



The Extent of Entrepreneurial Orientation Among Female Vocational Training Apprentices in Craft Specializations: A Case Study of a Sample from Vocational Training Centers in Djelfa.

"مدى توجه المتمهّنات في التكوين المهني نحو المقاولاتية في التخصصات الحرفية"
دراسة حالة لعينة من مراكز التكوين المهني بالجلفة

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Abstract

This study aims to identify the extent of the desire among female apprentices and trainees who have studied craft specializations in vocational training to pursue entrepreneurship and establish their own private enterprises. To achieve this, a field study was conducted on a sample of 280 female trainees and apprentices specializing in crafts at vocational training centers in Djelfa. The study relied on a questionnaire as a primary tool, and the collected data was processed using the SPSS-21 software.

The study reached a set of results, the most prominent being that there is a statistically significant effect between the field of specialization and the entrepreneurial desire among apprentices at vocational training centers.

JEL Classification Codes: L26; J16; I25; L70

Keywords

Entrepreneurial desire;
female entrepreneur;
craft;
enterprise creation.

الكلمات المفتاحية

تهدف هذه الدراسة إلى تحديد مدى رغبة المتمهّنات والمتعلقات بتخصصات حرفية في التكوين المهني في ريادة الأعمال وتأسيس مشاريعهن الخاصة. ولتحقيق ذلك، أجريت دراسة ميدانية على عينة من 280 متمهنة ومتعلقة بتخصصات حرفية في مراكز التكوين المهني في الجلفة. اعتمدت الدراسة على استبيان كأداة رئيسية، وتم تحليل البيانات باستخدام برنامج SPSS-21. توصلت الدراسة إلى مجموعة من النتائج، أبرزها وجود علاقة ذات دلالة إحصائية بين مجال التخصص ورغبة المتمهّنات في ريادة الأعمال في مراكز التكوين المهني.

الرغبة في ريادة الأعمال؛
رائدات الأعمال؛ الحرف اليدوية.

تصنيف JEL: L26; J16; I25; L70

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I.INTRODUCTION:

The subject of entrepreneurship and enterprise creation has come to occupy a significant space in the interest of governments and many countries, especially with the growing status of small and micro-enterprises in various economies, regardless of their level of development, and the role they play in future development programs.

The issue of youth in general, and women in particular, is a multifaceted matter. Youth represent the true capital of any society due to the characteristics that distinguish them from other age groups. As a social group, youth are characterized by valuing everything that contributes to enhancing individual worth, such as economic success or the dialogue a young person maintains with themselves and societal values.

This study targets the youth population in general and female graduates of vocational training centers in particular, as they are qualified to establish craft projects and are capable of initiative and creativity. However, in reality, the success of this strategy depends on the maturity of entrepreneurial thinking among the target groups to ensure a higher success rate for these strategies.

Research Problem

The fundamental question that this study attempts to answer is:

To what extent does entrepreneurial desire influence the orientation of female vocational training graduates toward establishing their own private enterprises?

From this main question, several sub-questions branch out:

1. To what extent do social norms influence the entrepreneurial desire of female apprentices?
2. Does the specialization and educational level of apprentices affect their desire to pursue entrepreneurship?
3. Is entrepreneurial desire considered one of the factors driving apprentices to establish their own enterprises?

Research Hypotheses

- Social norms have a significant impact on the desire of apprentices to pursue entrepreneurship.

- Specialization and educational level influence the apprentices' desire to pursue entrepreneurship.
- Entrepreneurial desire is among the factors driving apprentices to establish their own enterprises.

Research Objectives

- To identify the importance of enterprise creation and to encourage female vocational training graduates to establish them.
- To understand the determinants of apprentice behavior toward enterprise creation in order to analyze and identify the factors influencing this behavior and direct it toward establishing enterprises.

Study Structure

- **Part 1:** Conceptual framework for entrepreneurship and the female entrepreneur.
- **Part 2:** Determinants of entrepreneurial orientation for women.
- **Part 3:** Key mechanisms supporting entrepreneurship in Algeria.
- **Part 4:** The field study.

Literature Review (Previous Studies)

First: Study by Mohamed Ali El-Djoudi (2014-2015)

Title: "Towards Developing Entrepreneurship Through Entrepreneurial Education: A Study of a Sample of Students from the University of Djelfa" (PhD Thesis).

