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Synergy of Contemporary and Traditional Apprenticeship Learning Systems in Automobile Mechanic Works in Southwest, Nigeria

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Abstract

This study investigated the benefits of the synergy of contemporary and traditional apprenticeship learning methods in automobile mechanic works in southwest, Nigeria. Survey research was used with self-developed instruments by the researchers; it had 75 respondents with master craftsmen and learners from both formal and informal sectors. Mean and standard deviation were employed to answer the research questions while t-test tools were used for the research hypotheses. All the items of questions had statistical mean above the acceptance criteria, however, one out the three null hypotheses were rejected while two hypotheses were accepted in conformity with ethical criteria. Based on the findings and conclusions of the study, recommendations were given; need for synergy of contemporary and traditional learning methods, need for operational policy framework that will not only be formulated, but that will also be seen to be articulately implemented to the last letter among others.

Keywords: Benefits, Synergy, Contemporary Learning System, Traditional Learning System, Automobile Mechanic Works**.**

1. Introduction

Apprenticeship is a workplace learning system in specialized skill areas. It is a contractual arrangement, formal or non-formal between the learner and the master craftsman. It is formal if organized by an

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institution of approved standard, backed up by legal documents; e.g. Trade Centres, Technical Colleges, Training School operated by corporate organizations. In this case, there will be training policy based on learning curriculum, set period for training, trainers' standard, training facilities, training evaluation and certification of approved standard.

Whereas, traditional learning method is an arrangement which is based on native norms and occupational ethics. Traditional learning method is informal in many instances unlike the formal method. In most cases, as attested to in the works of (Ogbunaya; Bakare & Adelaja, 2010, Appolos & Gompas, 2020), learning programme approval is not sought, approval of standard is lacking, learning does not require written curriculum, trainers are seldom subjected to pre-practice competency test, learning facilities are not given legal approval, no specific learning period is enshrined while programme curriculum is not necessarily written or reviewed; training evaluation methods are through learning-observation-demonstration and ability to perform task while the master craftsman determines level of competence of a learner in his own judgment Ariyo (2021). Also, certificate awarded at the end of learning period is not transferable to further formal training or education as elucidated in National Policy on Education (FRN/NPE,1981)

The Southwest Region in Nigeria comprises six States of Ekiti, Lagos, Ogun, Ondo, Osun and Oyo, it is the commercial nerve-center of Nigeria, where vehicles of various sizes and makes are used for the transportation of passengers, goods and services since the early 60s to other parts of the country and the West-Africa's Sub-Region. Most these vehicles are imported as fairly used (or Tokunboh) in local parlance. Also, as technology advanced, the use of vehicles with contemporary technologies has necessitated the number of vehicle repair and maintenance job holders in the region. This study was carried out in Alimosho Local Government Area of Lagos State, Southwest, Nigeria, where socio-commercial activities are always are at their peak several hours every day.

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According to Giri (2011), automobile mechanic works is a global skill occupation that concerns the repair, maintenance and management of motor vehicles for economic, safety and legal compliance, this therefore, implies that to practice in this occupation area, certain general skill areas that are legally compulsory, technically required and ethically, aspiring job holders require adequate skill training irrespective of formal or informal method of skill acquisition in the various components that make up the vehicle, dealing with clients, purchasing parts, addressing conflicting issues, relating to the work environment and reacting to both technical and non-technical ethical issues This ethically means that motor vehicles that form the object of repair and maintenance in this instance are creations of global standard and quality control, but which are being locally managed and utilized in the different parts of the world as supported by the position in International Labour Organization-ILO (2025).

Characteristics of Traditional Learning System in Automobile Mechanic Works in Southwest, Nigeria according to Fafunwa (1994), began like family occupation, where male children join their fathers in occupations like blacksmithing, farming, woodcarving, hunting, carpentry, bicycle-repairs, auto mechanic works, basket-making, fishing, cloth-weaving among others. Female children would also join their mothers in trade such as hair-weaving, cooking, petty-trading among others. This assertion was corroborated in the work of International Labour Organization (ILO, 2012), that as population continued to grow, demand for the various products in communities, there was the need to increase number of occupation-holders.

