

**ASSESSMENT OF THE EFFECTS OF PROFESSIONAL DIVERGING ON
WORK PERFORMANCE: A CASE OF VOCATIONAL EDUCATION AND
TRAINING AUTHORITY (VETA) - DAR ES SALAAM ZONE**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
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CERTIFICATION

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“Assessment of the Effects of Professional Diverging on Work Performance: A Case of Vocational Education and Training Authority (VETA)- Dar es Salaam Zone.”** in partial fulfillment of the requirements for the Degree of Master of Business Administration (MBA) of the Open University of Tanzania.

.....

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Date

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DECLARATION

I, **Hermenegild Vitalis Msue**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my almighty God, the compassionate, the beneficent, the dispenser of grace, the most merciful, for being my shepherd, leading me to the path of righteousness, and for many blessings that He has made part of my life.

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ABSTRACT

This study aimed at assessing the Effects of Professional Diverging on Work Performance in Vocational Education and Training Authority (VETA). The study has focused on identifying the factors affecting career choices of college students enrolled at VETA institutions, examining the factors that influence VETA students to deviate their professionals after their studies, examining the extent to which the employees have adequate knowledge regarding professional diverging on work performance and examining the parent's attitude towards professional diverging on work performance. The study used a sample of 100 respondents and employed cross sectional exploratory survey design. Both simple random sampling and purposive sampling were employed to select a sample. Questionnaires with open and closed end questions as well as 5 likert scale were employed while semi structured interview was also used. The study has revealed that several factors like interested on the course, advises from experts, opportunities to get a good job after completing the studies, anticipation of a good pay in future, ability for a family to finance a student and easy of the course motivate students to choose the career for study. Furthermore, it was revealed that several factors like unemployment, low payment obtained from job, lack of starting capital, income inequalities and few industries having few employment opportunities influence graduands to deviate from their professional careers. It was recommended that the ministry of works and youth should find job opportunities to accommodate graduands with variety of professional careers.

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LIST OF ABBREVIATIONS

HRM	Human Resource Management
MBA	Master of Business Administration
MNH	Maternal and Neonatal Health
MUHAS	Muhimbili University of Health and Allied Science
NGO	Non Governmental Organization
VETA	Vocational Education and Training Authority

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

College students choose their job fields for many reasons. The factors that affect this decision include family, passion, salary, and past experiences. In addition to these factors, race and gender can also affect what field a student may choose. Some professions have greater percentages of a certain gender or race. Another thing that plays a big role in a student's decision of what field to study is the people or role models in his or her life. These role models can include a parent, teacher, or a recent employer.

When students are choosing a career, they may not have all the information about the job they are pursuing. The job may involve more math or science than students are prepared to study. Students may like one aspect of a certain job and not understand what other aspects come with that profession. For example some students may want to be veterinarians because they enjoy being around animals, but students may not realize how much school work is required to become a veterinarian.

Also, students may not be open to all jobs in their area of interest. Over time, certain job fields have peaked in numbers versus other job fields; this can form a pattern. Tools that can help students in their decision for certain career paths include career fairs, job shadowing, or internships. These tools can expose students to more career fields or areas within a certain field that a student did not know about. Choosing a career path is a huge part of a young man or woman's life.

The career path students choose will affect how they will live the rest of their life. A lot of students go through college without knowing what career path they want. Before students can pick a career path they need to experience what that career is like and what it involves. There are many careers in VETA institutions from which students may choose. There are great opportunities for advancement and job placement in the vocational training field. Careers in the vocational training field include extension agents, crop production services, and agricultural communications.

1.2 Statement of the Research Problem

In light of work performance delivery in Tanzania to reach standard levels, the introduction of the Vocational Educational and Training Authority (VETA) established by an Act of Parliament No. 1 of 1994 charged with broad tasks of coordinating, regulating, financing, promoting and providing vocational education and training in Tanzania. The history of VETA dates back to 1940 when the Apprenticeship Ordinance was enacted to guide training in the industry. The Vocational Training Act of 1974, which established the National Vocational Training Division was replaced by the Vocational Educational and Training Act. of 1994. (VETA web, 2017) The focus was to ensure provision of quality Vocational Education and Training that meets labor market needs, through effective regulation, coordination, financing, and promotion, in collaboration with stakeholders.

However there is a belief that professional diverging on work performance is growing at a great pace. Whether lack of employment opportunities, outdated curriculum syllabus as well as business capital is the major causes or the student's lack of creativity to cope with changing environment surrounding. The researcher attempted

to justify this belief by conducting study. VETA Dar es Salaam zone. According to VETA Dar es Salaam annually report 2016, the number of the students graduated from this zone was 5000 for that year alone this build the claim on the rate of graduated students if match with the speed of employment opportunities available to fill that numbers, and the pace on the investment on small and large industries hence the researcher need to verify in the field if these claims leads to the professional diverging on the work performance at this organization.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective is to investigate the effects of career deviation on work performance in Vocational Education and Training Authority in Dar es Salaam zone.

1.3.2 Specific Objectives

- (i) To identify the factors motivating college students to choose a certain careers at VETA institutions.
- (ii) To examine the factors that influence VETA students to deviate from their professionals careers after their studies.
- (iii) To examine whether professional diverging affects work performance in the organization.
- (iv) To examine the parents attitude towards professional diverging on work performance.

1.4 Research Questions

- (i) What are the factors that motivate college students to choose a certain career at VETA institutions?
- (ii) What are factors that influence VETA students to deviate from their professionals careers after their studies?
- (iii) Does diverging from professional career influence work performance?
- (iv) What is the parent's attitude towards professional diverging on work performance?

1.5 Significance of the Study

The study will be expected to achieve the following importance:

The study will increase knowledge about factors that are considered influential. A variety of significant factors may be considered VETA graduates; some of these factors may be specific to students enrolled in a particular institution.

The study also will have a highly practical significance. The results should be of interest to VETA institutions and to those involved in similar recruiting processes. Vocational institutions invest considerable resources in advertising with the hope of attracting the best students for the number of seats available. The results of the study may yield insight into the importance and effectiveness of marketing approaches and the relative importance of the information disseminated by the institution to prospective students.

Furthermore, the findings obtained helps academicians and research in doing further researches on the same subject with the aim of improving employee performance not

only of VETA institutions, but also in other commercial banks in Tanzania. The study also serves a guide as future reference for both practitioners and academicians who are doing research on similar topic. Moreover the study aimed of producing a research paper which is a partial fulfillment of Master of Business Administration course.

1.6 Scope of the Study

The study covered VETA Dar es Salaam zone. The zone covers four divisions district which are Temeke, Kigamboni, Ilala and Kinondoni. This study dealt with investigating the effect of career deviation on work performance at VETA using Dar es Salaam zone as the case study. Specifically the study assessed factors motivating students at VETA to choose a certain career, the factors that influence VETA students on deviating their professionals after their studies, to what extent employees have adequate knowledge about professional diverging on work performance as well as evaluate the parent's attitude towards professional diverging on work performance.

Therefore the researcher intended to obtain data from various respondents namely teachers, students, VETA staff and parents to give accuracy answer of the major study questions. This assisted the researcher to come up with valid results on the study, and also the study is expected to be used to give proper solutions of professional diverging on work performance.

1.7 Organization of the Study

The study is structured into five chapters. Chapter one deals with introduction, statement of research problem, research objectives, significance of the study, scope of the study as well as organization of the study. Chapter two is about literature review

which comprised conceptual definitions, theoretical review, empirical analysis and conceptual frame work. Chapter three looks at research methodology which comprises of the research design, study area, research population, sampling design, and data collection methods. Chapter four deals with findings and discussion while Chapter five is about the summary of the main findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Definitions

2.1.1 Work Performance and Training

Performance has been defined by Alfred (2009) as the level of an individual's work achievement after having exerted effort. Cunningham (2009) believe that performance is ultimately an individual phenomenon with environmental variables influencing performance primarily through their effect on the individual determinants of performance ability and motivation. Employee performance is defined as the outcome or contribution of employees to make them attain goals (Beggs et al. 2008) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success Uganda National Development Program (2005). Herrent *et al.* (2011) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

2.1.2 Training

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Creed, 2014). Alfred (2009) argued that, training involves learning and teaching employee due to a need for development of skills and knowledge. Training involves three man activities which are training, education and development.

2.2 Theoretical Literature Reviews

This section focuses on theories propounded by different authors. It gives the details of the theory and how the theory relates to this study, or how the theory governs this study.

2.2.1 The Hierarchy of Need Theory

Maslow hierarchy of need as a theory in psychology proposed by Abraham Maslow in his 1954 book *Motivation and personality*. Maslow hierarchy of need is often portrayed in a shape of pyramid (Maslow, 1954) with the largest and most fundamental level of needs at the bottom, and the need for self-actualization at the top. In ascending order, beginning with the most basic need, the needs are psychological, safety, social, esteem and self-actualization needs. According to Maslow, people are motivated to satisfy the lower needs before they try to satisfy the higher need.

2.2.2 Psychological Need

Psychological needs are literal requirements for human survival. Air, food and water are metabolic requirements for survival for all humans. An individual to satisfy these psychological needs is greater than the drive to satisfy any other type of need. These needs are satisfied through the wages and salaries paid by an organization (Maslow, 1954).

