

Running Head: ORGANIZATIONAL LEADERSHIP IN INFORMAL APPRENTICESHIP
SECTOR IN GHANA



**Exploring Organizational Leadership in Informal Apprenticeship Sector in Ghana: A
focus on Auto mechanics, Carpenters, Dressmakers and Hairdressers.**

Undergraduate Thesis

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partial fulfillment of the requirements for the award of Bachelor of Science degree in Business

Administration

By

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DECLARATION

I hereby declare that this thesis is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by Ashesi University College.

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ABSTRACT

This study explores organizational leadership in Ghana's informal apprenticeship sector to determine whether it creates an environment for the growth of apprentices in the trade. The study focuses on four apprenticeship trades: auto mechanics, carpentry, dressmaking, and hairdressing in the Madina Municipality in Greater Accra Region, Ghana.

The research questions that this study addresses include: a) Does the organizational leadership in the informal apprenticeship sector transform apprentices to become effective masters by developing their potential as leaders? b) Whether the nature of the relationship between the master and apprentice is of dominance or servitude? c) What factors influence organizational leadership in the apprenticeship sector? To address these questions, 17 individuals were interviewed from 8 apprenticeship businesses.

The findings suggest that, organizational leadership in informal apprenticeship trades create an environment for growth and learning. The findings revealed that, masters have vision and motive, the two major elements established by literature. In addition, masters serve apprentices and intently provide support to make them grow. Finally, the study showed that leadership of masters is greatly influenced by the number of apprentices in the trade, and the traits masters adopted from their own masters when they were apprentices.

Keywords: Informal apprenticeship trades, apprentices, organizational leadership, vision, motive

DEFINITION OF TERMS

Informal Apprenticeship System: Refers to “a system by which a young apprentice acquires skills for a trade or craft in a micro or small enterprise learning and working side by side with an experienced practitioner”. – International Labor Organization

Transformation: Empowering apprentices to move from a level of incompetence to competence in the apprenticeship trade

Organizational leadership: Refers to the hierarchy, frameworks, structures, rules and strategies masters or madams adopt in the apprenticeship trade

Servitude: Refers to the actions of masters/madams to prioritize the growth of apprentices over the contribution of apprentices to the business or the master/madam

Dominance: Refers to the actions of masters/madams to prioritize the contributions of apprentices to business over the growth of the apprentice

Vision: Refers to an idea of the outcome of apprentices that masters/madams have mentally or documented in the trade and actions that will lead them to the outcome

Motive: Refers to the original intent behind actions of masters/madams

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LIST OF ACRONYMS

AU – African Union

BBC – British Broadcasting Corporation

BECE - Basic Education Certificate Examination

GES – Ghana Education Service

GNA – Ghana News Agency

GoG – Government of Ghana

GSS – Ghana Statistical Service

ILO – International Labor Organization

JHS – Junior High School

SHS – Senior High School

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children Fund

WAEC - West African Examination Council

WASSCE - West African Senior Secondary Certificate Examination

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Overview

Leading economists such as Amartya Sen (1985) have argued that economic development, not just growth is needed for sustainable long-term improvements in the quality of life. According to Sen, development in this context can be defined as the ability to achieve sustenance, self-esteem, and freedom. Even though growth is insufficient in achieving long-term improvement in the quality of the development process, it is a necessary step and an essential component to facilitate economic growth is the development of human capital.

Human capital has been defined widely by many economists, but its concept goes back to the definition Adam Smith (1776) provided. He defined human capital as “the acquisition of talents during education, study, or apprenticeship, costs a real expense, which is capital of a person (Smith, 19776). Adam Smith (1776) believes that the talent the individual acquires becomes a fortune for the society and the individual.

Human development, according to Sen (1985) is defined as “a person’s capability to have various functioning vectors and to enjoy the corresponding well-being achievements.”, typically complements economic growth to achieve economic development.

It is imperative for the agents of growth such as human capital in an economy to identify what they have a comparative advantage in and develop it to a substantial extent. This can be done if agents of growth (human capital) have the freedom, given their personal qualities and opportunities to become or do what they have a comparative advantage in.

Contemporary development theory argues that, in contrast to the conclusions of neoclassical models (Harrod Domar model and Lewis model) that level of saving and capital is the

key development of growth, it is human capital and institutions that are the primary growth drivers (Harrod, 1939; Domar, 1946).

This means any country figuring to formulate a path to development should prioritize the development of institutions and human capital. One of the major tools for the development of human capital is through quality education.

Duflo (2011) and Scherer and Hue (1992) have shown how education increases the rate of growth in technological improvements and innovation, leading to increased productivity. According to Duflo (2011), an increase in productivity in Indonesia from 1.5% to 2.7% corresponds to the establishment of additional school per 1000 children.

Scherer and Hue (1992) use empirical data on 221 enterprises in United States of America from 1970 to 1985 make an assertion that, executives with a higher level of education have a high tendency to increase innovation because they spend more time on research and development. Education is a major drive for innovation in Africa. The African Union's objective to use improved education as a tool to expand the continents' contribution to the global economy, emphasizes the role of education to expedite development in Africa (Juma, 2016).

While education is a major drive for innovation in Africa, it is important to understand the different forms of education and its contribution to the development of countries on the continent like Ghana. This paper focuses on developing human capital in Ghana through the informal apprenticeship system; an informal education model in Ghana, by exploring its organizational leadership.

1.2 Investments in Educational Sector in Ghana

This research will focus on Ghana, a country in West Africa with a population of about 25.5 million (GSS, 2015). Ghana has experienced stable development over the past three decades, although there is still more room for improvement. As the first sub-Saharan country to receive freedom from colonial rule, Ghana has attained political stability since it moved on to multi-party democracy in 1992 (BBC, 2017).

Ghana, a country which has been experiencing a moderately growing economy, has made significant investments in education. The country primarily adopts the 6-3-3-4 system to educate its growing population since the educational reforms introduced in 1987 (Nuffic, 2015). This binary structure means 6 years of Primary Education, 3 years each in High School (JHS) and Senior High School (SHS) and four years of tertiary education. Master's degree programs which are pursued by some citizens have a duration of 1 or 2 years.

In 2015, Ghana's net enrollment for primary school was about 91% (World Bank, 2015). Despite the attempt to increase the literacy level of the country by encouraging more citizens pursue education to the highest level, UNICEF (2015) reported in that same year that, there were about 500,000 children in Ghana who were out of school, who should have been in the basic level of schooling (primary and junior high school).

According to Duflo, Dupas, and Kremer (2017), there is about 75% net enrollment of students in junior high school. However, only 70% take the final exam, the Basic Education Certificate Examination. About 60% of those who take the final exams pass but only 80% of them are able to enroll in senior high school (Duflo, Dupas & Kremer, 2017).

In addition, there were about 2,064 students who were admitted to particular secondary schools but did not enroll in term 1 because of inadequate funds to pay fees (Duflo, Dupas &

Kremer, 2017). The lack of funds is one of the major contributors to truncated transitioning of students from the basic education to the secondary education.

Since inadequate funds due to poverty acts as a major impediment to furthering education, failure of exams in the senior high school and junior high school plays an active part in increasing the number of school dropouts in the country. The provisional results released in August 2017 by the West African Examination Council (WAEC) in Ghana showed that about 36,000 students failed to meet the cutoff point for the Computerized School Selection Placement Program because of low grades in exams (WAEC, 2017). This means about 36,000 students out of 468,060 who wrote the Basic Education Certificate Examination (BECE) will fail to move on to the Senior High School due to the low grades.

At the Senior High School level, Amankrah (2012), an assistant chief statistician and head of labor statistics at the Ghana Statistical service indicated that about 300,000 youth fail to advance to the tertiary level because they failed their exams. Many students who drop out of school from the primary level to the tertiary level is one of the major causes of unemployment in the country. This explains why about 60% of unemployed persons in Ghana are youth between the ages of 15-24 years (GSS, 2015).

The country's past and recent policymakers have adopted and implemented educational policies to make education compulsory and also curb the problem of inadequate funds that limit students from furthering their education. An example is the Free Compulsory Education Program (FCUBE) which was introduced in 1995, making education free and accessible to all children and adolescents between the ages of 6 and 15 (Nuffic, 2015).

In 2008, the Ghanaian government, led by President John Agyekum Kuffour established pre-education; that is crèche (between ages 3 and 4) and nursery (between ages 4 and 6)

compulsory (Nuffic, 2015). The Ghana Education Service (GES) argued that the main aim of the pre-education was to promote the mental and physical health of the children. The institution added that pre-education will help the children develop their language, numeracy, writing, drawing skills as well as music and dance (Nuffic, 2015).

The Government of Ghana (GoG) championed by the current president, Nana Akuffo Addo implemented the free Senior High School (SHS) in 2017 to make education free for all students who enter Senior High School (GNA, 2017). This was aimed at investing heavily in the development of human capital of the country to drive economic development.

However, many citizens have argued that the free SHS policy will pose a huge financial challenge in the country as most of the country's revenue will be directed to the investing in the policy. According to the vice president of Ghana, Dr. Mahamadu Bawumia, the free SHS will cost the country about GHS 1 trillion (GNA, 2007).

The provision of quality and accessible education in Ghana over the past decade is evident through the significant investments made by past and present governments. Despite these investments, majority of students in the country drop out of school because of failure in their examination as discussed above (Amankrah, 2012; WAEC, 2017).

The informal economy tends to be the sector that absorbs about 90% of the labor force that drops out of school (GSS, 2011). As indicated, dropout could be because of poor academic performance, poverty and physical handicaps or disability (Yokozeki, 1996). According to Anokye and Afranie (2014), about 90% of apprentices in the apprenticeship trades in Ghana had their formal education up to the Junior High School level while 10% of them are either graduates from technical or vocational training or had their education up to the senior secondary school.

1.3 Informal Apprenticeship in Ghana

According to Ghana Statistical Service (2015), informal apprenticeship system which is a subsection of the informal sector in the economy trains about 59,986 Ghanaians per year and employs about 20% of the workforce in the informal sector. Breyer (2007) argues that the most important mechanism to consider for skill development in many African countries is the informal apprenticeship system. This is because the apprenticeship sector has the potential of expanding the skill base of the economy at a much lower cost. This sector does not need much infrastructure. The apprentice also contributes to output while learning.

In Ghana, the Informal apprenticeship system has gained roots in most urban areas (Anokye & Afrane, 2014). The informal apprenticeship acted as a medium for socialization where parents or masters transferred new skills until recently when commercialization of informal apprenticeships took over minimizing the impact of apprenticeships to act as a medium of socialization (ILO, 1998).

In Ghana, Informal apprenticeships are formed based on training between the master craftsman and the apprentice. The skill transfer in the apprenticeship system usually occurs by watching and imitating the master on the job experience (Johnson and Adams, 2004). The master occasionally directs the apprentice to repair or manufacture, but the apprentice effort usually ends in an error (Anokye & Afrane, 2014).

The apprenticeship starts with the master coaching the apprentice to perform menial jobs like running errands and tidying the workshop. The apprentice then gets to learn about the tools used for the trade, learn to repair or manufacture an item at a time, and finally learn the general business management skill like sourcing, contracting, and proving (Abban & Quarshie, 1993).

The entry into the system as an apprentice is generally not restricted by demographics like ethnicity, religion or proof of literacy (Anokye & Afranie, 2014). The most common entry requirement for an apprentice is a training fee or to offer something in kind to show the commitment of the apprentice; this is sometimes known as the commitment fee (Breyer, 2007). Sometimes, the master offers credit or “training loan” to the apprentice hoping that the apprentice will repay during the training period by offering his or her labor input (Breyer, 2007).

The amount of money charged is between 22 USD and 616 USD with an average of 160 USD (Breyer, 2007). The total amount apprentices receive as pocket money during their training period of training normally exceeds what they pay as a commitment fee (Breyer, 2007). The period of training normally takes between one and four years as they work between 50 and 60 hours per week (ILO, 2011).

The International Labor Organization (2012) indicates that most apprenticeships have durations that are extended. Munkaila (2016) also argues that the extension in time is as a result of the approach used by masters who act as leaders in the apprenticeship trade. According to the findings of Munkaila (2016), masters of apprenticeship trade in the Northern region of Ghana preferred the time-based approach to delivery rather than the competency-based approach to delivery. Munkaila (2016) argues that the time-based approach to delivery keeps new apprentices in the trade for long before engaging in practical learning.

According to the International Labor Organization (2012), there are about 65 diverse types of apprenticeships in Ghana from over 12 industries. Some of the industries include: food preparation and related trades, traditional health service and related trades, automotive trades, agriculture trades, electrical trades, textiles, apparel and furnishing trades, transportation and

material moving trades, creative and performance artists trades, building trades, mechanical trades, administrative/support services trades and other production-related trades (ILO, 2012).

These industries have apprenticeship trades which include hairdressing, barbering, beauty culture, janitorial, cleaning, laundry, distillery, floral decoration, interior designing and decoration, metal molders, welders, flame cutters, steel benders, mechanic, soap making, among others (See Annex 1.0 for list of apprenticeship trades in Ghana) (ILO, 2012) .

This study will explore the four most prevalent apprenticeship trades in Ghana according to Ghana Statistical Service (2000) in the ‘Living Standard Survey Round 4’ and findings of Palmer (2007). Palmers’ work (2007) studied the skill development needed to grow micro-enterprise business in Ghana. The trades include, dressmaking trades, hairdressing trades, mechanic trades and carpentry trades. According to the Ghana Statistical Service (2000), about 37% of all apprentices are dressmakers, while 9% and 7% are carpenters and mechanics respectively. Palmers’ (2007) work in the Ashanti region indicated that, about 20% of apprentices are trained in the hairdressing trade.