Traditionally, formal education was not as popular as skill learning, in fact, some parents would not allow their children or wards to embark on attending elementary school, believing it was only a cost that would not bring foreseeable dividends. Therefore, many parents, especially in the sub-urban towns and villages took it as a populist decision to send their children to learn trades from close relations or those that could be easily contacted should they

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feel like seeing their children. Uwameiye; 2010) listed major objectives of traditional learning system in Automobile Mechanic Works as corroborated by Adeyinka (2020) as follows:

- Development of child's latent skills.
- Development of child's character
- Inculcating in the child, respect for elders and those in position of authority.
- Development of child's intellectual skills
- Acquisition of specific skills and development of good attitudes toward honest labour.
- Development to sense of belonging and encouragement to actively participate in the family and community affairs.
- Understanding, appreciating and promoting the cultural heritage of the family and community.

1.1 Characteristics of Traditional Apprenticeship System.

Traditional apprenticeship system in Southwest, Nigeria began from training children in the family-practiced crafts, later, learning children were sent to live and learn with family members or friends with great emphasis on discipline, character-building and concentration as explained in Adedun (2024) in his study on "Traditional Apprenticeship Learning Method Among the Yoruba People in Nigeria Supported in (Fafunwa, 1994) with parental authority and master craftsman's absolute control. However, the learning process largely depended on the following characteristics according to Fafunwa (1985) in Oshokoya (2002):

- Learning was mainly through observation and imitation
- There was no written curriculum for learning.
- Learning duration was determined by master craftsman
- No concerted payment for learning but apprentice lived with master craftsman
- No statutory approval for learning programmes
- There was intentional emphasis on character building and discipline
- Performance evaluation and certification at the end of training were arbitrary

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- There was freedom ceremony, where family members of learners, master craftsman with colleagues and friends gathered to wine, dine, pray for the graduating learner and read out post-freedom ethics concerning the master, clients, family members, colleagues and the community
- Feedback was through learner's stay-back to work with master after graduation and customers' consistent comments about him.
- Validation was exercised by master or senior colleagues

According to National Board for Technical Education-NBTE (FRN/NBTE, 2014), objectives of contemporary learning system in automobile mechanic works are to:

- Equip youths and adults with practical skills for employability, self-reliance and foster entrepreneurship and drive economic growth
- Bridge the skill gap by producing competent manpower for industry
- Provide lifelong skills in construction, maintenance, manufacturing
- Create self-reliant entrepreneurs
- Facilitate skill upgrading
- Build characters and ethics; among others.

Contemporary learning system is administered by approved trade centers, technical colleges, industry and private training centers. Additionally, contemporary skill learning system has the following characteristics among others:

- It is planned
- It has structured curriculum
- Learning duration is well defined
- Certificate awarded is legally recognized
- Learner's performance has evaluation criteria
- Programme review and improvement strategies are applicable
- Further formal learning is enabled

However, it has been severally observed that despite technological changes and need to update skill training for affective, cognitive and psychomotor knowledge in automobile mechanic works as globally inevitable, majority of the workmen in this occupation are still lacking in requisite contemporary skills, honest labour charges, sincere replacement of "claimed

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defective parts", true fault diagnosis and timely service delivery as agreed earlier, as corroborated by the National Board for Technical Education (FRN/NBTE, 2014).

These occupational anomalies have kept on recurring, being lamented and debated on the various media, while in some cases, it has gone to the point of either of physical confrontations, arrests by law enforcement agents and legal redress in the court of law (Appolos and Gompaer, 2020, Ajao, 2023). According to Ifechukwu (2025), many residents of Port-harcourt and Lagos have decried the increasingly low level of workmanship and corrupt practices of artisans and craftsmen in tailoring, automobile repairs, house equipment repairs and others through the various media. Their complaints ranged from low skill delivery, collecting more money to buy parts of lower prices and lower quality as well as continued failure to deliver works as and when agreed upon. The foregoing occupational anomalies have been attributed to the absence of effective and dedicated regulatory authority that will enforce structured approach towards accountability and ethical standards (Alsop et al, 2005)

