

**DEMOGRAPHIC AND SOCIO-ECONOMIC FACTORS ENCOURAGING
ON-THE-JOB TRAINING AT THE MURANG'A JUA KALI SHEDS**

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DECLARATION

This Research Project is my original work and has not been presented for a degree or any other award in this or any other University.

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DEDICATION

This work is dedicated to our son Mark Githinji, so that it may always act as a proud reminder of the importance of higher education.

ACKNOWLEDGEMENT

The process of conducting this research work has been academically challenging, time consuming and emotionally stressing. Combining my full-time engagement as a senior lecturer, and studies for a master's degree, made me believe that only a very tiny part of our potential is utilized. And I recalled James Gitau's challenge when I walked on fire in Nov 2004, "what else can't you do?"

I am heavily indebted to my supervisor Dr B.M.Sababu who, despite his busy schedule as a chairman of department of Management Science at the time of undertaking this research, gave me academic guidance at all stages. He made me feel academically enriched, satisfied, superior and inspired." You should be a source of knowledge but not just a proud owner of another degree," he used to emphasize. I appreciate the enormous challenges he always put on me.

I am grateful to my MBA lecturers, and to those who honestly filled the questionnaires; for it is from them that this study gets credibility.

Finally, we were in this program with my dear wife Susan. The demand on time and finances were obviously unprecedented, yet we found time to love and comfort each other, to pray and to attend to our social and marital duties. Thank you Susan. To our lovely son Mark, I thank him for keeping up with the pace when all three of us were students.

Without the support of everyone named here and those others who gave me moral and emotional support, this research paper would not have been of this high quality. **GOD BLESS YOU ALL!**

ABSTRACT

The purpose of this study was to investigate the factors that encourage on-the-job training in micro and small-scale enterprises within Murang'a Jua Kali sheds. Two questionnaires were used, one for the employees and the other for the employer. These instruments were used to gather data. The employees' demographic variables of gender, age, academic qualifications, technical training and number of years of service were considered. Social and economic factors were also considered. A total of twenty five (25) trainees and sixteen (16) trainers were sampled. The relevant literature was reviewed highlighting academic and research works undertaken there before on training and in particular on-the-job training. The data gathered was analyzed using descriptive statistics, through frequency distributions. This helped to address the research questions and the objectives of the study.

The results of the study revealed that the jua kali enterprises within the sheds were dominated by men of ages between 41-45 years with primary school education. Lack of fees to further education through formal channels was cited as the most common reason why trainees opted to train on the job. This study concluded that on-the-job training is necessary for the growth and industrialization of Kenya but there is need for government incentives to improve the quality of training. It was recommended that more women be encouraged to open businesses in the jua kali sheds to offset the dominance of men in this sub sector.

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ACRONYMS

TSC	-Teachers Service Commission
UNESCO	-United Nations Educational, Scientific and Cultural Organization
MBA	-Master of Business Administration
KIE	-Kenya Industrial Estate
ILO	-International Labour Organization
KIM	-Kenya Institute of Management
SPSS	-Statistical Package for the Social Sciences
SAP	-Structural Adjustment Programme
NGO	-Non-governmental Organization
PFP	-Policy Framework Paper
GoK	-Government of Kenya
SSE	-Small Scale Enterprises
SED	-Small Enterprises Development

DEFINITION OF TERMS

Apprentice:

A novice or inexperienced person learning a trade under a skilled worker. The apprentice may be bound by a formal or informal contract to serve for a determined period of time, during which the employer may or may not pay the apprentice a wage for the purpose of learning a trade in which he or she is so employed, (Kenya Industrial Training Act, cap 237).

Informal Sector:

Refer to the small-scale enterprise and Jua Kali sector. The sector consists of small enterprises with 1- 50 employees, (Government of Kenya, 1989 b).

On –The – Job Training:

Is the process of learning by doing a task. It takes place at an ordinary worksite in both formal and informal sectors (Bas, 1988). The trainer demonstrates the required quality of performance to the trainee and coaches him or her through a task. The trainee learns by observing and assisting the trainer in producing a product that is sold to customers (King 1987).

Self-Employment skills:

Skills related small businesses management and operation such as the following; business planning, marketing, bookkeeping, inventory control, public relations, time management, costing and pricing, (Nelson, 1986).

Jua Kali:

The term “Jua Kali” literally means “hot sun”. It is used colloquially to refer to enterprises that specialize in the manufacture of products or providing productive services in an informal way.

Entrepreneur:

Gibb (1988), describes an entrepreneur as a person who organizes, manages and assumes the risks of a business or enterprise. For the purposes of this research, an entrepreneur was considered as the owner of the enterprise.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

In recent years the Government of Kenya has embarked on a vigorous economic development strategy, which emphasizes job creation in the micro and small-scale sector (Government of Kenya, Sessional Paper No. 1 1986).

Limited training opportunities coupled with a growing shortage of jobs in the formal sectors, caused the government to focus attention on training on the job, (Government of Kenya, Sessional paper No. 2 1992 b).

According to the National Development Plan (2002-2008) on effective management for sustainable growth and poverty reduction, the government of Kenya reviews its emphasize on training by stating thus:

the government will institutionalize an informal training system through which youth can be trained on –the –job and receive recognition due to the high cost of training at established institutions.

In its support for formal training institutions, the National Development Plan (2002-2008) states that the government intends to upgrade the twenty technical training institutes, seventeen institutes of Technology, over six hundred youth polytechnics and the private technical institutes and make some of them centres of excellence in specific skills (pg 61).

It was however envisaged by King (1987), that those apprentices who go through formal structured training, still require on – the – job training for they come face to face with new equipment and tasks when they go to the field.

This phenomenon makes it imperative and worthwhile to always have some

kind of training at the workplace. The training is structured around day-to-day operations of the business (Fluitman, 1989).

Informal apprenticeship training takes place at an ordinary workplace in the informal sector and makes production tasks part of the instruction given and a means for the acquisition of technical skills (Bas, 1988). This would therefore encourage youth to gain practical skills and technology without spending too much money going through training institutes.

A survey carried out by the Ministry of Commerce and Industry in 1985 on the programme of entrepreneurship development, through Kenya Industrial Estates (K.I.E.), showed that out of twenty (20) trainees that were given management and technical training skills, only two (2) started successful enterprises. This gives the reason why many young people will remain unemployed or seek employment after training rather than go into self-employment.

William (1980) observed that informal on – the – job training is the most common form of skill acquisition in the informal sector. In these recent years, on-the-job training has gained ground because of the constrained economic conditions, which do not allow majority of the poor people to access institutional training.

Sessional Paper No.2 (1992) stipulated that with fewer opportunities for wage employment, on-the –job training will be encouraged, leading to self-

employment in the informal sector. This paper hoped to encourage more people to join the small-scale enterprises and the cottage industry. Furthermore it was hoped that training on the job would take a shorter period and be more relevant to a specific enterprise.

The government realized that it was imperative to create a dynamic informal sector that creates jobs at low cost and cater for the needs of the people at all income levels (Sessional Paper No. 1 1986). The government further expressed its desire to encourage training at the workplace through

Government Policy Paper No.1 (1988) that stated:

since small scale and jua kali enterprises are being called upon to create a large number of jobs and since formal training institutions may not necessarily be knowledgeable about the conditions pertaining to this sector, such institutions may not be as efficient as apprenticeship training schemes, which already exist in this sector.

The problem of training in technical skills was addressed by the presidential working committee, known as Mackay Report (1981). This commission recommended restructuring of the 7-4-2-3 system of education to the 8-4-4 system. It laid emphasize on the provision of practical oriented curriculum.

Technical education was to be introduced at the primary and secondary school levels.

Middle level technical colleges were also created to absorb those form four leavers who could not qualify for university intake. This level would train technicians and technologists who would play part in industrializing the

country by the year 2020. The Mackay report also recommended the first technical based university, the Moi University.

However, as was observed by Bird (1989), the training in the formal institutions sometimes does not address the requirements of the industry due to inadequate and obsolete machinery and tools. This has been common in Kenya especially in the technical training institute as observed by the report of Ministry of Education Science and Technology (2000). It notes that technical training institutes should be upgraded in terms of updating machinery and retraining teaching personnel.

With the economy not growing as fast, to support the low income earners, those who complete their form four end up not joining the middle level colleges. In their pursuit to make ends meet, they end up in the informal Jua Kali sector or get employed as unskilled labour in the micro and small scale enterprises and industries. As noted by King (1987), the unskilled labourers are coached through a task and they learn through observing and assisting until they acquire an acceptable level of skill. Such people thereafter become permanently employed as skilled labourers.

The government addressed the exodus of unemployed school leavers and citizenry by officially recognizing the Jua Kali sector in its National Development Plan (1989-1993) and Sessional paper No. 5 (1991). The building of Jua Kali sheds was implemented in most of the districts in the

country. These sheds acted as training facilities for the many who could not access training in government and private technical colleges.

Self-employment skills such as business planning, bookkeeping, customer relations, marketing and costing are important to productivity and growth of informal sector businesses (ILO, 1991). This means that the owners of these small-scale enterprises should have managerial skills so as to train their employees who are future employers. This view was supported by Harper (1983) when he noted that entrepreneurship training is a critical component of existing assistance programmes and it is also one of the most significant issues of the small scale enterprises growth which tells us the need to go beyond skill training in the training programmes.

While we support the interventions of training in the small scale industries and enterprises, we must look for data to help us know whether training ever takes place in these small scale enterprises, for as Fluitman (1992) observes, realistic data of training interventions and content of skill training in the informal sector must always be updated. It will also be important to keep the training relevant and in conformity with present technological trends.