This study aimed to identify entrepreneurial education strategies and programs, and to investigate the significant correlation between the entrepreneurial spirit of students at the University of Djelfa and the knowledge provided by current programs. The results showed that Master's students in entrepreneurship possess an entrepreneurial personality reflecting a high spirit, and there is a positive, statistically significant correlation between this spirit and various technical, personal, and administrative skills.

Second: Study by Fadhila Boutoura (2018)

Title: "The Importance and Role of the Entrepreneurship House in the Algerian University in Spreading Entrepreneurial Culture: A Case Study of the Entrepreneurship House at the University of Tebessa" (Conference Paper).

The study highlighted the role of the "Entrepreneurship House" in promoting entrepreneurial thought among graduating students as a gateway to the business world. It concluded that entrepreneurial education is vital for the success of entrepreneurial activity and SMEs, serving as a successful mechanism for generating creative ideas and reducing the chances of failure.

Third: Study by Radouane Ansaad

Article: "The Role of Employment Mechanisms in Developing Entrepreneurial Culture Among University Students."

The problem centered on why entrepreneurship remains weak among Algerian university graduates despite their increasing numbers. The study found that employment mechanisms play a major role in developing entrepreneurial culture, contributing to SME creation and job growth. It recommended establishing entrepreneurship houses and business incubators at universities.

Fourth: Study by Jean-Pierre Boissin, Barthélemy Chollet, and Sandrine Emin

This study aimed to determine the status of promoting entrepreneurial culture in universities and how students can acquire it to start projects after graduation. It measured student interest based on training nature, gender, educational level, and environment. The findings indicated that entrepreneurial culture is a fundamental pillar for attracting students to create projects with high confidence. It emphasized that universities must integrate this culture into pedagogical programs.

II. Conceptual Framework for Entrepreneurship and the Female Entrepreneur

Definition of Entrepreneurship:

Robert Hisrich defines entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying risks (financial, psychological, and social), and receiving the resulting rewards of monetary and personal satisfaction. (Lafkir, 2015, p. 119)

Definition of the Female Entrepreneur:

Any woman who, either alone or with one or more partners, establishes, purchases, or inherits an enterprise, becoming financially, administratively, and socially responsible for it. She contributes to its day-to-day management and is an individual who bears the financial risks of creating or acquiring

an enterprise, managing it creatively by developing new products and entering new markets. (Rapport, 2000, p. 09)

Entrepreneurial Desire:

According to **Bird**, desire (intention) is a state of mind that directs a person's attention toward a specific goal to achieve something. It can be said that entrepreneurial desire results from the likelihood of making a decision to pursue entrepreneurial action under the influence of the individual's surrounding circumstances, which helps them establish their own enterprise.

Characteristics of Female Entrepreneurship:

Numerous research studies have focused on the traits of female entrepreneurs, reaching a consensus on the following: (Constantinidis, 2006, p. 125)

- They are generally younger compared to men.
- They often enter the field of entrepreneurship after a period of unemployment (e.g., raising children) or as a result of problems faced within the organizations where they previously worked (e.g., the glass ceiling effect, conflicts, etc.).
- They may have less professional experience in enterprise management compared to men.
- They may possess lower levels of expertise in financial, managerial, or entrepreneurial fields.

As for the characteristics of enterprises managed by women, they are typically distinguished by the following:

- These enterprises are often younger and smaller in size compared to those owned by men.
- Their activities are concentrated in traditionally female-dominated sectors with low growth, such as retail and services; women are rarely found in manufacturing, transport, or processing sectors.
- Female entrepreneurs often prefer not to have partners, unlike their male counterparts.

III.Determinants of Women's Entrepreneurial Orientation

A woman's entry into the entrepreneurial field does not depend solely on acquiring financial resources and means of production; it is also determined by a set of cultural, political, economic, and social factors that may encourage or diminish entrepreneurial readiness in women. These factors are summarized as follows: (Salami, 2014, p. 40)

- **Experience:** Relevant experience is an essential element in all stages of the entrepreneurial process, from identifying opportunities to the actual management of the enterprise.