These realizations are contrary to the study of Ogbuanya, Bakare & Adelaja, (2010) on skill competency needs for artisans and craftsmen in the 21st Century. Also, it is counter to the expectations of improvement efforts variously made by (FRN/NBTE, 2014, ILO; 2020; 2025, Appolos & Gomper; 2020) at finding solutions to the myriads of skill deficits being experienced from artisans and craftsmen in Nigeria in the various occupations; automobile mechanic works inclusive.

The International Labour Organization (ILO, 2010) emphasized the importance of skill and character up-scaling among the labour force in occupational areas, especially in developing nations where regulation and skill structural approach are either lacking or not taken seriously. This has been supported in the works of Lagos State Government (LASG/LASTVEB, 2010), Alsop et al (2005), UNESCO-UNEVOC (2015) and Olaitan (1999), who have variously, but unanimously decried the need for regulation of occupational

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practices among the Nigerian craftsmen in the various fields. These, according to them, will include but not limited to skills validation, competency approval, objective-based certification as well as monitoring and evaluation.

However, current emphasis on the exceptional use of contemporary learning methods for automobile mechanic works learners has exposed the deficit left behind from skill learning method transition. Character building and ethical compliance are important ingredients needed in occupational training without which other forms of learning efforts may be built on half-truth. This study aimed at examining the benefits derivable from the synergy of both contemporary and traditional methods of learning in automobile mechanic works as catalyst for sustainable ethical improvements, Southwest, Nigeria. There is scarcely any of the existing studies in this specific area that has dwelt on seeking such learning method synergy.

Statement of Problem

Practice in auto mechanic works ought to be carried with the ethical precisions it deserves, irrespective of where jobholders are trained, since a motor vehicle is a global technology. This is where the three domains of knowledge come in to play; the affective, cognitive and psychomotor Bloom taxonomy of knowledge (Bloom; 1958, LASG/LASVEB; 2010, London; 1973)

While research studies have variously revealed that "most formally trained automobile craftsmen and women in this study area lacked the requisite industry skills", resulting from various reasons; lack of industry-compliant training facilities, absence of competent trainers, parental backgrounds among others as asserted in the study of (Ajao 2023; Oviawe; 2020, Oke, Olakotan 2017).), who lamented further that graduates of technical colleges and allied formally operated institutions in Nigeria lack "industry-compliant skills", which has created troubling skill gaps, while informally trained automobile craftsmen in the study area according to Appolos et al (2020), NBTE (2022) have been too exploitative, lacking in affective and in cognitive competences; they abuse the fact

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that the auto repair informal sector which majority of vehicle owners depend on is dominated by informally trained craftsmen most of whom are bereft of honesty, values, feelings, concerns and pains of vehicle owners, using monopoly to exploit vehicle owners, to some extent, most of them also lack numerical and writing skills within the confines of their occupation that can help a skill upgrade needed in ICT-compliant technology of today (Ogbuanya, Bakare & Adelaja, 2010), who carried out a study on the skill and competency needs for electrical and electronic craftsmen.

These therefore, had created skill gaps in the three knowledge domains; affective, cognitive and psychomotor Adeoti (2024), formally trained people not having requisite problem-solving skills and the informally trained ones lacking mostly in affective skills; no honest service delivery, lack of delivery time compliance among others. The situation has also resulted in the use of foreign nationals, such as from Ghana, Togo and Republic of Benin, who are seen to be more honest and more skillful, leaving Nigeria with capital flight and seen as uncaring about improvement of necessary occupational skills for youth employment, social security, safety and economic purposes Ajao (2023), aside from causing social and legal issues.

This was the worry of the researchers prompting an inquiry into the benefits of synergizing both contemporary and traditional methods of learning in automobile mechanic works to possibly improve both skill and behaviours of the job holders in the study area.