2.2.3 Safety Need

With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behaviour. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-) experience

post-traumatic stress disorder or trans generational trauma. In the absence of economic safety – due to economic crisis and lack of work opportunities – these safety needs manifest themselves in ways such as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability accommodations, etc. Safety and Security needs include: Personal security, financial security, Health and well-being, Safety net against accidents.

2.2.4 Love and Belonging

Human need to feel sense of belonging and acceptance, weather it comes from a large social group, such as clubs, office culture, professional organizations, sport teams or small connections (family members, inmate partners, mentors, confidants). They need to love and be loved by others (Maslow, 1954).

2.2.5 Esteem Need

According to (Maslow, 1954), all humans have a need to be respected and to have self-esteem and self-respect. Esteem presents the normal humans desire to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self-valued, be it in a profession or hobby.

2.2.6 Self Actualization Need

(Maslow, 1954), describe that what a man can be, he must be. This form the basis of the perceived need for self-actualization. Maslow describes this desire to become more and more what one is, to become everything that one is capable of becoming.

One can achieve this not through promotions but by mastering his/her environment and setting and achieving goals (Maslow, 1945). Maslow theory makes three important contributions. Firstly, he identifies important need categories which can help managers to create effective positive reinforces. Second contribution is that, the theory is helpful to think of two general levels of needs, in which lower level needs must be satisfied before higher level needs become important. Third, Maslow sensitizes managers to the importance of personal growth and self-actualization. However, Maslow theory has some problems. There is lack of hierarchical structure of needs as suggested by Maslow. Naturally, every person has to satisfy his needs in some order. The order may not follow Maslow's need hierarchy. Some people may be deprived for their lower needs but may try for self-actualizing needs. However, some people regard self-esteem as more important than social needs. They had seen self-assertion as means to an end-love need. There is considerable disordering among physiological needs, safety needs, social needs and esteem needs particularly in organizational context (Creed, et.al,2014).

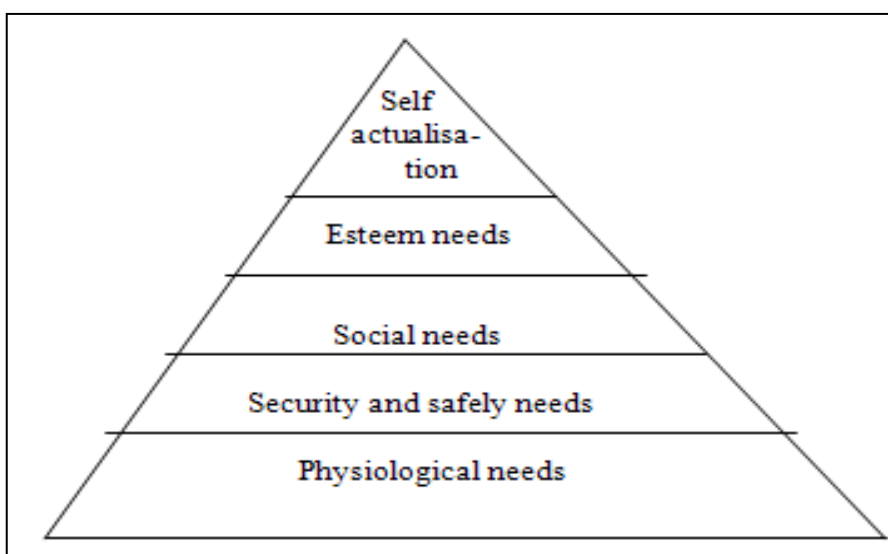


Figure 2.1: Maslow's Hierarchy of Need

Source: Maslow (1954)

2.3 The Factors Influencing Career Choices of College Students Enrolled at Professional Institutions

Many factors can influence or come into play when college students choose a career path. Students will typically take into account the quality of life they want when they are older. Factors such as interest in field, academic ability, familiarity, economic stability, and influential people can all play a role in the decision.

2.3.1 Interest in Field

Some students grow up knowing what they want to do in life. These are the students who will go the extra mile to reach their dream job. However, students often settle on a different path due to many factors they can't control. Students will research their chosen career path and explore everything about it. The salary and benefits of that job do not play a role in this decision. In a research study the factor "match with interest" rated over job characteristics, major attributes, and psychological and social benefits in importance when students choose a major (Beggs *et al.*, 2014). Students will seek out schools that are well known for that major or trade. Most students today are more concerned with the amount of money they can earn. However, there are a few students who pursue their dreams (Fraser, 2017).

2.3.2 Academic Ability and Aptitude

Many students choose their major based on their academic ability (Beggs *et al.*, 2014). However, some students do not have the ability or the work habits to succeed in some majors that may require more study than other fields of studies. These students may find a better fit in a less work intensive major that requires fewer difficult classes. This affects the career paths of these students. Other students have the ability to

handle majors with greater workloads and choose the career path that will lead to a job requiring more education.

2.3.4 White Collar against Blue Collar

Most parents want their children to go college and get great jobs. However, not all high school students want to or have the ability to go to college. Some students want to be carpenters and construction workers. The workforce will always need the blue collar people who do manual labor jobs (Stamps, 2010). Even though technology continues to evolve and grow, there will always be a demand for trade centered who want to work straight out of high school. Some high school students join the armed forces after graduating. Such students may want to follow the path of their parents or find that military service is a way to pay for more education.

The armed forces can help students who struggle with structure and motivation, something that students need when continuing on to college or trade school (Battle, 2013). Some students will go to trade schools instead of attending college. Trade schools can provide training in fields such as mechanics, welding, electricity, or plumbing (Stamps, 2010). The short school year allows students to go to work more quickly after graduating from high school instead of having to stay in school for four or more years. Trade schools also allow students to work in a field of interest while going to school.

2.3.5 Personality

Personality is another important factor in career choice. Studies have shown that students will choose a major that they think will fit their personality type (Mihyeon,

2016). The confidence that a student has can determine how far a student will go with their education. Students who believe in themselves have more confidence and are more likely to go for what they want instead of settling for something that is comfortable. The personality of students can also play a role in choosing a major. According to studies, students who have an investigative personality are more likely to major in science fields. Students with an artistic personality are more likely to major in arts and in interdisciplinary fields. Students who are very social people are more likely to major in the social sciences (Porter and Umbach, 2016).

2.3.6 Influential People

Family and friends are considered to be an influential part of students' choice of major. Parents with an agriculture background most often have an impact in where students go to college. Family role models have more of an influence on what students major in (Wildman and Torres, 2012). There are many people in a student's life who can influence their career decisions. Most of the time, parents and friends play a large role, but teachers can also have a huge impact on a student's life (Wildman and Torres, 2012). Teachers can help a student to do better in school, to get into college or to get on a better path. The impact that these adults have on young students can have a major influence on their career path. A bad role model or coach can have a negative influence leading to bad life choices, while a good role model or coach can have a positive influence leading to good decisions.

2.3.7 Family Business

Students whose parents own and operate small businesses may want or feel obligated to follow in their parents' footsteps (Zody et al., 2016). Students may consider the

ease of life that is available to them because a job would be available to them right out of school, they could hold a high position within the business, and there is a possibility that they might own and operate the business one day. However, children of family business owners often have more experience with how the business world operates. These students have often worked in the family business their whole life, experiencing all of what their parents went through in the day to day operation of the business. This can have a positive or negative effect on the student.

2.3.8 Economic Stability

Many students believe that to live a comfortable lifestyle they need to be economically stable. When these students look into a major or a career path, they seek out the higher salary jobs or they look for majors that involve the most job security (Wildman and Torres, 2012). The financial aspects that students consider include high earning potential, benefits, and opportunities for advancement (Beggs et al., 2014). Given the current economy, and American culture, many students think they need a high paying job to make it in society these days. Along with stability during their career, some students may even look ahead to retirement. Students want to make sure they are secure for the rest of their lives, and may look into careers that have benefits to help them in the long run (Wildman and Torres, 2012).

2.3.9 Gender

In the past, gender roles in the work force have been uneven and unfair. Women usually had lower paying jobs than men (Nabi, 2013). Currently the playing field between the two are more even. However, when looking at the workforce you can still find men and women in stereotypical job fields (Greenwood, 2009). Studies have

shown that young men and women have different styles when it comes to choosing a career. Men have a more liberal and progressive style of thinking. Women prefer a hierarchical style of thinking (Mihyeon, 2016).

2.4 The Factors that Influence Employee's Job Deviating

In today's workforce it is getting harder for college graduates to get jobs in their field of interest. Students get discouraged when entering the workforce if they cannot find a job related to their major. Sometimes the economy limits the number of jobs that are available for recent college students (Nabi, 2013). Students may have to wait long periods of time for a job in their chosen field, settling for jobs that are lower paying and out of their field of interest. Students who have outstanding student loans are forced into other fields to earn money to pay off loans. Nationwide, companies are offering 17% less entry level positions to graduates than in previous years (Lee, 2008). Employers are becoming more selective in their search for new employees, often requiring more experience in the work force (Lee, 2008). Students often expect to start out with a high paying position (Devlin and Peterson, 2014). In contrast, most newly graduated students have to start from the bottom as interns and work up.

