calculated from above and at 5% level of significance, there was a rejection of the null hypothesis and accepted alternative hypothesis. This indicates that unemployment rate in the southeast, Nigeria by Igbo trade apprenticeship system.

Test of Hypothesis two

H₀₂: Igbo trade apprenticeship system has no relationship with wealth creation in south east, Nigeria.

Analysis of data table

Table 8: Response on the Igbo trade apprenticeship system and wealth creation in south east, Nigeria

S/N	Response	F	%
1.	Very good	90	27
2.	Good	80	25
3.	Bad	70	23
4.	Very bad	60	17
5.	Indifference	30	6
	Total	330	100

Source: Table 4

Table 9: Contingency Table

X	Y	X ²	Y ²	XY
5	90	25	8100	450
4	80	16	6400	320
3	70	9	4900	210
2	60	4	3600	120
1	30	1	900	30
15	330	55	23900	1130

Source: Analysis, 2024

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$\begin{aligned}
 & \frac{5(1130) - 15(330)}{\sqrt{(5 \times 55) - (15 \times 15)(5 \times 23900) - (330 \times 330)}} \\
 & \frac{5650 - 4950}{\sqrt{[275 - 225][119500 - 108900]}} \\
 & \frac{700}{\sqrt{50(10600)}} \\
 & \frac{700}{\sqrt{530000}} \\
 & \frac{700}{728}
 \end{aligned}$$

$$r = 0.96$$

$$t = r \frac{\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = 0.96 \times \frac{\sqrt{5-2}}{\sqrt{1-(0.96)^2}}$$

$$t = 0.96 \times \frac{\sqrt{3}}{\sqrt{0.078}}$$

$$t = 0.96 \left[\frac{1.73}{0.30} \right]$$

$$t = 0.96 \times 5.76$$

$$t = 5.53$$

Table value = 3.182

Ruling

After comparing table value of 3.182 with calculated value of 5.53 at 5% level of significance, rejection was made to the null hypothesis and alternative hypothesis was accepted, it was therefore concluded that Igbo trade apprenticeship system has a significant relationship with wealth creation in south east, Nigeria.

Test of Hypothesis three

H₀₃: Igbo trade apprenticeship system has no relationship with poverty reduction in south east, Nigeria.

Analysis of data table

Table 10: Response on the Igbo trade apprenticeship system and poverty reduction in south east, Nigeria.

S/N	Response	F	%
1.	Very good	95	29
2.	Good	80	25
3.	Bad	75	22
4.	Very bad	60	18
5.	Indifference	20	6
	Total	330	100

Source: Table 5

Table 11: Contingency Table

X	Y	X ²	Y ²	XY
5	95	25	9025	475
4	80	16	6400	320
3	75	9	5625	225
2	60	4	3600	120
1	20	1	400	20
15	330	55	25050	1160

Source: Analysis, 2024

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

$$r = \frac{5(1160) - 15(330)}{\sqrt{[5(55) - 15 \times 15][5 \times 25050 - 330 \times 330]}}$$

$$r = \frac{5800 - 4950}{\sqrt{[275 - 225][125250 - 108900]}}$$

$$r = \frac{850}{\sqrt{50(16350)}}$$

$$r = \frac{850}{\sqrt{817500}}$$

$$r = \frac{850}{904}$$

$$r = 0.94$$

$$t = r \sqrt{\frac{n-2}{1-r^2}}$$

$$t = 0.94 \times \frac{\sqrt{5-2}}{\sqrt{1-(0.94)^2}}$$

$$t = 0.94 \times \frac{\sqrt{3}}{\sqrt{1-0.8836}}$$

$$t = 0.94 \left[\frac{1.73}{0.3} \right]$$

$$t = 0.94 \times 5.76$$

$$t = 5.41$$

$$\text{Table value} = 3.182$$

Ruling

At 5.41 calculated value, when compared with the table value $t = 3.182$, at 5% level of significance, the null hypothesis was rejected, while the alternative hypothesis was accepted and conclude that Igbo trade apprenticeship system has a significant relationship with poverty reduction in south east, Nigeria.