This paper investigates how masters and madams create a space for growth and learning in the apprenticeship sector through the leadership they exhibit. When the correct strategies are applied to harness the skills or talents of the informal sector, it can significantly contribute to expanding the sector for development.

1.4 Problem Statement

The Informal Apprenticeship system, which is a major component of the informal sector in Ghana, acts as a means for the transfer of skills from the master to apprentice to develop the human capital in the economy required for overall national development (Anokye & Afrane, 2014).

Although apprenticeship trades in Ghana have served as a unique path for skill development in the country, the apprenticeship trade is faced with wide range of challenges which include: poor completion rates, inconsistency in the training being offered, time served rather than competency-based approaches to delivery, and inability for apprentices to fully apply the knowledge they acquire in our emerging economy (Munkaila, 2016).

The government of Ghana has adopted several reforms to improve informal apprenticeship. Some of these early reforms include the introduction of the National Vocational Training Institute (NVTI) in 1970 and the National Coordinating Committee on Technical and Vocational Education and Training (NACVET) in 1990 to develop the informal apprenticeship trade into a more attractive sector and act as an effective tool for the development of human capital (Anokye & Afranie, 2014).

According to Palmer (2009), these institutions which were established to expand the apprenticeship sector and improve its effectiveness have failed in delivering their mandate.

The former Minister of Manpower, Youth and Empowerment, Honorable Nana Akomeah, expressed his dissatisfaction about the apprenticeship system and suggested that the system must be transformed into a more desirable form of skills acquisition (GNA, 2007).

According to Bass and Avolio (1990), one strong and prevalent explanation of organizational events is to attribute causality to leaders. This supports Adei's (2004) assertion that "leadership is the cause and everything else is effect."

These arguments suggest that the organizational leadership in the apprenticeship sector should be investigated as a probable cause of the challenges and problems affecting the learning and growth experience of the apprentice.

The findings of Forkouh et. al (2011) reveal some of the shortfalls of the organizational leadership in the apprenticeship sector. Forkouh et. al (2014) argue that relationship between apprentices and masters was not the best as a result of the different motives each party had in the trade. The motives of master craftsmen influence the strategies and approach masters to adopt in the apprenticeship trade. The findings of Forkouh et. al (2014) explain that the differences in the motives or interest of the master and apprentice prevent both parties from achieving their goals in the apprenticeship.

In this research, organizational leadership in the apprenticeship sector will be explored by accessing whether strategies and actions of masters or madams promote growth in the apprentices.

1.5 Research Questions

As unemployment increases in Ghana, the spate of growing the informal apprenticeship system becomes increasingly important as an avenue to reduce unemployment in the country. However, this sector has received little attention in the literature.

To contribute to the body of research on how informal apprenticeships can be improved to expand the stock of human capital in this country, this paper seeks to investigate the organizational leadership in the informal apprenticeship sector in Ghana. It seeks to explore what actions of leaders need to be relooked at or what actions need to be encouraged to enable apprentices to grow.

The main research question that this paper seeks to answer is: How does organizational leadership in informal apprenticeship trades facilitate the growth of apprentices?

In this research, the sub-questions are:

- Does the organizational leadership in the informal apprenticeship sector transform apprentices to become effective masters by developing their potential as leaders?

- What is the nature of the relationship between the master and apprentice? Is it of dominance or servitude?
- What factors influence organizational leadership in the apprenticeship sector?

1.6 Research Objectives

The main objectives of this research are to:

- Determine if the organizational leadership in the informal apprenticeship sector creates an environment for growth and learning in the apprenticeship.
- Evaluate the organizational leadership in the informal apprenticeship sector and its ability to turn apprentices into good masters (leaders).
- Investigate strategies adopted by masters for learning and growth of the apprentice.

1.7 Significance of Study

The research will highlight strategies and activities of master craftsmen/craftswomen that promote growth in apprentices. It will focus on how masters can provide a safe space or environment for learning, growth and skill transfer, to increase the impact of the apprenticeship trade on the economy.

Additionally, this research seeks to draw the attention of policymakers to the informal sector, specifically toward the apprenticeship model, as a potential solution to reduce unemployment. It also provides strategies that could be adopted to improve the organizational leadership in the sector. This will contribute massively to human capital development for the economy.

As many apprentices are empowered to be free and be the best versions of themselves if master craftsmen/craftswomen adopt strategies that will be suggested by this study, more apprenticeship trades are likely to spring up to accommodate unemployed youths in Ghana. This will help meet development goals that will fight extreme poverty in the country. Sakyi (2015) believes that “If the youth are empowered with skills, they can set up on their own without becoming a burden to anyone or themselves.”

In addition, this paper seeks to add knowledge to the body of literature on the apprenticeship system and organizational leadership in the informal sector.

1.8 Organization of study

This research will be organized into five chapters.

- The first chapter will cover the introduction and background study of the research.
- The second chapter will review literature related to the research.
- In the third chapter, the methodology of the research will be addressed.
- The data collected will be analyzed in the fourth chapter.
- The fifth chapter will conclude the report based on the data analyzed and offer recommendations.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This section will critically analyze and evaluate existing literature that is related to the development of human capital in the informal economy. It will also provide a synthesis of literature that have investigated the relationship between master craftsmen/craftswomen and apprentices, and organizational leadership in the sector. This literature review will also draw out relevant elements that define the effectiveness of organizational leadership in the informal apprenticeship sector which will logically help craft the theoretical framework for this study.

2.2 Developing Human Capital

Schultz (1961) a human capital theorist, defines human capital as the valuable abilities of human that is acquired or developed innately and can be augmented by appropriately investing to develop the knowledge, skills, and ideas of the individual. Becker (1993) adds ‘the health of the individual’ as an extra dimension to the knowledge, and ideas of individuals and defines it as the stock of skills that is part of the production function. The human capital theory, therefore, rests on the assumption that education augments the stock of human capital and is necessary to improve the production capacity of a population (Olaniyan & Okemakinde, 2008).

Cyert (1991), Romer (1990) and the endogenous growth theorists argue that the development of human capital is the most crucial variable in economic development because it leads to the creation of new capital. This contrasts with the arguments of neoclassical model theorists like Harrod and Dormar (1956) and Solow (1960) who stress that the level of savings and capital is the main driver of growth.

Cyert (1991) emphasizes in his work the importance of developing knowledge in the minds of the people of a nation by arguing contrary to neoclassical models. He argues that it is not natural resources or capital that determines the standard of living of a country, but rather the knowledge supply that exists in the country (Cyert, 1991). Empirical support for the primacy of education in development is further illustrated in the successful economic transformation of Singapore, Taiwan, South Korea, China, and Malaysia.

These views align with arguments in empirical research (Mankiw, Romer & Weil, 1992; Hanushek, 2013) which emphasizes the relationship between human capital and economic growth using the human capital theory. The findings of their work showed that an increase in the stock of human capital increases the economic returns of the nation.

However, work done by Caselli, Esquivel, and Lefort (1996), Pritchett (2001) and Pelinescu (2015), challenge these findings and show a positive relationship between economic growth and human capital. According to Caselli, Esquivel, and Lefort (1996), Pritchett (2001) and Pelinescu (2015), empirical research that show a positive relationship between economic growth and human capital have been estimated with inconsistent procedures. According to them, growth coefficients used by contributions made the researchers were unreliable because of the omitted variable bias as a result of differences in technology and tastes: country-specific effects (Caselli, Esquivel & Lefort, 1996).

De la Fuente (2011) in subsequent years exposed the flaws in the argument made by Caselli, Esquivel, and Lefort (1996) by filling the gap they found in work of Mankiw, Romer & Weil and Hanushek (1992; 2013). De la Fuente's (2011) work showed that investments in education have a significant and positive effect on economic growth. His study focused on most European Union (EU) countries and many regions in Spain and showed that social returns in

investing in education, a tool for human capital development, is higher than returns to investment on physical capital.

De la Fuente developed a model which accounted for different variables including differences in technology which Caselli, Esquivel, and Lefort (1996) identified as a shortfall in earlier work by Mankiw, Romer & Weil and Hanushek (1992; 2013). His simple model of growth and capital aggregated two components: the production function component, and the technical progress function. The technical progress function summarizes the current state of technology in the countries and regions under study and omitted factors like institutions, climate, location, geography and natural resources.

Even though De la Fuente's (2011) work strongly rebuts the findings of Caselli, Esquivel, and Lefort (1996), Pritchett (2001) and Pelinescu (2015), his work does not focus on the relationship between human capital and economic growth in developing countries. However, De la Fuente and Domenech's (2002 and 2006) had proven with empirical research that a significant increase in growth with an increase in investment in education by analyzing 21 OECD countries also showed.

Appleton and Teal (1998) also show that physical capital other than human capital is the most crucial contributor to growth in developing countries. Appleton and Teal (1998) argue that education and health are measured by the cost of producing economic outcomes. This implies that an increase in education and health of human capital reduces the cost of producing economic outcomes.

Deaton (1999) on the other hand makes a counter-argument that developing countries do not effectively exploit what they have a competitive advantage in because of the low level of human capital. Developing countries like Ghana export raw primary products like gold, cocoa, and

bauxite which are less valuable compared to processing them into semi-finished goods. The focus on primary goods implies that the value addition is low and thus, the returns are low.

This shortcoming is what Deaton (1999) attributes to the inadequate stock of skilled human capital in developing countries. Hence, training human capital especially in developing countries will equip human capital with the ability to transform raw products into finished and semi-finished goods for a higher return towards economic growth (Abraham, 2017).

2.3 Forms of Human Capital: The Informal Apprenticeship System

According to Goldin (2014), the stock of human capital is produced through investment decisions. These investment decisions are either made via education or health. These investments yield individual or social dividends which produce productive skills and expand the capacity of human capital for development (Goldin, 2014).

There has been an extensive empirical research on the development of human capital through education (Duflo, 2011; Scherer & Hue, 1992). Development of human capital through education could be characterized as formal, non-formal, and informal education (Dib, 1988).

According to Dib (1988), formal education is structured, organized, and systematic and involves the teacher, student, and the institution. Dib (1988) adds that non-formal education, on the other hand, does not have well-defined structures like formal education. The non-formal education rather adapts to the needs of students through its flexible curriculum and methodology.

Informal education supplements both formal and informal education without necessarily providing evidence of learning or acquisition of skills through the award of a degree or diploma as typical in traditional curricula (Dib, 1988).

In most Sub-Saharan African countries, employable skills in the informal sector such as painting, shoe repair, electrical technician, auto mechanics, barbering, dressmaking and other trades are acquired via the apprenticeship system. The apprenticeship system is a form of informal

education and acts as one of the educational tools for the development of human capital. Despite this, there is very limited research that explores the development of human capital through apprenticeship, especially in developing countries like Ghana, where apprenticeship is mostly informal (Fraser, 2006).

Apprenticeship is a work-based learning which workers achieve occupational mastery and industry-recognized credentials (Lerman, 2014). Brockman et al. (2010) expound on Lerman's (2014) definition by adding that it is a program that binds practical and theoretical knowledge that is transferred from a seasoned professional (master) to the learner (apprentice).

This suggests that apprenticeship typically involves two parties: the master and the apprentice. In the organizational structure of apprenticeship trades, masters are the leaders and the apprentice are the followers. The masters set the vision and issue commands to the apprentices, while apprentices act as followers by obeying commands and working towards the set vision with guidance from masters.

2.4 Importance of Apprenticeship for Economic Development

According to Lerman (2014), countries with robust apprenticeship systems like Germany, Austria, and Switzerland have been able to tackle some of the most prevalent problems facing developing countries such as unemployment (Lerman, 2014). In these countries, apprenticeship trades receive huge support from the state by providing subsidies to firms who take up apprentices to train them (Lerman, 2014).

The International Labour Organization (ILO), a United Nation Agency established in 1919 to bring employers and workers around the world to tackle problems like social injustice, emphasize the importance of informal apprenticeships as an important training system in urban and rural economies in developing countries (ILO, 2011). For example, in Ghana, about 80-90%

of all basic skills are developed through informal apprenticeship compared to about 10-15% and 5%-10% from NGOs and public institutions respectively (Palmer, 2009).

For Ghana, informal apprenticeship acts as the largest contributor to its human capital development for its economy. The informal apprenticeship system employs about 20% of the workforce in the informal sector and has the potential of expanding the skill base country at a much lower cost (Breyer, 2007; GSS, 2015).

2.5 The Informal Apprenticeship system in Ghana

According to Anokye and Afranie (2014), “the informal apprenticeship has served Ghana from pre-independence era to post-independence era”. However, they argue that, the apprenticeship system is not an attractive field for youth in Ghana for their skill development (Anokye & Afranie, 2014). The first president of Ghana, Dr. Kwame Nkrumah adopted formal education as a primary strategy for skills development in the country during independence and promoted it in a way which de-emphasized and tagged the informal apprenticeship system as unproductive in the subsequent years (Anokye & Afranie, 2014; McWilliam & Kwamena-Poh, 1975).

The desire of most parents in Ghana after significant investment and promotion of formal education by Dr. Nkrumah was to see that their wards are formally educated. As a result, the apprenticeship trade began to look like a place for school dropouts or the poor who could not take their wards to school (Anokye, 2014).