- **Role Models:** Studies have found a strong link between the presence of a role model in the environment and the emergence of new entrepreneurs.
- **Lack of Female Business Networks:** Women often have narrower and more limited networks of relationships compared to men, which explains the difficulty of belonging to certain social networks. Even when they do belong, the nature of these networks often differs from those of men.
- **Financial Resources:** Anyone wishing to establish an enterprise must possess sufficient liquidity. The initial start-up capital determines the type of opportunities that can be exploited, varying according to the volume of funds mobilized.
- **Personal Motivators:** These include improving the quality of life, enriching social life by increasing meetings and contacts, the desire to be occupied, adding value to the world, and utilizing skills acquired through training and experience for openness and achieving self-independence.
- **Professional Incentives:** These generally concern executives and employees wishing to change their field of activity. Women often choose entrepreneurship as a second career path after completing their family responsibilities.
- **Commercial Incentives:** This particularly motivates entrepreneurs who wish to exploit specific business opportunities or a particular market.
- **Push Factors (Negative):** These include the need for money, the absence of childcare facilities for children below school age, unacceptable working conditions, jobs that require an intense and uncomfortable schedule for women, a large wage gap between women and men (limiting saving potential), discrimination in appointments, and deprivation of promotions. In some countries, high unemployment rates also act as a trigger.
- **Pull Factors (Positive):** These attract individuals toward entrepreneurship and include market potential, high profit margins in a specific sector, social goals, the possibility of controlling one's time, higher income and financial independence, personal growth, and job satisfaction.
- **Psychological Motivations:** These significantly impact the individual's psyche. It is argued that for an individual to pursue an entrepreneurial path, there must be a strong psychological stimulus or a disruption in their environment, such as a shock in their private or professional life.
- **Socio-Cultural Motivations:** These arise from religious beliefs, family, the political-economic framework, and the educational system.
- **Prevailing Conditions:** Free enterprises cannot exist without rights that guarantee freedom of exchange and the protection of persons and property. Freedom of enterprise and freedom of expression are the foundations of the entrepreneurial process.
- **Political Factors:** These consist of state efforts regarding female empowerment, as well as the allocation of special programs that encourage individuals—and women in particular—to enter the entrepreneurial field.

Objectives of the Female Entrepreneur: (El-Djoudi, 2015, p. 184)

- Introducing a product from other regions to her community out of a sense of belonging.
- Raising the family's standard of living and increasing income sources.
- Achieving job security.
- Creating new job positions.
- Preserving the family name.
- Achieving a social status.
- From an economic perspective: Profit-making is the most prominent goal.
- From a personal perspective: Establishing an enterprise serves as a source that allows her to showcase her potential.

Entrepreneurship Education for Secondary, Higher Education, and Vocational Training Students:

This education and training aim to build capacities, skills, and mindsets for entrepreneurial orientation and to expand the pool of potential future entrepreneurs. This type of education has generally been integrated into official public institutions at the secondary, higher education, and vocational training levels (including universities, colleges, vocational schools, and vocational training centers and institutes).

Objectives and Teaching Methods for Entrepreneurial Action: (Tounés, 2020, p. 125)

Most authors distinguished three types of factors in entrepreneurship education:

1. **Objectives:** These can be divided into three complementary groups:
 - **Awareness-raising:** Increasing creativity, initiative, and the development of self-employment.
 - **Specialized Training:** Preparing students and apprentices in business fields to encourage them to start businesses.
 - **Mentorship:** Accompanying and monitoring students and apprentices who have actual projects to establish enterprises.
2. **Types of Audience:** Learning needs, responsibility levels, and individual expectations vary according to the target audience (students, apprentices, project holders, or entrepreneurs). Students and apprentices often lack experience compared to the other two groups, although their diverse backgrounds may bring some prior experience.
3. **Educational Design:** Teaching and training methods depend on the set objectives and the target audience. These involve mobilizing various contents and logistical, pedagogical, and human resources. Teaching strategies include defining the roles of stakeholders (academics, entrepreneurs, or consultants), students, and apprentices.