1.2 Statement of the Problem

This study investigated the demographic and socio-economic factors that influence on-the-job training at Murang'a jua kali sheds. It was centered on the small-scale enterprises within the confines of the sheds, which are future centers of productivity.

Over the past few years, the government of Kenya has taken specific steps to formulate policies, which address the various constraints facing informal sector as seen in Sessional paper No. 5 of 1991 and the National Development Plan (2002-2008). However, this dramatic increase in the informal sector has preceded the development of empirical information needed to guide policy decisions on how to improve the informal sector of training system (GOK, Sessional paper No.1, 1986). For most times, policy decisions regarding small-scale enterprises training have been based on assumptions and not on empirical data (K'Aol, 1984). It is for this reason that a Kenya Government Report (1989) entitled "A Strategy for Small Enterprise Development in Kenya Towards The Year 2000" was written. It emphasized the need for in-depth research on specific target groups in the informal sector to determine their training needs.

Many people have been retrenched through the government structural adjustment programmes. Hence, a big number of those joining the Jua Kali sector and other small industries are not young school leavers like before. They may not even join or start a business in their area of training. As

Engleman (1993) observes, it is important to verify in a systematic manner, what skills are needed, what skills are taught and whether training interventions might be feasible and cost effective.

Having a goal to become a newly industrialized nation by the year 2020, the Government of Kenya has put several incentives for the micro and small-scale enterprises. It has put in place training of workers in the in formal sector through World Bank Voucher Programme (2002). This study looks at the factors that encourage informal training that is conducted within the workplace. The training that is done within the workplace will enhance mastery of the particular trade and therefore ensure high quality products and increased production.

1.3 Purpose of the Study

The main purpose of this study was to identify the factors that encourage training on the job within the Murang'a jua kali sheds. It identified the demographic characteristics of the trainees and determined the levels of formal education of the trainees. From this study, it was established why people chose to train on the job rather than go through formal institutional training.

1.4 Objectives of the Study

The main objective of this study was to investigate the factors that encouraged on-the-job apprenticeship training in enterprises within the jua kali sheds in Murang'a town.

The specific objectives were: -

- i. To identify the relationship of demographic characteristics of trainees in jua kali enterprises and their training preferences.
- ii. To determine whether economic backgrounds of the trainees in the jua kali enterprises encourage on-the-job training.
- iii. To assess the reasons why people would prefer training at the jua kali enterprises rather than in formal training institutions.
- iv. To determine if the trades that were taught in the jua kali enterprises encourage on-the-job training.

1.5 Research Questions

The following research questions were developed in order to address the objectives and facilitate the achievement of the purpose of the study.

- i. What are the demographic characteristics of the trainees in the jua kali enterprises?
- ii. Why do people prefer to train at the jua kali sheds rather than at formal training institutions?
- iii. What are the factors that lead to the improvement of productivity of trainees?

- iv. Do the methods of training used in on-the-job training encourage joining jua kali training?
- v. What are the different trades in which training is offered at the jua kali sheds?

1.6 Significance of the Study

The unemployment level in Kenya is quite high. Graduates at different levels have to get other forms of economic activities other than government employment. The current trend in the economy is that people should invest in self-employment so as to create jobs for themselves and for others. In view of this, the informal sector has continued to expand with the jua kali enterprises and industries recording commendable growth of 8% (Economic Survey, 2003).

The government, in its 9th National Development Plan (2002-2008) encourages local investors to start cottage industries so as to offer employment to its citizens. With the increase in informal enterprises, there is more need to train the employees so that they can cope with rising levels of technology. The findings of this study will be useful in providing data and facts on the extent in which training is undertaken in the small-scale enterprises (SSE). Such data will be vital in the formulation of programs and activities to support the development of informal sector training (Fluitman, 1992).

This study will also provide the stakeholders in the small-scale sector a better understanding of their strengths and weaknesses in training. It will provide information of value to manpower planners and education planners in their responsibility of designing curricular intended to make Kenyan education relevant to the inspiration of industrialization.

The findings of this study could also be used by the government policy makers, donors like World Bank and Non-Governmental organizations. Small business centers attached to the technical training institutions can use this data to plan for intervention programs, which will improve the informal apprenticeship training system. Future researchers could also use the findings of this study to carry out more research on training interventions in the formal and informal business sector.

1.7 Limitations of the Study

- i) The data for analysis was limited to the information provided by respondents in the selected businesses.
- ii) Finances were also a challenge hence the choice of a smaller geographical area of coverage for the study.
- iii) The investigation was limited to the small-scale businesses within Murang'a jua kali sheds.

1.8 Scope of Study

The study confined itself to Murang'a jua kali sheds only. It targeted the enterprises that accommodate trainees in different trades. The study covered a

wide range of businesses including motor vehicle mechanics, metal work, woodwork, textile and cushion making, welding and fabrication, panel beating, energy saving jikos and food processing.

1.9 Justification of the Study

This study was found necessary on the strength that people get employed in the small-scale enterprises without formal training. Even those with formal training find different environments, different machines and different processes from those in their formal training facilities. It therefore becomes very necessary to give training to cope and conform to the new situation.

In the National Development Plan (2002-2008), the government intends to maximize the utilization of all technical training institutions through upgrading the capacity, introducing flexible curriculum and upgrading some of the institutions to be centers of excellence in specific skills (pg 61). Such ambitious plans can be hampered by the poor economic status of the people. Many parents cannot afford to take their children to these institutions due to high cost of training. It is therefore prudent to study the underlying reasons why people choose to train at the jua kali sheds. A study of on-the-job training will bring out important information on the necessity to look afresh at the informal training interventions.

1.10 Assumptions' of the Study

An assumption is “any important fact that a researcher takes to be true without actually verifying it”(Mugenda and Mugenda 1999). This study made the following assumptions.

- (i) That Jua Kali enterprises offer some kind of on the job training to their employees.
- (ii) That employees require training in their trade areas even when they were formally trained before employment.
- (iii) That when employees are trained they also get motivated and become more productive.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature relevant to training in general and on-the-job training in particular. It is based on several government Sessional Papers, National Development Plans, relevant research papers and the contribution of various authors on training in business organizations.

2.1 Growth and Development of Small Scale Enterprises

According to Nelson (1986), growth of an enterprise can be measured in terms of jobs created, increased sales and assets. A number of enterprises in the area of study have exhibited the above traits but majority have not. They either just survive or in the long run they close up their doors. Success, according to Bolnic (1990) is demonstrated by a measure of vertical and horizontal growth. Studies show that most of the enterprises do not remain within their original size categories. They grow in terms of their financial base, level of stock, increase in machinery, and increase in manpower.

House, Ikiara and McCormick (1990), dwelt at length on the constraints of growth in S.S.E. in Kenya. They suggested that lack of skill training; sufficient financing and management skills were some of the constraints. The main issues in management skills are keeping financial records, marketing skills and lack of information. Issues in technical training include coping with new technology and having relevant training programmes. These issues would affect the quality of training.

At least during the last two decades, the Kenya Government has clearly addressed itself to the growth of the small-scale enterprises. This is seen through the many National Development Plans and Sessional papers addressing the issue. Lindsay (1986), in his research on entrepreneurship development in Kenya identified inadequate management skills and inadequate technical skills as the main handicap in a given type of industry. Here the need for related technical knowledge in the production sector of S.S.E. must be addressed. Since the informal sector has become a big employer, the training of the labour force must be closely monitored.

According to the 8th National Development Plan (1987-2002) on Rapid Industrialization for Sustained Development, eleven million Kenyans are living below the poverty line while a further 3 million Kenyans are unemployed. Micro and small-scale enterprises have one of their major objectives as creation of jobs, both for the owner and the employees. The expansion of the enterprises creates more jobs and more wealth. The stagnation or degeneration increases unemployment and poverty.

The GEMINI study of 1993 shows that in 1993, there were 910,000 micro and small-scale enterprises employing more than 2 million individuals. The study shows that despite the surprising capacity of the sector for innovation and expansion in numbers, it is affected by a number of constraints such as; general lack of technical and managerial skills, lack of adequate operating tools and equipment and lack of adequate access to finance. The GEMINI

study in Kenya indicated that only 1% of the enterprises have been reached by formal non-financial assistance including technology and training. This is an indication that there is a lot of ignorance in the informal sector regarding training in general.

Some of the non-financial sources in Kenya include: -

- (i) Approtech – (Appropriate technology) which offers design, research and technical training. It offers development in technologies.
- (ii) K-MAP – (Kenya Management Assistance Programme) which offers training, business counseling and general management of small and medium scale enterprises.
- (iii) KIM (Kenya Institute of Management), which offers training and counseling in all spheres of a business.
- (iv) IBAA (Informal Business Advisory Agency), which offers training and business counseling to entrepreneurs.
- (v) UNDP (United National Development Program) gives demonstrations and technical training, advices and promotes entrepreneurs all over Kenya.

There has also been a lot of emphasis on entrepreneurship training and education, which has definitely affected the growth, and development of entrepreneurship. The introduction of 8.4.4 education system in 1985 was meant to orientate schools towards self-employment. Sessional Paper No.6 of 1988 on education and manpower training for the next decade and beyond,

recommended the introduction of entrepreneurship education at all levels of technical training, with an aim of promoting “enterprise culture” nationally among the youth.