There are a few positions that start at the top out of a student's field; students trained as doctors, nurses, or veterinarians, for example, have a better chance of getting high paying positions. Students lack the skills or experience needed to perform tasks for the jobs in their field (Nabi, 2013). Students may lack people skills, often meaning that a student is shy or has a hard time communicating with the public. Students who have never worked also lack the basic job skills that are needed to perform day to day operations. While in college, students often do not have a job. This leads to a lack of

experience, and students have to take lower level positions when starting out in their careers. There are a number of students who do land a great job when graduating from college. This happens if a student has worked for a company for a long period of time during college. Students who get great jobs may also be highly qualified for the job, or the job may be in a field with high demand. Research shows that students who find internships in their career field secure jobs in their major more than students who do not (Callanan and Benzing, 2014). A declining job market takes students out of the entry-level positions.

2.4.1 Measures that should be taken on Avoiding Professional Deviation

Teachers from VETA should look for a solution on their students deviating their skills that gained from the college during their study. The following could be observed to find out the solution on this.

2.4.2 Environment

Throughout a career, an individual seeks to accommodate the environment with one's goals, while at the same time being incorporated into the environment (Kaymakci, 2012). Career development is the balancing of recognizing and meeting needs of the individual while at the same time responding to the outer forces and realities of life. Environment plays a significant role in the career position the student attains in many ways. The environment that is spoken about here is a factor that is used to nurture decisions in career choice. Gender, for example has played a significant role in this environment. In a statement released to the press on the thirtieth anniversary of the Title IX barring of the sex discrimination, McGraw et.al. (2012) of the National Women's Law Center stated that boys are still being steered toward the traditional

‘male’ jobs, which are higher paying. Girls are still expected to cluster into the traditional fields of cosmetology, childcare, and other similar jobs. In Florida for example, “99% of the students in cosmetology are female, while 100% of the students taking plumbing are male” (McGraw *et.al.*, 2012). While it should be noted that lawsuits were filed in these cases, not all states were guilty of gross failure on the part of technical school to desegregate the jobs to both of the genders.

2.4.3 The use of Counselors

However it has been shown that counselors cannot ‘do it all.’ In a chapter titled “Career counseling realities” (White, 2009), White discussed what counselors can and cannot do. Counselors can draw career preferences to the forefront, in reflecting of student preferences, clarifying career preferences, summarizing, and encouraging student career preferences. Counselors should not be engaged with the evaluation for example, telling the student what they are or are not capable of doing.

Counselors should not moralize or tell the student what they should do, what their motives should be, or persuade the student to adopt a different point of view. Career counselors are ineffective if they try to dictate, judge, or decide the student’s values. And finally, counselors should not make predictions that go beyond the capability of their training (White, 2009). Vocational guidance is a final factor in getting a job. Vocational counseling could reduce the number of changing vocational choices early in one’s life. Psychological testing, one means of helping a student focus on an appropriate career choice, resulted in better employment records, as shown for example in the stability, promotions earnings, and employer ratings throughout the student’s career (Kihongo, 2011).

2.4.4 Smartness

Bollman (2015) stated that it is important for students to have a good understanding of themselves, their personality, if they are to make intelligent career plans. What they would like to be, and what they are like, are determining factors in their career. The personality factors to be considered include their mental abilities, special abilities, and interests. Bollman (2015) considered factors of mental abilities to be “verbal comprehension, word fluency ability, spatial ability, numerical ability, reasoning ability, and memory.” Bollman matched careers with abilities in backing up her reasoning. She urged students to become familiar with their personality in order to guide their career choice. A developed career plan included evaluation of personality through self-assessment, and communication with others, another trait that depended heavily on personality, according to Widman and Tores (2012). Self-knowledge is shown to be a domain with many pathways (Rollison, 1998).

2.5 Empirical Literature Review

Under empirical studies, relevant studies done outside and in Tanzania by other researchers were critically reviewed in order to impart the researcher with ample knowledge and understanding of issues related to the topic under study.

2.5.1 Empirical Literature Review Worldwide

Globally, Performance appraisal is one of the most widely studied topics in the domain of management. Research on performance appraisal dates back at least as far as the early 1920s and has continued to the present day. A search in ABI/INFORM on the term ‘performance appraisal’ in the title or abstract yields more than 1,200 results of peer-reviewed papers published in scholarly journals, spanning a period of six

decades. One of the earliest academic papers that explicitly uses the term performance appraisal is ‘Appraisal of Job Performance’ by Stephen Halbe, published in 1951. Since then many definitions have been put forward. One of the most widely used definitions is provided by Griffin and Ebert (2004), who describe performance appraisal as the *‘formal evaluation of an employee’s job performance in order to determine the degree to which the employee is performing effectively’* (Griffin and Ebert, 2004:216).

Other definitions point out that it is typically an evaluation process in which quantitative scores based on predetermined criteria are assigned and shared with the employee being evaluated (for example, Delvin and Peterson, 2014). Appraisal is a process composed of several elements. When examined closely, most definitions seem to have the common elements; past performance, establishing goals or objectives, rating based on predetermined criteria, judgement, and formal feedback of judgement future performance.

Although the primary purpose of such an appraisal is to enhance the performance or productivity of employees (and thus the organisation), most organisations use them for either administrative or developmental reasons. Developmental performance appraisals are used to identify an employee’s strengths and weaknesses and their training needs, whereas performance appraisals for administrative reasons are used to decide on salary and promotion issues, to validate selection criteria, to decide on termination of contracts and redundancies, or to meet legal requirements (Business Insider, 2013).

Until the 1980s, there were virtually no attempts to model individual job performance as a construct. There was only the “criterion problem” (Steadman, 2000), and the objective was to find performance indicators that approximate the “ultimate” criterion as closely as possible. The ultimate criterion was defined as an indicator of an individual’s total contribution to the goals of the organization. Unfortunately, no such indicator exists. The situation began to change during the 1980s. For example, the Army Selection and Classification Project (Project A) was able to systematically select a sample of entry-level technical jobs from a population of jobs, develop over 100 separate indicators of performance for each job, and collect performance data on two cohorts of 10,000 enlisted personnel at three points in time: at the end of training, at the end of their first tour of duty, and near the end of their second tour of duty after they had assumed leadership responsibilities (Kunnen, 2013). This permitted extensive applications of confirmatory factor analysis to test substantive models of the latent structure of performance. Subsequently, multidimensional models of performance as a construct were discussed by (Bollman, 2009) and (Shurestha et al., 2011).

From these sources, a consensus developed that individual job performance should be defined as things that people actually do, actions they take, that contribute to the organization’s goals. Someone must identify those actions that are relevant to the organization’s goals and those that are not, regardless of whether they are in a written job description. For those that are relevant, the level of proficiency with which the individual performs them must be scaled. Both the judgment of relevance and the judgment of level of proficiency depend on a specification of the important

substantive content-based goals of the organization, not content-free goals such as “making a profit,” and there may indeed be multiple goals, goal change, or goal conflict. Nothing in this definition requires that a set of performance actions be circumscribed by the term job or that they remain static over a significant length of time. Neither does it require that the goals of an organization remained fixed or that a particular management cadre is responsible for determining the organization’s goals (a.k.a. “vision”). Neither does it say that actions, or goals, must be described at a certain level of specificity. Consequently, it is not a violation of this definition of performance for individual organization members to decide themselves what actions are most relevant for what they think the organization’s goals are, or should be. Individuals can be quite active (Hamner, 2008) or proactive (Steadman, 2000).

However, goal choices, and decisions about what actions best serve them, must be legitimized by the stakeholders empowered to do so by the organization’s charter. Otherwise, there is no organization. Perhaps the indictment of “conventional” job analysis (see Delvin and Peterson, 2014) should be that it does not validly reflect current and future goals, and the actions that best serve them, because “job analysts” may not be sufficiently knowledgeable about current and future organizational goals to determine the appropriate performance actions for a particular work role (Campbell, 2015).

2.5.2 Empirical Literature Review in Africa

In the early 20th century, money was regarded as the most important input into the production of goods and services (Kreitner, 1995). However, after a series of researches, one known to be the “Hawthorne Studies”, conducted by Elton Mayo from

1924-1932 at the Hawthorne Works of the American Western Electric Company in Chicago, it was observed that employees were not motivated solely by money but that employee behavior was linked to their attitudes (Dickson, 1973, in Lindner, 1998). The Hawthorne studies began the human relations approach to management, whereby the needs and motivation of employees become the primary focus of managers (Farrant, 1997). This paved way for other theories and definitions on motivation and performance at the work place.

Since there is a wide variety of methods available for motivating staff, from recognizing the employee's achievements by simply saying "thank you" to more complex schemes which combine and set targets with fixed rewards (Torrington, Hall & Taylor, 2008), it will however look ridiculous for the team responsible for motivation in the mining companies to attempt to motivate their employees when they don't know what motivates the employees.

Motivation of employees in the work place still remains one of the sensitive subjects that determine the level of input that employees will put in the organization to commit to good performance. This means that motivation either intrinsic or extrinsic contribute to employee satisfaction and thus enhances performance and productivity (Bhattacharyya, 2007) and it is expressed by Lawler (2003) that in the twenty-first century, treating people right is not an option but a necessity. This was emphasized by Hackman (2002) that, the way the company manages its workforce determines its ability to establish and maintain a competitive advantage over other companies. Work, being formal or informal, paid or unpaid, plays a central role in the lives of people all across the world. Through work, men and women define themselves and their roles in

society. Yet while many jobs provide both income and personal satisfaction, they may also pose hazards and risks to health and safety.

