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IMPACT OF INFORMAL TECHNICAL TRAINING ON ENTERPRISING BEHAVIOUR AMONG YOUTH: CASE OF GARAGE AND WELDING WORKSHOPS IN MOSHI MUNICIPALITY

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ABSTRACT

This study attempted to examine the impact of Informal Technical Training on Enterprising Behaviour among Youth in Garage and Welding Workshops in Moshi Municipality. The need to offer more and better training at all levels, to a growing number of people, particularly in developing countries and, the scant success of current formal training systems to meet all such demands, has shown to a growing number of researchers the urgent need to provide alternatives that escape from the formal standards, in order to solve these problems. The study comprised of three objectives and hypotheses. A survey research design was employed along with stratified random sampling procedure for selecting the participants. An interview schedule was employed as a major means of data collection. The instrument was structured in the modified Likert fashion, on a 4 – point scale. The data collected from the field were analysed using SPSS version 23. Findings indicated that, Sex of a person is a critical decisive factor on whether or not to engage in garage/welding undertakings. It was further found that, informal technical trainings significantly contribute to knowledge transfer, income generation and self-employment among youth in Moshi Municipality.

Key Words: Informal Technical Training, Enterprising Behaviour, Garage, Welding and Workshops

1.0 INTRODUCTION

Informal technical training consists of learning activities that are voluntary and self-directed, life-long, and motivated mainly by intrinsic interests, curiosity, exploration, manipulation, fantasy, task completion and social interaction. Informal learning occurs in an out-of-school setting and can be linear or non-linear and often is self-paced and visual- or object-oriented. It provides an experiential base and motivation for further activity and learning (Coffield, F. 2000). The issue of skills development in the informal sector needs to be tackled at two levels. It is firstly necessary to find activities or jobs for the many uneducated, undereducated and even qualified young people who find it extremely hard to enter the world of work. It will then be necessary to develop technical and vocational skills for this group of young people, as well as for the economic and professional stakeholders in this sector, that can help them further develop their own activity and, more generally, progress from the subsistence economy to one of wealth and added value (Walther, R. 2018) Informal technical training is the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment – from family and neighbours, from work and play, from the market place (Eraut, M. 2000).

A rather extensive literature currently emphasises how inadequate formal systems are to meet- effectively, efficiently - the needs of individuals and of the society. The need to offer more and better training at all levels, to a

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growing number of people, particularly in developing countries and, the scant success of current formal training systems to meet all such demands, has shown to a growing number of researchers the urgent need to provide alternatives that escape from the formal standards, in order to solve these problems. As Ward, *et al.* (2010) point out, and literally hundreds of other psychologists, educators, sociologists and philosophers have indicated clearly where training should be and where, instead it wallows in inefficiency, crust rigidity and stubbornness.

Most of those critics advocate changes of the existing training system and there is ample evidence of the need for dramatic efforts in this area.” And, they add: “There are two sets of alternatives to be sought: the first and most historically venerable is the improvement of the schooling establishment itself. While not at all a new or untried idea, its past record of relatively low success does not inspire confidence. The second sort of alternative to schooling as it is known today lies in the development of resources for learning outside the school.” In other words, they refer to the strategies offered by non-formal training, emphasising that in one way or another most critics disparage formal training for its incapacity to fulfil the actual needs of students, whereas non-formal training is based on the notion that in order to obtain effective findings, it is necessary to identify and provide for the real needs of people.

This study aimed at establishing the influence of Sex on individual’s decision to undertake garage and welding workshop activities, determining the impact of informal technical training on development of technical skills among youth in Moshi Municipality and assessing the impact of informal technical training on self-employment among youth in Moshi Municipality. Since independence, Tanzania has focused the majority of her reforms in skills development using the formal system of the technical and vocational training and training (TVET). By so doing, the country neglected the other system of skills development: the informal system. However, the context in training and skills development is changing. A better understanding of the challenges remaining in skilling workforce has changed the perception on informal TVET. Among the challenges faced by skills development in Tanzania, there is very limited access to formal TVET with training centers often located in major cities, poor infrastructure which cannot accommodate the high out flow of school youth (illiterate and drop-outs). The informal system in Tanzania trains more than 60% of the youth (ILO, 2013).

