



Original Research Article

Effect of field attachment experiences on students' career preparedness in higher learning institutions: A case of selected universities in Arusha

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Marystella Baynit¹
and
Baraka M. Ngussa^{1*}

¹Directorate of Graduate Studies,
University of Arusha, Tanzania

*Corresponding Author Email:
ngussathe5th@gmail.com

The study aimed to determine the impact of field attachment experiences on students' career readiness in Arusha's selected higher learning institutions using the descriptive correlational research design. A questionnaire and interview schedules were used to collect data from 169 respondents out of a group of 369 third-year undergraduates studying education and lecturers respectively at two universities. Descriptive and inferential statistics were used to analyze quantitative data while thematic approach was used to analyze qualitative data. The findings suggest that the majority of the items assessed rated the field attachment experiences as outstanding. The respondents were pleased with the supervision and assessment methods and appreciated their attachment sessions. The data also demonstrate that the field attachment aided their preparedness for the teaching profession. The data also show a significant positive association between field attachment and career preparation. As a result, the study shows that field attachment experiences benefit student teachers' career preparedness. The study advises that the frequency of assessment by both host school and university supervisors be explicitly indicated in the design of the field attachment program. Student teachers should be assigned to schools that are willing to provide the required infrastructure, such as housing and related services, so that their attachment is relevant to their career.

Keywords: Field attachment, career preparedness, teaching practice.

INTRODUCTION

While one among the main goals of higher education is to prepare graduates toward their respective careers, the concept of career preparedness has been defined by various scholars. Skorikov (2007), for instance, conceptualized it as a combination of career decidedness, planning and confidence. According to Lent (2013), career preparedness is defined as a healthy state of vigilance regarding threats to one's career well-being as well as alertness to resources and opportunities on which one can capitalize. Marciniak et al. (2020) explain the concept as the attitudes, knowledge, competencies and behaviors

necessary to deal with expected and unexpected career transitions and changes. The term career preparedness has been interchangeably used with career readiness (Salleh et al., 2017).

There is a need to prepare graduates in ensuring that they are equipped with the right skills to tackle the challenges and take advantage of the opportunities that the future holds (Jackson, 2018; Wetengere, 2015; Sambolt and Blumenthal, 2013; Lowden et al., 2011). Confidence and satisfaction of graduates on their career preparedness varies across regions of the world. For

instance, the study by Farah and Benchiba (2018) found that majority of Arab university students were reported being satisfied with their overall university experience. However, more than one-third did not feel the university is effectively preparing them for their career. A study by Sarkara, et al. (2016) in Australian Universities suggest that increased opportunities for placements would promote such networking and generic skills as business awareness, among students to enhance their employability.

A study by Global (2014) in Sub Saharan Africa highlighted the rapid expansion of higher education enrolments, but also noted serious concerns about the ability of universities to produce the kinds of graduates who can drive the region forward. Due to population increase, the levels of the rapid expansion have not been enough and more needs to be done to improve the quality of education as universities reported inadequate facilities and teaching staff. A study by Andreoni (2018) highlighted that the quality and type of skills developed in Tanzania do not meet the requirements of productive organizations, while at the same time there are very few firms capable of organizing and deploying skills effectively. The study by Mpehongwa (2014) found that although there is a marked increase in higher education enrollments in Tanzania, majority of the students opt for career in arts and humanities. He further pointed out that skills that mismatch with the vision 2025 may prevent the country from attaining a competitive knowledge economy.

Field attachment approach has been established in an attempt to make higher learning relevant and meaningful to students and the community. The approach is being applied at various levels of education including higher learning institutions. For all higher learning institutions in Tanzania, field attachment is a mandatory practice to be attained as is one of the other graduation requirements for university students (Samwi et al., 2019). Field attachment is a session when students go out to real-life working stations to get exposed and to familiarize themselves with working environments in their areas of specialization (Mungai et al., 2016). It is a popular method of experiential learning where students come face to face with the real world of work and its complexities, something which cannot be accomplished within walls of the classroom (Warinda, 2013). The concept of field attachment has been given different names such as internship, industrial attachment, industrial training, service learning, field trips, community-based learning or work integrated learning which all means engaging stakeholders in building students' career competences (Maertz et al., 2014 in Nakelet et al., 2018).

The influence of field attachment on various variables including academic performance, work efficiency after graduation, career decision, career preparedness and change of some important behavioral characteristics have been explored. With regards to career preparedness, Kramer and Usher (2011) assessed the extent to which

participation in different types of work gave students a better idea of a career or job path and confidence in their ability to find work and in their field of study after graduation. They found that Education students have high levels of agreement regarding the impact of their volunteering on improving career choice (86%). Mathematics and Computer Science students were in a similar position with respect to in-school work (71%) as were Agriculture and Environmental Sciences students with respect to summer work (65%).

Doe's (2015) study on perceived work readiness shows that graduate program completers who had an internship and an assistantship were significantly different from those who did not in terms of their perceived work readiness with implication that those with internship experience had favorable perception. Likewise, Shury et al. (2017) found that graduate internships were relatively rare and appeared to have been taken up by a limited group but were the most successful in terms of leading to an offer of employment in the role they wanted to engage in at the end of the experience and were especially likely to lead to professional or managerial roles.