The World Bank (2004) indicated that reforms in the country during the post-independence era such as the Basic Education reform in the 1980’s to improve the educational system in the country failed. The basic education reform increased the cost of education because of the increase in the cost of school fees and cost of books to cover the withdrawal of government (World Bank,

2004). Poor families dropped out from participating in the post basic education (World Bank, 2004).

The Junior Secondary School (JSS) was introduced to provide an opportunity for all students to get exposure to vocational and technical fields like carpentry, masonry, technical drawing skills, sewing skills, catering skills, etc. This was to help the students decide whether to focus on a working skill or a vocational related path or an academic path. The Junior Secondary School System failed to achieve its mandate as needed tools and trained technicians did not exist.

Fox and Gaal (2008) explain in their work that the informal economy acted as the best resort for skill development and coping mechanism for the dropouts at the basic level, bringing an awakening and increased interest in the informal economy. Haan and Serriere (2002) add that, even though it acts as the last resort for some parents, the apprenticeship system is not viewed as a desirable field.

However, it is interesting to note the findings of Anokye and Afranie (2014), who used the quota sampling technique to interview about 200 apprentices in 4 apprenticeship trades. Their findings showed that about 67.8% of the participants interviewed had been educated up to the Junior Secondary School level, while 21.8% had no formal education or had education only up to primary school. They further pointed out that only 4.0% had education up to Senior Secondary School level. The remaining 3% were Vocational or Training School graduates (Anokye and Afranie, 2014). This implies that most of the apprentices entered the apprenticeship trade just after their Junior High School education or when they drop out.

The implementation of the free Senior High School program by the Government of Ghana might reduce the number of students who drop out of school because of financial challenges but might not have any effect on the number of students who are not able to enter senior high schools because of failure in their examination.

Monk (2008), inspired by these findings in literature argues that apprenticeship in Ghana is “by far the most important institution providing training and it is undertaken by those with Junior High School or lower levels of education”. Investigating whether apprenticeship pays off using a 2006 urban household survey, Monk (2008) concludes that apprenticeship increases earnings of individuals who are currently employed by 50%, who did an apprenticeship but have no formal education.

2.6 Nature and Structure of Informal Apprenticeships in Ghana

Informal apprenticeships in Ghana often occur in small firms where the master is often the owner of the firm (Fraser, 2006). The apprenticeship system normally involves two parties: The master craftsman and the apprentice (ILO, 2011). The apprenticeship is formed through an agreement between the master craftsman and the apprentice. The agreement may be oral or written and it lasts for about one to four years (Breyer, 2007; Fraser, 2006).

According to Anokye and Afranie (2014), 63.9% of apprentices had a written contract when they explored the institutional dynamics of apprenticeship system in Ghana by interviewing 100 apprentices and masters from 4 informal apprenticeship trades. The trades include: auto mechanics, textile and apparel, woodworkers, and beauticians and hairdressers.

The informal apprenticeship system in Ghana normally has no entry requirements. In other words, the apprentice is not restricted by proof of literacy, ethnicity or age (ILO, 1998). The most common entry for an apprentice is the training fee which is commonly referred to as the commitment fee (Breyer, 2007).

The list of common apprenticeship trades is provided in Table 1.0. The International Labor Organization (2012) lists informal apprenticeship trades in Ghana and categorizes the trades into major themes like electrical trades, automotive trades, textile apparel and furnishing trades,

personal service trades, creative and performance artists, transportation and material moving trades, agriculture and forestry trades, administrative services mechanical trades, building trades and other production related trades. See annex 1 for the list of Apprenticeship trades in Ghana.

Informal apprenticeship in Ghana like other apprenticeships is taught by the master craftsman to the apprentice. Johnson and Adams (2004) explain that master craftsmen transfer skills to the apprentice by providing opportunities for apprentices to watch and imitate on the job.

However, Fraser (2006) stresses that; the way in which apprenticeship is carried out varies from firm to firm. On the other hand, Abban and Quarshie (1993) in their work believe that informal apprenticeships training in Ghana is generally structured in four phases.

In the first phase, the apprentices receive coaching on how to perform menial jobs such as tidying the workplace and running errands. In the second stage, the apprentice learns to use the tools needed for the trade (Abban & Quarshie, 1993). In the third stage, the apprentices learn to repair items. Finally, they learn the general management skill of the trade (Fraser, 2006; Aban and Quarshie, 1993).

2.7 Organizational Leadership in Informal Apprenticeship in Ghana

Khator (2012) defines organizational leadership as a role in organizations that empowers individuals in with lesser authority to perform activities with ease while nurturing skills of the individual in the organization. In the informal apprenticeship sector, organizational leadership will be defined as the attitudes, actions or roles of master craftsmen/craftswomen to empower the apprentice to develop into a master or acquire the skills needed in the trade.

According to Ali (2012), the empowerment of followers through the attitude, role, and action of a leader is positive when a leader can turn himself into a creator of growth and learning.

Hersey and Blanchard (1998) indicate that the ability of leaders to create growth can be well crafted through the humbling eclipse of the leader and effective communication, to listen and serve.

In organizational leadership, a leader plays an active role in crafting a vision that can be shared with followers, while creating plans or goals to translate the vision into reality (Mayo, 2007). The availability of these elements put in place by the leader provides a structure and a laid down plan which every member of the organization follows towards achieving objectives.

Onasanya (1998) does not think the informal apprenticeship system is structured despite the stages identified by Abban and Quarshie (1993) that, informal apprenticeships normally follow. Reflecting on Onasanya's (1998) argument, vision or goal setting is a conscious effort that leaders in organizations make. It has to be firm-specific.

Onasanya (1998) explains that, in the informal apprenticeships trades in Ghana, masters only teach apprentice based on the available job and do not follow any laid down plan. This suggests that many leaders in apprenticeship trades do not have a vision for the apprentice or laid down that goal that they want to achieve in the trade. Khator (2012) argues that, no matter how leadership is defined, it typically involves an element of vision, which appears to be currently lacking on Ghana's apprenticeship system.

The International Labor Organization (2011) concurs with Onasanya (1998) and also stressed on the poor structure of informal apprenticeship in Ghana. The International Labor Organization (2011) revealed that, in many informal apprenticeships, masters did not have a structured scheme for the training and no reference material were used. These views (Onasanya 1998; ILO, 2011) highlight a leadership challenge in the informal apprenticeship trade of setting goals and plans towards the vision as a leader in the Ghanaian apprenticeship sector.

In a similar study which focuses on the motivation of the two parties: master craftsmen and apprentices in the apprenticeship, Forkuoh et al (2014) reveals that the motivation of master

craftsmen in the apprentice is from a place of self-interest and ignores the need of the apprentice.

According to Akaninyene (2005), “the common good of the people is the basis of effective leadership in organizations”. From this, the current apprenticeship system in Ghana may be lacking in leadership skill.

In Forkouh et al. (2014) work which involved 50 master craftsmen and 50 apprentices in the Brong Ahafo region in Ghana, about 24% of master craftsmen (highest) interviewed indicated that their motivation for engaging apprentices was because of the contribution of apprenticeship to the organization and personal life of the master. These apprentices act as a cheap labor for both industrial and domestic duties of the master and as a source of income for the master.

This does not adhere to the labor laws of Ghana which states that every worker is entitled to receiving equal pay for equal work without distinction of any kind which raises the importance of investigating into some of these unlawful acts of these masters (Ghana Labor Act, 2003). Meanwhile, the same study suggests revealed that about 24% of apprentices interviewed signed up to genuinely develop or acquire skills in the trade (Forkouh et al., 2014). From the discussion, it seems as though apprentices seek a mentor, most masters seek free labor. The disparity in motivation or interest can cause conflicts in the trade.

According to Akaninyene (2005), the self-interest of leaders (masters) breeds fear among the followers (apprentice). The apprentices see their masters in a position of dominance rather than instruction or coaching which does not foster the relationship between the master and apprentice. Apprentice who act in fear do not fully grasp the skills in the trade because some apprentice out of fear might not be able to ask relevant questions which they may have which will serve as a limitation to their growth.

2.8 Relationship between Leader (Master Craftsman/Craftswomen) and Follower (Apprentice) in Informal Apprenticeships in Ghana

Given the interaction of leaders (master craftsmen/craftswomen) and followers (apprentice) in an apprentice to contribute to the development of the nation's human capital, literature has exposed some of the challenges leaders (master craftsmen/craftswomen) face in the apprenticeship trade. It would be relevant to explore how these challenges in the organizational leadership of the informal apprenticeship system affect the relationship between the leaders (masters) and the followers (apprentices).

Drawing from the earlier discussion, conflicts of interests between the apprentice and the master could be an explanation to some of the problems Munkaila (2016) stressed on in his work. He identified some problems such as poor completion rates in the informal apprenticeship trade. Because of the self-interest of most masters, they prefer to use the time served approaches to delivery rather than competency based in choosing apprentices to work on jobs available.

Time served approach to delivery is when the master chooses apprentices who have been in the trade for a longer period to work on jobs available. The master does this because of the confidence in an old apprentice to deliver in order to earn his revenue rather than assigning the work to a recent apprentice who could benefit more from the experience. This lengthens the periods of apprenticeship because the apprentice does not get real time hands on experience until he stays longer in the trade leading to poor completion rates of apprentices in the apprenticeship trades.

Forkouh et al. (2014) present evidence from their work to support the discussion. Their study suggests that there is a negative correlation between master craftsmen and the apprentices with regards to the motives of each party in the relationship. The study also showed that the disparity in motives sometimes made apprentices un-cooperative, hence making it difficult for

parties to realize their goals. This emphasizes the poor relationship between most leaders and followers in the informal apprenticeship trade.

2.9 Concept of Transformational Leadership in Apprenticeship System in Ghana

From the empirical research that has been discussed (Abban & Quarshie, 1998; Onasanya 1998; ILO, 2011; Forkouh et. al, 2014; Munkaila, 2016), leadership in the informal apprenticeship in Ghana has its shortcomings. The literature suggests that, in spite of the competence of masters in the skill of the trade, masters face challenges with aligning their interests with the interest of followers and setting a vision which guides the training of the apprentice into an effective leader.

In 2001, the Ghana Statistical Service (2000) reported in the Population and Housing Census that, the population of Ghana was about 18.9 million people. In the same year, Hans (2001) argued that the need for skill training in the informal apprenticeship system in Ghana had increased. This has become more relevant to consider even now that the population of Ghana is estimated to be 28.83 million according to the World Population Review (2017), a 53% increase in Ghana's population holding all factors constant. For the apprenticeship sector to expand to absorb more people, it is crucial to increase the level of skills of informal sector operators (Hans, 2001). Master craftsmen in the apprenticeship system are the operators of the apprenticeship system to empower them to transform other apprentices effectively to expand the sector.

Hans (2001) does not directly mention the kind of skill that operators (master craftsmen) in the apprenticeship sector can develop. If master craftsmen who train the apprentice are the leaders of the Informal sector, then Hans (2001) suggests that there is a skill shortage in the ability for masters who act as leaders to transform their apprentices to expand the sector.

Discussions about the challenges of organizational leadership in apprenticeship trade in this literature have come from the personalists point of view in leadership theory (Kets de Vries,

2003). Personalists believe that personality variables determine leadership effectiveness. Contrary to this view is the situationist theory which argues that attributing causality to leadership is an illusion or perceptual issue (Kets de Vries, 2003). This implies that it is not the actions or roles of masters that will transform apprentices to expand the sector, rather, the transformation relies largely on environmental constraints.

Contrary to these views of situationists, several empirical studies (Zaleznik, 1977; Benis & Nnus, 1985; Trichy and Devaba, 1986) argue that, the mindset of organizational participants or followers can only be affected through the value the leader creates, organizational structure the leader builds and the commitment of the leader to the vision, objectives, and goals the leader has set.

The context in which these conclusions were made were not explicitly stated. Since context and situational analysis are important in drawing such conclusions, the work by these researchers (Zaleznik, 1977; Benis & Nnus, 1985; Trichy and Devaba, 1986) does not say much about developing countries.

However, if transformation truly occurs through the actions of leaders as cited by the researchers (Zaleznik, 1977; Benis & Nnus, 1985; Trichy and Devaba, 1986), then the analysis of the literature discussed reveals that leadership exhibited by master craftsmen in informal apprenticeship trades in Ghana have not been transformational. This is because, the discussion in the literature shows that, masters in an apprenticeship in Ghana do not have any defined vision that they can be committed to. Hence might not have any set objectives and goals for the development of the apprentice.

Also, the disparity in the interests of master craftsmen and apprentice suggest that leadership in apprenticeship is transactional rather than transformational (Kotter, 1990; Zaleznik, 1977). According to Kotter and Zaleznik (1990; 1977), transactional leadership occurs when there

is a contractual exchange between followers and leaders. Transformational leadership other hand occurs when leaders seek to satisfy the higher needs of followers.

Hence for masters to exhibit transformational leadership that transforms apprentices into effective leaders, it is important for masters to become servant leaders who think about serving the interests of their followers first. It is important to note that, Ghana has a cultural deposition were the young are supposed to give reverence to the old (FAO, 2017). However, it is still relevant for masters to exhibit servant leadership, not to say masters should create room for apprentices to disobey or be rude. But, masters should create an environment for learning and growth where masters have the interest of apprentices at heart and meet their interest by serving them and staying committed to the set vision.