As huge provider of workers, the system should be taken into account. The informal TVET system has several assets. Training processes and environment are mostly familiar to the apprentice/learner and more accessible training cost for families. Furthermore, there is a mismatch between skills acquired in the formal training and skills needs of the labour market, with a low rate of transition between training and employment. This study is dedicated to trace the impact of informal technical training on enterprising behaviour among youth working within Garage and Welding Workshops in Moshi Municipality.

2.0 LITERATURE REVIEW

2.1 Informal Skills Development in Tanzania

Learning on the job while producing goods and services produces a strong link to the demand side and the relevant technical skills but limits uptake of broader knowledge such as business skills. The method of learning is entirely skills based and focuses on production; no theory is taught and no training material is used. The apprentice observes and helps the master craftsperson and is expected to contribute as quickly as possible, often after a few months, possibly creating a trade-off between wider learning and production in the firm. Indeed, trainees often learn a part of the skills that are required for the enterprise-as an example; the apprentices in motor vehicle workshops often only learn mechanics, auto electrical or panel beating. Moreover, skills are almost exclusively technical, rarely exposing apprentices to the commercial and business side of the firm. This weakness is significant (and prevalent in many more forms of training) because the most probable future for apprentices is self - employment.

The study by Nell and Shapiro (1999) showed that the vast majority of past apprentices had a job related to trade in which they were trained: however, only 30 percent of the former apprentices were employees (10 percent remaining in the enterprise where they had been apprentices, 20 percent in another informal enterprise) while 50 percent had set up their own businesses. Lack of formal recognition of skills achievements reduces the value of apprenticeship training in the labour market. Formal testing and certification of skills can provide employers information about potential productivity of a worker regardless of where he or she was trained. The recognition of skills is mostly informal.

Although VETA offers certification through skills testing in some trades, few apprentices try to receive formal accreditation this way. No recognition is available in the marketplace for skills obtained or use of certification to

assess the quality of training offered. The reasons underlying the lack of interest in pursuing skills certification include cost of preparatory courses, language barrier, and the low reputation of VETA among craftspeople.

A recent survey conducted in Mtwara and Lindi in Southern Tanzania analysed the practices, institutions, and labour market outcomes of informal apprenticeship in car mechanics, electrical services, tailoring, carpentry, plumbing, local arts, and food processing. The study found apprenticeship system to be widespread and well established in the various craft sectors. Training is based mostly on unwritten contracts between master craftsman and apprentices. Training commonly lasts for one to two years with an average of 21 months.

2.2 Self-Employability

Self-employed workers are those workers who working on their own account or with one or a few partners or in cooperative, hold the type of jobs defined as a "self-employment jobs." That is, jobs where the remuneration is directly dependent upon the profits derived from the goods and services produced (ILO 2019). Self-employed female in Tanzania were 89.64 as of 2019. Its highest value over the past 28 years was 94.13 in 1991, while its lowest value was 89.64 in 2019. Self-employed male in Tanzania was 80.91 as of 2019. Its highest value over the past 28 years was 86.45 in 1991, while its lowest value was 80.91 in 2019.

2.3 Theoretical Review

2.3.1 Social Cognitive Learning Theory (SCLT)

Social Cognitive Learning Theory is a learning theory which has come out on the ideas that people learn by watching what others do, and that human thought processes are central to understanding personality. By the mid-1980s, Bandura's research had taken a more holistic bent, and his analyses tended towards giving a more comprehensive overview of human cognition in the context of social learning. The theory he expanded from social learning theory soon became known as social cognitive theory. (Bandura, 1999). This theory provides a framework for understanding, predicting and changing human behaviour (Green & Peil, 2009).

Mccormick and Martinko (2004), based on their studies introduce some basic assumptions of Bandura's SCLT. They claimed that: People can learn by observing others; learning is an internal process that may or may not result in a behavioural change; learning can occur without a change in behaviour (Observation without imitation). Regarding to behaviour, some other researchers such as Betz, (2007), supported Bandura's basic assumptions of SCLT and pointed that: Behaviour is directed toward particular goals and that, behaviour eventually becomes self-regulated.