Among the public and private sector institutions in Ghana, the mining industry can be seen as one of the oldest industries known to play a central role in the economic development of the country. Yet the mining industry has a problem of health-related illnesses and diseases where miners are exposed to various toxic and harmful materials, including fuels, reagents, chemicals, noise, poisonous gases and metal dust. Despite considerable efforts in many countries, the toll of death, injury and disease among the world's mineworkers shows that this sector remains extremely hazardous (ILO, Global Employment Trends for Women in March, 2005).

Increasing number of workers in the USA, Canada, UK, Germany and other industrialized countries are now suffering and dying from past exposure to asbestos dust. Silicosis – a fatal lung disease caused by exposure to silica dust – still affects millions of miners around the world (Balunywa, 2009). Occupational health is an important strategy not only to ensure the health of workers, but also to contribute positively to productivity, quality of products, work motivation, work performance and thereby the overall quality of life of individuals and society (WHO, 1994).

Health at work and healthy work environment are among the most valuable assets of individuals, communities and countries (Farrel, 2011). The indications that the continued development of the industry and the transformation of the rich mineral resources into a sustainable economic development will help satisfy the social and economic needs of employees. The gap to be filled in the study is to find out what

really motivates employees in the mining industry. The answer to this question might be of relevance to HR professionals and managers who are responsible for preparing reward and motivation schemes for their companies and know what interest them.

A study by Wittmer (1991) indicated that there are significant differences between the public and private sector irrespective of managers' values and reward preferences. Private sector workers are more likely to be motivated by monetary rewards than public sector managers, whereas other organizational motivation factors (promotion, prestige, co-worker friendship, and opportunities for public service) are not significantly different between sectors (Wittmer, 1991).

The above studies put emphasis on health at work and motivation, it very challenging in Africa to have the level of motivation others having due to the low science and technology at industrial level but the focuses of this study is on the professional diverging on work performance hence the gap is wide at a local scale.

2.5.3 Empirical Literature Review in Tanzania

Muhimbili University of Health and Allied Science (2012) conducted a study on the “Influences on the Motivation, performance and Job satisfaction of Primary Health Care. The aim of the study seeks to improve the quality of Maternal and Neonatal Health (MNH) provider motivation, performance and job satisfaction. The findings were that, the influences on MNH provider motivation, performance and satisfaction are shown to be complex and to span different levels. Variations in the use of term and concept pertaining to motivation are revealed, and further clarification is needed. The

study however, highlights the complex and spans different levels of motivation and performance and provides suggestion for its improvement. There is an industrial gap conducted on this study because it focused on Health and allied Science while the selected Study is focusing on professional diverging on work performance at Vocational Education and Training Authority (VETA) Dar es Salaam zone.

Cheptoeke (2008) conducted a study focused on Application of Human Resource Management Initiative for Workers Motivation and Organization performance in Telecommunication sector in Tanzania. She used empirical evidence from three telecommunication companies Tanzania. Her study found that the gap between public and private has narrowed. That is to say, both public and private companies provide all the incentives such as job security, fringe benefits, and salaries benefits to motivate its workers.

She also found that the difference in performance between public and private companies is not because of incentives structure but rather than the performance management system practices (strategic planning, clear organization mission, training sanction, workers job description clear compensation policy and mentoring and performance appraisal). There is an industrial gap conducted by because it focused on telecommunication services while the selected study focuses on diverging on work performance.

2.6 Research Gap

In this chapter the professional diverging that causes effects on work performance have been discussed. Unfortunately, the majority of these studies have concentrated

only on job motivation against work performance leaving much about professional diverging undocumented for example (Beggs, 2014; Bennell, 2004 and Analoui, 2000). Also the few studies have been concentrated on global level rather than regional and specific country, for example (Kihongo, 2011; Ouma, 2007 and Nambasa, 2003). This study therefore intends to fill that gap by examining the impact of professional diverging on work performance at vocational education and training authority (VETA) Dar es Salaam zone.

2.7 Conceptual Framework

A conceptual framework is used in researcher to outline possible course of action or to present a preferred approach to an idea or thought. Braton (2009) argues that the conceptual framework aims to update and refine the existing concepts to reflect the changes.

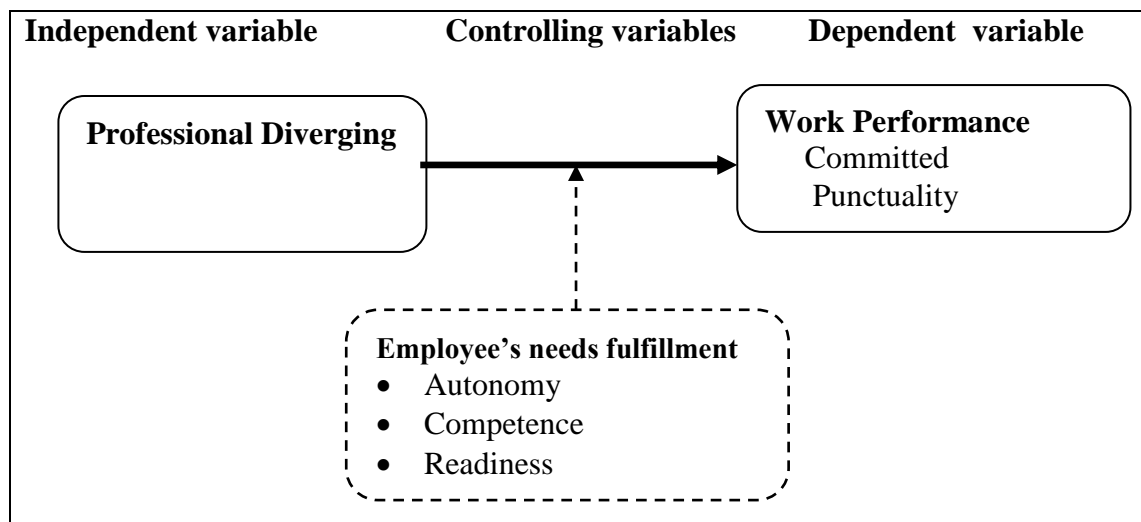


Figure 2.2: Conceptual Framework

Source: Researcher

2.8 Variables of the Study

2.8.1 Independent Variables

An independent variable is the variable that a researcher has control, what researcher can choose and manipulate. It is usually what researcher thought affected the dependent variable. Independent variable under this study is professional diverging. This variable was considered to influence the work performance.

2.8.2 Dependent Variable

A dependent variable is what researcher measures in the study and what is affected during the study. The dependent variable responds to the independent variable. It is called dependent because it depends on the independent variable (Almararai, 2003).

2.8.3 Controlling Variables

In this study controlling variables are:

2.7.3.1 Autonomy

Autonomy means self-governing, and comes from a Greek word meaning independent. The researcher use it to distinguish the active independence of organisms and intellects distinguish it from the sort of independence rocks and planets have, and that places more emphasis on self-governance. There are self-governing artefacts, and parts or products of biological systems that are self-governing, but the origin of their self-governance lies outside themselves. Autonomous systems, as with auto poetic systems (deriving from "self-producing"), both produce their own governance, and use that governance to maintain themselves. A system is autonomous if and only if the organization of internal aspects of system processes is the dominant factor in the

system's self-preservation, making both itself and the processes that contribute to autonomy functional. The researcher will clarify this notion later with some technical details, but for now it is worth noting that autonomy is organizational property constituted of process with some degree of closure, though the closure to external influences need not be complete. In the long run if the organization has self-governance it is easy to determine performance of such organization. It is vital to every organization to reach the level of competence based performance with the guidelines of pioneering policy which is measured by the organization core values hence easy outreach to lead the organization to competence based performance.

2.7.3.2 Competence

A competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment.

Normally contemporary organization are following the basic foundation of competence, but putting it into actual work and reach the level of competence performance is something else. There is the chance of working to achieve that capability, and through this, defined efforts have to be applied, which will complement skills and knowledge of various professional to reach objective. However professionals diverging on work can lead to competence based performance if coordinated in professional perspective.

2.7.3.3 Punctuality

Defined as being on time is a very important character quality. It shows others that you respect their time and their expectations of you. Soon after meeting you, people can tell if this is part of your character or not. If you regularly display the opposite quality, tardiness, it means you have a low regard for other people's feelings or their schedules. This quality is a way of showing esteem for others by doing the right thing at the right time. The great chance of competence based performance at work is associated with punctuality. Individual and team tasks are always defined and confined by time frame in organization, the failure to act at a given period of time can either delay competence based performance with time frame and unsuccessful goals achievement at organization level. However bring the cycle of all duties to be defined within in the time table, this bring automatic pressure to an organization to achieve goals hence performance at job and organization at greater extent.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents study area, research design and approach, study population, data collection methods. It also covers data analysis plan and ethical issues in research.

3.2 Research Design

Research design is the arrangement of condition for collection and analysis of data, which aim to combine the relevance of research purpose with the economy procedure Kothari (2006). It is a master plan specifying approaches and strategies for collecting and analysing required information Zikmud (2010) cited in Mahemba (2013). In this study, a case study design was used to provide an in-depth analysis of respondent's attitude towards career diverging for VETA graduates in Dar es Salaam zone. This design allowed in depth understanding of the phenomenon by collecting data using multiple data collection instruments.