In 1988 the Ministry of Research, Technical Training and Technology was created to facilitate technical training and inculcation of the said entrepreneurship culture. In 1989 entrepreneurship education was introduced in all Technical Training Institutes and Institutes of Technology. This must have encouraged a lot of college leavers to think of starting their own small businesses rather than living as job seekers. A study by Mburu (1992), found that people with prior training or work experience felt that they were likely to be successful if they went into business.

Kubr (1986) noted that whereas large, well-organized enterprises can usually afford both good line-management and specialist staff, the small enterprise manager is a relatively isolated individual dealing with policy and operational problems simultaneously despite personal biases and limitations. He therefore will have problems in instituting quality training. Most small enterprise managers also lack formal training in management and entrepreneurship. This leads to poor utilization of human and material resources (Abuodha, 1992).

It has also been noted that the S.S.E. owners have little control and knowledge of external factors that affect their businesses such as taxation, licensing, and the legal structure (Sessional Paper No. 2 of 1992). According to a National

Baseline Survey done by Daniels, Mead and Musingu (1994), most of the small-scale enterprises are family businesses for those with families. They are also one-man businesses for those without families. In such form of set ups, training may not take place or if it takes place it will center on training the owners themselves.

2.2 The Role of Small Scale Enterprises in Kenya

The role of the small-scale enterprises in Kenya and in the world in general cannot be over – emphasized. The government policy papers are always at the top on the campaign for recognition and development of the small-scale enterprises.

The small-scale sector has been seen as a primary means of strengthening Kenya's economy. This fact has been stressed by Sessional Paper No. 1 of 1986, No. 2 of 1992, No. 5 of 1991 as well as the Seventh National Development Plan (1994-1996), and the 9th National Development Plan (2002-2008)

Although much emphasis has been put in place and incentives given to entrepreneurs in the sector, this sector has continued to drag its feet to development. The micro and small enterprise sector is looked at as a major job creator. Sessional Paper No. 1 of 1986 notes that the informal sector is a major employer. It is true the small enterprise sector has created a lot of jobs, but this sector has not been stable hence, when these enterprises close down, the employees become unemployed again.

The 8th National Development Plan (1997-2001) expresses thus: -

“But many of jobs created in the informal sector do not pay well because productivity is very low. Hence many are poorly paid and/or underemployed” (GoK 1997).

This therefore, is an indication that if training is emphasized and orderly undertaken, employees can be more secure and can earn more.

The role of Jua Kali sector and the Small Scale Enterprise sector has been summarized in the government policy paper, “A strategy for Small Enterprise Development in Kenya towards the year 2000” as:-

- (i) Creating employment
- (ii) Increasing national productivity
- (iii) Expanding national trade
- (iv) Promoting rural development
- (v) Subsidizing expensive commodities with cheaper and convenient ones
- (vi) Supplying goods and services to rural and urban communities at affordable rates.

2.3 Trade and Entrepreneurship Training

Koech (2000) has emphasized technical training and self-employment in his commission’s report on “Totally Integrated Quality Education and Training (TIQET). The commission recommended that more active collaborative mechanisms between industry and training institutions be put in place to

ensure relevance of technical training. Jua kali enterprises form part of the industry that the commission was interested in and they also happen to be providing training to a certain cadre of trainees.

Aldag and Stearns (1987) explain that on-the-job training is the most direct approach to training and development. It offers the employee the quickest return in terms of improved performance. This encourages the employee to view his job more positively and feel more secure.

With the advent of the industrial revolution and the increased role of the government in education, traditional on – the – job training suffered a temporary set back (Bas, 1988). In Kenya, this set back occurred at independence when the government embarked on a serious institutional building of schools and colleges. In recent years, however, on – the – job training has again become the major source of training for the informal sector (Fluitman, 1989). This is because recession and the increase in population have led to mass unemployment in developing countries (Cor'valan, 1987). The government of Kenya has then had to look to the informal sector to provide the extra-required jobs, Sessional Paper No. 1, (1986) and No. 2, (1992).

Although on – the – job training has always existed, on – the – job training in Kenya as it is today, was pioneered by African employees trained by Indian craft workers, during the colonial period. This first generation of African

workers of the 1930s, through working with a skilled Indian or “Mzungu”, acquired the relevant skills of the trade (King, 1977). These African workers later started their own little workshops and in turn took on unskilled workers (Sifuna, 1976). These labourers in turn learnt from their African “Masters.”

The achievement of independence by Kenya in 1963 opened up a multitude of new avenues for small-scale repairers and producers (K’Aol, 1994).

Traditional on – the – job training was soon extended to the acquisition of modern skills as the Africans either repaired imported goods or made cheaper substitutes from the local raw materials (King, 1977). Since 1963, traditional on – the – job training has become the most prevalent way of skill acquisition for informal sector workers (K’Aol, 1994).

The primary means of training in the informal sector is on – the – job.

Through the process of learning by doing, a young person works for the proprietor of a business or “Master” for a given period of time in order to learn a trade (Aboagye, 1986). The majority of informal sector workers have acquired their skills on – the – job by chance, by trial and error, or by watching others such as parents or older siblings, perform tasks. In many instances however, on – the – job training is a traditional form of training. It exists widely around the world but varies in form and content from one place to another. In most developing countries, on – the – job training is usually the only means of learning a trade (Fluitman, 1989).

All the forms of on – the – job training take place at the worksite, be this in the open air or a workshop (depending on the trade). A study by Fluitman (1989) indicated that traditionally, the process is explained by the trainer to the trainee. The trainee observes the process, explains it and then performs the task under the guidance of the trainer. Some traditional aspects of on – the – job training include a socialization stage the trainee first works as a messenger, doing odd jobs such as cleaning or running errands. He is then allowed to sort and store raw materials and take part in the pre – production preparation of these raw materials. He then begins to learn the names of tools and their uses. He is then encouraged to learn by watching and imitating more and more complicated tasks Bas, (1988), Fluitman (1994). As time passes, the trainee is allowed to finish pieces of work, supervise more junior trainees and deal directly with customers. The master may even leave the trainee in charge for short periods of time when he has to be away King, (1990).

A study by Bas (1988), on motor vehicle mechanics reported that on – the – job trainees in this trade learn their skills mainly through observation without much guidance from the mechanic. The trainee finds out what is wrong with the motor vehicle through trial and error until he finally learns how to diagnose problems and correct them properly. The mechanics in this trade tend to keep the more skilled tasks to themselves and only delegate to the trainees, the very subordinate tasks.

Apart from technical skills, traditional on – the – job trainees also acquire management and business skills required for successful entrepreneurship (Fluitman, 1994). However, K’Aol (1994) observed that the majority of the trainees in metal work, wood work and auto repair did not provide their trainees with opportunities to learn self employment skills such as business planning, book keeping, marketing or inventory control. This was because the trainers themselves often did not have these skills. They however, provided their trainees with opportunities to acquire public relations and costing skills.

A study by Aboagye (1986) in Nairobi, Mombasa and Kisumu observed that on – the – job trainees in the food and processing industry were usually trained for less than three months while those in motor vehicle repair took an average of three years, and two and a half for metal fabricating. The same study further pointed out that the duration of training depended on the skills sought. The trainee who wanted to learn the making of such basic objects as metal boxes, metal water pails or metal basins, required less than six months of leaning while the specialized areas such as the production of machine tools, wood lathes, grinding machines and boilers, required more than three years. Ndua and Ngethe (1984) reported that trainees in metal work trained for shorter hours per week than carpentry trainees. This, however, was counter balanced by the fact that the metal work trainees ended up training for more years, thus acquiring more skills, and compensating for the shorter working hours.

Training programs must accomplish a number of goals; first it must be based on organizational and individual needs. Secondly, the training objectives should spell out what problems will be solved. Thirdly, all training should be based on sound theories of learning. Finally, training must be evaluated to determine whether a training program is working (Aldag & Stearns 1987)

Donnelly, (1987) gives the procedure as: -

1. Locating Problems: - Before a training program is developed, problem areas must be pinpointed by use of techniques such as reviewing safety records, absenteeism data, job descriptions and attitude surveys.
2. Settling Objectives: Once training needs have been identified objectives need to be stated in writing- Two categories of objectives Skill and Knowledge- Skill objectives focus on physical activities Knowledge objectives focus on understanding attitudes and concepts.
3. Conducting the programs: The method of training is determined by such factors as cost, available time, number of persons to be trained backgrounds of trainees and skill of trainers.

2.4 Duration of Training

The duration of on – the – job training in most African countries is not fixed as it depended on how sharp the trainee is at learning and also the master's satisfaction with the quality of the trainee's work. The duration of training mostly depends on the trade because some trades are wider and complex than others. Fluitman (1994) observed that in West Africa, the average period is 3-4

years. Bas (1988) had however indicated that in West Africa, traditional on – the – job training tends to be too long (sometimes a long as 6-7 years for carpentry). The responsibility for this is often laid at the door of the master trainers who are disinclined to carry out systematic intensive training and are not too anxious to deprive themselves too soon, of cheap labour or create potential competition.

The traditional cultural models also include a long period of socialization during which the trainee wins his adoption by master trainers and his family by his respect and loyalty, progressively meriting the right to learn. Finally, the termination of the training is often delayed quite simply because the trainee cannot raise the funds he needs to set up on his own (Bas, 1988).

The period of learning taken in East Africa is much shorter (Abuodha, 1991). This could be as a result that most technical- skill trainees come from poor backgrounds and would like to start earning to support their families. K'Aol (1994) observed that in Kenya, informal on – the – job training was flexible. There was no fixed duration of training. Most often, the trainees advanced in the trade areas at their own pace. It was also noted that trainees had different social commitments that affected their flow of training.