IV.Key Mechanisms Supporting Entrepreneurship in Algeria

Algeria has established numerous mechanisms, beginning with the creation of a dedicated ministry for Small and Medium Enterprises (SMEs) and Traditional Crafts, which was later restructured into the Ministry of Industry, Small and Medium Enterprises, and Investment Promotion. Other key support mechanisms include:

1. National Agency for Support to Youth Employment (ANSEJ):

Established by Executive Decree No. 96-296 on September 8, 1996. It provides financing to project owners who hold educational qualifications and operates through 53 branches nationwide. (Decree, 1996, p. 12)

2. National Unemployment Insurance Fund (CNAC):

Established by Executive Decree No. 94-188 on July 6, 1994. (Decree, 1994, p. 6) It manages a support system for creating and expanding activities targeted at unemployed individuals aged 30–50 who lost their jobs for economic reasons. The maximum project cost allowed is 10 million DA . (Decree, Executive, 2004, p. 6)

3. National Agency for the Management of Micro-credits (ANGEM):

Established by Executive Decree No. 04-14 on January 22, 2004. It is a national body with a special character, legal personality, and financial independence, operating under the authority of the Prime Minister. (Decree, 2004, p. 8)

4. National Investment Development Agency (ANDI):

Created following the Investment Development Law of August 2000. (Legislative, 2001, p. 4) it replaced the Agency for Promotion and Follow-up of Investment (APSI). Its goal is to reshape the investment network and improve the administrative and legal environment. (Decree, 1993, p. 25)

5. Credit Guarantee Fund for SMEs (FGAR PME):

Established by Executive Decree No. 02-373 on November 11, 2002 (Decree, 2002, p. 13). It officially commenced operations on March 14, 2004. The fund aims to facilitate access to medium-term loans by providing guarantees to enterprises that lack the physical collateral required by banks.

6. National Agency for the Development of SMEs (AND-PME):

Established by Executive Decree No. 05-165 on May 3, 2005. Its mission is to implement the sector's strategy for strengthening SMEs, follow the demographics of business creation and closure, and disseminate information related to the SME field. (Decree, 2005, p. 28)

Associations Supporting Female Entrepreneurship:

1. Association of Algerian Women Business Leaders (SEVE): (Website, 2022, p. 35)

Founded in 1993, its name signifies the knowledge and will to initiate entrepreneurial activity. Its main goals include:

- Identifying and valuing the potential and expertise of female business leaders in all fields.
- Supporting female-led start-up projects through information, guidance, and advice.
- Identifying opportunities for sponsorship, outsourcing, and investment.
- Organizing training sessions tailored to the needs of female entrepreneurs and exploring financing possibilities from national and international lenders.

2. Association of Algerian Women Managers and Businesswomen (AME): (Website, 2022, p. 45)

Founded in 2005, its objective is to encourage female business owners to join chambers of commerce and professional associations. This leads to the formation of new networks between government officials, NGOs, international experts, and new female entrepreneurs. It also focuses on connecting Algerian businesswomen and small professionals to the global business world and assisting them in their commercial growth.

V. Empirical Study

In order to achieve the objectives of the study and test its hypotheses, a list of questions related to the research topic was developed. These questions were proposed by the researchers to precisely assess the extent of entrepreneurial desire among female students approaching graduation from vocational training centers and institutes.

The statistical analysis was conducted using **SPSS-22** to process the data and perform the necessary statistical treatments.

Study Population and Sample:

The study population consists of female apprentices at vocational training centers in **Djelfa** from various specializations, including embroidery, traditional dress, sewing, pastry making, cooking, weaving, leatherwork, and hairdressing.

A random sample of **280 female apprentices** was selected from those nearing graduation across three levels: Senior Technician, Technician, and Professional Competence. Data collection relied on personal interviews and the direct distribution of questionnaires to the respondents, while explaining the purpose of the study to resolve any ambiguity.

The Questionnaire Structure:

The questionnaire was carefully designed, with most questions being closed-ended to facilitate statistical processing. It was divided into the following sections:

- **Part One: Personal Information:** Includes questions aimed at determining the educational level, specialization, and age.
- **Part Two: Questionnaire Dimensions:**
 - **Dimension 1 (Desire):** Measures the entrepreneurial desire of the apprentices and the likelihood of them establishing their own private enterprise.
 - **Dimension 2 (Attitudes toward Behavior):** Measures the apprentices' attitudes toward entrepreneurial work and their readiness to initiate the creation process.
 - **Dimension 3 (Social Norms):** Measures the influence of social norms, such as the need for self-actualization, the pursuit of independence, and the presence of successful entrepreneurial role models.
 - **Dimension 4 (Perceived Behavioral Control/Feasibility):** Includes questions regarding the impact of training and entrepreneurial skills on the ability of graduates to establish a private enterprise.