This study employed a qualitative approach, which was triangulated with some quantitative data. Qualitative approach to research is concerned with subjective assessment of people's attitudes, opinion and behaviours. Quantitative research involves the generation of data in quantitative form which can be subjected to rigorous, quantitative analysis in a formal and rigid fashion (Bray, 2009). During data collection discussions provided an opportunity to have a deeper understanding of a person's belief, feelings and behaviours on important issues under scrutiny.

3.3 Area of Study

VETA has nine zones in the country, namely, Dar es Salaam Zone, Eastern Zone, Central Zone, Southern Zone, Northern Zone, Lake Zone, Highlands Zone, South West Zone, and Western Zone. But this study was conducted at VETA Dar es Salaam Zone. VETA Dar es Salaam Zone is conterminal with the administrative region of Dar es Salaam. It has a population of some 4 million people as per the 2002 census. The population growth rate is 4.8% as against the national 2.8%.

The population density is 1793 per sq km. The Zone borders Coast region to the North, West and South and the Indian ocean to the East, The Zone covers an area of 1480 Sq.Km, out of which 40 % constitute an urban area and 60 % rural area known as the Green Belt. The Green Belt is suitable for agriculture and Livestock husbandry. The region is the smallest in terms of area coverage. VETA owned Vocational Training Centers and 182 Vocational Training Centre owned by religious NGOs, Government, individuals as well as Private Companies.

3.4 Study Population

Crowl (1993) defined population as a group of people which the researcher is interested in gathering the information from, as well as drawing conclusions on. Hosea (2006) views target population as the one in which the researcher would like to generalize his results. The study population of this study included VETA teachers amounting to 80 at Dar es salaam zone, VETA students amounting to 350, several non teaching staffs at VETA amounting to 25, parents having students studying at VETA amounting to 350 making a total population being 805.

3.5 Sample and Sampling Procedures

Sampling is referred to as the process of selecting units from a population of interest so that by studying the sample a researcher may fairly generalize his results back to the population from which they were chosen.(Churchill and Iacobucci,2002) has defined sampling as a selection of a subset of elements from a large group of objects.

3.5.1 Sample Size

A sample is a unit of individuals that is small enough to present the population from which it was selected (Carron,1996). A sample is a finite part of statistical population whose properties are studied to gain information about the whole population (Webster, 1985). In this study a total of five VETA institutions was been selected from inside were public institutions namely as followings: Kipawa, Chang'ombe, Airwing, Donbosco, And Msimbazi Center.

Researcher has been optimistic so that the sample size should neither be excessively large nor too small, also has considered parameter of interest so that to satisfy the requirement of efficiency, representatives, reliability and flexibility. Since it was difficult to cover the whole population of VETA Dar es Salaam zone then few individuals were selected as sample of the study. The study covered the total of one hundred respondents. These included seventy five VETA students, ten VETA teachers, five VETA non-teaching staffs, and ten parents having students studying at VETA (see table 3.1). The sampling techniques used in this study were purposive and random technique at different point in time. The purposive sampling was used to get staff and community members while simple random sampling applied to obtain students as respondents of this study. The researcher chose this sample size of 100 in

order to effectively manage the responses due to time and resource constraints and also to ensure a critical analysis of the phenomenon under study. In reaching to this size the researcher employed a theory about sample size propounded by Kothari (2006). According to this theory, in order for a sample to be a true representative of a population, it should be at least ten percent (10%) of the population. In this study, population is 805. Taking 100 respondents as a sample means taking about twelve percent of the population. Hence according to theory of Kothari (2006), this sample is a true representative of the population.

Table 3.1: Sample Composition

S/N	Respondents	Frequency (N)	Percentage (%)	Data collection tools	Sampling Design
1.	VETA Teachers	10	10	Interviews	Purposive sampling
2.	Students	75	75	Questionnaires	Simple random sampling
3.	VETA non-teaching staffs	5	5	Interviews	Purposive sampling
4.	Parents	10	10	Interviews	Purposive sampling
	Total	100	100		

Source: Researcher

3.5.2 Sampling Techniques

The current study used simple random and purposive sampling techniques to obtain the required number of respondents in the study. These respondents were used in obtaining the necessary information in the study (Kothari, 2006).

3.5.2.1 Purposive Sampling

Creed *et al.*, (2014) state that purposive sampling is sometimes known as judgmental sampling. The purposive sampling was useful in this study because it ensured the

balance of group sizes when multiple groups were to be selected (Smith, 2000). In this technique the researcher chose only those respondents which he/she believed that they have rich information and was able to deliver the required data. In this regard respondents have been selected purposively due to the positions they hold include: VETA non-teaching staffs which included VETA Principal and some human resource officers. Furthermore the purposive sampling was used to select VETA teachers and some of parents having their students learning at VETA.

3.5.2.2 Simple Random Sampling

The simple random sampling refers to a probability sampling where by each member in the population has equal and independent chance of being selected to form a sample (Saunders et al., 2005). This technique helped the researcher to select a sample at random from the sampling frame without replacement. Other participants in each category have been picked randomly to make a sample and this base on those workers who are not purposively intended. This technique is appropriate where the sampling frame is not too large and each unit is accessible (White, 2002).

In this study, simple random sampling was used to select seventy five students study at VETA colleges in Dar es salaam. Paper tags were prepared, and only seventy five pieces of tags were marked “YES” while the remaining papers in the sampling frame were marked “NO”. The aim was to obtain only seventy five (75) VETA students from sampling frame (350) who formed a part of sample that by then filled questionnaires. The members (students) in the sampling frame were asked to pick a piece of paper tag and show what it reads. Those who selected paper marked “YES” formed part of the sample of the study.

3.6 Data Collection Methods

In this study both primary and secondary sources were gathered.

3.6.1 Primary Data

The primary data refers to the information which is collected afresh and for the first time and thus happen to be original in character. They are named primary because are unsullied collected and have not been manipulated by any other person. Such data are provided by the subjects in the sample through the scheduled interactions by using the well prepared tools. Various tools or methods to obtain the primary data are observation method, interview method, focused group discussion and through schedules (Kothari, 2006).

3.6.2 Secondary Data

Secondary data are those data which have already been collected by someone else and which have already been passed through the data analysis process (Kothari, 2006). Secondary sources provide interpretation and analysis of primary sources. The researcher consulted the necessary books, journals, reports, statistics, files and manuals. These were employed during the research process and records of relevant information concerning the issue in the study.

3.7 Data Collection Tools

The central focus for any research activity is the gathering data for the production of knowledge. Hackman (2000) define data as those facts that a particular situation gives to an observer. In this study the researcher used interviews, questionnaires and documentary reviews for data collection.

3.7.1 Interview

Kothari (2006) defines interview method as a method of collecting data which involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. The data collected using this method can be face to face or if possible through telephone interviews. The researcher used semi structured interview in the study due to the following merits; this method enabled the researcher to obtain more information that was in greater depth to be obtained by other means; the method allowed greater flexibility as questions were asked rephrased and elaborated to respondents without distorting the meaning to create greater understanding among researcher and respondents. The method allowed collection of supplementary information about the respondent personal characteristics and environment which was often of great value in interpreting results.

The interview method was used to collect data from the following respondents: ten (10) VETA teachers, five (5) VETA non-teaching staffs and ten (10) parents having students studying at VETA colleges. This is because the researcher believed that these three groups have detailed information about the issue in study. This created the sense of valid information among the respondents.

3.7.2 Questionnaire

A questionnaire consists of a number of questions constructed in a definite order on a form or set of forms. In this study, the semi structured questionnaires were distributed to seventy five (75) Trainees (VETA students) studying at VETA. These questionnaires had closed and open ended questions. Open ended questions allowed respondents to give personal opinions and views concerning the phenomenon under

study. In this study the questionnaires were used to respondents who read the questions and wrote down the reply in the space provided for the purpose in the questionnaire itself.

3.8 Reliability and Validity of Research Tools

3.8.1 Instrument Validity

This study employed construct validity whereby the obtained data through the questionnaires represented a theoretical concept meaningfully and accurately. This method was considered reliable after a pilot study was conducted using test-retest method to same group of respondents yielding consistent results. The test-retest method that was used in testing instrument validity yielded consistent results (100% consistency). Some writers acknowledge that validity is concerned with the question of goodness of fit or concurrence between what the researcher has defined as a characteristic of the phenomenon under study and what the researcher is reporting in terms of measurement. The instrument's validity was further diagnosed as hereunder:

Internal Validity: Pilot study was used to test questionnaires. Piloting by testing the questionnaires prior to sending them to the selected sample ensured internal validity of the study. The testing was done so that the questionnaires were reviewed and tested as appropriate. This was done to ensure that the questions asked concentrated on the issues essential to the survey. This also ensured that the right questions with proper ingredients were asked. This increased the reliability of answers and their consistency throughout the survey questionnaires. The questions were checked against a set of questions used in similar researches that were undertaken previously.

Face Validity: Validity is the degree to which the findings correctly map the phenomenon in question. The researcher utilized other professionals, research colleagues and other experts to examine the questionnaires to ensure facial validity and the contents. Their comments and suggestions were used to revise the questionnaires before preparing the final instrument.