Study Objectives

The main objective of this study was to find out the societal benefits of the synergy between contemporary and traditional apprenticeship system in southwest Nigeria. Specifically, this study sought to investigate the:

i. Technical skill benefits in the synergy of contemporary and traditional apprenticeship system in southwest Nigeria.
ii. Benefits of ethical behaviors aligning with known best practices.
iii. Benefits of community-compliant and fair labour costing.

Research Questions:

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1. What are the technical skill benefits in the synergy of contemporary and traditional learning systems in auto mechanics?
2. What are the best ethical behaviours expected of an auto mechanic works jobholder in this ICT age?
3. How best should fair labour cost be charged in today's occupational practice to influence learners' good attitudes towards money?

Research Hypothesis

1. There is no significant difference in the means responses of auto master craftsmen and learners on the technical skill benefits in the synergy of contemporary and traditional apprenticeship system.
2. There is no significant difference in the mean responses of auto master craftsmen and learners on the best ethical behaviors expected of an auto mechanic works jobholder in this ICT age?
3. There is no significant difference in the mean responses of auto master craftsmen and learners on the elements of labour fair charges applicable in today's occupational practice to influence learners' attitude?

Review of Literature

The literature review for this study was anchored on Albert Bandura's social learning theory-SLT (1953) in Raziel and Mohammad (2011) posited that people learn new behaviors, attitudes and emotional reactions by observing others within a social context, rather than solely through direct experience. This theory tried to balance the necessity of trainer as a model, the trainee as an observer with his mental process at work for learning result to be meaningfully determined.

In this theory, the principle was based on Observation, Cognition, Vicarious Reinforcement and Reciprocal Determinism. Learners learn by observing their trainers' or models' behaviours and the outcome of such behaviours. Also, learners are expected to pay attention to the behaviours of their trainers, have good memory retention and be able to reproduce the trainers' behaviours with self-motivation. Further, Bandura's theory emphasizes that learning occurs by observing the rewards or punishments

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others receive, rather than direct experience. The theory also postulated that behavior is shaped by the constant synergy between personal characteristics and environmental influences (Olaitan et al, 2024)

Razieh and Mohammad (2011) summed up the Bandura Social Learning Theory that three things interact to shape human behavior in learning; the thoughts, the determination that carrying out these thoughts will yield positive results and the picture of the reward from such positive results already in sight, however, if the picture of rewards foreseen is gloomy, then a disinterest is likely to prevail. Whereas, according to Maslow (1957), every human action is motivated by some driving forces which are likely to produce incentives from such an action.

Research Gaps

Bandura's Social Learning Theory did not clearly elucidate how learners truly learn by mere observation and how a learner is helped in a learning environment where bad behaviours are rampant. There is no clear explanation on which of the master's behaviours the learner should choose to emulate. This is so because, from some of the reviewed studies, there are a couple of negative behaviours that master craftsmen in the study area habitually engage in: dishonesty, working with wrong tools and methods, defrauding vehicle owners and some other forms of ethically wrong behaviours.

Because of cultural diversity, could Bandura's theory be applicable in the Southwest Nigeria's culture on this same subject? The theory is not explicit about cultural diversity as it may affect the regional application of the theory and national discipline history in the administration, management and regulation of human activities, especially as it regards the learning environments in skill craftsmanship, formerly or informally in the study area. There is therefore, major skill gaps in both affective and cognitive domains of learning.

Methodology

This study adopted descriptive research design for the work. Descriptive research

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design according to Uzoagulu (2011) allows data to be collected from respondents who are representative of the population being studied. Purposively selected from 350 population of master craftsmen (30 College-based and 320 workshop-based) were 35 master craftsmen or 10% comprising, 10 automobile mechanic works Instructors from government approved Technical Colleges (GTC Epe, GTC Ikorodu, GTC Ado-Soba, GTC Ikotun) where automobile mechanic works' programmes are offered with 25 workshop practicing master craftsmen. Also, 10% or 20 auto mechanic works' students from five Technical Colleges and 20 workshop apprentices from learners' population of 400 learners were purposively selected from the college and workshop respectively. Master craftsmen were the registered ones with official records from their trade union in Alimosho Local Government of Lagos State. All the workshop practicing master craftsmen selected had basic education, college education or higher education as purposively selected.