Table 01: Cronbach's Alpha Value for the Questionnaire

Number of Items	Cronbach's Alpha Value
13	0.850

Source: Prepared by the researchers based on SPSS outputs.

Analysis of Reliability:

The Cronbach's Alpha value is 0.850, which indicates high internal consistency and stability of the measurement tool used in the study.

Table 02: Weighted Mean and Levels for the 5-point Likert Scale

Weighted Mean	Level
1 --- 1.79	Strongly Agree
1.80 --- 2.59	Agree
2.60 --- 3.39	Neutral
3.40 --- 4.19	Disagree
4.20 --- 5	Strongly Disagree

Presentation of Field Study Results:***Results Related to Personal Factors:***

We will present the characteristics of the respondents through the variables of educational level, specialization, and age.

1. Educational Level Variable:**Table 03: Nature of Educational Level**

Educational Level	Frequency	Percentage %
Senior Technician (TS)	110	39.28
Technician	143	51.07
Professional Competence (CAP)	27	9.64
Total	280	100

Source: Prepared by the researchers based on questionnaire data.

Analysis of Table 03:

Based on Table 03, which represents the training levels of the sample members, we observe that the largest percentage represents apprentices at the Technician level with 51.07%. This is followed by the Senior Technician level at 39.28%, while the Professional Competence level accounts for the lowest percentage at 9.64%.

2. Specialization Variable:

Table 04: Nature of Specialization

Specialization	Frequency	Percentage %
Weaving	60	21.43
Leather Industry	65	23.21
Traditional Dress	75	26.78
Embroidery	80	28.58
Total	280	100

Source: Prepared by the researchers based on questionnaire data.

Analysis of Table 04:

Table 04 illustrates the distribution of various specializations among the vocational training graduates. The percentages range from 21.43% for Weaving, 23.21% for the Leather Industry, and 26.78% for Traditional Dress. The largest proportion belongs to the Embroidery specialization at 28.58%.

Table 05: Nature of Age Distribution

Age Group	Frequency	Percentage %
20-25	170	60.72
25-30	64	22.85
30-35	32	11.43
More than 35	14	5
Total	280	100

Source: Prepared by the researchers based on questionnaire data.

Analysis of Table 05:

Table 05 illustrates the distribution of sample members according to age groups. It is observed that the (20-25) age group is the dominant category among respondents, accounting for 60.72%. This represents the youth segment, as apprentices are typically in this stage of life. It is followed by the (25-30) group at 22.85%, then the 30-35 group at 11.43%. The group over 35 years old represents the lowest percentage at 5%, which typically includes specializations for stay-at-home women.

Table 06: Mean Scores of Sample Responses

Dimension	Mean	Standard Deviation
Desire	3.5482	1.02321
Attitude toward Behavior	3.4357	0.88160
Social Norms	3.9000	0.84920
Perceived Behavioral Control	3.7286	0.84957

Source: Prepared by the researchers based on SPSS outputs.

Analysis of Table 06:

From the arithmetic means table, it is evident that all means fall within the range of (3.40 to 4.19) on the 5-point Likert scale. This corresponds to an average level with a degree of (Disagree), indicating that the majority of apprentices prefer to be government employees rather than entrepreneurs.

Table 07: Correlation Matrix between Study Factors and Entrepreneurial Desire

Variable	Desire	Attitude toward Behavior	Social Norms	Perceived Behavioral Control
Desire	1	0.138*	0.187**	0.043
Sig.		0.021	0.002	0.474
Attitude toward Behavior	0.138*	1	0.214**	0.363**
Sig.	0.021		0.000	0.000
Social Norms	0.187**	0.214**	1	0.329**
Sig.	0.002	0.000		0.000
Perceived Behavioral Control	0.043	0.363**	0.329**	1
Sig.	0.474	0.000	0.000	

N = 280 for all variables.

Source: Prepared by the researchers based on SPSS outputs.