Content Validity: The content validity refers to the representativeness of the item content domain: the manner in which the questionnaire and its items are built to ensure the reasonableness of the claims of content validity. The rigorous procedures used to select the questionnaire constructs to form the initial items, personal interviews with experts, and the iterative procedures of scale purification imply that the instrument had strong content validity.

3.8.2 Instrument Reliability

Reliability defined as the extent to which results are consistent overtime (Saunders, Lewis & Thornhill, 2005). Reliability has to do with accuracy and precision of measurement procedures. Pilot study was done to test whether the tools are truly measuring what they intended to measure (Kothari, 2006). Reliability of the tool was made by piloting the questionnaires before a comprehensive exercise of data collection to see if the tool can give consistent response from different respondents. The questionnaires were also tested for reliability using test-pre-test method to ensure reliability. According to Davis (2005) reliability is measured by applying several tests, one of them being the Cronbach's alpha. The researcher employed Cronbach Alpha to test the reliability of the research instruments of this study.

3.9 Data Processing and Analysis

The analysis of data involves computation of indices and measures to determine the validity of data and indicate any conclusion. Data analysis is very important step towards finding solution of the problem under study. Kothari, (2006) describes data analysis 'as the computation of certain measures a long with searching for pattern of relationship that exist among data group. In this study quantitative data were processed and analysed by using Microsoft excel. Microsoft Excel is a spreadsheet program which allows one to enter numerical values or data into the rows or columns of a spreadsheet, and to use these numerical entries for such things as calculations, graphs, and statistical analysis. The outputs are presented in Tables, figures and text to simplify interpretation. Whereas, qualitative data were analysed in themes and subthemes some participants' voices were taken to represent their views and opinions.

3.10 Ethical Consideration

Ethical refers to the standards of behavior that guide researchers' conduct in relation to the rights of those who become the subject of research, or are affected by it (Saunders, Lewis and Thornhill, 2005). In this study, the researcher ensured that there is confidentiality of the data provided by the respondents. In addition, researcher ensured anonymity of participant's identities. Before collecting the data, respondents were informed the purpose of the study and the way the results was to be used.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter represents results obtained through Interviews and Questionnaires. The findings of this study were based on the research objectives: To identify the factors influencing career choices of students enrolled at VETA colleges, to examine the factors that influence VETA students to deviate from their professionals after their studies, to examine whether professional diverging affects work performance in the organization and to examine the parents attitude towards professional diverging on work performance.

4.2 Presentation of the Descriptive Statistics of Profiles of Respondents

Table 4.1 shows the summary of the descriptive percentage of the respondent's demographic factors including (age, gender, academic qualifications and working experience). From the table, it can be seen that males (65.3%) differ from females (34.7%) by big percentage (30.6%). This shows that there are no gender balance considerations in enrolling students at VETA. This might be due to the technical subjects which creates career for job requirement that needs more males assuming that they are masculine as compared to female when it comes to operational matters.

Furthermore, finding from table 4.1 indicates that 8 (10.6%) of respondents were aged below 20 years, 38 (50.6%) aged between 20 to 25 years, 15 (20 %) aged between 26 to 30 years, 10 (13.3 %) aged between 31 to 35 years, 3 (4%) aged between 36 and 40 years and 1 (1.3%) aged above 41 years. This implies that majority of respondents

(students of VETA) were aged between 20 to 25 years which reflect that they are matured enough to provide relevant required information. It is an indication that VETA enrolls young people within the active age and energetic so as to enhance high learning.

Moreover, the findings from table 4.1 show that forty eight respondents (64%) had O-level education, twenty one respondents (28%) were standard seven leavers, and five respondents (6.7%) had A-level education while one respondent (1.3%) had diploma education. This implies that the majority of students enrolled at VETA are those with O-level education who were not able to get opportunity to go for A – level studies hence decided to study at VETA.

Table 4. 1: Respondent’s Biographical Data

Description	Frequency (N)	Percentage (%)
Age		
Below 20 years	8	10.6
20 – 25	38	50.6
26 – 30	15	20.0
31 – 35	10	13.4
36 – 40	3	4
Above 41	1	1.3
Gender		
Male	49	65.3
Female	26	34.7
Academic qualifications		
Standard seven	21	28
O-Level	48	64
A-Level	5	6.7
Diploma	1	1.3
Bachelor degree	0	0

Source: Field Data

4.3 Factors that Motivate Students at VETA to Choose a Certain Career

Specific objective one of this study sought to identify factors which motivate students to choose a certain career when joining VETA colleges. The feedback to the questions is as shown in Table 4.2.

Table 4. 2: Factors that Motivate Students at VETA to Choose a Certain Career

S/N	Statement (issue)	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
1	I am interested on the subject/course	28	42	0	3	2
2	Opportunities to get a good job after completing my studies at VETA	46	24	0	3	2
3	Prospects about good pay in future	35	36	1	2	1
4	Advises from experts					
5	My family was not able to send me to secondary school	32	17	4	10	12
6	It takes short time to complete study at VETA	28	34	8	3	2
7	Easy of the course	22	41	4	6	2

Source: Field Data

From Table 4.2 it is well indicated that there are several factors that motivate students to choose a certain career of study at VETA. Some of these factors are as indicated in Table 4.2 and are explained under:

4.3.1 Interest on the Subject/Course

The interest of the students is a vital factor that influences students on which course to undertake. According to findings in table 4.2 out of 75 respondent students which were provided with questionnaire, forty two respondents (56%) agreed that interest is one of the factors that motivate a choice. This was followed by twenty eight respondents (37.3%) who strongly agreed the idea that interest motivates a choice. Only few respondents disagreed the idea.

4.3.2 Family income

The fee paid for each course was the major reasons which influenced the carrier choices at the college. According to the findings from Table 4.3, forty nine respondents (65%) supported the idea that family income matters in selecting the career because they find no option rather than sending the students to VETA.

4.3.3 Employment Opportunities

The employment also plays an important role in influencing the carrier choices among the college students. According to findings from table 4.2, seventy respondents (93.3%) argued that most students choose their career in anticipation of great job opportunities in future.

4.3.4 Advices from Experts

Sometimes a student fails to understand and identify the course which suits him or her, this push the registration officer (expert) to advice depending on the pre characteristics of the students. 70% of the entire respondents did highlight this factor as the one which influence the carrier choices of VETA students. 30% percent of the respondent did not point out about this factor.

4.3.5 Easy of subject

This fact depend on a way the students perceive, understand the chosen courses depending on the ability of the student to fulfil the obligation of doing what needed to be done to accomplish the tasks. According to the findings in table 4.4 sixty three respondents (84%) supported the idea that easy courses motivate student's choices.

4.3.6 Prospects about Good pay in Future

This is another factor which leads to the carrier choices among the students. This is a dream of every student to work at a certain stage of life and earn income after offering skills and knowledge to various works. It is because of this factor that most students prefer certain courses with the hope of obtaining skills and knowledge which enable them to generate income during work. Seventy one respondents (94.7%) supported the idea that prospects about good pay in future influence carrier choice.

4.3.7 Short course/ Time Duration

Always time is a vital factor when a student is studying, therefore some student likes the shot time courses while other like long time courses. 63% of the respondent argued on how time influence carrier choice.

4.4 Factors Influencing Students to Deviate from their Career after

Completing their Courses

Research question two sought to examine factors that influence students to deviate from their careers/profession after completing their courses. In order to find answers to fulfill this objective, question five in questionnaires wanted respondents to give their opinion whether they agree or disagree the statement that most of students studying at VETA quit the career they studied. The finding is indicated in Table 4.3.

Table 4.3: Statement about whether Students Deviate from their Careers or not

Statement	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Most of students studying at VETA quit the career they studied.	20	30	5	11	9

Source: Field Data

According to findings from Table 4.3 it is well indicated that most students agreed that there is a diverging attitude to most students who studied at VETA. Thirty respondents (40%) agreed that students diverge from their career path after completing studies while twenty respondents (27%) strongly agreed about such idea. Only few respondents (eleven and nine respondents respectively disagreed the idea that students diverge from their career path after completing their studies at VETA, while five respondents had no idea about deviation.

Moreover, in responding to research question two, question six in questionnaires wanted respondents to give their opinion whether they agree or disagree with the statement that most of students studying at VETA quit the career they studied. The finding is indicated in Table 4.4.

Table 4.4: Factors which Influence Students to Deviate from their Career

S/N	Statement (issue)	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
1	Most of the ex-students deviate from their career due to unemployment	29	41	0	3	2
2	Some of ex-students quit their career due to low payment obtained from job.	22	45	1	4	3
3	Lack of starting capital causes someone to diverge from a career	11	14	6	26	18
4	Income inequalities causes someone to diverge from his/her career	15	36	9	10	5
5	Few industries having the employment opportunities	30	19	4	10	12
6	Unfulfilled desire to work at higher paying positions	30	33	6	3	3

Source: Field data

From Table 4.4 it is well indicated that there are several factors which influence students to deviate from their career. Some of these factors are as indicated in Table 4.4 and are explained under:

4.4.1 Unemployment

This is the situation where by an individual has skills and knowledge and willing to work on certain field but cannot find jobs of that particular field. This situation forces a graduate to look for other jobs regardless of the fields hence deviation of the graduates. Seventy respondents (93%) supported the idea that unemployment was a one of the factors influencing deviation from career pursued among the graduates from VETA. Five respondents (6.6%) did not support the idea.