2.10 Summary of Literature

In general, the literature on organizational leadership in informal apprenticeship system in Ghana suggests that the organizational leadership masters exhibit in informal apprenticeship trades is of dominance rather than servitude. However, there has not been any literature that explores this phenomenon among master craftsmen and apprentices in informal apprenticeship trades in Ghana.

The literature also discusses the relevance of apprenticeship trade in expanding as a hub for skill training which demands that leaders effectively transform their apprentice to be able to expand the sector to develop skills to increase the stock of human capital in the country for economic growth and development.

Another notable conclusion from the literature discussed above is that organizational leadership in apprenticeship sector in Ghana is not able to better equip apprentices to be effective masters because lack of structure which show commitment to the master's vision, objectives, and goals as well as the self-interest of master's.

Drawing from these suggestions that literature provides, it is important to investigate whether organizational leadership in informational apprenticeship trades is of dominance or servitude. It will also be relevant to find out whether organizational leadership in apprenticeship trades in Ghana transforms apprentices to become effective master's in their trade of choice while developing their potentials as human fully.

This paper will also seek to explore and recommend ways by which masters can become creators of growth and learning to transform apprentices. This will help expand the informal apprenticeship sector and increase the stock of human capital for economic growth.

2.11 Conceptual Framework

The literature discussed draws out major variables that craft a conceptual framework for this study. The conceptual framework shows the relationship between organizational leadership in apprenticeship system and training apprentices to become effective masters. It suggests that upgrading the organizational leadership skills of master craftsmen in the apprenticeship trades can positively impact the training of apprentices into effective masters.

The independent variable in this relation is the organizational leadership in Apprenticeship system and the dependent variable is effective training apprentices receive to become effective masters.

Master craftsmen must have shown competence in their skill before establishing their businesses which also attracts clients and apprentices into their businesses. Therefore, in this conceptual framework, the researcher makes an assumption that master craftsmen are highly competent as trainers in the trade.

Hence the output of organizational leadership in the apprenticeship trade is proxied by the vision of the master and motive of the master in the trade as the literature suggests. According to the literature reviewed, masters can transform apprentices into effective leaders if they serve in the

interest of apprentices and are not self-centered while setting a vision and remaining committed to

it.

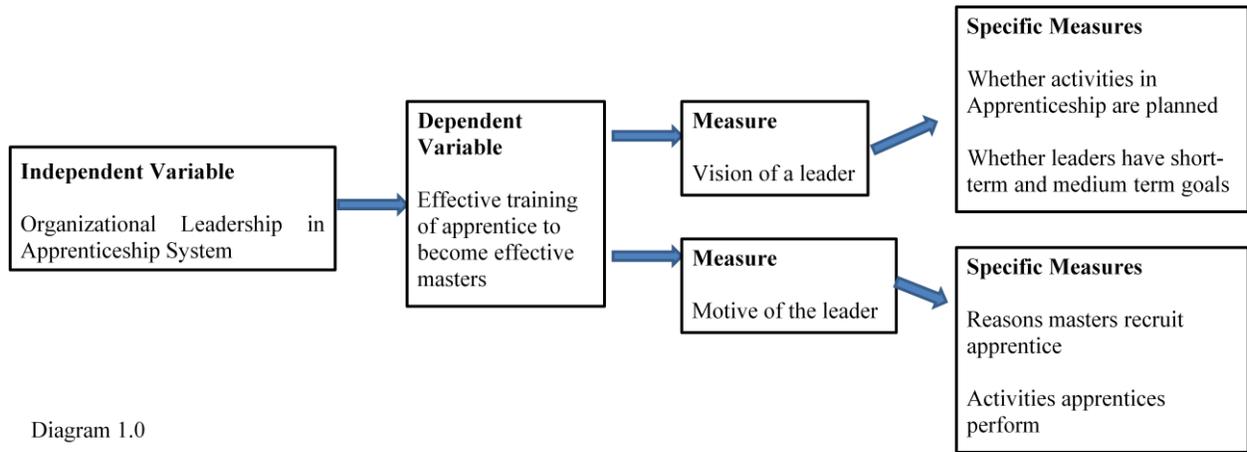


Diagram 1.0

Source: Author Construct 2017.

The vision of the leader will be measured by determining whether activities in the apprenticeship trades are planned and whether leaders have short-term and medium-term goals. The motive of the leader, on the other hand, will be measured by the reasons masters recruit apprentices and the activities apprentices perform. That is whether the apprentice spends time more performing tasks that benefit the master and business rather than the apprentice and vice versa.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This paper seeks to explore the organizational leadership in the apprenticeship system and how it can be improved to expand the apprenticeship sector to absorb more individuals and increase the stock of human capital for economic development. The study will investigate the nature of leadership in the apprenticeship systems and determine whether it is able to successfully empower apprentices to become better leaders.

This study shows the importance of expanding the apprenticeship sector by improving the skills of the masters. Even though apprentices act as followers, they have the desire to become masters and train other apprentices. The study investigates the ability of the master to transform the apprentice into an effective master through the master's leadership in the trade.

This chapter will restate the research question and discuss the scope of the study as well as the research design. It will outline and discuss the sampling strategies used in the study and the methods for collecting data in this paper.

Research question:

What ways can organizational leadership in apprenticeship trades be improved to expand the apprenticeship sector towards economic development?

3.2 Research Design

Parahoo (1997), defines research design as “a plan that describes how, when and where data are to be collected and analyzed”. The research design creates a path by providing a framework for the collection, measurement, and analysis of data.

The study is exploratory and will seek to add up to the few preexisting literatures that investigate the development of human capital through the informal apprenticeship system in a developing country like Ghana (Middleton et al., 1993). In addition, organizational leadership in apprenticeship systems have not been clearly defined, hence this study is intended to help provide some information about the field. Due to the nature of the research design of the study, the findings of this study are not generalizable since the study uses a small sample when collecting data.

According to Burns (1978), “the study design of many researchers to evaluate the role and actions of leaders and followers tend to be amorphous as most studies do not consider the difference in the personality of leaders and followers”. Burns (1978) adds that, to address these shortcomings, there is the need to acquire a deeper insight into the desires, wishes and experiences of the leaders and followers. This helps to achieve a greater understanding of exchanges that occur between the leader and follower (Zaleznik, 1977; Kets de Vries, 1990).

Drawing insight from the ideologies and arguments of Burns, the current research uses a qualitative method approach in collecting data. The qualitative approach helps to interpret the experiences of the apprentices and masters. It provides an in-depth understanding of their experiences through interviews that would be conducted. This method explains the nature of leadership in the apprenticeship system and provide valuable information about the influences of the nature of leadership the master craftsmen/craftswomen exhibit.

In this study, the independent variable is defined as the organizational leadership in the apprenticeship system while the dependent variable is defined as effectively training apprentices to become good masters. According to the conceptual framework, the output of this variable is measured by the vision of the master and the motives of the master in the apprenticeship.

The vision and motive of the master in the apprenticeship are both qualitative variables. The study measures these variables using the experiences of the master and apprentices to

determine if there are goals that are set or activities that are internationally put in place by the master to train the apprentice. Also, the motives of leaders are explored through the activities apprentices perform in the trade. Face to face interviews are used as a data collection tool in this research.

3.3 Research Scope

3.3.1 Study Area

Madina, a suburban settlement in the Greater Accra Region was chosen as the geographic scope for the study due to time and budgetary constraints. Also, Madina was chosen as the area of study because, it is one the fastest-developing settlements in Ghana residents of different ethnic and widely different occupational and educational backgrounds (Ghana Statistical Service, 2015).

3.3.2 Description of Target Population

The target population for this research, which the sample was drawn from, includes all apprenticeship trades in the Madina Municipality in Greater Accra Region, Ghana. The population was further narrowed down to four (4) apprenticeship trades in Madina due to the lack of data on the location of the apprenticeship business and time constraints.

The apprenticeship trades include; auto mechanic, carpentry, hairdressing, and dressmaking. These trades were chosen by the researcher for this study because mechanic, dressmaking and carpentry are the trades that train the most apprentices in Ghana according to the Ghana Living Standard Survey Round 4 (GSS, 2000).

Palmer (2007) in his work, “Skills Development, the Enabling Environment and Informal Micro-Enterprise in Ghana” conducted a similar research in the Ashanti Region in Ghana using the distribution of apprentices in apprenticeship trades by trade and sex.

His findings were similar to that of GSS (2000) which highlighted Carpentry, mechanic and dressmaking trades as the most prevalent trades that trains apprentices. While the GSS did not account for hairdressing, his work showed that, the hairdressing trade trains about 20% of apprentices (Breyer, 2007).

This informs the reason for the selection of this sample aside the composition of equally represented gender types which is evident in the trades chosen. The mechanic and carpentry trades are male dominated while the hairdressing and dressmaking trades are female dominated even though the dressmaking trade mostly has mixed gender types. Also, the fact that these trades require some form of technological skills was another reason that informed the researcher to select these trades.

3.4 Description of Sample

3.4.1 Sampling Strategies

The study used a combination of the quota and convenience sampling as sampling strategies to obtain the sample for the research. In Madina where the research took place, there are not well properly defined sampling frames. This made quota sampling one of the best choices to use as a sampling frame. These sampling strategies were chosen because of time and budgetary constraints as quota and convenience sampling saves time and cost.

3.4.2 Sample Size

Using the quota sampling, a sample of two (2) apprentices and the master were to be interviewed from 2 businesses of each of the apprenticeship trades: auto mechanic, hairdressing carpentry and dressmaking. The convenience sampling strategy was used as the sampling strategy

for the face to face interviews in the research. All apprentices interviewed were apprentices who have stayed more than 3 months in the trade.

During the research, the researcher was not able to interview the number of participants as identified for the study. 17 out of 20 respondents were interviewed in the trade. Some respondents refused to take part in the study. Most of the businesses had only one apprentice. Other businesses in the carpentry trade especially, had no apprentice.

Table 1. Distribution of Respondents in the Research

Role/ Gender	Informal Apprenticeship Trades				
	Hairdressing	Dressmaking	Mechanics	Carpenters	Total
Masters/Madams	2	2	2	2	8
Apprentices	3	2	3	1	9
Male	0	0	5	3	8
Female	5	4	0	0	9

3.5 Data Collection Process

3.5.1 Data Collection

This research used face to face interviews to collect data from the participants in the study. This method was used by Forkouh et al. (2014), a scholar who did work on the relationship between masters and apprentices in the apprenticeship system in the Brong Ahafo Region in Ghana.

In addition, drawing insight from literature, interviews were used for data collection as literature suggests as the ideal tool for leadership related studies (Burns, 1978). According to Burns (1978), this will help understand or have a deeper insight into the experiences and exchanges that

occur between the leaders and followers. In this research, the semi-structured interview approach was used as the specific data collection tool which covered key questions the researcher sought to answer not limiting the researcher to ask questions which might be relevant for the study during the interview.

The participants in the study signed a consent form to give to show their approval in participating in this research. The consent informed participants about the purpose of the research, how their responses will help the outcome of the research and how the findings affect them directly or indirectly. In addition, the permission of the respondents was sought for the interviews to be recorded for easy collation of responses.

3.5.2 Data preparation, collation, and processing

A pilot study was conducted to ensure that the intended data for the research is being collected. The interviews carried out were transcribed into a Microsoft Word document. The researcher used word and phrase repetitions as well as intuition to categorize the responses into themes which helped the researcher to analyze the data thematically.

3.6 Data Analysis

Analyzing data in a qualitative study primarily involves identifying the data collected, examining the data, interpreting the data into themes and drawing out patterns and relationships in the data (Pellinstitute, 2016). Thematic analysis was used in this study to draw patterns and relationships in the data to answer the research questions in the study.

3.7 Validity and Reliability

According to Golafshani (2003), a study is reliable when the results of the study represent the total population being studied and the results are consistent over a period. Nunnally (1978) on the other hand explains validity as the relevance of the research elements used in the study.

In this study, the researcher will ensure that the apprentices interviewed have worked in the apprenticeship trade for at least 3 months to make the data collected more reliable. Also, the researcher will carefully transcribe data collected and ensure that there are no errors and no assumptions made in the collation and analysis of the data.

3.8 Ethical Consideration

The research proposal for this study was reviewed and approved by the Institutional Review Board of Ashesi University College. The institutional review board reviewed the intentions of the researcher and procedures used by the researcher to collect data.

Moreover, the researcher ensured that the full consent of participants in the study is obtained prior to the interview and the protection of the privacy of the participants assured. The researcher also disclosed to participants their ability to terminate the interview if they wished. Finally, the details of participants in this study was treated with confidentiality.

3.9 Limitations

During the study, a major limitation encountered was interviewing apprentices in the presence of their masters/madams and sometimes seniors. During the study some of the apprentices available had duties they were carrying out hence it was difficult to have a private interview outside the premises of the master or trade. This influenced some of the responses as some apprentices could not genuinely provide honest responses to the questions asked because their masters/madams were present. This could possibly cause some biases in the feedback received.

Additionally, some of the trades did not have enough apprentices to be interviewed which made the researcher interview apprentices from more than two trades instead of limiting it to two trades. This also affected the number of apprentices interviewed in the study. Most of the trades interviewed, especially dressmaking and hairdressing, had only one apprentice and sometimes due to time constraints and availability of the madam, the researcher could not interview the madam/master in the trade.