People are only partial products of their environments. Just as important is the fact that we create beneficial environments and then proceed to exercise control over them. By selecting environments carefully, we can influence what we become. Our choices are influenced by our beliefs as well as our capabilities (Bandura, 1997). Bandura proposes only a single internal principle comprised of three interacting elements. This principle is termed triadic reciprocity. Some scholars in the area of SCLT like Betz, 2007, and Green & Peil, 2009 supported Bandura view of triadic reciprocity and define human behaviour as a triadic, dynamic, and reciprocal interaction of personal factors, behaviour, and the environment. On a closer observation, these three fundamentals work in a reciprocal nature. Figure 3 shows these principles more clearly.

2.3.2 Connectivism Theory

Connectivism is a theoretical framework for understanding learning. In connectivism, the starting point for learning occurs when knowledge is actuated through the process of a learner connecting to and feeding information into a learning community. Siemens (2004) states, "A community is the clustering of similar areas of interest that allows for interaction, sharing, dialoguing, and thinking together." In the connectivist model, a learning community is described as a *node*, which is always part of a larger network. Nodes arise out of the connection points that are found on a network. A network is comprised of two or more nodes linked in order to share resources. Nodes may be of varying size and strength, depending on the concentration of information and the number of individuals who are navigating through a particular node (Downes, 2008).

According to connectivism, knowledge is distributed across an information network and can be stored in a variety of digital formats. Learning and knowledge are said to "rest in diversity of opinions" (Siemens, 2008, para. 8). Learning transpires through the use of both the cognitive and the affective domains; cognition and the emotions both contribute to the learning process in important ways.

Since information is constantly changing, its validity and accuracy may change over time, depending on the discovery of new contributions pertaining to a subject. By extension, one understands of a subject, one's ability to learn about the subject in question will also change over time. Connectivism stresses that two important skills that contribute to learning are the ability to seek out current information, and the ability to filter secondary and extraneous information. Simply put, "The capacity to know is more critical than what is actually known" (Siemens, 2008, para. 6). The ability to make decisions on the basis of information that has been acquired is considered integral to the learning process.

The learning process is cyclical, in that learners will connect to a network to share and find new information, will modify their beliefs on the basis of new learning, and will then connect to a network to share these realisations and find new information once more. Learning is considered as a knowledge creation process, not only knowledge consumption." One's personal learning network is formed on the basis of how one's connection to learning communities is organised by a learner. Learners may transverse networks through multiple knowledge domains. The peripheries of knowledge fields are porous, allowing for the interdisciplinary connections to be made. Siemens asserts, "The ability to see connections between fields, ideas, and concepts is a core skill" (Siemens, 2008, para. 10). The connectivist metaphor is particularly timely, since the navigation of the Internet and the means by which information is dispersed on the Internet now provides a reference point for Siemens' assertions.

2.3.3 Epistemological Frameworks for Learning

Siemens (2008b, p. 9) draws on the work of Driscoll in categorizing learning "into three broad epistemological frameworks" namely objectivism, pragmatism, and interpretivism. According to objectivism, reality is external to the mind, and knowledge and perception are experientially acquired. Pragmatism suggests that knowledge is a negotiation between reflection and experience, inquiry and action, and interpretivism posits that knowledge is an internal construction and is informed through socialization and cultural cues. A fourth framework is also introduced, namely Downes' (2006) theory of distributed knowledge, which is supported by Siemens (2008b) who sees "the view of knowledge as composed of connections and networked entities ...The concept of emergent, connected, and adaptive knowledge provides the epistemological framework for connectivism as a learning theory".

The first three are universally accepted, but the concept of connectivism as a learning theory has had some criticism, including from Verhagen (2006), who argued that the theory remains unsubstantiated philosophising. Kerr suggested that existing theories "satisfactorily address the needs of learning in today's technologically, connected age" (Siemens, 2008b). Proponents of connectivism are "exploring a model of learning that reflects the network-like structure evident in online interactions," (p. 12) but is this enough to constitute its formulation as a new learning theory, and does connectivism have anything new to offer? Criteria must be met to establish connectivism as a learning theory. Before exploring these considerations in greater depth however, let us revisit pre-connectivist theories of learning that have influenced its development as a model.