Analysis of the Correlation Matrix:

We observe a statistically significant relationship between Entrepreneurial Desire, Attitude toward Behavior, and Social Norms, with coefficients of 0.363 and 0.329 respectively (at a significance level of 0.000). There is also a significant relationship between Attitude toward Behavior and Social Norms (correlation coefficient 0.187, Sig = 0.002). As for Perceived Behavioral Control, it does not show statistical significance as its value (0.474) exceeds the 0.05 threshold.

Hypothesis Testing

Hypothesis: Social norms have a significant impact on the entrepreneurial desire of female vocational training graduates in Djelfa.

Based on the significance test in the table, we note that the significance level is (**Sig = 0.003**), which is less than 0.05. This indicates a significant effect of social norms on entrepreneurial desire; therefore, the **hypothesis is accepted**.

Table 09: One-Way ANOVA Analysis

Source of Variation	Sum of Squares	Degrees of Freedom (df)	Mean Square	F-value (Fisher)	Significance (Sig.)
Desire (Between Groups)	23.825	8	2.995	2.987	0.003
Within Groups	258.457	271	0.990		
Total	292.099	279			

Source: Prepared by the researchers based on SPSS outputs.

Text of the Second Hypothesis: There is a statistically significant relationship between the level of vocational training apprentices approaching graduation and their entrepreneurial desire.

Analysis:

From the table below, we observe that the significance level is 0.074, which is higher than 0.05. This denies the existence of a significant effect between desire and the educational level of the apprentices. Consequently, the hypothesis is rejected.

Table 10: ANOVA Analysis (Educational Level)

Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Desire (Between Groups)	5.395	2	2.967	2.725	0.074
Within Groups	286.750	277	1.045		
Total	292.180	279			

Source: Prepared by the researchers based on SPSS outputs.

Text of the Third Hypothesis: There is a statistically significant relationship between the specialization and entrepreneurial desire.

Analysis:

Through the table, we note that the significance level is 0.009. This indicates a significant effect between desire and specialization, leading to the acceptance of the hypothesis.

Table 11: ANOVA Analysis (Specialization)

Source of Variation	Sum of Squares	df	Mean Square	F-value	Sig.
Desire (Between Groups)	12.078	3	4.022	3.964	0.009
Within Groups	280.065	276	1.015		
Total	292.099	279			

Source: Prepared by the researchers based on SPSS outputs.

Table 12: Path Coefficients

Specialization	Dependent Variable	Attitude toward Behavior	Social Norms	Perceived Behavioral Control
Weaving	Desire	-0.138	0.350	-0.224
Leather Industry	Desire	0.107	0.008	0.185
Traditional Dress	Desire	0.025	0.315	0.450
Embroidery	Desire	0.185	0.245	0.125

Source: Prepared by the researchers based on SPSS outputs.

Analysis of Table 12:

The table clearly shows that Social Norms have an impact on entrepreneurial desire, unlike Attitudes toward Behavior and Perceived Behavioral Control, which show no effect on the desire among

apprentices in the Weaving specialization. As for apprentices in the Leather Industry, Traditional Dress, and Embroidery specializations, all factors (Attitudes toward Behavior, Social Norms, and Perceived Behavioral Control) have an impact on their entrepreneurial desire.

VI. Conclusion

In this study, we attempted to address the research problem: **To what extent does entrepreneurial desire influence the orientation of female vocational training apprentices in the province of Djelfa toward establishing their own private enterprises?**

The study concluded with the following results:

- There is a statistically significant effect between the field of specialization and the entrepreneurial desire among female vocational training apprentices.
- Educational level does not influence the entrepreneurial desire of female vocational training apprentices.
- There is a variation in the impact of determinant factors on entrepreneurial desire among female vocational training apprentices across different specializations.

Recommendations

Based on the field study conducted and in light of the results obtained, we propose the following set of recommendations:

- **Promoting Entrepreneurial Spirit:** Work on spreading the entrepreneurial spirit among female vocational training apprentices by adopting modern training curricula that encourage initiative, creativity, and innovation. This applies to all specializations, such as weaving, embroidery, and others. This can be achieved either by teaching entrepreneurship as a subject or through awareness campaigns using documentaries and lectures. Such efforts aim to raise awareness among apprentices about the importance of initiating entrepreneurial activities and enable them to acquire objective knowledge and information about entrepreneurs and entrepreneurship.
- **Enhancing Training Programs:** Increase the number of specialized training cycles aimed at developing enterprise-creation skills among female vocational training apprentices

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