Discussion of Findings

The research examined the Igbo trade apprenticeship system and wealth accumulation in southeastern Nigeria. The initial hypothesis demonstrated a substantial association between Igbo trade apprenticeship and the reduction of unemployment in South East Nigeria. This aligns with Okonkwo's (2012) statement that only a limited number of enterprises attain genuine power, leading to a more equitable society where all individuals have equal opportunities to prosper. Okeke and Osang (2021) corroborated the previous claim in their research by illustrating that apprenticeship skill development significantly reduces unemployment in Onitsha.

The second hypothesis examined the correlation between the Igbo trade apprenticeship system and wealth generation in southeastern Nigeria, corroborating Onwuka's (2015) claim that notable Igbo entrepreneurs, such as Innoson Motors, Coscharis, Chisco Motors, A-Z Petroleum, and Chicasom Group, benefited from apprenticeship experiences. The village of Nnewi in southern Anambra state has profited from the Igbo trade apprenticeship system, producing more Naira billionaires than any other town in Nigeria (Ferbes, 2017).

The third hypothesis's results showed a strong link between reducing poverty in southeast Nigeria and the Igbo trade apprenticeship system. This discovery supports Ekekwe's (2021) claim that many families have been lifted out of poverty by the Igbo apprenticeship system. The goal of 'Imu-Ahia' training, according to Adegbite (2021), is to empower clansmen to overcome poverty and establish a path for generational success.

Conclusion

The research examined wealth accumulation and the Igbo trade apprenticeship framework in southeastern Nigeria. The findings indicated that it serves as a remedy for development and economic prosperity. The method is direct, enduring, sustainable, and provides the apprentice with capital to ensure a seamless and efficient launch of the new enterprise. In certain areas of Nigeria, this model has proven helpful in aiding the Igbo population in the southeast to mitigate the severe repercussions of the civil war. It has fostered successful Igbo enterprises and entrepreneurs, thereby eradicating hunger, poverty, and sickness in Igbo territory. The apprentice has acquired fundamental business skills that will facilitate their long-term success. The initiative has led to a reduction in the unemployment rate, as apprentices establish their own enterprises upon graduation and settling down. This methodology cultivates the cultural intelligence required for apprentices to acclimate to many environments and cultures during their training, providing them with comprehensive insights into handling cultural and legal challenges inside their firm.

This study anticipates that if the government enhances these human-platforms, it will eradicate the ongoing challenges of unemployment, poverty, and other manifestations of youth insurgency.

Recommendations

According to their data, the researchers suggest:

1. The Nigerian government should implement and enforce legislation to regulate and enhance the Igbo trade apprenticeship system, thereby preventing and penalizing its exploitation.
2. The Nigerian government ought to collaborate with Igbo merchants providing apprenticeship programs by offering graduates financial assistance to launch their enterprises. This can substantially enhance poverty alleviation, unemployment reduction, corporate stability, and wealth generation.
3. It is unacceptable to use a child's right to education for the purpose of ensuring their future strength and intelligence for survival.
4. The Igbo business model and apprenticeship culture should be adopted by developing nations aiming for social transformation via entrepreneurship.
5. The government should implement immediate, long-term steps to promote the Igbo custom of businesses mentoring their children.

Contributions to Knowledge

According to available literature, the entrepreneurial spirit of the Igbo people emerged as a reaction to the devastating consequences of the Nigerian-Biafran civil war. Nevertheless, the researcher determined that this belief is entirely erroneous. The Igbo people have historically possessed an enterprising drive, which indeed precedes colonization. Slave owners instructed their Igbo slaves in the intricacies of commerce while they engaged in the trade and export of commodities such as sugar, cotton, spices, and tobacco. In the pre-colonial era, this initiative stimulated the entrepreneurial spirit of the Igbo people and prompted them to rapidly explore alternative enterprises.

Prior to the Nigerian-Biafran civil war, the Igbo community was engaged in commerce across Nigeria, actively enrolling their youth in apprenticeship programs, as indicated by the findings of this study. Despite being at its nadir at this period, the post-war initiatives of rehabilitation, reconstruction, and recovery have only augmented the system's popularity in southeastern Nigeria.