3.0 METHODOLOGY

The study applied a survey research design because it is best served to answer the questions its intended. The survey research is one in which a group of people or items is studied by collecting and analysing data from only a few people or items considered to be representative of the entire group. In other words, only a part of the population is studied and findings from this are expected to be generalised to the entire population (Nworgu 2013:68). Similarly, McBurney (2007:170) defines the survey assessing public opinion or individual characteristics by the use of questionnaire and sampling methods.

The target population for this research included the workmen from garage and welding workshops in Moshi Municipality. Population of the study emanated from Six (6) garages and four (4) welding workshops that were randomly located. This population were preferred because these two entities predominantly offer informal technical trainings to youths within the Moshi Municipality. A sample in this study was a smaller group of workmen drawn through a definite procedure from accessible population of workmen which comprised of 90 workmen. This sample was procedurally drawn from both business entities, that is, garage and welding workshops.

A stratified random sampling procedure was used for selecting the participants. This technique was employed to ensure a fairly equal representation of the population from both business entities. The stratification was based on the type of business entity. Within each entity, selection of workmen was done by simple random sampling. This was achieved by writing out the names of the workmen in a piece of paper which was folded and put in a basket. After

thorough reshuffling, the researcher selects an element, records it and puts it back in the basket until the required number was obtained. The researcher applied sampling with replacement. Proportionate stratified random sampling technique was employed to select 90 workmen. The proportionate stratification was based on the fact that there were more workmen in garages than in welding workshops.

The researcher designed an interview schedule in *Swahili Language* (which was later translated into English) as one of the data collection instrument for this study. The workmen in garages and welding workshops do not master English language and this brought need of preparing the data collection instrument in the language they master the best. The interview questions were aimed at eliciting relevant information concerning the influence of informal technical skills on the enterprising behaviour among youth. Face to face interview between workmen and the researcher was carried out in order to guide workmen. The instrument was structured in the modified Likert fashion, on a 4–point scale, ranging from “strongly agree” (SA), through “agree” (A), “disagree” (D) to “strongly disagree” (SD). Workmen were then instructed to respond to their degree of agreement with the statements contained in the instrument.

The data collected from the field were analysed using SPSS version 23. Statistically weighted mean was used in answering the research questions. The response options in the instrument were weighted as shown below: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD).

Table 1: Likert 4 – Points Scale Table

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
4 POINTS	3 POINTS	2 POINTS	1 POINT

The acceptance point for the items was 2.50 and any mean below 2.50 was regarded as rejected, not prevalent and as unpopular view. The t-test is defined as testing hypothesis about the differences between means when the sample size is small (Nworgu 1991:161). It is therefore, the t-test statistical analysis that was employed in testing the five alternative hypotheses used in this study. Then, once the calculated t-value was greater than the critical value of t, the null hypothesis was rejected and the alternative, which is “significance”, accepted.

4.0 FINDINGS AND DISCUSSION

4.1 Introduction

In social sciences, research personnel characteristics of respondents have very significant role to play in expressing and giving the responses about the problem, keeping this in mind, a set of personal characteristics namely, age, sex, training and income of the 90 respondents were examined and presented in this section.

4.2 Age

Age of the respondents is one of the most important characteristics in understanding their views about the particular problems; by and large age indicates level of maturity of individuals in that sense age becomes more important to examine the response (Table 2).

Table 2: Age of Respondents

Age in Years	Distribution of Respondents in both Workshops	
	Frequency	Percentages
15-24	12	13.3
25-34	22	24.4
35-44	20	22.2
45-54	30	33.3
55-64	6	6.7
65-74	0	0
Total	90	100

The range of the age was found to be 59 years starting from 15 to 74 years whereas one- third of respondents were above 44 years of age. To be more specific, large number of respondents was 45 years of age in the sample. Some interesting feature of this data is that very young respondents are engaging in enterprising activities. Findings indicate further that, old age individuals do not engage in garage and/or welding workshop activities. This might be attributable to the nature of tasks performed in these fields which require a lot of energy to execute the same. It is also evident that, 13.3% (15-25) of the interviewed respondents joined garage/welding workshops just after

completion of standard seven. This indicates that, these informal trainings serve as a source of knowledge and skills to many youth who couldn't otherwise attend secondary school training.