The cost of on – the – job training normally varies not only from one trade to the next but also from one country to another. A study in Cote'Divore, Nigeria and Togo by King (1990), indicated that on – the – job training in these

countries is highly formalized. Fees and allowances are agreed upon between the master and the families of the trainees to be. When the training is over, an elaborate, expensive graduation ceremony is performed. Aboagye (1986) indicated that a large number of trainees were expected to pay their master provided the trainee with a daily subsistence allowance as he regarded them as a source of cheap labour.

Ndua and Ngethe (1984) reported that trainees in metal work on average paid slightly more than those in carpentry. The trainees paid their fees through cash installments, by money got from relatives and a few, from savings. K'Aol (1994) concluded that informal on – the – job training was cheap and affordable in comparison to formal vocational training in Kenya. The same study went on to point out that one of the main strengths of on – the – job training was its ability to make trainees self reliant during the training period. Trainees were paid pocket money ranging from 100-200 Kenya Shillings per day depending on their level of experience and productivity. Most trainees did not therefore depend on their guardians or relatives for financial support during training.

It is because of this affordability of on – the – job training that it has always provided the only point of entry into the labour market for boys and girls from poor families by providing them with technical skills for earning a living (Bas, 1988). Furthermore, this type of training costs the government nothing unlike similar efforts at training in the formal sector. It is also beneficial to the

parents of the trainees "because it not only provides their children with a chance of employment; it also keeps them busy and stops them from engaging in mischievous and delinquent activities (Fluitman and Sangare, 1989).

2.5 Importance of Training

Training is a continuous process of helping employees to perform at a high level. Training may occur on the job or at a special training facility (Donnelly 1987). When training is undertaken before actual employment, it is referred to as apprenticeship. The purpose of such training is acquisition of new skills while the purpose of training after employment is to enhance productivity.

Donnelly (1987) emphasizes training by stating thus:

"Training and Development include numerous activities that inform employees of policies and procedures, educate them in job skills and develop them for future advancement. The training and training programs' importance to the organization cannot be overemphasized. Through recruitment and placement, good employees can be brought into the company; but they need orientation and continual education and development so that their needs and the objectives of the organization can be achieved simultaneously.

Formal on-the-job training in Kenya is conducted under Industrial Training Act (1971). This Act controls the conditions of on-the-job training in the conventional trade areas and also controls the testing of trade skills (Lindsay, 1990). There are four Industrial Training Centres, which over the last three decades have offered crafts training and skills upgrading courses in the mechanical, automotive, building and electrical trades.

In the craft courses, trainees sign a three-year contract with an employer and they attend, during the period, sandwich courses at one of the Industrial Training Centres located in Nairobi, Mombasa or Kisumu. The trainee attends these courses three times for a duration of twelve weeks while on contract, receiving intensive theory and practical training in the centre's training workshops. Time between the course periods is spent at the company gaining practical experience in the trade. This scheme ensures that the trainee is taught the basic skills of the trade and becomes a craftsman when he has successfully passed the proficiency tests. This is the most basic form of on-the-job training and forms the foundation on which later specialization can be built. On the issue of which institution should train, Engelman (1993) in his report on Jua Kali Development Project management training showed the annual training output was less than five per cent of the established training needs. The gap is explained by the disparity between the targets of training institutions and the needs of the sector. Other factors are high training costs and unqualified trainers. In his recommendations, he pointed out the need for cost effective management training and inclusion of improved motivation and assessment of training needs.

2.6 Recruitment Process

Ndua and Ngethe (1984) reported that in the carpentry and metalwork sub sectors in Eastlands of Nairobi, 58% of the trainees had not been interviewed prior to being recruited. Some of the trainees were bulldozed by relatives into taking up the training. Some had other considerations such as the areas, or

having known someone the trainer had trained. The largest number (62%) of trainees was those being trained by relatives followed by those being trained by friends.

It was obvious from this research that training was being conducted by people with prior knowledge of each other. This is further supported by K' Aol (1994) who concluded that the most frequent method of recruitment of trainees was through relatives, then through friends. Very few had recruited their trainees through direct contact.

King (1987) observed that informal training is necessitated by the process of failure in primary and secondary schools that produces the waves of recruits to the informal sector. Once schools have defined a certain number of pupils as unable to proceed to the next level (especially from primary to secondary level), this failure seems to operate as one of the first major orientations to informal sector jobs. It is principally those who are rejected by schools through examinations, lack of places or lack of fees that find themselves contemplating informal sector opportunities.

It has been established that formal education has a direct impact on the occupational success and upward mobility of individuals within the informal sector (Fluitman, 1989). Studies conducted by King (1987) concluded that education per se does not make one a successful entrepreneur. However, those with literacy and numeric skills do better than those without these skills

(Fluitman, 1989). In West Africa for example, some trainers prefer trainees with high education because measuring, drawing and cutting becomes easier for them to master (Williams, 1980). The trainees with higher formal education understand the concepts behind their practical work and are more creative.

Studies conducted by Fluitman and Sangare (1989) noted that in Kenya, the majority of informal sector workers never completed primary school. A welcome trend is however, becoming apparent in the level of the artisans with the arrival of large numbers of redundancies from the modern sector. Some of these new entrants into the informal sector bring with them technological know how and skills. This gives them access to subcontracting and a more open-minded outlook. These are the masters now more sought after by parents to act as on-the-job trainers for the children (Bas, 1988).

If the Kenya Government were to implement all the policies stipulated in Sessional paper No. 2, (1992), and the sixth National Development plan (1989-1993), the informal sector would contribute very highly to the economic development of the country by for example, providing the much needed employment.

As suggested in a study by Patel (1986), credit institutions should not only provide money and credit to small enterprises, but they should also undertake new roles of identifying and training entrepreneurs as well as providing in-

plant counselling. On the same issue, Harper (1983) emphasized the importance of selecting an appropriate institution to carry out the training programme. He stressed by saying:

“The selection of appropriate institution to carry out the training programme is very important as entrepreneurship development requires flexibility commitment, good local contacts and an important but intangible elements of inspiration.”

On the quality of a suitable institution to undertake entrepreneurship training, Harper (1983) suggested that these qualities are likely to be found in a private or voluntary organization than in a government department, and many of the most successful programmes are run by voluntary agencies. Government or international organizations can sometimes be successful but they have a lot of bureaucracy. If they have the necessary funding they are more likely to achieve cost effective results if they sponsor a local voluntary organization than if they try to conduct the programmes themselves.

Muthee (1992) in his survey on employment potential in the textile industry concluded that most textile businesses employed those who trained with them. This therefore is an indication that in some trades, employers have more confidence in those who undergo on the job training.

2.7 Relevance of On-the-job Training

In Kenya, like in many other developing countries, on-the-job training has thrived because, among other reasons, it is a system that is firmly rooted in the native culture and is therefore particularly suitable in the African way of life

(Bas, 1988). The skills used by the majority of Third World informal sector workers to earn their livelihood has been acquired on-the-job and not in the formal institutions (Fluitman and Sangare ,1989). According to Fluitman and Sangare (1989), formal sector training in Youth polytechnics is available for only about 5,000 trainees. The majority of these primary school leavers eventually find their way into the labour market in one capacity or another and their skills are largely learnt on-the-job.

Tomecko, (1991) concluded that there was tentative evidence to show that Kenya's informal sector provides more technical training in any given year than all the other technical training institutions and National Polytechnics put together. A study by K'Aol (1994), also observed that traditional on-the-job training is significant in Kenya because of its ability to provide potential employment opportunities in the informal sector and also providing the trainees with the chance of meeting their potential customers while still training on-the-job.

At independence, set on institutional building, the Kenya government temporarily overlooked the importance of traditional on-the-job training. However, it soon became apparent that primary school leavers were totally unequipped for either self employment or employment in the modern sector World Bank, (1978). The village polytechnic movement was consequently launched by NCKK in 1966 to provide this group of primary school leavers with the necessary skills for self-employment in the rural areas. The six

hundred and fifty Youth Polytechnics, (as village Polytechnics were subsequently renamed) have trained a large number of skilled artisans and helped to change the attitude of the youth towards manual work from a negative to a more positive one.

It was soon obvious that the main objectives of Youth Polytechnics and Harambee Institutes of Technology of helping the youth to go into self-employment was not being achieved. This was because the graduates of these institutions tended strongly to go for wage employment. The lesson that was learnt out of this was that these institutions could not be relied upon to provide the required skilled labour for the informal sector.

Apart from this strong preference for wage employment by Youth Polytechnic graduates, other aspects of formal institutions training that render it irrelevant for the informal sector are its limited relationship to the demands of the real world, (Government of Kenya, 1986); its relatively poor quality of training (Yambo, 1986); its inflexible training durations; its undue emphasis on certification and the high cost of training (Tomecko, 1991).

Fluitman (1989) pointed out that formal training institutions in developing countries are typically small and are usually aimed at meeting what are believed to be manpower needs of the modern sector. In most developing countries, currently, jobs no longer exist in the modern sector. Moreover, such training is not always very efficient. Where there is a demand for skilled

workers, employers frequently question the relevance and quality of the training offered by the formal training institutions. In many developing countries, formal training is expensive and beyond the reach of those who need it. The inadequacy and limitations of the formal sector vocational training has become more obvious with the realization that self-employment is the only route into the labour market for most young Kenyans (Tomecko, 1991). This is supported by Birks and Sinclair (1989) who point out the limited access to formal sector training with regard to women, who make up an important proportion of the labour force.