Two Research Assistants worked with the researchers for distribution and retrieval of survey instruments, which were validated by experts in the field. The Assistants were enlightened on how to discharge their functions properly. With the corporation of the respondents and dedication of the Research Assistants, seventy-five (75) copies of the questionnaire comprising three section, A, B and C, each section having 10 items of questions were given out in the study which were fully retrieved; this represented a 100% rate. Purposive and Random sampling by were used to select 75 respondents; the workshop learners were from different locations within the Local Government of study in the workshops; auto mechanic works' learners were therefore, purposively selected prior to using random selection for the eventual sample to avoid biases.

Validity and Reliability of Instruments

Instruments used in this study were validated by institutional experts in research and development in automobile technology/technical and vocational education and training. Items found

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unsuitable were removed or replaced. Reliability of the instruments was carried out through Cronbach Alpha method, where the Cronbach alpha reliability coefficient in the three sections; A, B and C, were: 0.91, 0.89 and 0.82 respectively. These were considered well enough for the study.

Normality and Homogeneity of Data Collected

Data collected in this study were drawn from normally distributed populations, which fit into normal curve that is symmetrical about the mean. Also, the populations from which this study data were collected have homogeneous variance, they have about the same dispersion in their distributions according to Kerlinger (1997).

A five-scale Likert arrangement of strongly agreed (SA, 5 points), agreed (A, 4 points), indifferent (ID, 3 points), disagreed (DA, 2 points), strongly disagreed (SD, 1 point) was used for the study emanating from researchers' self-developed instruments with Sections A, B and C having 10 items in each section giving 30 items in all. Mean and standard deviation were used to answer the research questions. Any item that had a mean of 3.0 and above was rated "accepted" while any item below 3.0 was rated "rejected'. T-test was used for the study hypotheses at 0.05 level of significance. The scoring criteria for the t-test was that "any item whose t-cal. was less than the t-table, that is: *p-value≤α was rejected and those with p->α-value were accepted.*

Results and Discussion

Section A: Statistics from master craftsmen and learners

Research Question 1: What are the technical skill benefits in the synergy of contemporary and traditional learning systems in auto mechanic?

Table 1: Mean, standard deviation and individual t-test analysis of responses of respondents on technical skill benefits in the synergy of contemporary and traditional learning systems in auto mechanic works?

Statistics from master craftsmen and learners

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S/N	Item Statement	X^1	SD_1	X_2	SD_2	t-cal	t-tab	Rem
1	Master craftsman's authority may have great impacts on the learner	4.70	1.21	4.03	0.65	1.21	1.98	Accepted
2	Learning environment can motivate or demotivate learner's interest.	4.69	0.36	3.40	0.70	1.25	1.98	Accepted
3	An automobile learner should be observant, intelligent and fast learning.	4.67	0.30	3.05	0.10	0.65	1.98	Accepted
4	Knowledge of ICT use is a means in automobile learning, but not an end, traditional skills help ICT knowledge.	4.75	0.60	3.65	0.40	0.34	1.98	Accepted
5	Learning environment culture is one of factors that determine learner's self-confidence speed of learning.	4.70	1.20	3.11	0.30	0.62	1.98	Accepted
6	Use of native language assists learning for quicker understanding.	4.00	1.39	4.06	0.63	0.50	1.98	Accepted
7	Use of native intelligence or improvisation can assist learning.	4.34	1.00	3.47	0.72	0.59	1.98	Accepted
8	An automobile learner should be safety conscious.	4.68	0.32	4.05	0.81	0.50	1.98	Accepted
9	Learning in automobile begins with ability to match right tools with work at hand.	4.33	0.83	3.82	1.27	0.60	1.98	Accepted

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	recognition.							
10	Peer inquisitive work attempt quickens learning.	4.20	1.30	4.01	0.64	1.12	1.98	Accepted

Automobile mechanic trainers n_1 =35, Automobile mechanic learners n_2 =40, Level of significance=0.05

Analysis on table 1 shows that the items presented had weighted mean values ranging between 3.05 and 4.75. These values are higher than the minimum acceptance value of 3.0. This implies that each of the items here is required as attested to by the respondents' response analysis concerning the technical skill benefits from synergy of contemporary and traditional learning systems in auto mechanic works in Southwest, Nigeria.