4.3 Sex

Sex is an important variable in a given social situation which is variably affected by any social or economic phenomenon. Hence the variable Sex was investigated for this study. Data related to Sex of the respondents is presented in the Table 3.

Table 3: Sex of the Respondents

Sex	Distribution of Respondents	
	Frequency	Percent
Male	90	100
Female	0	0
Total	90	100

It is quite clear that out of the total respondents interviewed for this study, all of them (100%) were males. It is interesting that, females do not engage in garage and/or welding activities because the nature of activities associated with these fields. The tasks performed in these two fields require masculinity as they are heavy and sometimes harmful. Women tend to shy away from these tasks and consider them for men and resort into supplying food staffs to those working in those workshops.

4.3 Training

Training is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. In a way, the response of an individual is likely to be determined by his education background status and therefore it becomes imperative to know the same background. Training is also important as far as this study is concerned because; ones' level of training will determine his/her choice either or not to engage in garage and or/welding activities. Hence the variable 'education level' was investigated by the researcher and the data pertaining to training is presented in Table 4.

Table 4: Level of Training of the Respondents

Level of Training	Distribution of Respondent	
	Frequency	Percent
Graduate	0	0
Advance level	0	0
Ordinary level	32	36
Primary school	58	64
Total	90	100

The Table 4 shows that about 36% of the respondents were educated up to ordinary level while a great percent (58%) of respondents were primary school leavers. There was neither a graduate nor was there an advanced level respondent. It can be concluded from the information on Table 4 that, by and large, the respondents were not progressing in training and they were still far away from the higher education levels which is so important today to create a knowledge based society.

4.4 Income

Income of a person plays an important role in shaping the economic conditions of an individual which in turn is likely to have bearing on his/her responses about a problem posed to him. The researcher, therefore this study attempted to investigate the income as variable and the data related to income of the respondents is presented in the Table 5.

Table 5: Income of the Respondents

Income	Distribution of Respondents	
	Frequency	Percentage
Low	30	33.3
Medium	60	66.7
High	0	0
Total	90	100

It is evident from table 5 that the more than half of their respondents (67%) were in the ‘middle’ income group whereas one fourth (33%) of them were in the ‘low’ income group. The average income of the respondents was found to be Tanzanian shillings 300,000/-per month.

4.4 Diagnostic Tests

Outlier test was carried out to detect the presence of outliers. This was important to ensure the data assume Gaussian condition. The findings from the table below indicate the presence of Informal technical skills development (4), Self-employment (3), Per capita income and (4), enterprising behaviour (2). The study reviewed the data set and realized that the outliers were the result of a typing mistake and decided to ignore the outliers by completely removing them from the data set, and thus making the data assume normality condition.

Table 6: Outliers Detected

Variables	Position of observed outliers	Total number of outliers
Informal tech. skills development	12, 23, 14, 35	4
Self-employment	31, 15, 21	3
Per capita income	26, 37, 58, 60	4
Enterprising behaviour	42, 33	2

4.5 Sample adequacy test (Kaiser-Meyer-Olkin (KMO))

The sample adequacy was measured using the Kaiser-Meyer-Olkin (KMO) test. The sampling adequacy should be greater than 0.5 for a satisfactory factor analysis to proceed. A common rule is that a researcher should have 10–15 participants per variable. A factor analysis is inappropriate when the sample size is below 50 (Fiedel, 2005). Kaiser (1974) recommends 0.5 as minimum (barely acceptable), values between 0.7 - 0.8 acceptable and values above 0.9 are superb (Table 7).

Table 7: KMO and Bartlett’s test

Variables	Measure	
Informal tech. skills development	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.615
	Bartlett's Test of Sphericity	Approx. Chi-Square
		200.261
Self-employment		Df
		37
		Sig.
Per-capita income	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.590
	Bartlett's Test of Sphericity	Approx. Chi-Square
		312.123
Enterprising behaviour		Df
		28
		Sig.
Informal tech. skills development	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.582
	Bartlett's Test of Sphericity	Approx. Chi-Square
		216.180
Self-employment		Df
		55
		Sig.
Per-capita income	Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.680
	Bartlett's Test of Sphericity	Approx. Chi-Square
		300.102
Enterprising behaviour		Df
		45
		Sig.
		.000

From Table 7, the sample was acceptable since the KMO values were mainly between 0.582 and 0.680. The least value was 0.582 which was also good enough since it was above the minimum of 0.5.