It is therefore obvious that formal sector vocational training is not quite relevant for the Kenyan informal sector. Its limitations are obvious, especially when it comes to preparing the youth for self-employment.

2.8 Training as a Factor of Productivity

It has been found out that small enterprises act as an agent for ushering in social change in a gradual and peaceful manner (Nelson, 1986). It has been primarily during the past two decades that significant attempts have been made to implement programmes designed to promote small enterprises through entrepreneurship training as part of national development plans of countries in Asia and Pacific Region.

Harper (1983) concurs with Nelson (1986) that entrepreneurship and technical training are some of the most important components of existing assistance

programmes. He however points out that it is at the same time one of the most complicated issues of small enterprise growth. A behavioural concept of achievement motivation training, in which ILO was involved during 1960s, did not lead to a lasting result in spite of the fact that the concept was tried in several countries including Indonesia, Jamaica and Uganda (ILO, 1983).

Entrepreneurship development is emphasized in the ILO's small business start-up programmes or in the establishing of new training methods for self employment (Harper 1983). Nzomo (1986) identified a small or medium enterprise, as the hub around which everything revolves, and the entrepreneur as the person who assembles and organizes the resources, risks and manages to establish and operate a going concern that is capable of self-sustenance.

Nzomo (1986) stated that it stands to reason that in national development planning, this person ought to be identified, trained motivated and supported.

In his study, Powell (1987) found that enterprises and the training institutions do not share experience in order to enhance the training process. The cause and the result of this, is lack of evidence that would convince policy makers and funding agencies that entrepreneurship or management training and development methods achieve what they set out to achieve. Training lacks credibility because policy makers are unwilling to commit enough resources to ensure training of the right quality which in turn leads to poor and inadequate training and hence a lack of credibility in the training activity (Powell 1987).

On the other hand Birks and Sinclair, (1989) considered inadequacy of formal sector training as having four dimensions. First training institutions often train for skills and occupation which do not correspond to opportunities in the formal sector, second, formal training reaches few people in relation to the number entering the labour market, thirdly in equality of access training, and finally the quality of training offered is often inadequate as a preparation for productive work. Formal school based education and training of long duration leading globally to recognized certificates is not usually what is needed to service the informal sector (Birks and Sinclair, 1989).

As far as Kenya is concerned, the evidence suggests that considerable apprentice training has been going on in the informal sector (King, 1980). Chepkonga (1989) observed that the majority of social economic studies of the informal sector have not examined the subject closely. They have tended to overlook its contribution to manpower development and the resultant improvement of production techniques in Kenya.

In his research on training on the Kenyan informal sector, Yambo (1992) found that the popularity of various skills differed between sub-sectors. The service / repairs sub-sectors prioritized courses in financial management, and marketing related skills. The development of entrepreneurial attitude has become a part of the curriculum in some educational training programmes, (Nelson, 1986). The attitude may be viewed as essential to success in owning and operating small businesses. This is because some entrepreneurial attitudes

such as risk taking, creativity and problem solving may take a long time to develop. Concepts regarding self-employment have been suggested for inclusion in vocational education programmes. Lindsay (1990), in his research on entrepreneurship development in Kenya identified that inadequate management training was a major constraint to the development of private sector in Kenya.

In his research on training needs assessment Yambo (1992), recommended that those planning future informal sector training should consider the sustainability of the sector and the changing configuration of the pre-requisites for profitable informal participation within the context of rapid changing consumption patterns in the world. Training needs may change over time; hence training needs assessment should be prioritized as frequently as possible. With the changing technological environment, training should be made more relevant to the industry, and hence the more need to train on the job.

On the effect and impact of the entrepreneurship training and development programmes, Nelson (1986), identified a general awareness of the public, which has been created by success of those trained. He noted that the public believed that if one of them succeeded in business others could also succeed. This may be especially true when the traditionally and socio-economically least expected individuals in a town or village become owners of a successful small enterprises. When training is conducted within the workplace, the

trainees identify more with the business environment than when it is conducted at formal training institution.

The trainees see themselves as future owners of similar businesses and are therefore highly motivated thereby improving overall productivity. Arora (1998) defines productivity as the contribution of the input of human effort to the value of the output. Luthans (1989) also noted that motivation is a driving force, which inclines a person to behave in a particular manner or develop capacity for certain types of behaviour. Mackay (1981), recommended surveys of public and private sector manpower training be undertaken to analyze and determine the scope and impact of this training (pg 90). He further stated that an accelerated programme of training more craftsmen and technicians should be undertaken to reduce the importation of technology in Kenya. Since training encompasses the learning of technical skills and the acquisition of knowledge attitude, the on-the-job trainee should end up improving his effectiveness and efficiency in the workplace.

2.9 Conceptual Framework of the Study

The study can be conceptualized in a framework as shown in figure 1

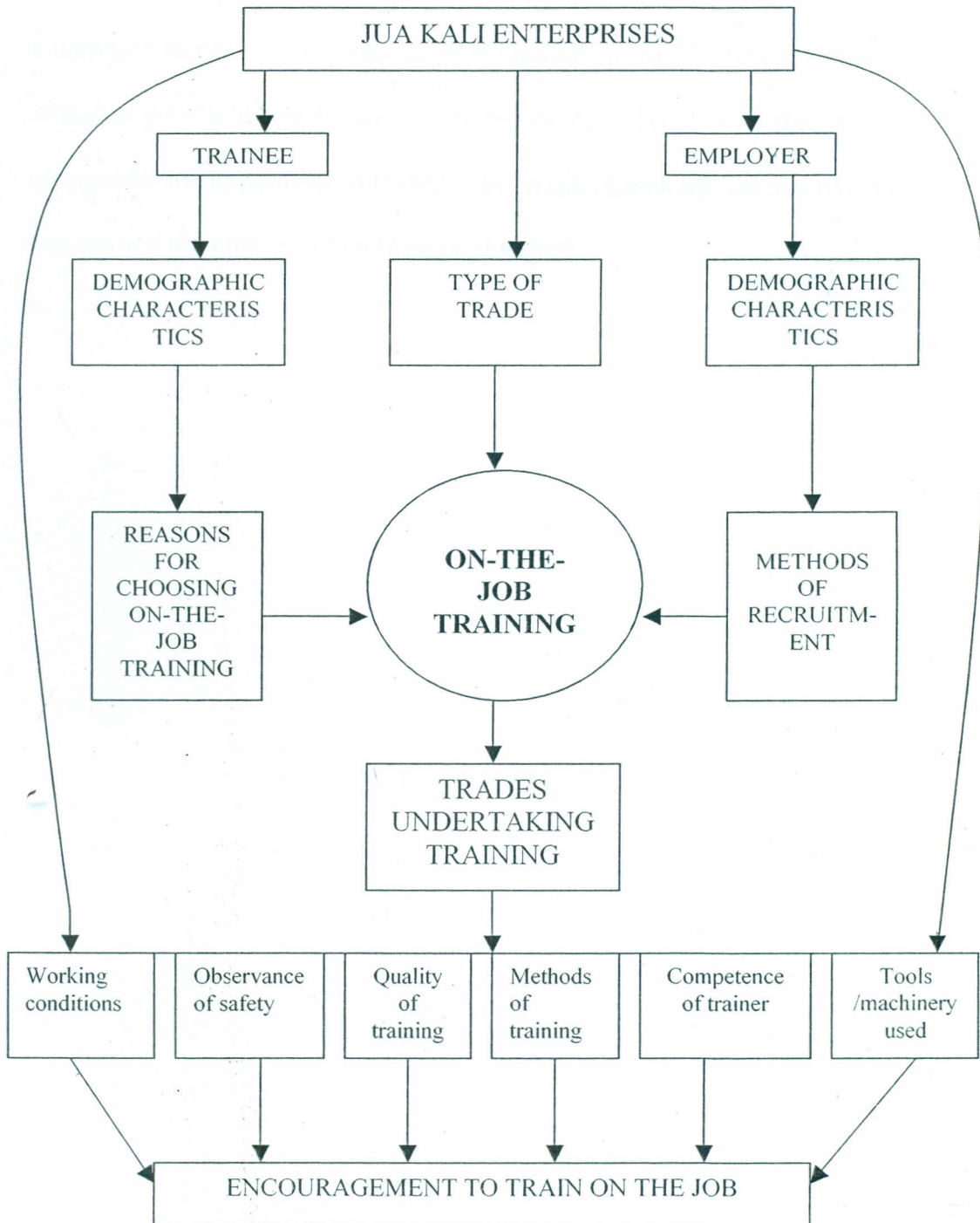


Figure 1 – Conceptual framework

2.10 Summary of Literature Review

This chapter reviewed available and relevant literature on training within the workplace. It looked at the general aspects of training in the small-scale enterprises and particular emphasis on the jua kali sector. The chapter also looked at growth of small-scale enterprises, the role played by small-scale enterprises, the importance of training, the length of training, the recruitment process and the effect of training on productivity.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the research design, the target population, the sample size and sampling procedures, data collection procedures, research instruments, validity and reliability of research instruments and data analysis procedures.

3.2 Research Design

According to Mitchell and Jolly (2001), a survey is a non-experimental design used when you want to know what people are thinking, feeling or doing. The researcher used a descriptive survey design for the purpose of data collection. Descriptive survey was used because it moves from describing a single variable to describing relationships among variables. The researcher agreed with Anderson (1988) that surveys were appropriate design in research because they provide for descriptive analyses of characteristics of a sample. It was easy to compare individual responses in this survey, which brought out the outstanding factors that influenced people to train on the job.