Besides, the interviews conducted for this study was in Twi, a language spoken in Ghana. This was a limitation in the study because it was difficult for the researcher to translate some of the ideas and questions from English to the local language, which could hinder the understanding of the respondents and interfere with the responses during the interviews.

It is important to recognize that this study cannot be generalized to the entire population because the sample used for the research is not representative of the population. In addition, there is very little literature on the subject being explored which made the review of literature difficult; presenting information that might be old.

CHAPTER FOUR

FINDINGS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents findings which were obtained through analysis of the data collected using semi-structured interviews to answer the research question outlined in Chapter 1. The research investigates how the structure of organizational leadership in four chosen apprenticeship trades in Ghana facilitate the growth of apprentices to be effective madams or masters to expand the apprenticeship sector. Results ascertained from the 17 semi-structured interviews are discussed to address and explore the research questions guiding this study.

In the research, three primary sub-research questions were used as the basis to design the data collection and data analysis of this study. The specific sub-questions were: (i) Is the informal apprenticeship sector in Ghana able to transform apprentices to become effective masters by developing their potential as leaders? (ii) What is the nature of the relationship between the master and apprentice? Is it dominance or servitude? (iii) What factors influence organizational leadership in the apprenticeship sector?

The findings are presented via various themes to provide a foundation for the discussion of the results to address the research questions. The themes identified were: mode of duration and learning in the apprenticeship trades being studied; gender dynamics in the apprentice trades; recruitment process in apprenticeship trades; structure of leadership in apprenticeship trades; challenges of masters and madams in the trades; challenges of apprentices; growth realization in the apprenticeship trades; evolution of apprenticeship trades and the influences of organizational leadership in apprenticeship trades.

4.1.1 Interviews

Semi-structured interviews were conducted to investigate this organizational leadership in informal apprenticeship systems were used as data collection tools for the research. The researcher interviewed 17 made up of 9 apprentices and 8 masters from 8 business among the 4 apprenticeship

trades in the study. It is important to note that the respondents from the apprenticeship trades were chosen from at least 2 apprenticeship trades to get a broader perspective and different experiences to explore how the various experiences intersect across the trades. This sample was chosen to make room for trades that had only one apprentice in the business.

4.2 Structure of Apprenticeship Trades

4.2.1 Mode and Duration of Learning

The study provides insight on the mode and duration of learning to understand how knowledge is imparted in the four apprenticeship trades under study

The apprentice mechanic

In the mechanic informal apprenticeship, learning occurs when there is a job to do for a client. Without available jobs like changing oil, repairing breaks and other duties, the apprentice does not learn anything. When there are jobs to do, the apprentice stands by his senior and learns by watching. The apprentice only gets the opportunity to try it when the senior thinks the apprentice has been fully equipped to learn the trade. During the day when there is no work to do, apprentices play games among themselves or rest.

In the mechanic trade, apprentices do not learn directly from the master as compared to other informal apprenticeship trades in this study. There is a hierarchical structure where knowledge is transmitted primarily from the seniors down the chain to senior apprentices to junior apprentices and ultimately to novice apprentices. Apprentices only get to learn from the master if the work available is complex and requires that the master attends to it. However, the master typically acts as a fatherly figure in the trade to ensure the right things are done. It is expected that he is approachable and will listen to, help and advice apprentices about their struggles.

It takes about four years for the apprentice in the informal mechanic trade to finish learning the trade. This long training period is associated with the mode of learning which relies heavily on available work. Despite these number of years which is expected of the apprentice to finish learning the trade, many seniors stay longer in the trade for more years even though they have acquired all the necessary skills because of their inability to raise capital and acquire land to start their own mechanic business

The apprentice hairdresser

Just as apprentices in mechanic trades learn by watching, apprentices in the hairdressing trade also use a similar mode of learning but this is complemented by constant practice to build skills faster. When an apprentice is recruited into the hairdressing trade, the apprentice first learns the names and use of the hair cream and tools for the trade. She then proceeds to learning and practicing different hairstyles using a dummy adorned with fake hair which they are required to purchase before entering the trade. As the apprentice practices, the madam (master) in the trade reviews it or appoint a senior to review the progress of the apprentice. When the madam realizes growth and alacrity she allows her to move on to the next stage.

This finding in the study shows how intentional madams in hairdressing trades are in building the skills of their apprentice. It suggests that the tutors in the trade follow a well-structured guideline with proper supervision and feedback. In this trade, the apprentice works closely with the madam than in the mechanic trade between the apprentice and his master.

In some hairdressing trades, there is only one apprentice. The madam becomes the trainer which gives the apprentice the chance to learn from someone with a higher experience as compared to learning from the senior. If the madam has more than one apprentice in the trade, the new apprentice

or less apprentice learns from the senior. With more seniors in the trade, the apprentices can get a broader perspective as she gets to learn from more people.

In comparison to the mechanic trade, the hairdressing informal apprenticeship trade takes less number of years to learn. The training period takes about 2 years and 6 months. However, the apprentice is expected to learn the basic skills of the trade between 3 and 6 months in the trade. At the end of the period of training, the apprentice can decide to work for pay with her master or start her own trade. The difference between the hairdressing trade and mechanic trade is that, with the hairdressing trade, minimum capital is required to start as compared to the mechanic trade.

The apprentice dressmaker

In the dressmaking trade, mode of learning the trade does not rely solely on just watching just like the hairdressing trade. This trade demands a lot of practice and a deep level of thinking and having meaningful conversations about the work with the madam or the senior. This is because the dressmaking trade is always evolving with ideas. Some madams are open to sharing thoughts and open to learning which makes the apprentice feel involved in the trade.

Even though the apprentice learns so much in this trade at the working space, the dressmaking trade has an association that brings all apprentices and madams together to share ideas, share their challenges, and learn new things. This environment created by the association is a powerful tool that enhances learning in the trade because the apprentice feels more comfortable and can ask relevant questions related to the trade. Apprentices who belong to this association meet every two weeks. At the end of their training as apprentices, they are required to do a mock (a practical exam) before they can graduate.

In the dressmaking trade, apprentices are closer to their madam than in the mechanic trades. There is better supervision in the trade than in the mechanic trade. Just like the hairdressing trade,

the madam gets the opportunity to directly evaluate the work apprentices do and access their performance. In the dressmaking trade, the duration of training is 3 years and 3 months. The apprentice learns the trade for 3 years and then serves her madam for 3 months with the skill she has acquired. Many apprentices who graduate from the hairdressing trade start their own businesses with just a sewing machine. It is easier to start a business as a qualified dressmaker since it requires a capital for a sewing machine.

The apprentice carpenter

The carpentry trade is one of the trades in the informal apprenticeship sector that has been in existence for decades but seems to be in decline despite the booming construction industry. During the study, it was difficult to find informal carpentry business and there very few apprentices in the trade. The masters interviewed during the study revealed that the apprentice learns by doing what they are told to do which differs from learning by watching and doing. Apprentices are just told to work in a particular way and they perform their tasks in that accord.

Learning in this trade is very easy according to the masters since it follows obeying simple instructions. There are many processes in the trade which demands thinking, calculations, and paying attention to details. Master carpenters have very few apprentices hence closing the gap between masters and apprentices in the trade. Apprentices can ask questions freely and learn directly from their masters. The apprentice in the trade tends to pick up many attributes from the master because of how close they work together.

The informal carpentry trade trains apprentices for 3 years. After which the apprentices are fully equipped to start their own carpentry business. The carpentry trade like the mechanic trade requires a larger startup capital to buy tools and land to be able to start a very profitable business.

Many apprentices after the trade work for their masters for pay to make a living and cater for their families until they can raise capital to start their own business.

4.2.2 Gender Dynamics

The mechanic informal apprenticeship trade is a male-dominated trade which is usually made up of only men. A master interviewed in the trade explained saying;

“The nature of the mechanic trade as there is little automation requires some muscles and a certain level of strength according to the master interviewed in one of the trades.” (Master in mechanic trade).

Besides, the master added that no female has shown interest in the trade since he became a master because of the perceived nature of the trade. The master shed more insight by explaining that,

“For instance, the nature of the trade demands that one lies under auto vehicles and this is what might not attract women.” (Master in mechanic trade).

The hairdressing trade, unlike the mechanic trade, is mostly dominated by women. This is because of the gender of clients they interact with most. Men do not opt for this field because almost all the customers are female. The nature of the trade encourages a deeper connection between the madam and her apprentices.

The dressmaker's trade, on the other hand, is not specific to one gender like the other trades in this study. While the trade is more dominated by women, there are a few men who are in the dressmaking trade. However, people who make clothes for men are referred to as tailors why those who make clothes for women are referred to as seamstresses.

According to the findings of this research, the carpentry trade is male-dominated. The trade does not attract females because of the nature of materials used in the trade. Carpenters do a lot of lifting as there is almost zero automation. This could be a reason why some women might not be attracted to the trade as the Ghanaian sense of beauty in women frowns on a muscular woman.

4.3 Relational Learning

This study explored the relationship between the parties in the 4 apprenticeship trades. According to the findings, relationships in the trade is one of the major drivers for the growth of the trade and the ability for the apprentice to learn quickly to be an effective master. The findings revealed several actions of masters or madams and apprentices and their apprentices which built long lasting and meaningful relationships for progress of the trade and training of the apprentice.

According to the findings of the study, apprentices have access to the huge wealth of knowledge if their master begins to trust them. The success of the apprentice in learning the trade effectively is highly dependent on how much the master trusts the apprentice and sometimes how much the senior trusts the apprentice. In the mechanic trades, the master teaches the apprentices he trusts more about the trade like servicing an engine. As one of the senior in the mechanic trade puts it during the interview saying,

“If the master does not trust you, you cannot learn the job.” (Senior apprentice in mechanic trade).

This means that the madam or master tends to delegate tasks and assign the apprentice he or she trusts the most to do more work than the other apprentices. This gives the apprentice more experience and the opportunity to develop his or her skills than the other apprentices. This shows the value of building relationships and building trust among parties in the informal apprenticeship mechanic trades to develop skills.

According to the interviews, to gain your trust of your master is to be respectful, open and honest. A madam or master in the apprenticeship trade becomes more approachable if he keeps a smiley face with his apprentices which fosters relationship building in the trade. One of the general rules in the trade is to respect your seniors. This is how you win the admiration of seniors to be taught;

“Maintaining relationships in informal apprenticeship trade is important because it opens the apprentice up to share her struggles and her challenges to make them grow”. (Madam in dressing making trade).

4.4 Recruitment Process for Apprentices in the 4 Apprenticeship Trades

In the mechanic trades, informal apprenticeships receive new recruits from the parents and guardians of the new apprentices. Very few apprentices entered this trade from a place of self-motivation. Most of these apprentices enter the trade because they dropped out of school or they could not continue their schooling. Aside poor academic performance discouraging apprentices from moving to the next level on the educational ladder, one of the most prevalent cause to school out or lack of continuity is because of poor families who cannot cater for the fees of their wards.

The least age to enter the mechanic trade is 15 according to the masters interviewed. While this is the least age, masters also consider if the new apprentice is physically fit to do the job. Deducing from an interview with the master, the mechanic trade requires carrying heavy metals and demands some strength. Therefore, a new apprentice should have had some form of senior high school education or should have an age that is equivalent to being in the senior high school.

If a master accepts an apprentice, the apprentice is expected to pay an amount of money to the master and to the seniors in the trade (this is so because the seniors are the ones to teach the apprentice in the trade). The apprentice also provided items like drinks to the master who shares them to the seniors and juniors in the trade and keeps the rest to himself.

Recruitment in the hairdressing trade requires that, the apprentice buys application forms from the madam and agrees to follow rules and regulations in the trade. The age range for apprentices in hairdressing trade normally starts at age 17. Most of the apprentices recruited in the informal hairdressing trade dropped out of school or could not continue due to poor academic performance or inadequate finances to continue school. Some of the apprentice indicated they

joined because that was their interest. Others joined because it was recommended by their parents or families as the next step in their life journey.

Before recruiting the potential apprentice, the madam explores ways to determine if the apprentice is ready to learn the trade before she confirms that she has been accepted into the trade. She does this by asking questions and finding the motivation of the apprentice for joining the trade.

In the dressmaking trade, the procedure for recruiting apprentices is very similar to the hairdressing trade. Just as it is done in the hairdressing trade, the madam here also intentionally asks the potential recruit why she wants to join the trade. She tries to find out motivation which is very important as described by a madam in the trade.

“Many apprentices are forced into the trade by the families. These apprentices are not able to learn the trade because they do not have the inner motivation and passion for the trade.”

(Madam in dressmaking trade).

This explains why a madams' first reaction to an apprentice in the trade is to investigate her motive for signing up to learn the trade. Thereafter, the new apprentice buys a form, fills it, and buys listed items and presents it to the madam as a requirement in the trade.

The carpentry trade follows a similar recruitment like the mechanic trade. Many apprentices in the carpentry trade are those who have a strong passion for the trade or find the trade very attractive. The nature of the trade does not attract many apprentices as mechanics and the other trades in this study. According to the masters in the trade, one does not have immediate access to continuous revenue like the other trades under this study. However, an attractive profit is made at the end of every project which takes days to complete.

When the training of the apprentice comes to an end, there is a formal procedure which the apprentice adheres to, to formally bring the apprenticeship training to an end. The apprentice is

required to compensate the master or madam for the training with food, drinks, goat, money (for hairdressing and dressmaking trades, to be granted the permission to be a graduate of the trade. This is called "me pore me ho" in the local Akan dialect in Ghana. Inability to secure funds to appease the master or madam to graduate keeps many apprentices as apprentices for a very long time.