Test of Hypotheses

Hypothesis 1

HO_1: There is no significant difference in the mean responses of auto master craftsmen and learners on the technical skill benefits in the synergy of contemporary and traditional apprenticeship systems in Alimosho Local Government Area, Lagos State.

t-test on the technical skill benefits in the synergy of contemporary and traditional apprenticeship systems

Respondents	Mean (X)	SD	N	Df	Level of significance (0.05)	t-cal.	t-table	*p-value*	Cohen's D Value	Cohen's D Interpretation
				35+40 -2 = 73		4.88	1.98		1.14	Medium
Trainers	45.06	8.51	35					0.001		

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Trainees	36.65	6.22	40							

Table 2.

Table 2 reveals that t-table value =1.98, with the level of significance of (0.05) and statistically calculated value of 4.88, *p-value is 0.001. The p-value (0,001) < alpha-value (0.05), the Null hypothesis* HO_1 *is therefore, rejected.*

Section B: Statistics from master craftsmen and learners

Research Question 2**:** What are the best ethical behaviours expected of an auto mechanic works jobholder in this ICT age?

Table 3: Mean, standard deviation and individual t-test analysis of responses of respondents on the best ethical behaviours expected of an auto mechanic works' jobholder in this ICT age

11	A learner in automobile mechanic works should not focus on immediate financial reward	4.10	0.75	3.71	0.11	1.08	1.98	Accepted
12	Hard work and determination help quicker learning.	4.01	1.29	4.75	0.74	0.21	1.98	Accepted
13	Automobile learner should be neat, but not hate grease or oil stains.	4.71	0.45	4.45	1.05	1.02	1.98	Accepted
14	Stealing and dishonesty will ruin occupational career.	4.56	0.56	4.70	0.72	0.65	1.98	Accepted
15	Gang-up against trainer is an aberration in learning.	4.74	0.68	4.65	0.70	0.44	1.98	Accepted

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16	An automobile learner should be respectful and honest.	4.17	1.10	4.80	1.41	0.67	1.98	Accepted
17	Self-development should appeal to an automobile learner.	4.64	0.48	3.73	0.71	0.63	1.98	Accepted
18	Learners should engage in the purposeful use of ICT tools for repair and maintenance.	4.34	0.96	4.05	0.41	1.17	1.98	Accepted
19	Display of positive home training helps in learning.	4.26	1.15	3.06	0.45	1.26	1.98	Accepted
20	Use of positive native intelligence helps a learner.	4.68	0.42	4.10	0.74	0.56	1.98	Accepted

Automobile mechanic trainers n_1 =35, Automobile mechanic learners n_2 =40, Level of significance=0.05

Analysis from table 4 shows that the items presented had weighted mean values ranging between 3.06 and 4.80. These values are higher than the minimum acceptance value of 3.0. This implies that each of the items here is accepted as attested to by the respondents' response analysis concerning best ethical behaviours expected of an auto mechanic works jobholder in this ICT age.

Hypothesis 2

HO_2: There is no significant difference in the mean responses of auto master craftsmen and learners on the best ethical behaviors expected of an auto mechanic works jobholder in this ICT age?

t-test table on responses for best ethical behaviours expected of an auto mechanic works' jobholder

Respondent	Mea	S		Df	Level of significanc	t-	t-tabl	*p-valu*	Cohen's D	Cohen's D Interpretatio

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s	n (X)	D	N	35+40 -2 = 73	e-@= (0.05)	cal. 0.03	e 1.98	*e* 0.98	Value 0.0064	n Trivial

Table 4.