3.3 Target Population

The target population was all the enterprises within the jua kali sheds in Murang'a that were involved in training. There were a variety of trades, which were undertaken at the shed. There also were other businesses, which offered

retail services and hence did not offer any type of training. There were sixteen enterprises that offered training in a diversity of trades.

3.4 Sample Size and Sampling Procedures

Except for case studies, the larger the sample, the more the findings are a representative of the study population (Gall, Borg and Gall 1996). Due to the small population, the study covered the whole population. This was in order because according to Mulusa (1990), “ideally the whole population identified for study should be investigated to get an accurate picture of the variables as seen by the population.” Although Anderson (1988), has observed that ten to twenty percent of sample of population is acceptable in survey study, this only applies where the population is fairly big.

3.5 Research Instruments

The main research instruments were structured questionnaires. One questionnaire was administered to the trainees and the other to the employer or the trainer. These questionnaires were designed to collect information about the characteristics of both the trainees and the trainers. They also gauged the feelings and opinions of the respondents. The responses were graded on a scale of one to five (1-5).

3.6 Data Collection

A letter of introduction was attached to the questionnaires so that respondents could gain confidence to answer the questions. The validity and reliability of the instruments was determined by way of piloting the questionnaires in one of the enterprises. This assisted the researcher to assess the extent of error of measurement. The researcher also informed the chairman of Murang'a jua kali association about the research activity. The researcher then self-administered the questionnaires personally to each business under study. The questionnaires were collected from the respondents individually by the research assistant when they were ready.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

This chapter dealt with data analysis and discussions of the findings of the study in a systematic way. The results of this study were obtained from structured questionnaires with 25 trainees involved in on the job training in the jua kali enterprises at the Murang'a jua kali sheds. A total of 32 trainees were engaged at the 16 sampled enterprises. This therefore represented 78% response. All the 16 owners of the sampled enterprises were interviewed, which was 100% of the expected responses.

4.1 Data Analysis

Data collected was organized into descriptive statistics, according to the instrument used. The replies from the respondents were tallied according to the choices given. Finally a frequency distribution for each variable was calculated and conversion to percentages was done. This data was displayed in the form of tables and a critical analysis and interpretation carried out.

The purpose of this study was to establish the demographic and socio-economic factors that encourage on-the-job training at the Murang'a jua kali sheds. Five main questions were developed for purposes of collecting the data. This chapter therefore tries to answer the research questions as clearly as is possible. Descriptive statistics, including frequency distributions, and percentages were used to analyze the data. The results and analysis of the study have been presented in five sections based on the research questions of

the study. These include: demographic characteristics, training activities, factors that encourage productivity, recruitment and employment of trainees, and trades offered for training.

4.1 Demographic Characteristics

The demographic characteristics of the trainees and trainers was defined to bring out the gender, age, and education levels of both trainees and trainers.

Table 1

Gender of the Trainees

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	23	92
Female	2	8
Total	25	100

Table 1 indicates that a large majority (92 %) of the trainees in this study were men. Women were only 8%. This can be attributed to the fact that jua kali work is highly manual and dirty in nature. Women prefer lighter work and work that does not involve a lot of dirt. Traditionally women would prefer white-collar jobs.

The two women trainees were attached to the motor vehicle repairs. This is a positive trend, which must be encouraged at all jua kali workshops. These ladies will act as role models and future women trainees will increase.

Table 2

Gender of the Trainers

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	16	100
Female	0	0
Total	16	100

As table 2 indicates, all the trainers happen to be men. This can be explained by the fact that a very high majority of trainees are men. When these trainees gain economic independence and start their own small businesses the circle will repeat itself. Once again, women would prefer to own businesses that will not involve a lot of manual work and dirt. At the jua kali sheds women are involved in retail shops and food business, which do not undertake training.

Table 3

Age of the Trainees

<i>Age bracket</i>	<i>Frequency</i>	<i>Percentage</i>
Below 18 yrs	14	56
19-25 yrs	10	40
26-30 yrs	1	4
31-35 yrs	0	0
35-40 yrs	0	0
Above 40 yrs	0	0
Total	25	100

Table 3 indicates that the trainees in the jua kali shed are relatively young, a majority (56%) being below 18 years old. Those between 19 and 25 years cover 40%. From this data we can see that 96% of all the trainees are below 25 years of age. This is the age at which most students in the formal institutions finish their college education. The fact that most of these trainees fall below 18 years, mean that they have not attended their secondary education. This therefore suggests that this category of youth should be considered for assistance to be able to go through secondary education.

Table 4

Age of the Trainers

<i>Age bracket</i>	<i>Frequency</i>	<i>Percentage</i>
20-25 yrs	0	0
26-30 yrs	1	6
31-35 yrs	1	6
36-40 yrs	4	25
41-45 yrs	7	44
Above 45	3	19
Total	16	100

The bulk of the trainers fall under the age of 41 and 45 years (44%). This can be attributed to the fact that younger people may still be under employment while older persons are the ones who own most businesses. Most of the trades that offer training require tools and machinery that demands one to have some starting capital. Again the reason why there are fewer trainers above 45 years could be attributed to the fact that these jobs are manual and therefore unfavorable to old people. There is a possible shift of business, as the owners of these jua kali businesses grow older. They could diversify to businesses that require more of management skills than physical skills.

Table 5

Trainees' Formal Education

<i>Highest level</i>	<i>Frequency</i>	<i>Percentage</i>
Primary	19	76
Secondary	6	24
Diploma and above	0	0
Total	25	100

Table 5 gives clear evidence that majority of these jua kali trainees (76%), have not gone beyond primary school in their formal education. Those who join training after form four are relatively few meaning that they opt for other jobs rather than go for training. Nobody with a higher education than secondary level was training. Again this suggests that jua kali training is looked down upon as belonging to those who could not do well academically.

Table 6

Trainers' Formal Education

<i>Highest level</i>	<i>Frequency</i>	<i>Percentage</i>
Primary	9	56
Secondary	5	31
Diploma and above	2	13
Total	16	100

Most of the owners of the enterprises, according to table 6, had a primary level formal education. They constituted 56%. It can be seen that a fair number of trainers had secondary education (31%). This could have been as a result of high levels of unemployment in the country, which opens the gates of seeking self-employment.

Table 7

Relationship of the Trainees with Trainers

<i>Relationship</i>	<i>Frequency</i>	<i>Percentage</i>
Related to	14	56
Not related	11	44
Total	25	100

Table 7 indicates that the majority (56%) of trainees are related to their trainers. This could be due to the fact that most of these enterprises do not operate formal training programs.

4.2 Training and Related Activities

This section was designed to establish whether the trainees had undergone some training before they joined their present training. It established how long the trainers had been involved in training and whether they had themselves been trained. It also established the reasons why the trainees chose to train at the jua kali instead of training at the formal training institutions, and also established the preference of the trainees to have set practical examinations.

Table 8

Trainees' Length of Engagement in the Enterprise

<i>Duration</i>	<i>Frequency</i>	<i>Percentage</i>
1 yr	8	32
2 yrs	17	68
3 yrs	0	0
4 yrs	0	0
5 or more years	0	0
Total	25	100

From table 8, it can be observed that 68% of the trainees have been engaged in their place of training for two years. There being no trainees in their third or fourth year, means that most training takes between one and two years. This compares well with formal craft training, which also takes two years.

Table 9

Trainees' Prior Training Elsewhere

<i>Past training</i>	<i>Frequency</i>	<i>Percentage</i>
Trained elsewhere before		0
Total	25	100

Table 9 reveals that none of the trainees had prior training before they took up their present training. Because trainees are relatively young they could be joining training not long after discontinuing their formal education.

Table 10

Reasons for Training at the Jua Kali Sheds

<i>Reason</i>	<i>Frequency</i>	<i>Percentage</i>
Lack of fees for formal training	15	60
It is faster to train at jua kali	7	28
No barrier to education qualifications	3	12
Total	25	100

This research revealed that a big majority (60%) of the trainees opted to have their training at jua kali sheds because they lacked fees for training at the formal training institutes. 28% of respondents said that they joined jua kali training, because it was faster to train there. This may be so only to the extent that most jua kali training does not involve theoretical work. Many students in formal institutions feel that what they require are the skills much more than theory. A small percent of respondents (12%) opted to train at the jua kali because there was no barrier to educational entry requirements.

Table 11

Preference of Practical Tests by Jua Kali Association

<i>Preference</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	25	100
No	0	0
Total	25	100

Table 11 reveals that all the trainees (100%) would prefer to have some form of practical examination. This is a proof that these trainees, although lowly educated, value the idea of having a recognized certificate alongside having the practical know how. Jua kali association is yet to come up with a form of examination, which can be administered to all jua kali trainees of a given trade.

Table 12

Type of Examination Undertaken by Trainees

<i>Type of examination</i>	<i>Frequency</i>	<i>Percentage</i>
Government trade test	4	16
KNEC certificate course	0	0
Total	4	16

Table 12 above shows that only four of the trainees have enrolled for a grade test exam, which translates to 16%. Of all the trainees sampled, none had undergone a Kenya National Examinations Council test. This brings out the weakness of testing in the jua kali sub sector. Again due to the informal way the training is undertaken, trainees would not have confidence to book and sit for exams.

Table 13

Training programs for Trainees

<i>Any training program?</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	1	6
No	15	94
Total	16	100

Table 13 indicates that only one enterprise had a form of training program representing 6%. All the other trainers (94%) carried out their training without

any set program. From the above results it is clear that the jua kali training needs to be guided by a laid down program of testing and awarding of certificates.