4.6 Descriptive Statistics for Central Tendency and Variability

The study attempted to establish the influence of Sex in individual’s decision to participate in garage and welding activities. The study findings indicate that, 40% of respondents agreed that Sex plays an important role in deciding whether or not to engage in such activities while 45% agreed. On the other hand, 10% disagreed that Sex does influence individual’s decision to engage in garage and welding activities while 5% strongly disagreed with standard deviation of 1.099 as indicated in Table 8. The interesting surveillance is that, of all the surveyed garages and welding workshops, no female was found working in these two types of workshops.

All workers in these workshops were males and this implies that, females are not inclined into workshop activities as they consider them masculine. The findings indicate further that, females shy away from the garage and welding workshops, they have a feeling that these kinds of activities are only for men because of the nature of tasks performed and the environment under which they are performed. When reviewing literature, there was no study found with similar findings on women engagement in garage and welding workshops. This study therefore, contributes to literature in garages/welding workshops and women engagement into the same.

Table 8: Descriptive Statistics for Central Tendency and Variability (n = 90)

Statement	S.D	D	A	S.A	Mean	Std. Dev
Sex	5%	10%	45%	40%	3.15	1.099
Informal 1	5%	15%	23%	57%	3.68	0.997
Skills adap	10%	15%	35%	40%	2.93	0.944
Transfera	2%	18%	30%	50%	3.13	1.381
Inno&Crea	0.9%	9.2%	54.8%	35%	3.63	0.963
Informal 2	6%	8.6%	39.7%	45.7%	3.94	1.864
Owing bus	10.6%	13.3%	30.0%	46.1%	4.28	0.807
Pro&Servi	8.0%	10.9%	32.4%	48.7%	4.08	0.854
Informal 3		9.6%	35.1%	47.3%	4.16	0.815
Improv. Liv	9.6%	10.7%	30.0%	49.7%	4.38	0.739
Behaviour	2%	4%	26%	68%	3.6%	0.80
Total					3.410	1.208

Informal 1=Informal Technical Skills development

Skills= Skills adoptability by the apprentices.

Transfer= Transferability of skills

Inno&Crea= Creativity and innovation

Owning = Number of garage and welding workmen owning small businesses

Pro&Servi = Production of goods and services

Improv. = Improvement in the livelihood

Behaviour = Enterprising behaviour.

Furthermore, the study determined the impact of informal technical training on development of technical skills among youth in Moshi Municipality and the responses were as follows; 57% strongly agreed that informal technical training positively impacts the development of technical skills among youth in Moshi Municipality whereas 23% agreed. On the other hand, 5% and 15% strongly disagreed and disagreed respectively, implying that informal technical training influences the development of technical skills among youth in Moshi Municipality.

Also respondents were asked if they experienced any skills transferability in the course of their work performance. Majority of respondents (50%) strongly agreed while 30% agreed to have shared skills with other individuals outside work settings. This is evidence that garage and welding workmen transfer technical skills to other individuals outside the work setting, the component that is very important in ensuring that the training is shared widely. Only 2% strongly disagreed and 18% disagreed that they did experience skills transferability.

On the other hand, respondents were asked if they owned personal small businesses resulting from the income generated from garage/welding work activities. Majority of respondents (76.1%) agreed that they managed small businesses. Interestingly, these businesses were established using the income generated from garage/welding work activities. This indicates the role of informal technical training in enabling individuals establish and own small businesses which in turn subsidizes their family income.

4.7 Hypotheses Testing

The first alternative hypothesis stated that sex influences individual's decision to either or not engage in garage/welding activities. Analysis was carried out using the t-test and the findings indicated that t-calculated was 2.250 which was greater than t-tabulated 1.960 (Table 9).