This study's findings introduced a fourth stage—post-graduation mentorship—to the Igbo trade apprenticeship framework. The Oga continues to advise and guide the 'Nwa-Boyi' apprentice, facilitating his company growth by providing loans and extending it to others. This enables him to capture a greater market share and strategically positions him for success in the competitive landscape.

References

- Adekola, G., & Ezekiel, S. (2013).** Traditional apprenticeship in the old Africa and its relevance to contemporary work practices in modern Nigerian communities. *British Journal of Education, Science*, 3(4), p,101 - 134.
- Adesola A.A. (2019).** The nexus of compensation tied apprenticeship and employment prospects in Nigeria. *International Journal of Scientific & Engineering Research*,10 (12), p,21-30
- Adoga M. A. and Ohajionu, U. C. (2021).** X- Raying the bounds of the Igbo apprenticeship system (IAS): Implications for entrepreneurship education and job creation in emerging economies *International journal of psychosocial Rehabilitation*, 25 (2), p,1-15
- Alake M. (2018).**The Igbo apprenticeship system that build wealth and started the incubation system *international journal of Advanced Research in management and social sciences*.
- Alike, M. & Orjiako -Umunze, I. (2019).** Social – economic philosophy of contemporary Igbo apprenticeship system, *Nnadiesube Journal of Psychosocial Rehabilitation*, 25(02), p,1-15
- Anigbogu, T. U. Onwuteaka, I C.; Okoli, I M. (2019).** The IGBO man perspectives of Apprenticeship and Entrepreneurial Development in southeast Nigeria: Implication to Economic Growth. *International Journal of Research and Innovation in Applied science* 4 (10),p, 90- 100
- Apprentice. (2020).** In Merriam- Webster.com. Retrieved January 22nd from <http://www.merriam-webster.com/dictionary/apprentice>.
- Apprenticeship Manual (2013).** What you need to know to hire an Apprentice, Brazil Ministry of labour and Employment.
- Baudura, L (1997).** Social learning theory, New York: General learning press.
- Brown, Collins and Duguid (1989).** Situated cognition theory. <https://educationaltechnology.net>
- Chinwuba G.E. and Ezeugwu E.C (2017).** The ontological foundation of Igbo entrepreneurship: An Analytical investigation. *Journal of philosophy, culture and Religion*. 33, 17-24.
- Crescent in Kanu, I.N. (2019).** Igwebuikeconomic: The Igbo apprenticeship system for wealth creation. *African journal of Arts and Humanities*, 5(4), p,56-70.
- Ejo-Orusa H, Mpi DL. (2019).**Reinventing the Nwa-boi' apprenticeship system: A platform for Entrepreneurship promotion in Nigeria. *International journal of Advanced Research in management and social sciences*; 8 (9), p,98-130.
- Ejo-Orusa, H. (2019).**Reinventing the 'Nwa-boi' apprenticeship system: a platform for entrepreneurship promotion in Nigeria. *International Journal of Advanced Research in Management and Social sciences* 8(9), p,98-110