Table 14

Length that the Trainer has Conducted Training

<i>Duration</i>	<i>Frequency</i>	<i>Percentage</i>
1 – 3 yrs	2	13
4 – 6 yrs	8	50
7 - 9 yrs	5	31
10 and above yrs	1	6
Total	16	100

Table 14 indicates that most trainers have been doing it for a relatively short period of 4-5 years. This represents 50%. Those who have trained for between 7 and 9 years constituted 31%. This shows that most of the trainers have been doing so for a period of less than 10 years. This can be attributed to the fact that the trainers have not been running their businesses for long.

Table 15

How the Trainers Were Trained

<i>Mode of training</i>	<i>Frequency</i>	<i>Percentage</i>
Trained on the job	12	75
Attended formal training	4	25
Total	16	100

Table 15 shows that majority of the trainers were also trained on the job. Most of them (75%) indicated that they also got trained on the job. This could be one of the reasons why they got involved in on-the-job training. Only 25% of the trainers underwent formal training. Trainers with formal training were observed to be better organized in their training.

Table 16

Number of Trainees at a Given Time

<i>No. of trainees</i>	<i>Frequency</i>	<i>Percentage</i>
1	4	25
2	5	31
3	4	25
4	2	13
5	0	0
Above 5	1	6
Total	16	100

According to table 16, only one panel beating and spray painting workshop had six (above 5) trainees. This is more of an exception because 81% of the businesses had fewer than three trainees. Four had one trainee (25%), five had two trainees (31%) and four had three trainees (25%).

4.3 Factors That Encourage On-The-Job Training

This section sought to investigate attitudes; skills and knowledge, which trainees acquired that could encourage on-the-job training in different enterprises. These factors included: quality of training, methods used, competence of trainer, safety, conditions of tools and machinery, working conditions and rapport with trainers.

Table 17

Quality of Training

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	0	0
Below average	0	0
Satisfactory	10	40
Good	12	48
Excellent	3	12
Total	25	100

Table 17 indicates that the trainees were satisfied with the quality of training offered to them. 40 % rated quality of training as satisfactory and 48% rated it as good. 12% said that the quality of training was excellent. This study concludes that trainees are content with the training they get at the jua kali sheds because all of them rated it as satisfactory or good.

Table 18

Methods Used for Training

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	0	0
Below average	12	48
Satisfactory	8	32
Good	5	20
Excellent	0	0
Total	25	100

Most trainees were not happy with the methods of training. 48 % indicated that that the methods were below average while 32% rated the methods as satisfactory. This is an indication that trainers need to be trained on the methods of delivering their training.

Table 19

Competence of Trainer

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	0	0
Below average	0	0
Satisfactory	5	20
Good	12	48
Excellent	8	32
Total	25	100

Table 19 shows that a majority of trainees were confident with their trainers since all indicated that the competence of their trainer was satisfactory, good or excellent. A fair number of 48% said it was good while 32% said it was excellent. The competence of the trainers is an important variable in that it justifies the quality of the trainees.

Table 20

Observance of Safety

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	5	20
Below average	15	60
Good	5	20
Excellent	0	0
Total	25	100

According to table 20, safety is hardly observed in the jua kali sheds .60% rated observance of safety as below average, while 20% rated it as poor. This therefore translates into 80% saying that safety is not observed during training. More emphasis needs to be placed on safety at the jua kali sheds.

Table 21

Condition of Tools and Machinery

<i>Rating of Condition</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	0	0
Below average	0	0
Satisfactory	18	72
Good	7	28
Excellent	0	0
Total	25	100

The condition of tools and machinery was rated as satisfactory by 72% of the respondents. Another 28% rated the condition as good. The adequacy of the tools was however not investigated. This is a favourable observation considering that in many instances jua kali artisans are known to improvise most of their tools. But that is not to say the improvised tools are not in good condition.

Table 22

Working Conditions

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	10	40
Below average	8	32
Satisfactory	5	20
Good	2	8
Excellent	0	0
Total	25	100

Table 22 reveals the sad working conditions at the Murang'a jua kali sheds. A relatively big number of 40% of the respondents indicated that the conditions were poor and another 32% said they were below average. The overall poor management of the jua kali sheds could have influenced this observation. Each individual takes care of his or her workshop but there doesn't seem to be anyone in charge of the compound cleanliness.

Table 23

Rapport with Trainer

<i>Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Poor	0	0
Below average	0	0
Satisfactory	10	40
Good	10	40
Excellent	5	20
Total	25	100

According to table 23 the trainees and the trainers have a good working relationship. Those who rated their relationship as satisfactory were 40% while another 40% rated it as good. It can therefore be concluded that the jua kali training plays a vital role to give a future to those who could have otherwise not gotten skills to help themselves economically.

4.4 Recruitment and Employment

This section of the results sought to establish how the owners of the enterprises recruited their trainees. It also sought to establish where the trainees went after training, whether they paid any fees and the advantage of on-the-job training to the owner of the enterprise.

Table 24

Recruitment Methods

<i>Method</i>	<i>Frequency</i>	<i>Percentage</i>
Through advertising	0	0
Through relatives	9	56
Through friends	4	25
Others	3	19
Total	16	100

Others = walk-in

According to table 24, the owners of the businesses that did training got most of their trainees through relatives (56%). All trainers did not advertise their training at all. The other source of trainees is through friends, which constitute 25%.

Table 25

Where Trainees go After Training

<i>After training</i>	<i>Frequency</i>	<i>Percentage</i>
Are Employed by trainers	11	69
Seek Employment elsewhere	5	31
Start their own business	0	0
Total	16	100

Table 25 indicates that 69% of the trainees are eventually employed by their trainers. This is often so because these trainees don't have enough experience to start their own businesses neither do they have the capital to do so. The other reason that makes the trainees to be retained by their employers is because the older workers leave their employer to start their own small businesses.

Table 26

Advantages of On-the-job Training

<i>Type of advantage</i>	<i>Frequency</i>	<i>Percentage</i>
Financially rewarding	4	25
Source of cheap labour	12	75
Any other	0	0
Total	16	100

Table 26 shows that 75% of the trainers enjoyed the labor that the trainees offered in their businesses while they train. In most cases the trainees work on customer cars and other products under the supervision of their trainers and the trainer benefits because he will have already charged the job.

4.5 Trades Offered for Training

This section sought to establish the types of trade in which training took place within the jua kali sheds.

Table 27

Trades in Which Training is Offered

<i>Trade</i>	<i>Frequency</i>	<i>Percentage</i>
Motor vehicle mechanics	4	25
Panel beating and spray painting	3	18
Welding and fabrication	2	13
Gas welding	2	13
Sheet metalwork	2	13
Seat covers and canvas making	1	6
Energy saving jikos	1	6
Radiator repairs	1	6
Total	16	100

From table 27, it can be concluded that majority of the businesses that conducted training fell in the motor vehicle mechanics. Although this constituted only 25%, it was observed that many more individual mechanics operated within the precincts of jua kali without any defined premises of work. Some of these mechanics are former trainees from the same jua kali businesses. From the table 18% of the trainees were attached to panel beaters who also did spray painting. This section happens to have a lot of trainees and also a lot of fulltime workers. This is due to the fact that the trade is labour intensive. Welding and fabrication, gas welding and sheet metalwork had two trainees each constituting 13% each.

4.6 Summary

In this chapter data was presented in form of tables after coding. The frequencies were tabulated and percentages calculated. The presentation was made under five sections, which were organized so as to answer the research questions and meet the objectives of the study. The relationship of demographic characteristics and training preference was addressed. The different trades offered for training was determined and the factors that lead to higher productivity were determined.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into five sections. Section one summarizes the problem, the purpose of the study and the methodology. Section two discusses the findings. Section three discusses the conclusions based on the findings, section four is a presentation of the recommendations based on the findings of the study and section five gives suggestions for further research.

5.1 Summary of the Study

This research intended to reveal the socio – economic factors that encourage on-the-job training at Murang’a Jua Kali sheds. Although other researches concerning on – the – job training have been done, they concentrated mainly on metal work, auto-repair and woodwork sub sectors (Bas, 1988; Ndua and Ngethe, 1992; K’Aol, 1994). These studies have been concentrated in Nairobi and within general workshops. This study aims to establish the socio – economic factors that influence on – the – job training in the Jua Kali sheds in Murang’a town.

The purpose of the study was to establish the general characteristics of the trainees and trainers involved in on – the – job training, the relationship between the trainer and the involved in training and the feelings of the trainees about the training offered. The population consisted of businesses within the Jua Kali sheds that had been offering training in their trades. A census

technique was used to select the trainers from the target population. The same method was used to select trainees. Structured interviews with 16 owners of the enterprises and 25 questionnaires results of this study. The interviewees were those who were involved in on – the – job training at the time of the research. Frequency distributions, measures of central tendencies and percentages were used to analyze the descriptive data.

5.2 Discussion of Findings

This section provides a discussion of the findings of the study. The section is divided into five parts, corresponding with the five research questions that the study addressed.

5.2.1 Demographic Characteristics of the Trainers and Trainees

The results of this study revealed that the majority (92%) of the entrepreneurs in the trades that undertook training were men. These findings are consistent with those of Tomecko (1991), whose research efforts revealed that men constituted the majority in metalwork industry except hairdressing and the textile sub sectors. This overwhelming majority of men in this sub sector is because this is a relatively manual oriented area of business.