4.4.2 Low Payment

According to the findings from table 4.4, most of the respondents (89%) supported the idea that one of the factors influencing professional diverging is the low payment for employees at a certain career. Very few (seven respondents) disagree with such idea.

4.4.3 Lack of Starting Capital

Business capital enables graduates to conduct business in their respective field. Having access to business capital allow the purchases of machinery which can be used to produce product or services and earn handsomely amount. But since an individual cannot access capital it lead to deviation of professional because a person would be willing to do any work available without consideration of field of the career. According to the findings from Table 4.4 twenty six respondents (34.6%) disagreed with the idea, eighteen respondents (24%) strongly disagreed with the idea. Fourteen

respondents (18.6%) while only eleven respondents (14.6%) strongly agreed with the idea. This implies that lack of capital is not one of the factors that influence divergence from professional career.

4.4.4 Income Inequalities

Findings from Table 4.4 indicate that fifty one respondents (68%) supported the idea that income inequality among workers at the same organization can be one of the causes of diverging from professional career. Since the percentage of respondents who supported is greater than those disagreed, then it signifies that one of the factors influencing divergence from professional career is inequality in income.

4.4.5 Few industries having Employment Opportunities

From Table 4.4 findings indicate that forty nine respondents (65%) supported the statement that few industries have employment opportunities so when a graduate look for a job and unfortunately missed a chance then he/she become discouraged and diverge from career.

4.4.6 Unfulfilled Desire to start with Higher Paying Positions

Findings in Table 4.4 indicate that 63 respondents (84%) supported the statement that one of the factors causing divergence from professional career is desire to start a job expecting to be paid a higher because of the higher rank expected. Since few respondents (6) did not support the idea then signifies that one of the factors influencing professional divergence is unfulfilled desire to start with higher paying positions.

4.5 Results According to the Interview

In order to answer research question two the researcher asked non teaching staffs at VETA whether they believe that most of the students who graduated from VETA deviate from their career soon after completing their courses at VETA. The following is the feedback from the respondents. One of the respondent commented:

“I believe that many of the students, who graduate here at VETA, do not continue with their profession career they undertook. This is attributed by several factors including the following: Lack of starting capital. Business capital enables graduates to conduct business in their respective field. Having access to business capital allow the purchases of machinery which can be used to produce product or services and earn handsomely amount. Another reason is unemployment. This is the situation where by an individual has skills and knowledge and willing to work on certain field but cannot find jobs of that particular field. This situation forces a graduate to look for other jobs regardless of the fields hence deviation of the graduates.”

This answer signifies that there is a truth about the diverging from professional career.

Another respondent said:

“Some of the students deviate from their professional career because of the nature of employment opportunities. Sometimes the employment offered does not necessary require the skills and knowledge of a certain field. This gives opportunities to everyone willing to meet the provided obligation and responsibilities by the particular company. If a person is one of the graduate, and notice the opportunities of working to other field and manage to secure he or she will probably work since there is no guarantee of obtaining the particular carrier of professional at any time soon.”

When asked whether professional diverging leads to poor work performance, one of the non teaching staff commented:

“To my belief, if the work is done by someone who has qualification and career profession the work performed is of quality, done effectively and efficiently. Now if the work is done by someone who has no profession the work performance is likely to be deteriorated. Hence I believe that professional diverging at work lead to poor performance”

4.5.1 Results from interviewing Teachers at VETA

Research objective one aimed at examining factors that motivate students to choose a certain career at VETA. In order to do this, a researcher asked teachers at VETA to explain such factors. The following is the answer received from one respondent:

“The desire and interest of the students is a vital factor that affects carrier choices among the students. This factor was important in deciding which carrier match them hence decided to join with various carrier. This meant that the selection is based on the interests and desire as well as ability to pursue the particular courses. This is very important because desire and interest may be there but the ability to match with courses turns out different.”

Another respondent narrated:

“One of the factors motivating the choice of a career is family income. The fee paid for each influenced the carrier choices at the college. There is no way a student would choose a course which is expensive than his or her ability to pay for example fee payment for mechanical or electrical are different from fee for driving courses. The ability of the family to pay fee of a certain course depends on the level of the income and determine which course to choose.”

Another respondent said:

“A student expects that soon after completing his/her driving course he/she obtain a job since he/she will be having skills, knowledge and practical experience of working as a professional driver. So what motivates them is the idea that soon after completing the course they chose here will be available job waiting for them. Likewise, sometimes students chose the course after getting advice from their teachers.”

In general the teachers pointed out that some of the factors which motivates their students at VETA to choose a certain career are: The interest on the course they chose, expectation of good paying job in the future, the advice they get from their teachers or parents who are aware of the career, the size of income of their sponsors, short courses duration and courses which are not complicated in studying.

Research objective two sought to examine factors that influence the ex-students from VETA to diverge from professional career after completing their courses. In interview with teachers at VETA about the matter the following are their feedback.

One of the teacher commented:

“One of the factors that influence divergence is lack of enough internship programs. These are programs which help to build skills and experience among the graduates at a provided time frame by a particular organization. It is very important to understand that start working with no experience of how to do that is something challenging. Because what is being taught sometimes is not to be found on the field. If graduates cannot get internship it is hard to get a job because of inexperience which is needed by the employers to hire the employees. If these chances are slim then even working at organization level on a certain field with no experience is almost impossible.”

In responding to the same question another respondent (VETA teacher) said:

“One of the factors that influence divergence in career is unemployment. Unemployment is the situation whereby an individual has skills and knowledge and willing to work on a certain career field but cannot find jobs of that particular field. This situation forces a graduate to look for other jobs regardless of the fields hence deviation of the graduates. Our country now is facing critical rate of unemployment in almost every field this is because our country is still back tracking when it comes to huge investment especially large scale industries. This situation forces carrier deviation of professionals so that a person can earn income to support living standard and family at large”.

He added:

“The second factor according to my knowledge is lack of capital to start a business (Seed capital). Business capital enable graduates to conduct business in their respective career field. Having access to business capital allow the purchases of machinery which can be used to produce product or services and earn a certain amount. But since an individual have no access to capital it leads to deviation from professional career because a person would be willing to do any work available without consideration of field of the career.”

In general the teachers pointed out that some of the factors which influence students who graduated from VETA to deviate from their career field are: lack of internship after completing their course work, which would have been expected to give ex students' skills and experience, unemployment whereby someone having a good knowledge and skills on a particular field does not get a job related to his/her career. This makes him/her to deviate from his/her career. Another reason is lack of capital for starting a business related to someone's career.

Research Objective three sought out whether deviating from Professional career have affects on work performance in organization. To address this issue one of the interview question for teachers was to explain whether deviating from Professional career have affects on work performance in organization. In answering this question one respondent (teacher at VETA) said:

“You cannot compare the job done by someone who has knowledge and skills and the job done by someone with no knowledge and skills. This is to say that if anyone who study a certain career field do not work using the knowledge obtained, it means those who are working without knowledge obtained from school/college cannot perform well compared to those have gone to school. This means that deviating from professional career has negative impacts on work performance.”

This idea that deviation from professional career affects work performance negatively was supported by six respondents out of ten respondents who were interviewed.

4.5.2 Results from Interviewing Parents

Research objective four sought opinions regarding the attitude towards professional diverging on work performance. When asked to give their opinions about the attitude towards professional diverging on work performance one of the respondent (parents of students who studied at VETA said:

“I am very disappointed when I find that after completing his/her study my son/daughter deviate from the career he/she studied. Though there are many reasons causing that, it is bitter experience. I argue the government to see how to mitigate challenges facing students who complete their courses.”

When asked about what they knew about Professional diverging on work Performance, one of the parents commented:

“I know that most of the graduands of VETA training, after the graduation they enter the world expecting that they will find a job related to the career they took during the training. To their surprise, they find no job at all. They find themselves doing the job which they didn't study, just because doing such a job is better than staying idle. Hence that is how deviation from career starts.”

When asked to mention to what extent do they think Professional diverging on work affect work performance one of the parents said:

“When a person with a certain profession is assigned a job, he/she uses his/her skills and knowledge hence can finish doing that job in a very short time as compared to someone with no profession. Likewise, the quality of the job done by a professional personal is higher than the quality of the job done by someone with no professional. By deviating from professional career means that the jobs are left to un professional personnel hence performance is reduced and the quality of the job is reduced. This results in poor work performance, poor morale of doing work and poor productivity.”

This answer was supported with other parents who were interviewed.

When asked to mention the proper measures they think can be taken to decrease the effects of Professional diverging on work one of the parents said:

“During the training, trainees have to be told the truth about the few job opportunities available in sectors. Knowing that, they will study aiming at employing themselves rather than expecting to be employed which ultimately results in deviating from their career. Secondly, the government should try to design many jobs so that when a student completes his/her training he/she should obtain a job which will prove whether he acquired the required qualification or not.”

4.6 Discussion of Findings

The discussion of findings based on the objectives so as to give an understanding and possible meaning and relationship of the study. Objective one sought to examine factors affecting carrier choices of college students enrolled at VETA. The findings indicated some factors like interested on the subject/course, advises from experts, opportunities to get a good job after completing their studies at VETA, prospects about good pay in future and inability for the family to send a student to secondary school, it takes short time to complete study at VETA and easy of the course. This finding is in line with the findings by the study of Wildman and Torres (2012) whose findings indicate that the interest within a person, advices from role model can be factors associated with reasons to choose a certain career.