The apprenticeship training is terminated if the apprentice decides to stop the trade willingly. The apprentice after coming to such decision politely informs his or her master or madam about the decision. Also, apprentice trades can be terminated if by the master or madam if the apprentice continually show signs of disrespect after receiving several reprimands from the master. Moreover, the apprentice relations can be terminated if the apprentice engages in any corrupt act or steals items in the trade. These termination policies apply in all the 4 different trades in this study.

4.5 Structure of Organizational Leadership in Apprenticeship Trades

This study revealed that there are various levels of authority or leadership that exists in each of the four trades. The training process in the apprenticeship trades rely heavily on the levels of leadership. According to the findings of this research, the organizational structure in the 4 four apprenticeship trades is made up of 5 levels. The levels from an ascending order include; less apprentice, junior, senior, senior (on pay) and master. The apprentice recruited in the apprentice trade goes through these 5 stages provided the apprenticeship trade has 3 or more apprentices and there is flexibility of working for the madam or master after the training period. This means that the structure of organizational leadership permeates across all the 4-apprenticeship trade in this study.

In the first stage in the informal apprenticeship journey, the young adult is referred to as less apprentice or the 'last boy' in mechanic trades, which means fresh child in the trade. This apprentice over the years rises through the ranks from less apprentice, to junior apprentice, to senior apprentice and finally to senior on pay if he decides to stay in the trade after the training. This decision must

be approved by the madam or master. As more seniors come to the closure of their trade, the more the chances of the apprentices in the various level to be promoted.

One of the masters in the mechanic trade during the interview stated that,

“to grow in the ranks, it is dependent on the number of seniors in the trade, and sometimes some seniors in the mechanic trade stay as long as 18 years in the trade because of reasons such as financial difficulty, unavailability of land and courage to start their own workshops”.

(Master in mechanic trade).

This suggests that, there are no laid down policies in some of the apprenticeship trades like the mechanic trade that guide when apprentices should end their training. This has a potential to retard the growth of confidence in the other apprentices in the various levels in the trade because they find themselves at one position for a long time and end up being demotivated in the trade.

In the first level as a less apprentice, the apprentice performs menial jobs like running errands, sweeping every morning, washing clothes of the other apprentices in the other levels. The apprentice moves into the next stage where he is referred to as a Junior. As a junior, he continues to learn to use tools, perform small jobs for clients and support the master and other seniors perform jobs that require extra hands in the trade.

The apprentice moves from the junior to the senior stage after acquiring several years of experience in the trade. At this stage, the master trusts the apprentice's ability to meet the needs of clients. At this stage, the master of the trade assigns less apprentices to seniors, so they can be mentored. The seniors act as tutors who train the apprentice by performing while apprentices watch, directing apprentices and interacting with apprentices on issues related to the trade. In the mechanic trade, the senior goes everywhere with the less apprentice with the goal of training the apprentice to become like him. The findings of the research showed that seniors in apprenticeship trades are

motivated to train their apprentices because they were once in their position. As a senior, the apprentice starts to prepare to bring his training to a closure.

4.6 Challenges of Madam/Masters in Apprenticeship Trades

According to the findings of the study, one of the greatest challenges masters and madams face is teaching the apprentice. Some apprentices are very slow at learning and will repeat the same mistakes over and over. According to the masters and madams interviewed, it becomes difficult as a leader to constantly repeat what you have said.

Another challenge is the passion and interest of some of the apprentices. Some masters and madams struggle to impart knowledge into the apprentice as it seems clear in many instances that the apprentice was forced by his or her parents to learn the trade. This discourages the trainers in the trade as they begin to feel they have wasted time, effort and energy in teaching the apprentice the trade which could potentially affect new apprentices who might be more serious and want to learn the trade.

Also, masters and madams in the trade narrate that, teaching apprentices who are starving does not yield positive results. Starvation in apprenticeship trades is one of the prevalent challenges apprentices which also becomes a challenge for master/madams in executing their tasks. It makes learning process lengthy as many apprentices lose concentration easily.

“Many apprentices do not have families that support them which makes them go hungry. It makes your duty as a madam or master difficult to perform”. (Madam in hairdressing trade).

Sometimes, masters and madams have challenges dealing with the attitudes and habits of some apprentices. While the laws of the state prohibit heads of apprenticeship trades from hitting them and severely punishing apprentices, masters are mostly not sure how best to discipline the apprentices to stop habits that do not help their personal growth.

4.7 Challenges of Apprentices in Apprenticeship Trades

One of the main challenges highlighted in the research that apprentice face is their ability to afford a meal in a day during their training. Many apprentices struggle to afford meals especially as a less apprentice who cannot work for clients during their first to second years in the trade. Most apprentice do not receive money for food from their parents.

Some of the female apprentice during the interview shared that they rely on their lovers who support them with money for food. Other apprentices sell on the streets during on weekends to raise funds to acquire food during the week.

According to the findings in this study, many apprentices drop out of the trades because of the struggle to acquire money to afford meals. As some complained explained, it becomes difficult to concentrate on what they are learning because of how hungry they become which confirms the madams' assertion. Another challenge apprentices face which was prevalent in the research is unavailability of tools to be used by apprentices to learn in some of apprenticeship trades like the mechanic and carpentry trades. The learning process becomes lengthy as tools required to learn the trade are not available retarding the grow of apprentices during the training.

“a lot of apprentices cannot learn because there are no tools”. (Master in mechanic trade).

4.8 Growth Realization in Apprenticeship Trades

This study also explored the actions of leaders and how it contributes to the growth of the apprentice to become an effective master. All apprentices interviewed from the four trades recognized the growth they have experienced since they entered the trade. According to one senior apprentice, the master sends him because he wants him to get more experience. One of the paid seniors in the trade added that,

“in the apprenticeship trade, a lot of patience is required to learn the trade. That is how apprentices grow because the trade becomes very difficult to stay in”. (Paid senior in mechanic trade).

Also, apprentices who listen attentively and show respect to his seniors have a higher chance of experiencing growth.

“My master gives me breaks. Sometimes he calls me that there is work and it is you I want to teach because of how much I respect him”. A senior apprentice narrated.

The growth of apprentice in the trade is very dependent how seniors and masters handle apprentices when they are at fault. Masters who use severe punishments discourages the apprentice and cause them to stop the trade. It causes fear in those who stay, and does not help them learn the trade well, according to a senior apprentice. In addition to this, attributes like effective communication with the apprentice, respect, patience are traits that when masters exhibit, help the apprentices to grow and acquire relevant skills in the trade.

The motive of the seniors and masters in training the apprentice has a significant contribution to the success of the apprentice. Many seniors and masters are motivated to serve or teach their apprentice to become like them or better than them because of the pride and bragging rights associated with a highly skilled and successful apprentice.

The findings in this research also revealed, that madams or masters and seniors in the 4 apprenticeship trades which is being studied have a vision or plan for their subordinates and concerned about their growth. The leaders mostly have vision and they are proud about the development of subordinates. While the Senior maintains a vision about the development of their apprentice, they also demand discipline and humility from the apprentices to teach them.

Sometimes, the apprentices perform extra tasks like washing clothes, running errands to win the trust of seniors so they can learn as much as they can. Sometimes this is a challenge to the

apprentice because of the extra duties but also an opportunity to receive more training from the seniors. Even though seniors are to teach the apprentices, it is important to note that, they only teach the apprentice or apprentices in the trade when they are ordered to do that.

During the interviews, masters and madams showed with examples that they have a plan for their apprentice which they follow mentally. However, it changes based on the apprentice being trained. In an environment where there is constant interaction and new things to learn, apprentices always find a reason to be there because of the constant growth they experience each day in the trade. A senior apprentice added in an interview that,

“the more there is work for you as an apprentice, the higher your chances of growing”.

(Senior apprentice in mechanic trade).

Another activity which masters and madams do for the growth of the apprentice is to reason together with the apprentice about work and share ideas. This occurs mostly in the dressmaking trade and promotes growth in the apprentice greatly. According to a madam interviewed from the dressmaking trade, doing this makes the apprentice happy. She explained that,

“Sharing ideas with apprentices encourages apprentices to continue thinking about the trade and what they learn even out of the working space”. (Madam from dressmaking trade)

4.9 Evolution of Apprenticeship Trades in the Study

This study tried to investigate the evolution of the apprenticeship trades to understand and compare the effect of apprenticeship trades now to previous years using the experiences of madams and master as well as current apprentices in the 4 apprenticeship trades under study. According to masters interviewed, apprentices today are not very passionate about learning the trade as it used to be. Today many apprentices are seeking ‘quick money’ and would do anything to get money without focusing on learning the basic of the trade. It has made the duration used to learn the trade

longer. When a senior or a master is working, it becomes difficult to get some of the less apprentice around to help because they will be playing games or sleeping, a master passionately adds.

“There is a total difference between apprentice now and when we were apprentices”.

(Master in mechanic trade).

Furthermore, apprenticeship trades are now more flexible because apprentices are closer to masters or madams and can easily speak to them. Hence seniors cannot treat apprentices like slaves which used to be the norm in apprenticeship trade some years ago. This shows how stronger relationships in the apprenticeship trades have grown. The number of apprentices in informal apprenticeship trades now have reduced drastically. One master interviewed from the mechanic recalled that when he was an apprentice, he was among about 40 apprentices learning the trade. Today, many carpenters in the study that we sought to interview did not have apprentices and they associated it to the fact that everyone wants to attain a higher level of education. This implies that more young adults perceive levels of higher education as more attractive than the informal apprenticeship trade which is depopulating the informal apprenticeship trades.

The recent investment into providing free senior high school education in the country may reduce the size of the pool of applicants of apprentices in the informal industry even more. As such, the number of young individuals who sign up into the apprentice trades keep reducing leaving many carpenters no apprentices to work with. Other young unemployed adults perceive the apprentice trade to be difficult and resort to other means of making money.

4.10 Influences of organizational leadership in Apprenticeship trade

All apprentices interviewed mentioned that they will train other apprentices the same way they were trained and adopt the style of leadership of their masters when they become masters.

Apprentices tend to adopt the good traits they saw their masters and seniors portray other than the unpleasant habits.

While seniors and masters focus on portraying the good traits their masters and seniors had, apprentices unconsciously exhibit some traits which are not so pleasant which they picked up from those who trained or supervised them. This suggests that, the leadership and training style in the apprenticeship trade is highly recurring because of the direct influence of trainers and masters.

Additionally, friends of masters and madams in the same trade tend to have a profound influence on how they lead their apprentices. For instance, in the dressmaking trade, madam's who belong to dressmaking associations in their communities tend to learn and pick up leadership styles from their colleagues.

4.11 Discussions

This section summarizes the findings, synthesizes the results and draws insight that explains how organizational leadership in informal apprenticeship trades influence the growth of apprentices to be effective madams or masters. This section will also synthesize the results to draw out the nature of the relationship between masters, whether it is of dominance or servitude and how that leads to growth. The discussions will reveal later in the section whether the role of the informal apprenticeship system to train effective masters have been realized.

Moreover, the section will discuss the factors that influence organizational leadership in the apprenticeship sector based on the findings presented in the study. Finally, the study will use the theoretical framework as a lens to discuss whether organizational leadership in apprenticeship trades have been effective in training the apprentice.

From the study, informal apprenticeships have been a mechanism that absorbs school dropouts at the basic level (Fox and Gaal, 2008). While the sector has contributed to solving unemployment challenges by absorbing unemployed youths, the number of youths who sign up to be apprentice are continually declining as we see in the study. The apprenticeship trade has become less attractive due to the increase in government spending in education to use it as a strategy for economic growth (Anokye & Afranie, 2014). Anokye and Afranie (2014) discuss this finding in their work when they investigated the institutional dynamics and challenges in the apprentice training system in Ghana.

This research shows that organizational leadership in the informal apprenticeship systems have contributed positively to creating an environment for growth and learning in several ways. The findings from the study reveal that masters act as parent figures in the apprenticeship trade. Apprentices interviewed in the study described how close they had become to their masters and reach out to them if they have any issues. This allows the apprentices to feel comfortable in the trade because they begin to feel their masters are interested in their personal growth and development.

Additionally, the organizational leadership structure encourages mentorships which is a vital tool in creating an environment that fosters growth and learning. The organizational structure in informal apprenticeship systems allows the new apprentice to be mentored by the senior apprentice who has stayed longer in the trade. It allows the apprentice to settle in the unfamiliar environment and enables the apprentice to easily ask questions for a sense of direction. This enables values of the trade to be easily passed on to the apprentice to help them learn effectively.

Moreover, the various levels of the organizational leadership structure of the apprenticeship trade build resilience in the apprentices and cause them to be self-motivated. This enables them to work hard to acquire skills that will help to rise through the ranks. The levels of organizational

structure in the informal apprenticeship trade give the new apprentice a clear picture of what the end goal. This serves as a path that directs and motivates the apprentices to work hard, creating an environment for growth and learning.

Another important feature of organizational leadership in the informal apprenticeship trades is the delegation of tasks. The structure of leadership allows tasks to be delegated especially in the mechanic trade which fosters a sense of responsibility promoting growth and learning in the apprentices in the trade. This prepares them as they need to be ready at any time to discharge duties. Even though the delegation of tasks in informal apprenticeship trade is important in creating an environment for growth and learning, how tasks are delegated in some of the apprenticeship trades does not allow new apprentices to try new things and make mistakes.