The findings of this study indicated that the majority of the entrepreneurs in the Jua Kali sheds had Primary school education. This contradicts the findings of Bas (1988), whose research efforts revealed that a welcome trend is becoming apparent in the educational level of informal sector workers with the

arrival of large numbers of redundancies from the modern sector. He also found that most entrepreneurs had secondary education. The results of this study agree with those of King (1987), and Fluitman and Sangare (1989), who concluded that in Kenya, like in many developing countries, the majority of informal sector workers never completed primary school or left at that level.

5.2.2 Training and training activities

The results of this study indicated that most (75%) of the enterprise owners, who now act as trainers, had been trained on – the – job. This concurs with earlier research findings by Bas (1998), Fluitman (1989), and K’Aol (1994) who concluded that on – the – job training was the main method of training for most informal sector workers. This is because on – the – job training in the Jua Kali industry is much cheaper than training offered by formal institutions of training. On – the – job training is also entirely practice – oriented unlike formal institutions that spend time on theory. It also provides the trainee with the opportunity to meet future clients.

5.2.3 Recruitment and Training

This study showed that the most common method of recruiting trainees for on – the – job training was through relatives (56%), followed by through friends (25%). In very few cases did strangers walk in to request to be taken on as trainees. These findings support those of Ndua and Ngethe (1984) and K’Aol (1994) who concluded the most common method of recruitment of trainees was through relatives then through friends. This study also revealed that

training was not only conducted by the owners, but also by knowledgeable employees.

5.2.4 Trades offered for Training

This study revealed that 43% of the trades offered at the Jua Kali sheds were oriented to motor vehicle repairs. Quite a big number of trainees (seven out of sixteen) were undertaking these trades with just a few doing seat cover making and energy saving jikos. These results concur with the findings of K'Aol (1994) who revealed that trainers in the metal work, woodwork and auto-repair sub sectors were the majority in the informal sector.

5.2.5 Factors That Encourage On-The-Job Training

According to the findings of this study, many trainees (88%) rated the quality of training as good and satisfactorily. However, they rated the method of training programs in the Jua Kali enterprises below average. The trainees rated their trainers as good in competence (48%) and 32% rated their trainers as excellent.

Since they did not themselves know the skills their trainers had, they could rate them highly. Most trainees(80%) felt that the safety at their places of training was below average. However, they still rated conditions of tools and machinery as satisfactory. This contradicts the study of K'Aol (1994), which found out that most trainers did not provide their trainees with adequate tools of training.

The working conditions were rated as poor or below average by most of the trainees. This means that the trainees valued their health and well-being.

Finally, the trainees indicated that their social relationship with their trainers was good. From these findings it can be said that on – the – job training at the Jua Kali sheds has been fairly accepted and will grow.

According to the findings of this study, the majority (75%) of the enterprise owners had trained on – the – job. This is in agreement with Bas (1988) and Fluitman (1989) indicated in their findings that because of the affordability of the on – the – job training, it has always provided the only point of entry into skill training.

This study confirms the same because most of the respondents(60%) indicated that they opted for training at the Jua Kali for lack of fees to go on with formal education. Hardly any of the business owners in the Jua Kali sheds paid any allowances to their trainees. But the trainers indicated that the trainees provided cheap labour since they trained on clients' jobs, which were paid for. Aboagye (1986) and K'Aol (1994) both indicated that trainees did not often depend on parents or guardians as they were often paid pocket money by the

trainer. This supports the findings of this study since the trainees were paid a small sum after a days training depending on the type of job they were handling. The daily stipend was therefore not consistent and neither was it guaranteed.

5.3 Conclusions

The purpose of this study was to establish the demographic and socio – economic factors that influence on – the – job training in the Jua Kali sheds in Murang'a town.

The following are the conclusions based on the findings.

1. On – the – job training was the preferred method of training in the Jua Kali sheds. It is also the one that is available to most young boys because it is cheaper than formal institutions.
2. Trainers prefer to take on either relatives or friends as trainees. The most common method of recruiting trainees was through relatives followed by through friends.
3. Training was confined to imparting technical skills without the theory part of training.
4. Most trainees (76%) in the jua kali have primary level of education.
5. Majority of the trainees (92%) are men of below 18years of age and having been unable to pay fees for formal education.

5.4 Recommendations

On the basis of the above findings the researcher recommends the following: -

1. The trainers at the jua kali sheds should undergo pedagogical training to be able to use proper training methods.
2. There should be a standard examination set by the jua kali association to test the trainees within jua kali sector.
3. The government should open up grade testing centers within the jua kali sheds to make it easier to test jua kali artisans.
4. There needs to be put in place a training program for particular trades and a curriculum of training should be drawn in conjunction with the jua kali association.
5. Incentives to encourage women, especially those who drop out of school in class 8, to join training in a trade of their choice should be put in place.

5.5 Suggestions for Further Research

1. This research focused on on-the-job training in the Jua Kali sheds in Murang'a town. Further research should be conducted to study on-the-job training in other Jua Kali sheds so as to compare results.
2. Further research is recommended to study why jua kali sheds have not developed further than the way they were put several years ago through government initiative.

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APPENDICES**APPENDIX A**

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30th April 2005

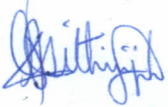
Dear Respondent,

**RE: A STUDY OF DEMOGRAPHIC AND SOCIO-ECONOMIC
FACTORS ENCOURAGING ON-THE-JOB TRAINING AT THE
MURANG'A JUA KALI SHEDS.**

I am a post –graduate student of Kenyatta University undertaking a Masters degree in Business Administration. I am conducting a research on the socio-economic factors that encourage on-the-job training at the Murang'a jua kali sheds. Please fill the attached questionnaire as honestly as is possible. The responses will be treated with utmost confidentiality. Do not include your name or that of your business in the questionnaire.

Thank you for your kind gesture.

Yours truly,



Dan N. Githinji.

APPENDIX B

BUDGET

	DESCRIPTION	AMOUNT in Ksh
1	Travelling	4000
2	Proposal preparation and presentation	10000
3	Pilot study	1000
4	General stationery and questionnaires	3000
5	Data processing	4000
6	Typing and printing	3000
7	Research assistance	2000
8	Binding of final project-6 copies	1800
9	Contingencies 10%	2800
	TOTAL	31 600

TIME PLAN AND SCHEDULE

MONTH	ACTIVITY	NO OF WEEKS
April	Allocation of Supervisors	2
May	Writing of proposal	4
June	Proposal defense and corrections	3
June	Pilot study	1
July	Adjustments	1
July	Data collection	2
July	Data coding	1
August	Data analysis	1
August	Report writing	2
August 30th	Final compilation and handing in	1

APPENDIX C

TRAINEE'S QUESTIONNAIRE

**RESEARCH TOPIC: DEMOGRAPHIC AND SOCIO-ECONOMIC
FACTORS ENCOURAGING ON-THE-JOB TRAINING AT
MURANG'A JUA KALI SHEDS.**

-This questionnaire has been presented for purposes of collecting data for research as a partial requirement for the award of a Masters Degree in Business Administration of Kenyatta University.

-Answer these questions as honestly as is possible.

-Do not indicate your name or identity anywhere on this paper.

1. What trade are you training in?

2. How long have you been engaged in this enterprise?

1 yr [] 2 yrs [] 3 yrs [] 4 yrs [] 5 or more yrs []

3. Had you undergone any other training elsewhere before you joined this enterprise? Yes [] No []

If yes, was it in (a) Another jua kali enterprise? []

(b) A formal training institution []

4. Why did you decide to train at the jua kali sheds instead of training at a formal training institution?

(a) Lack of fees for formal training []

(b) It is faster to train at the jua kali []

(c) There is no barrier of education qualification []

(d) Any other.....

5. How do you rate the factors of "on -the-job training" offered in the enterprise as outlined below?

1-Poor 2-Below average 3- Satisfactory 4-Good 5-Excellent

- | | 1 | 2 | 3 | 4 | 5 |
|----------------------------------|-----|-----|-----|-----|-----|
| (a) Quality of training | [] | [] | [] | [] | [] |
| (b) Methods used for training | [] | [] | [] | [] | [] |
| (c) Competence of trainer | [] | [] | [] | [] | [] |
| (d) Observance of safety | [] | [] | [] | [] | [] |
| (e) Condition of tools/machinery | [] | [] | [] | [] | [] |
| (f) Working conditions | [] | [] | [] | [] | [] |
| (g) Rapport with trainer | [] | [] | [] | [] | [] |
6. Would you prefer the Jua Kali Association to offer practical tests specifically for jua kali artisans? Yes [] No []
7. Have you ever undertaken any of these examinations named below?
- (a) Government Trade Test []
- (b) KNEC Certificate course []
8. What is your highest level of formal education?
- Primary [] Secondary [] Diploma and above []
9. Gender : Male [] Female []
10. Are you related to the owner of this business at all?
- Yes [] No []
11. Your Age in years
- Below 18[] 19-25[] 26-30[] 31-35[] 35-40[] Above 40[]

7. How do you recruit your trainees?

1. Through advertising []
2. Through relatives []
3. Through friends []
4. Others []

8. Gender

Male [] female []

9. Where do your employees go after training?

- (a) We employ them []
- (b) Seek employment elsewhere []
- (c) Start their own business []

10. According to you, what is the main advantage of on-the-job training?

- (a) Financially rewarding []
- (b) Source of cheap labour []
- (c) Any other.....

11. Your Age in Years

20-25 [] 26-30 [] 31-35 [] 36-40 [] 41-45 [] Above 45 []