Objective two of the study aimed at examining factors which influenced deviation from career field, it was established that most of the students who graduated from VETA deviate from their career due to unemployment, some of students quit their career due to low payment obtained from job, lack of starting capital which cause a graduand to deviate from a career. Moreover, the findings indicate that income inequality causes someone to diverge from his/her career and also there are few industries which have the employment opportunities. These findings are in line with the findings of the study of Nabi (2013) who argued that factors like low payment obtained from job, lack of starting capital can cause someone to deviate from his/her professional career.

Objective three of the study sought out whether deviating from Professional career has affects on work performance in organization. Findings indicated that deviation from

professional career have positive effects on performance of work because the work performed by a professional person bears a good results as compared to work done by un professional person. Hence there is impact on work performance. This finding is in line with the findings by Lee (2008) who suggested that there is a relationship between deviation on professional career and work performance.

In line with objective four of the study which sought out opinions regarding the attitude towards professional diverging on work performance the findings indicated that most parents of students who deviate from their professional field are discouraged by such attitude and they argue the government to take measures which will curb such a situation. The findings are consistent with the findings of the study conducted by Nabi (2013) who indicated that deviating from profession field has many disadvantages, one being discouragements to those need the services offered.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of main findings, conclusion, recommendations, limitations of the study and areas for further study.

5.2 Summary of the Main findings

The study assessed the professional diverging and their effects on work performance. The specific objectives were: To identify the factors influencing career choices of students enrolled at VETA colleges, to examine the factors that influence VETA students to deviate from their professionals after their studies, to examine the extent to which the employees have adequate knowledge regarding professional diverging on work performance and to examine the parents attitude towards professional diverging on work performance.

The findings indicated that there are some factors which motivate the students who enrolled at VETA to choose a career of his her interest. Some of these factors were: interested on the subject/course, advises from experts, opportunities to get a good job after completing their studies at VETA, prospects about good pay in future and My family was not able to send me to secondary school It takes short time to complete study at VETA Easy of the course.

On examining factors which influenced deviation from career field, it was established that most of the students who graduated from VETA deviate from their career due to

unemployment, some of students quit their career due to low payment obtained from job, lack of starting capital which cause a graduand to deviate from a career. Moreover, the findings indicate that income inequalities causes someone to diverge from his/her career and also there are few industries which have the employment opportunities.

Lastly they mentioned another factor; unfulfilled desire to work at higher paying positions. On examining whether the deviation from career has impact on work performance, it was established that deviating from professional career has negative impacts on work performance.

5.3 Conclusion

This study revolved around the effects of professional diverging on work performance. Based on the empirical result of this study was evident that there were professional diverging at work among the graduates. Also the knowledge towards professional diverging was vital to support the need to conduct this study. Employment opportunities and income levels earned by graduates were categorically major factors which lead to professional diverging at work. Thus extra efforts should be directed to the investment on large scale industries which would balance with the rate of unemployment and establishment of individual or group business to reduce professional diverging problem. However the researcher doubt if the solution needed and recommended would be applied to curb the problem due to the tendency of not using various studies conducted by academicians to offer proper solution of the issues which arises daily to the surrounding environments. There is always a way of doing

more to fix issues regards to professional diverging, program exchange of technical knowhow of developed world may help especially by introducing tours, students exchanges to learn more how they have succeeded in maintaining professionalism.

5.4 Implications of the Findings

This study has provided a better understanding of the situation about effects of deviating from professional career. It implies that the management of organizations should understand that students select a professional career due to interest, prospects about future income and advices from the expatriates. Likewise some people deviate from their professional career because of not securing a job related to their careers. Hence the government is supposed to arrangement for job design and has job vacancies ready for students who are expected from professional colleges. The findings have implications for policy makers. Policy makers have benefited from the findings and will be better placed in making policy relating to how to retain employees in their professional career.

5.5 Recommendations

The researcher recommends the following:

- (i) Improvement of employment opportunities at Government and private sector.
Since the employment opportunities are scarce new investments especially on large industries should be of great focus with all necessary conditions to support this juncture.
- (ii) Increased income level. Since the low level of income make some families to fail to satisfy the desire of their children in acquiring the career of their choice,

the government should strive to increase salary for workers so that they will be able to educate their children.

- (iii) Introduction of modern tools and equipment for learning, the level of science and technologies is rapidly changing across the globe. It is vital for the institutions like VETA to investment in new and modern machineries so that the graduates are able to operate, service and make facilities using the modern technology which no doubt would be used to the recent establish industries in productions.
- (iv) Encouragement of self-employment. At some points during their study and at their graduation ceremony, graduands should be encouraged to employ themselves (self-employment), rather than waiting to be employed by government and by private sector. This would be done through the provisions of subsidies, soft loans which would enable graduates to buy tools and equipment for running self-business. This can be done considering the perspective of groups among graduates rather than individual
- (v) Establishment of new policies, this may involves the enacting of new laws to match the demand of new technologies and environment to cope with rapid professional changes which will bring the needed changes to accommodate different professional fields in job markets and decrease the professional diverging among the graduates.

5.6 Limitations and Delimitations

The researcher encountered some limitations in collecting data. Some of respondents were not ready to disclose some information pertaining to deviation from career field

for fear that they are not spokesmen of VETA. They fear that giving information without authorization from VETA management could have ruined image of their college. This is because they associated the questionnaire with enquiry from Tanzania Revenue Authority (TRA). This limitation was delimited by the researcher insisting that the information required were for academic purposes only, showing letter of introduction from OUT Management and assuring them anonymity the respondents accepted to respond to questions in the questionnaires.

5.7 Suggested Areas for Further Studies

The study assessed the professional diverging and their effects on work performance taking a study of VETA in Dar es salaam. Suggestions for future studies are provided accordingly. Other researchers should consider investigating effects of deviation from career at other regions in Tanzania and in other East African countries to see whether they will obtain the same results.

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APPENDICES

Appendix I: Questionnaire for Students

My name is **Hermenedild Vitalis Msue**, a student from Open University of Tanzania (OUT), pursuing a Master Degree in Business Administration(MBA). I am carrying out research titled “*Assessment of professional diverging on work performance: a case of vocational education and training authority (VETA) Dar es Salaam zone*”. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Your name will not be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

SECTION A: BACKGROUND INFORMATION *(tick the right option or fill the right answer in the spaces provided)*

1. Gender: Male ☐ Female ☐
2. Age: Below 20 years ☐ 20- 25 years ☐ 26 – 30 years ☐ 31 – 35 years ☐ 36 – 40 years ☐ Above 41 years ☐
3. Educational Level: Standard seven leaver ☐ Ordinary Level ☐ Advanced Level ☐ Diploma ☐ Degree ☐

SECTION B: fill the blanks and letters to the black

4. On the scale from 1 to 5 rate the following statements as they relate to factors which motivate you to join VETA.

(1= I strongly agree, 2 = I agree, 3= neutral, 4= I disagree, 5 = I strongly disagree)

S/N	Statement (issue)	(1)	(2)	(3)	(4)	(5)
1	I am interested on the subject/course					
2	Opportunities to get a good job after completing my studies at VETA					
3	Prospects about good pay in future					
4	Advises from experts					
5	My family was not able to send me to secondary school					
6	It takes short time to complete study at VETA					
7	Easy of the course					

5. On the scale from 1 to 5 show your agreement or disagreement about the following statement.

(1= I strongly agree, 2 = I agree, 3= neutral, 4= I disagree, 5 = I strongly disagree)

Statement	I strongly agree	I agree	Neutral	I disagree	I strongly disagree
Most of students who studied at VETA quit the career they studied after completing their studies					

6. On the scale from 1 to 5 rate the following statements as they relate to factors influencing VETA students to deviate from their professions after their studies.

(1= I strongly agree, 2 = I agree, 3= neutral, 4= I disagree, 5 = I strongly disagree)

S/N	Statement (issue)	(1)	(2)	(3)	(4)	(5)
1	Most of the ex-students deviate from their career due to unemployment					
2	Some of ex-students quit their career due to low payment obtained from job.					
3	Lack of starting capital causes someone to diverge from a career					
4	Income inequalities causes someone to diverge from his/her career					
5	Few industries having the employment opportunities					
6	Desire to work at higher paying positions					

Appendix II: INTERVIEW GUIDE

Section I: Interview for VETA's non teaching staff

- Do you believe that most of the students who graduated from VETA deviate from their career soon after completing their courses at VETA? If so what do you think are factors influencing such a behavior? Explain
- Do you think professional diverging at work lead to poor performance?
() Yes () No

Section II: Interview for Teachers at VETA

- What are the factors that motivate students to join your college?

2. What are the factors that you think influence the ex-students from your college to diverge from professional career?
3. Does deviating from Professional career affect work performance in the organization?

Section III: Interview for Parents

1. What do you know about Professional diverging on work Performance?
2. To what extent do you think Professional diverging on work affect work performance?
3. What do you think are proper measures to be taken to decrease the effects of Professional diverging on work?

THANK YOU FOR YOUR PARTICIPATION