Since apprenticeship trades like the mechanic and carpentry learn when there is a job available, it does not leave room for mistakes to be made. Hence, masters tend to assign the tasks to skilled seniors to perform while the less apprentice's and juniors learn from the senior until the low-level apprentices master the skill or are promoted. This hinders the ability to create an environment for growth and learning because apprentice does not get direct experience by doing rather they watch till they are certain they will be able to do it. This does not allow the apprentice to learn by making mistakes.

In addition to this, the length of stay of senior apprentices in the mechanic trade might discourage some apprentice in the trade because it lengthens the period which a less apprentice or junior becomes a senior apprentice. The longer senior apprentice stays in the trade, it does not make room for other apprentices to be in the position to learn as fast as they can. According to the findings, some seniors stay in the trade for as long as 18 years and this will discourage apprentices who look forward to learning the trade within a shorter period, so they can set up their own.

The findings of this study suggest that relationship building is an essential part of the apprentice training. Parties in the trade prioritize relationship building because of the role it plays in the apprenticeship training. According to literature, the relationship between masters and apprentices are of dominance than servitude. That is, masters are more self-conceited when training apprentice as they focus on the contribution the apprentice brings to the trade and to their personal lives rather than focusing on serving the apprentice in a way that makes them competent and successful masters.

To clarify, Forkouh et. al (2014) presents evidence from his work which supports this view by stating that master craftsmen act from a place of self-interest and ignores the need of the apprentice. It is interesting to note that the results of this study suggest otherwise. The findings of this study strongly contradict the literature as it shows in many ways how organizational leadership in apprenticeship sector contributes to putting the apprentice's interest and growth at the forefront of the apprenticeship training.

Firstly, the organizational leadership in informal apprenticeship sector can be characterized by service - the nature of apprenticeship trades, drawing insights from the findings presented. The structure of leadership in apprenticeship trades imbibes in apprentices the principle of service and this is regulated by the master or madam. One of the first actions masters or madams take when an apprentice gets into a trade is to assign them to juniors and seniors who mentor them, teach them and help them develop to be like them. Senior apprentices stated during the interviews that their goal in mentoring apprentices is to develop them to become like them.

Masters and madams who have structured timeline serve apprentices in a way that helps them to be equipped before the end of their training period. While the output of apprentices might contribute to the revenue of the trade, it was evident the research that masters and madams prioritized the growth of their apprentices. According to masters and madams in the apprenticeship

trades, the success of their apprentices brings them honor and prestige. Therefore, leaders in the trade delightfully serve by establishing mentorship and evaluation structures that will facilitate the growth of apprentices. Also due to labor laws, masters and madams deliberately ensure that tasks that apprentices perform are centered around the trade.

Furthermore, a major finding of the study that the success of the trade is built on trust is an evidence to suggest there is a relationship between masters and apprentices which can be defined as servitude rather than dominance. Trust in the apprenticeship trade suggests that, masters have the best interest of apprentices at heart and apprentices do same by being loyal and respectful in the trade.

Masters and madams respond to the loyalty and respect of apprentices by intentionally creating opportunities for apprentices to thrive. The most important person in this situation becomes the apprentices. This provides evidence that masters and madams are genuinely concerned about the growth of apprentices and they build relationships characterized by service that helps them to achieve that goal.

Moreover, in some mechanic trades and other apprenticeship trades, masters provide some money for new apprentices to cater for their meals till they become juniors who later work for clients to be able to afford meals for themselves. This is done by masters because of the awareness of the less apprentice's inability to raise funds to acquire food at the early stage of the training, especially if the apprentice does not receive any money for food from his parents or guardian.

While madams are not obligated to provide food for their apprentices, some madams willingly out of care support their apprentices by providing money for meals. Therefore, this study contradicts with the conclusion of the literature in relation to the kind of relationship between masters and apprentice. Also, while it may seem that the contributions of the apprentices end up in the pocket of the master, we cannot use that as a basis to conclude that relationship in the

apprenticeship trade is dominating. However, the study reveals clearly how much effort leaders put in to make apprentices grow which is a definition of service.

Organizational leadership in informal apprenticeship trades have been influenced greatly through many ways. The findings of this showed several factors that have led to how leadership in apprenticeship is being perceived by masters/madams, seniors, juniors and less apprentice's. One of the major influences of organizational leadership in apprenticeship systems is the structure of the high school system of education in Ghana which has influenced and continues to influence the structure of organizational leadership informal apprenticeship systems in Ghana.

While senior high schools in Ghana typically run for 3 years, informal apprenticeship trades in Ghana run for average about 3 to 4 years based on this research which the same findings the International Labor Organization (2011) presents in their work. In addition, senior high schools have categorized their students into separate groups which include; form 1, form 2, and form 3 which presents students who are in their first year, second year and third years respectively. The informal apprenticeship system has structures like senior high schools in Ghana.

During an interview, a madam in one of the dressmaking trades stated clearly that,

“the apprenticeship trade is just like the senior high school system, what is done there is also done here”. (Madam in dressmaking trade)

In this statement made, the madam was referring to the structures in the senior high schools. In the informal apprenticeship trades, the senior, junior and less apprentice are the three levels of apprenticeship based on the number of years spent in the trade and the skills acquired.

In addition, the findings revealed that leadership style of masters or madams is highly influenced who they served as an apprentice. While we recognized the advancement of technology and change in labor laws and the introduction of new ways of doing things, a greater part of the

leadership style madams and masters deploy to train their apprentice can be traced to how they received training from their masters. A master interviewed said;

“my master was open which I liked very much and helped me to learn the trade, so I have also decided to be open, so my apprentices can feel comfortable to learn the trade. Even though he was open, he was still strict and instilled discipline in us but now it is difficult to do that because of labor laws and apprentices get discourage such acts so the only thing you can do is to send them home”. (Master in carpentry trade).

This explains the great amount of influence on the leadership styles masters or madams adopt in their training. Though masters or madam’s traits through their experience as an apprentice, they also refuse to pick up some traits from their masters which they saw not to be beneficial. Hence, even though organizational leadership in apprenticeship is greatly influenced by what preceding masters or seniors have exhibited, masters or seniors have some room to decide what is important and not important to them.

Furthermore, the number of apprentices in the trade has an enormous influence on strategies masters adopt in the apprenticeship trade. Masters with few apprentices actively participate in the training the apprentice whereas delegating the training to seniors in the trade. Masters with more apprentices perform roles like advising apprentices, delegating tasks, managing the trade and giving instructions. Conversely, masters or madams with a few apprentices will be directly involved with the trade, teaching and mentoring apprentices, supervising and giving feedback. The roles of leaders in the trade change based on the number of apprentices in the trade.

Finally, this section will discuss findings of the study using the theoretical framework as a guide to assess whether organizational leadership in the informal apprenticeship sector is able to develop apprentices to be effective masters. According to the theoretical framework of this study,

the output of organizational leadership is proxied by the vision and motive of the master or madam which was established based on the discussion in the literature. This translates that, masters who serve without being self-centered and are interested in the growth of their apprentices to reach a destination which is their vision will effectively transform their apprentices into effective leaders.

In addition to the discussion above, the vision of the master will be reviewed using the following metrics: whether activities in the apprenticeship trades are planned and whether leaders have short-term and medium-term goals. The motive of the master, on the other hand, will be explored by reviewing the activities apprentices perform and why masters recruit their apprentices. According to Onasanya (1998), masters or madams in apprenticeship do not have a laid down plan and only teach when there is a job to do.

Meanwhile, the International Labor Organization (2011) also revealed in their work that masters or madams in many informal apprenticeships do not have a structured outline to train apprentice and do not have any material. Even though masters or madams do not have any reference material for training apprentices, the study showed that apprentices from the informal apprentice's trade in this study learn on the job before the end of their training period.

In an interview with a madam from the hairdressing trade, she contributes to answering the question of whether masters and madams in the 4 trades studied in this paper have vision. By adding that,

“every apprentice I accept in the trade I am able to know how fast or how slow she learns in the first 2 weeks of the trade. That will tell me what approach and methods to use, the structure of her training. The structure I use to train is dependent on the apprentice. Also, I know that by the end of 6 months of training, the apprentice should have learned all the styles in the trade.” (Madam in hairdressing trade).

This explanation suggests that the madam of the hairdressing trade is fully aware of the structure of and has an undocumented training plan which is adjusted to the specific trainee under training.

Although Onasanya (1998) describes the lack of structure in apprenticeship trades as one of the concomitant disadvantages in the apprenticeship sector, the findings of the study seem to contradict to his assertion as it suggests that there is an unwritten structure which masters and madams follow in training the apprentice. This finding was emphasized and confirmed when several apprentices interviewed in the study explained with clarity and precision the different stages of the training which was very similar to the description masters and madams provided.

Importantly, identifying the path or strategies in place which organizations follow is an essential component in assessing the existence of vision or set a goal in an organization (Bonnot & Walker, 2017). The study revealed several deliberate actions by madams and masters to lead the apprentice towards the goal of growing and acquiring needed skills to start a trade. The strategies include instituting an informal evaluation and monitoring plan which helped some apprentices receive feedback after their work to track their progress. Masters and madams in some of the trades set milestones for the apprentices which serve as a guide for the apprentice to reach the set goal.

Finally, how roles are assigned are deliberate measures to ensure that apprentices learn the trade to achieve the vision the master or madam has set. Madams in dressmaking trades will typically assign roles to their apprentices to perform with the aim of increasing perfecting the skills they have developed with the task. The role of the apprentice in the dressmaking trade could be making seams on a straight line. The apprentice then performs all sewing that demands seems to be made on a straight line to deliberately help the apprentice to perfect that skill in the trade.

The discussions above suggest that leaders in informal apprenticeship trades have a vision, that is they have a plan and have short-term to medium-term goals. This contradicts with the conclusion in the literature regarding leadership in apprenticeship trades.

Motive, the second component of the framework used in this study, is investigated by evaluating and analyzing the reasons why masters or madams recruit apprentices and the activities apprentices perform to tease out organizational leaders in the informal apprenticeship sector have the right motive for the development of the apprentice. According to the literature in this study, masters, and madams do not have the right motive required to effectively develop the apprentices into effective masters. Fourkough et. al (2014) argue that the self-interest of masters in the trade causes the masters ignore the needs of the apprentice. They state in their work that, apprentices in the trade are used as cheap labor who satisfy the desires of the master of the trade.

Fourkough et. al (2014) also add that the parties in the trade have different interests which do not enhance cooperation. They provide evidence that there is a negative correlation between the interest of the masters and his apprentices as discussed earlier in the literature review. It is important to note that, Fourkough et. al (2014) study focused on only female apprentices and masters, hence it is not representative of all apprenticeship trades.

However, it was surprising to find out the strong and positive relationship that existed between masters and apprentices in the informal apprenticeship trades that were studied. The apprentices interviewed in the study suggested that the attainment of growth in the trade is because their masters or seniors have good intentions for them. According to one of the masters in the mechanic trade,

“we don't allow the new apprentice to do any other work apart from what it is required in the trade. Every senior in the trade is aware that making a less apprentice do things outside the trade could cause their dismissal”. (Master in mechanic trade).

This master ensures that the apprentice is focused on the trade without losing interest in learning the trade is important to him.

According to the findings, the less apprentice starts each day by sweeping the workplace, and then they assist seniors in the trade as they learn from them or receive instructions for training in the day. The study encouraged the apprentices interviewed to describe each of the activities they performed in the training which revealed the deliberate effort by masters or madams and seniors, to ensure that the training drives growth in apprentices.

During the study, it was clear that some masters went beyond their call of duty to provide meals for their apprentices. Most of the leaders in the trade explained that they wanted their apprentices to be comfortable because they see the apprentice as one of their children. As explained in this paper, seniors and masters attain a good name with the number of apprentices they train successfully. This motivates them to give their best in training the apprentice because one trait of a good master or madam is to retain his or her apprentices.

From the discussion, we see that masters in the 4-apprenticeship trade studied have a good motive aligning with the interest of apprentices, that is to receive the best training to attain growth and develop skills needed in the trade. This happens to be contrary to what literature propose. A madam's ability to have more apprentices and keep them attract customers because it portrays the madam in good faith. Customers show their dislike if the madam does not treat apprentices well by moving to another trade where apprentices do the job with happiness, because of how their masters treat them.

This assertion suggests that the reason for the difference between findings could be attributed to the awareness that masters and madams have developed. From the statement, madams and masters perceive that there is a positive relationship between creating an environment of growth of apprentices and customer patronage. During an interview with an apprentice in the trade, she explained that,

“customers prefer a madam with more apprentice because it shows you know the job. If you are a madam and you don’t have apprentice, you will not feel good because it suggests you don’t know the job and you are not a nice person to work with”. (Apprentice in hairdressing trade).

This suggests that customers in informal apprenticeship trade have been more mindful about how apprentice are trained, and it influences their decisions to choose a business that has created an environment for growth for apprentices with successful apprentices graduating than others. This is because masters/madams who have created an environment for growth for apprentices are able to attend to customers’ needs faster than those who have not because apprentices become highly skilled and they perform the tasks well and with happiness.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The effectiveness of organizational leadership and its influence on growth in the informal apprenticeship sector was evaluated through the existing structure of masters and madams in the apprenticeship trade and the strategies they implemented to aid training in the trade. In the study, the role masters and madam as parents in the trade was found to have a positive influence on the growth of the apprentices in the trade.