Table 4 reveals that t-table value =1.98, *p-value of 0.98 at* level of significance of 0.05 and statistically calculated value of 0.03. This implies that *p-value (0.98) > alpha value (0.05)e.* The implication of this revelation is that the Null hypothesis (HO_2) is accepted.

Section C: Statistics from master craftsmen and learners

Research Question 3: How best should fair labour cost be charged in today's occupational practice to influence learners' good attitudes towards money?

Table 5 Mean, standard deviation and individual t-test analysis of responses of respondents on the fair labour charge in contemporary automobile mechanic works for learners' positive attitude

21	Labour cost should be based on mean hour.	3.77	0.36	3.75	0.69	0.53	1.98	Accepted
22	Cost of repair should include tool replacement cost.	4.09	1.39	3.90	1.07	0.65	1.98	Accepted
23	A certain percentage of cost of replaced parts should be part of labour cost.	3.70	1.12	3.45	1.15	0.66	1.98	Accepted
24	Vehicle owner should be charged for space occupied per period inclusive of lien.	4.11	1.36	3.71	1.15	0.27	1.98	Accepted

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ISSN: 2959-1376 DOI: https://doi.org/10.59231/SARI7976

25	Labour cost should be based on number of days spent.	4.68	0.45	3.40	0.55	1.15	1.98	Accepted
26	Labour cost should include any statutory charges.	4.74	1.01	4.12	0.64	1.19	1.98	Accepted
27	Ordering of replacement parts must be open and honest.	4.04	0.78	4.40	0.67	0.23	1.98	Accepted
28	Learners should not be exposed to parts' purchase early.	4.34	0.96	4.05	0.41	1.22	1.98	Accepted
29	Parts' suppliers should not be allowed to influence learners negatively.	4.35	0.96	3.65	0.87	0.63	1.98	Accepted
30	Learners must be taught to account for replaced parts in real and number.	4.02	0.81	3.82	0.91	0.74	1.98	Accepted

Automobile mechanic trainers n_1 =35, Automobile mechanic learners n_2 =40, Level of significance=0.05

Analysis from table 5 shows that the items presented had weighted mean values ranging between 3.40 and 4.74. These values are higher than the minimum acceptance value of 3.0. This implies that each of the items here is required as attested to by the respondents' response analysis concerning the fair charging for labour hour that will be a good influence to learners devoid of dishonesty.

Hypothesis 3

HO_3: There is no significant difference in the mean responses of auto master craftsmen and learners on the elements of labour charges applicable in today's occupational practice to influence learners' attitude.

t-test analysis of the mean responses of automobile mechanic works trainers and learners on the elements of fair labour charges applicable in today's occupational practice to influence learners' attitude

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2026, Vol. 05, Issue 03, 648-672
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Respondents	Mean (X)	SD	N	Df 35+40-2 = 73	Level of significance (0.05)	t-cal. 1.82	t-table 1.98	*p-value* 0.07	Cohen's D Value 0.43	Cohen's D interpretation Trivial
Trainers	37.82	8.39	35							
Trainees	34.43	7.20	40							

Table 6. reports that t-table value =1.98, with the level of significance of 0.05 and statistically calculated value of 1.82 and 0.04 *p-value.* This implies that *p-value (0.07) > alpha value (0.05).* The null hypothesis (HO_3) is therefore, accepted.

Discussion of Findings

The study investigated of "synergizing both the traditional and contemporary learning methods in automobile mechanic works in Southwest Nigeria". Result from table 4 revealed that **"**there is no significant difference in the mean responses of auto master craftsmen and learners on the technical skill benefits in the synergy of contemporary and traditional apprenticeship system". The HO_1 was rejected. This position has been supported in the studies carried out the National Board for Technical Education (FRN/NBTE, 2014), which asserted that the current skill gap being experienced in the main cities and towns in Nigeria requires "a look" at the learning methods applied by traditional skill trainers which produced the society-needed services with little or no delivery errors. This has also been supported in the works of Appolos and Gomper (2020), LASTVEB (2010), Uwameiye (2017) and Uddin and Uddin (2014).