- Ekekwe.N. (2021).**A Nigeria model for stakeholder capitalism.Business and Society. Harvard business Review. <https://hbr.Org>. 2021 05.Retrieved November 2021.
- Emejulu G., Idigo P.I. and Onyekwelu N.P. (2020).** Apprenticeship system, an Eroding Culture with potential for Economic Anarchy: A focus on Southeast Nigeria. International Journal of Academic Management Science Research 4(8), p, 97-102
- Ezeajughu, M. C. (2021).** The Igbo apprenticeship system: Nigeria's gateway to world business dominance. International Journal of Research Culture Society 5(3), p, 46-55
- Ezeji, S.C.O.A., & Nkajimeje, M. (1986).** Need for vocationally trained workers in Nigeria's industries. Journal of Technical Teacher Education, 1 (1), p, 33- 39.
- Fajobi, T.A., Olatujoye, O. O., Amusa, O.I., & Adedoyin, A. (2017).**Challenges of apprenticeship development and youth unemployment in Nigeria. Social criminal 5(2), p,172-178
- Gessler. A (2019).** Concepts of apprenticeships: Strengths, weaknesses and pitfalls," in Handbook of Vocational Education and Training, McGrath et al, Eds. Switzerland: Springer Nature, 2019.
- Gonnon, P. (2011).** Apprenticeship as a model for the international architecture of TVET," in Assuring the Acquisition of Enterprise: Apprenticeship in the Modern Economy
- Igwe, P.A, Newberry. R, Amonca. N, White, G.R.T and Madichie. N.O (2018).**Keeping it in the family: Exploring Igbo ethnic entrepreneurial behaviour in Nigeria. International Journal of Entrepreneurial Behaviour and Research[Online]. Available: <https://doi.org/10.1108/IJEER-12-2017-0492>.
- ILO (2017).** Toolkit for Quality Apprenticeship, Vol. 1: Guide for policy makers. Geneva, Switzerland: International Labour Organisation.
- Iwara I. O Amaechi K. E & Netshadana, V. (2019).** The Igba-boi apprenticeship approach arsenal behind growing success of Igbo entrepreneurs in Nigeria.Ubuntu Journal of conflict and Social Transformation. 8 (1), p,227-250
- Iwueke, O.C.; Halima, S.A. & Oparaku, P.N. (2020).** Apprenticeship Training System and Business Sustainability in Anambra State South East Nigeria, International Journal of Innovative Research in Social Sciences and Strategic Management Techniques. 7(1),p,184-193
- Kanu I.A. (2019).** Igwebuik economic: The Igbo apprenticeship system for wealth creation. African Journal of Arts and Humanities. 5 (4), p,56-70.
- Lancy, D.F. (2012).** First you must master pain: The nature and purpose of apprenticeship. Anthropology of Work Review, 33, (2), p,113 –126.
- Lee. H.S and Chang.S. (2005).** Environmental jolts, internal buffers and failures versus survivals of high technology based ventures, presented at BKERC, Boston, Massachusetts, June p,8 –11
- Lerman R.I. (2012).** Can the United States exposition apprenticeship? Lessons from experience. IZA Policy paper, No. 46

- Madichie. N.O and Nkamnebe. A.D. (2010).** Could this single African address redefine business cluster development? *World Review of Entrepreneurship Management & Sustainable Development*, 6 (3), p, 229 –243
- Nkemdili, O. (2020).** Reimagining Igbo apprenticeship: Bringing It Up to speed with contemporary realities. *European Journal of Business and Management Research* 5(2), p,1-11
- OECD - ILO. (2022).** Engaging employers in Opportunities. Retrieved from [http:// dx. doi. org/ 10. 1787/97892666681-en](http://dx.doi.org/10.1787/97892666681-en) on 12 February.
- Okeke T. C., and Osang P.A (2021).**Decline of the potency of Igbo apprenticeship Scheme in Anambra State, Nigeria. *International Journal of Research and Innovation in Social Science* 5, (9), p,129-138
- Olulu, R.M. & Udeorah, S.A.F. (2018).**Contract of apprenticeship and employment generation in Nigeria. *International Journal of Scientific Research in Education*, 1(3), p,335-344.
- Onwuka, A. (2015).** The Igbo and Culture of Apprenticeship Available at <http://www.nairaland.com/2790354/Igbo-Culture-Apprenticeship>
- Onyima, J. K. C; Nzewi, H N & Obiekezie, O. M. (2013).** Effects of apprenticeship and social capital on new venture business creation process of immigrant entrepreneurs *Review of public Administration and management*, 2 (3), p, 1 -11.
- Schumpeter, J. A. (1934).** *The Theory of Economic Development: An inquiry into Profits, Capital, Credit, Interest and the Business Cycle.* London: Oxford University Press.
- UNESCO - UNEVC (2015).** *Delivery TVET through Quality Apprenticeship.* Bonn, Germany: UNESCO - UNEVOC, International centre for Technical and vocational Education and Training.
- Vareto, A. (2017).** Apprenticeships: What you need to know,” *NursManaj*, 24, (7),26 –37
- Zhao. Z, Raunner. F and Hauschildt.U, (2020).** Beijing: Foreign Language and Research press, p,33-42