Apprentices became more comfortable in the trade if they could recognize the master as a fatherly figure through his actions or the madam as a motherly figure through her actions. In addition, the structure of organizational leadership which allows few apprentice's to be mentored by senior apprentices in the trade was a tool that stimulated growth and contributes to creating more leaders in the trade. Moreover, the study showed that the structure of organizational leadership allowed tasks to be delegated which served as a learning ground for many apprentices to grow.

However, the study informal apprenticeship trades like mechanic and carpentry have shortfalls in providing avenues for apprentices to practice and make mistakes since learning on takes place when there are jobs available.

The study explored the relationship that existed between the master and apprentices its implication in the apprenticeship trades. Though literature suggested that the relationship that existed between the master and apprentice is of dominance rather than servitude, the findings of this study stated otherwise.

The study revealed that service is one of the major characteristics that is emphasized through the structure of organizational leadership in apprenticeship trade. Also, the results of this study proposed that trust between parties is one of the major elements of a successful training in the apprenticeship trade. Apprentices who show respect and loyalty communicate to their leaders that

they can be trusted. This implies that the ability of the leader to be in a position of service is dependent on the respect and loyalty of apprentice.

Furthermore, this study which explored the influence of organizational structure in apprenticeship trade suggested that the apprenticeship trade is largely influenced by how senior high schools in Ghana is structured. It was also clear in the findings that, the leadership style of masters/madams was influenced by the masters/madams from which they learned the trade when they were apprentices. Additionally, it was revealed that, the style of leadership in apprenticeship trades is dependent on the number of apprentices in the trade.

In summation, the effectiveness of organizational leadership to impact the growth of apprentices was reviewed through the lens of the theoretical framework used in this study. Using the outputs metrics to determine whether leaders in apprenticeship trade have vision and motive, the analysis and discussion suggested that, organizational leadership in informal apprenticeship trades contribute to effectively training the apprentice into a leader by creating an environment for growth and learning.

5.2 Recommendations

As this study has established that organizational leadership in formal apprenticeship sector in the four trades studied have been effective in training the apprentice to become an effective master to expand the trade, it is important to consider several ways and actions that could complement organizational leadership in the apprenticeship sector to improve training and outcome of the trade.

1. One of the major factors that hindered senior apprentices in the mechanic trades from creating their own apprentices' business was the availability of land. Many senior apprentices stay in the trade for very long because of the unavailability of capital and land to start their apprenticeship trade.

Again, it is recommended that government institutions like the Ministry of Employment and Labor relations should provide land that could be used by qualified apprentices to start their own business to train more labor force and generate revenue for the economy.

2. According to the findings of the study, it is recommended that, not only should land be provided, but tools should also be provided to be used in the trades. In some of the dressmaking trades, apprentices have to buy their own sewing machines in addition to the money they pay to their madams before they can start learning the trade.

The huge costs of tools discourage most of the young individuals from entering the trade. Some of the apprentices in the trade do not have the right tools to be used in learning the trade. This slows the process and does not enhance the quality of training.

Policymakers should set up offices that provides tools for new apprentices in the municipality to learn the trade and pay for the cost in installments after learning the trade with no interest to encourage more unemployed individuals to enter the trade.

3. Based on the results ascertained from the trade, leaders in the trade structure to find the best means to ensure that the apprentices in the disciplined and committed towards the vision and goals of the leader. Masters/madams have tried to use several methods to ensure that apprentices are disciplined. Some of these methods have not worked very well. Others too are harmful to the apprentices as it causes pain.

It is recommended that policy makers research on the best practices to ensure that apprentices that are trained are disciplined and committed to the trade.

4. Lastly, many apprentices do not finish their training because of hunger and hence resort to fast ways of being able to raise money which might not be beneficial to the apprentice in the long run.

It is recommended that masters/madams in apprenticeship trades should provide at least 2 days off for apprentices to be able to sell or work part-time in other fields that could earn them some money to acquire meals while they learn the trade. This will help apprentices to be focused on what they learn.

5. One of the observations during the study was that some of the apprenticeship trades like the mechanic and carpentry trades had not been registered. Also, there was no formal documentation that should show that the master was qualified to run the trade. In addition, apprentices that are trained in the informal apprenticeship trades do not have an official document indicating that they are qualified in the trade.

Meanwhile, the jobs apprentices like mechanics do are very delicate since it deals with cars which could put lives at risk. Therefore, it will be important to have a document that certifies that an individual is a trained apprentice, so lives are not put in danger.

It is recommended that the government should ensure that all informal apprenticeship trades are registered and should provide them with formal documents that show that they are certified to render services to their customers.

5.3 Recommendations for Future Research

1. One of the limitations of this study was that some apprentices could not provide honest feedback because their masters/madams were present. To reduce bias and have more detailed results, an observational research should be conducted which to explore the

structures of the trade since this research sought to provide background to the apprenticeship trade.

2. Another area that deserves to be further researched is to conduct an empirical analysis of the impact of reference materials in informal apprenticeship trade to provide an evidence to inform decisions on whether reference materials should be encouraged in the apprenticeship trade.
3. Also, it will be relevant to conduct a study that investigates the relationship between customer loyalty to an apprenticeship business and the effectiveness of organizational leadership in informal apprenticeship trades to provide insight on how good leadership affects customer loyalty in informal apprenticeship businesses.

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Appendix A: Consent Form**Consent Form**

This research protocol has been reviewed and approved by the Ashesi University Human Subjects Review Committee. If you have questions about the approval process, please contact Chair, Ashesi University HSCR, (dsampah@ashesi.edu.gh)

You are being asked to participate in a research study of organizational leadership in the apprenticeship sector and how it empowers the apprentices to become effective masters. Please consider the information carefully before deciding to participate in this research.

Research Topic: Reimagining Organizational Leadership in Informal Apprenticeship Sector in Ghana: A focus on Auto mechanics, Carpenters, Dressmakers and Hairdressers.

Purpose of the research: The purpose of this research is to determine whether organizational leadership in the apprenticeship sector creates an environment for growth and learning to equip apprentices to become effective masters to expand the trade.

What you will do in this research: Our methodology for this research requires that you take part in an interview.

Time required: Participation will take approximately 45 minutes to complete.

Risks: There are no expected risks in this study

Benefits: At the end of the study, we will provide a thorough explanation of our findings at a presentation where a representative of your organization will be invited so they can collect the information, seek clarification etc. If you will want a copy of our findings as well, please provide your email address here:

.....

Confidentiality: Your participation in this study will remain confidential. The records will be kept private. If we tape-record the interview, we will destroy the tape after it has been transcribed which we believe will be after one month of tape-recording.

Participation and withdrawal: Taking part in this study is completely voluntary. You may skip any questions that you do not want to answer. You are free to withdraw at any time without penalty or loss of benefit.

To Contact the Researcher: If you have questions about this research, please contact: Derick Omari, a student at Ashesi University College. Tel: 0273469278, Email: derick.omari@ashesi.edu.gh.

You may also contact the faculty member supervising this work: Dr. Stephen Armah. Email: sarmah@ashesi.edu.gh

Agreement

The nature and purpose of this research have been sufficiently explained and I agree to participate in this study.

Signature:.....

Date:.....

Appendix B: Questionnaire for Apprentice**Interview guide**

Dear respondent,

This study is being conducted on the above topic for academic purposes and the researcher would be grateful if you could provide answers to the questions below. Please note that strict confidentiality is assured with respect to answers given, as facts are needed for academic purposes.

Questions for Apprentice

1. Why did you choose to be an apprentice in the trade?
2. What are your responsibilities in the trade?
3. Describe what a day looks like as an apprentice at the workplace?
4. What have you enjoyed doing as an apprentice?
5. What have you not enjoyed doing as an apprentice?
6. What are some of the challenges you face as an apprentice?
7. How do you know what you are going to do the next day?
8. How will you describe your relationship with your master/madam?
9. How you communicate what you do not like to your master or madam?
10. Tell me about a time where your master told you to do something you did not like?
11. How would you want your master to go about the training? / If you were a master what would you have done differently.
12. What would you change about your master/madam?
13. If there is any framework with regards to training apprentices, how would you describe the framework?
14. Does your master go beyond the framework in the apprenticeship training?
15. Describe instances where you think your master/mistress went beyond the framework and why?
16. What do you think are the strengths of the framework?
17. What do you think are the weaknesses of the framework?
18. What do you like about your master's/madam's approach to work?
19. Do you think your masters/madam's approach in the apprenticeship is making you grow?
20. How will you describe your growth?
21. What are some of the specific actions of your master that enables you to grow?

Appendix C: Questionnaire for Masters/Madams

Interview Guide

Dear respondent,

This study is being conducted on the above topic for academic purposes and the researcher would be grateful if you could provide answers to the questions below. Please note that strict confidentiality is assured with respect to answers given, as facts are needed for academic purposes.

Questions for Master/Madam

1. Why did you choose to train the apprentices you have?
2. How would you describe your relationship with your apprentice?
3. What are your plans for the apprentice in terms of their development?
4. How do you know if the apprentices are learning?
5. What are the responsibilities of the apprentice in the trade?
6. What does the apprentice do when there is no client?
7. How do you train the apprentice?
8. Why do you use the approach described?
9. Is there a general framework to how masters/madam train apprentice?
10. If there is any, how would you describe the framework?
11. Do you go beyond the framework as a master in your leadership?
12. Describe instances for going beyond the framework and why?
13. What do you think are the strengths of the framework?
14. What do you think are the weaknesses of the framework?
15. What did you learn from your master/madam as an apprentice?
16. Share the experience you had as an apprentice?
17. What didn't you like while you were an apprentice?
18. What specifically did your master/madam do that made you grow as an apprentice?
19. How different is your experience as an apprentice different from your current apprentices?
20. What are your challenges training the apprentice?
21. What do you want to see in the apprentice at the end of the training?
22. What have you put in place to ensure that you achieve your vision?

23. How do you choose apprentices to work on available jobs?
24. What are some of the challenges you face as a master/madam?
25. Describe what a day looks like as a master/madam in the trade?

Annex 1.0**List of common informal apprenticeship trades in Ghana****Food preparation and related trades**

- Food preparation and confectionery (bread, cakes, meat pies, pastries etc.)
- Beverages, (sachet water, cocoa/tea, cream, yoghurt, etc.)
- Catering and cooking
- Food processing (edible oil, palm oil, coconut oil, shea butter)

Traditional health service and related trades

- Funeral decoration, undertaker
- Landscaping
- Hospitality and tourism

Automotive trades

- Auto mechanic
- Construction machinery mechanic
- Marine fitting/boat mechanic
- Motor vehicle electrical/electronics
- Motor vehicle body repairs
- Bicycle mechanic
- Motor bike mechanic
- Vulcanizing

- Traditional birth attendant
- Herbal medicine production, herbalist
- Ice spiritualists, mallams, divine healers
- Traditional healers
- Fetish priests,

Personal/grounds service trades

- Butchers, fishmongers and related trades
- Hairdressing, barbering, beauty culture
- Janitorial, cleaning, laundry
- Distillery
- Floral decoration, interior designing and decoration

Electrical trades

- General electricals
- Electrical construction
- Electrical machine rewinding
- Radio and T.V. electronics
- ICT installers and servicers
- ICT user support servicers
- Web and multimedia developing
- Telecommunications
- Refrigeration and air-conditioning

Agriculture/fishing/hunting/ forestry trades

- Fishing, fish farming, aquaculture

- Hunting, palm wine/royal palm tapping •
Market-oriented mixed crop and animal production
- Agricultural machinery mechanic
- Motorized farm and forestry plant/chain saw mechanic
- Floriculture, horticulture
- Charcoal burning

Textiles, apparel and furnishing trades

- Tailoring and dressmaking
- Shoes and leatherworks
- Upholstery
- Textile designing/screen printing/Batik/tie and dye
- Traditional cloth making/weaving
- Orthopedic tailoring and seam stressing
- Orthopedic shoemaking

Transportation and material moving trades

- Driving
- Freight handlers, clearing

Creative and performance artists trades

- Artist and sign writing

- Sculpture, carving
- Graphic and multimedia designing
- Photography, multimedia production
(video/cassette) etc.
- Broadcasting and recording
- Actors/comedians
- Dancing and choreographing
- Musician, singer, composer
- Sports and fitness

Administrative/support services trades

- Estate agents
- Lotto operator
- Communication/business/
call centre
operator
- Pastors, evangelists,
prophets/preachers/religious workers

Building trades

- Painting and decoration
- Carpentry and joinery
- Furniture making

- Masonry/building and construction
- Building draughtsmanship, surveying
- Tiles and terrazzo making, block making, concreting
- Plumbing, pipe fitting
- Woodwork machining
- Spraying

Mechanical trades

- Mechanical machinery fitting
- Bench fitting
- Boiler maintenance
- Jewelling/goldsmithing
- Blacksmithing
- Lathe turning
- Welding and fabrication

- Office machines, business systems, mechanic and small engines repairs
- Metal molders, welders, flame cutters, steel benders

Other production-related trades

- Bead making
- Soap, pomade, cosmetics, perfume, hair, care products making
- Musical instruments, sound equipment making
- Craft and related trades (basketry, cane and rope weaving crafts)
- Glass, ceramics, pottery
- Printing and related trades
- Drilling

Source: International Labor Organization (2012)