Table 9: Summary of the t-test analysis on sex and individual engagement (n = 90)

Variables	N	X	SD	df	cal.t	Tab. T	p.<0.05
Sex	90	2.32	1.42	87	2.450	1.960	Reject H ₀
Engagement in garage/welding	90	2.32	1.42				

At 0.05 percent level of significance and degree of freedom (df, 87), the calculated t (2.450) is greater than the tabulated t (1.960). Therefore, sex significantly influences individual's decision to either or not engage in garage/welding undertakings. Hence, we do not accept the null hypothesis at 0.05 level of significance and it is concluded that, sex influences individual's decision to either or not engage in garage/welding activities. These findings relate to the findings in the descriptive statistics. The fact that sex influences person's decision on whether or not to engage in garage or welding activities, sensitization/awareness creation programmes/strategies are needed at family, organisational and national levels with the aim of persuading female to engage in these undertakings. The second hypothesis attempted to test for the influence of informal technical training on development of specialised technical skills among youth in Moshi Municipality. Again, analysis was carried out using the t- test (Table 10).

Table 10: Summary of the t-test analysis on informal technical training and development of specialised skills (n = 90)

Variables	N	X	Sd	Df	cal.t	Tab. t	p.<0.05
Informal tech. Training	90	2.70	1.60	87	1.998	1.960	Reject H ₀
Development of specialized skills	90	2.48	1.30				

The findings from the Table 10 indicate that there was a slight difference between t- calculated (1.998) and t-tabulated (1.960). This indicates that informal technical training, to a small (2%) extent, influences development of specialised technical skills. In other words, informal technical training provides for the development of ordinary/normal technical skills to a great extent and not specialised ones. Therefore, the null hypothesis was rejected and it was concluded that, informal technical training influences the development of specialised technical skills among youth in Moshi Municipality. The third hypothesis related to the extent to which informal technical training influences self-employment among youth in Moshi Municipality. The t-test was again employed to test for this relationship and the findings indicated that, the t- calculated was 2.04 which is greater than t-tabulated 1.960 (Table 11).

Table 11: Informal technical training and self-employment (n = 90)

Variables	N	X	Sd	Df	cal.t	Tab. t	p.<0.05
Informal tech. training	90	2.70	1.12	87	2.04	1.960	Reject H ₀
Self-employment	90	2.48	1.20				

Based on the findings from the table above, the null hypothesis was rejected as the t-calculated value was greater than the t- tabulated value. It was therefore concluded that, informal technical training has positive influence on self-employment creation among youth in Moshi Municipality.

5.0 CONCLUSION AND RECOMMENDATIONS

The study reveals that informal Technical training is of vital for the development of enterprising behaviour among youth,. All the three tested hypotheses in this study indicated positive correlation with the independent variable (enterprising behaviour). The age of an individual plays a significant role in deciding whether or not to engage in garage/welding activities. Teenagers and middle aged groups greatly participate in garage and welding activities while old people (55 and above) were found less inclined to garage/welding activities. Informal technical training contributes greatly to self-employment creation among youth of the surveyed area. This is an indication of the importance of technical training to youth as compared to the theoretical education offered in colleges and universities as it does not, to a great extent, prepare youth for self-employment.

There have been a mushrooming number of colleges and universities both public and private that are set to provide theoretical education. These colleges and universities ought to change their curricula that emphasise on theoretical aspects and focus on practical/technical skills to match the requirements of time. A good example of this application is China that converted a total of 160 business universities into technical colleges in 2018. It is therefore imperative for them to develop reliable mechanisms tailored to support the informal sector which plays a significant role in employment creation in this country. Space/land for informal technical training activities development is greatly becoming a limiting factor.

Government through Municipal authorities ought to recognise and support informal technical training to curb the problem of unemployment by sparing aside public areas/land that can accommodate garages and welding activities. Furthermore, there is need for the government intervention in the financial sector to help people in the informal sector to access loans at most affordable interest rates so as to enhance their financial capacity to purchase modern work tools.

In this era of unemployment, informal training of technical skills should not be ignored. It is recommended to the government authorities to engage in establishment of training centers across the country where youth could attend technical trainings at a free fee, from where they sooner than later will employ themselves. It is also recommended to the government to convert the existing business universities into technical colleges as what China did. This will be essential for students to acquire hands on skills necessary for self-employment on completion of their studies. This submission is evidence oriented, based on the information collected from the field of study.

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