This may also attest to the gaps left by Bandura Theory of Social Learning for its lack of clarity on which of the master craftsman's behavior should the learner observe and emulate? Bandura's learning

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theory gap here includes the fact that there is no clear explanation of what nature of benefits the learner actually receives from a learning environment where work facilities are in short supply, where trainers engage in dubious undertakings and the learner's motivation becomes depleted or negatively heightened. This is contrary to the works of Adeyinka (2020), Adeoti (2024) and ILO (2012) who individually submitted that the need for the occupational adoption of both traditional and contemporary learning systems is inevitably necessary, especially as having to do with learning environments' influence. These anomalies have created consistent affective and cognitive skill gaps in the specific areas of feeling, valuing, being concerned about clients' pains and economic inconveniences (affective), ability to objectively learn and apply real-time/transitional skills, particularly on contemporary technologies for problem solving on clients' vehicles (cognitive)

Also, result from table 5 reported that the null hypothesis- HO_2 that says "there is no significant difference in the mean responses of auto master craftsmen and learners on the best ethical behaviors expected of an auto mechanic works jobholder in this ICT age" was accepted. The positions have been supported in Bandura's Social Learning Theory, which emphasizes the importance of objective modeling and the importance of use of requisite modeling tools for observation, imitation and demonstration of learned skills to be objectively disseminated

Further, analysis in table 6 revealed that the null hypothesis- $HO_{3:}$ that says "there is no significant difference in the mean responses of auto master craftsmen and learners on elements of fair labour charge by an auto mechanic works jobholder in Alimosho Local Government Area of Lagos State" is accepted. This acceptance has been supported in the submissions of LASVEB (2010), UNESCO/UNEVOC (2005), and Ajao (2023) who variously submitted that good ethical character and right occupational attitudes, not eagerness to make money at all cost, will positively advertise the work of a jobholder to the point of becoming both financially and

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occupationally endowed and widely patronized.

This standpoint has been supported in the submission of LASVEB (2010), UNESCO/UNEVOC (2005), and Ajao (2023) who submitted that good ethical character and right occupational attitudes, just as articulated in Kessler;2013, Adedun,2024)), display of well-accepted craftsmanship, not eagerness to make money at all cost by receiving high/unethical service charges from customers, will positively advertise the work of a jobholder to the point of becoming both financially and occupationally endowed and widely patronized.

These findings have brought out some skill gaps that are lacking and some implications such gaps have made inevitable. In Nigeria generally or any of its component parts, city, town or village, there is no regulatory enforcement in the areas of craftsmanship practice. It has always been "free entry-free exit. A learner that ought to spend three years of continuous learning may on his own decide to stop learning and become a master craftsman working for himself after spending just a year in learning, he will be competing within the same labour environment with his hitherto master, no regulation to dissuade him.

Conversely, even as there was equally no regulation during the past traditional learning system, no learner would try such a feat, not because he would not think of it, but because of involvement of traditional vows entered into prior to learning agreement, the violation of which carried devastating consequences. Today, no regulation, no fear and no fairness. In the light of the fore-going, Policy on craftsmanship, religious enforcement, evaluation and updating are necessary actions, through trade education, enlightenment, advocacy and support

Conclusion

This study investigated the synergy of contemporary and traditional apprenticeship learning methods in Alimosho Local Government Area, Lagos State, Southwest, Nigeria. Three research questions and three hypothesis were used to help the study processes. Hypothesis

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one was accepted upon analysis, hypothesis two was rejected while hypothesis three was also accepted.

Recommendations

Based on the findings and conclusions reached in this study, following recommendations are made:

1. There is the need to positively synergize both contemporary and traditional learning methods to train automobile mechanic works' learners in today's skill need realities
2. Stakeholders, particularly the government needs to regulate skills practices on minimum skill standards, skill evaluation, certification and compliance monitoring. This will be part of training templates for upcoming learners
3. Regulation of craftsmanship should include an evidence-based labour-charge template that will be fair to all stakeholders as well as concerted policy on accreditation and growth path for jobholders.

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