Moreover, Reddan's (2016) results suggested that all three course components (the work experience placement, career development workshops and presentations from practicing lecturers and professionals) provided important contributions to students' development but more specifically students in field project demonstrated significant improvement in their perceived work self-efficacy. Beside, Ismail's (2018) evaluation study revealed that women benefit less from internships programs due to societal structural imbalances; however, Internships have the potential to facilitate professional networking and knowledge sharing. Firsick (2016) noted that insecure field attachment may cause barriers to career calling development as it affect life satisfaction.

Gomez-Lanier (2017) found that field trips help the students with experience of a new culture; offer the opportunity for meeting industry professionals, help to gain a deeper, richer and expanded understanding of the future profession. Similarly, the study of Odio et al., (2014) shows that the internship plays a major role in shaping students' career trajectory; however, many students find themselves more confused about their career path than before their internship due to lack of coherent career goals and plans. Furthermore, the results show that career decision frames can vary greatly from student to student. Some students had some difficulty in expressing career goals because students use different methods when conceptualizing and expressing their career goals but also have different internship experiences.

A further relationship between field attachment and other related career variables is mirrored; for example Wright and Perrone (2008) found a positive relationship between field attachment and career decision-making self-efficacy, career commitment, exploration, aspirations, congruence and planning. Opolot et al. (2015) found that

field attachment is of benefit in terms of practical acquisition of technical as well as soft skills. Likewise, the study by Anjum (2020) indicated that internship programs have an impact on the professional growth and skills of business students in Pakistan, in terms of personal development, skills and capabilities.

Kapareliotis et al. (2019) found that students who attend internship programs assessed positively all aspects of the work readiness construct and knew what was expected by employers from them. They were capable of applying basic academic skills, high-order skills and professional skills required by employers on the job. This implies that institutions need to place emphasis on field attachment." In the same vein, Hergert (2009) found that students place a great value on the internship experience and further noted that internship has a direct connection to their ultimate career goals. However, the perceived values of the internship were also related to the pedagogical approach and the demographic profile of the student. Likewise, Sabirin et al. (2018) found that students from Swiss German University majoring in Hotel and Tourism Management in Indonesia agreed on the perceived benefit from their past internship and help with their career development process.

Studies have further assessed the influence of field attachment by categorizing the concept of field attachment into paid and unpaid field attachment; for instance, according to Crain (2016), unpaid internships were shown to play significant different roles in student career development than paid internships, particularly in regard to professional skill development and academic performance. This implies that field attachment environments places different experiences to students, that is the better the environment, the more the contributions. Cheong et al.(2014) found that interns in Malaysia were able to see 'the bigger picture' and develop their presentation and people relationship skills. Apart from that, they also learnt to be more independent and all were made possible through the variety of tasks and responsibilities given to the interns throughout the duration of the 10-week internship. This implies that field attachment adds value to student's cognitive and motor domains development.

Corrêa da Silva and Teixeira (2013) revealed that internship experiences influence the development of career adaptability among Brazilian university students, especially in the dimensions of curiosity and confidence. However, excessive informality and diffuse hierarchical relations make it difficult for students to get to know what a workspace is and to experiment themselves in that space. This implies that careful planning is required in the course of preparing students for field attachment so as to place them into the right setting. Besides, O'Higgins and Pinedo (2018) noted that internships, under certain conditions, can be associated with better post-internship labour market outcomes where they can contribute to the integration of young people into the labour market while they further found that not all internships enhance young people's subsequent employment prospects and, on

average, the effect of internships on the medium-term integration of young people into work appears to be modest.

The extent to which field attachment influences teaching career in Tanzania has been studied by different scholars who come up with mixed findings. For instance, Komba and Kira (2013) found that 76% of the respondents (student teachers) indicated that Teaching Practice was ineffective in improving their teaching skills. They further found that duration spent for the Teaching Practice was inadequate for student teachers to acquire the skills required for effective teaching (8 weeks), while the supervision of student teachers during the Teaching Practice was ineffective. On the other hand, Teaching Practice is perceived by pre-service teachers as a crucial part of teacher education as it helps to consolidate pedagogical skills. The approach contributed to develop pre-service teachers' pedagogical competencies through merging theoretical understanding and actual practices as well as how to select, prepare and use teaching and learning materials and aids (Kihwele and Mtandi, 2020).

Field attachment also seem to contribute in building relationship skills where students who participated experienced the change in shape of relationship and values including commitment, motivation and the satisfaction of becoming a trainee teacher (Khalid, 2014).The study by Ozdemir and Yildirim (2012) revealed that teaching practice help in professional development especially about gaining teaching experience, application of the theoretical knowledge, gaining self-confidence. This implies that field attachment is of paramount important training approach that needs to be enhanced in higher learning institutions in Tanzania.

The review generally indicates that effect of field attachment on student career preparedness is promising in an environment with better characteristics/conditions that add value in terms of knowledge, skills, and experience and associated competences. The studies indicate that in some places the field attachment seem to be ineffective due to supervision, host institution environment and nature of field attachment (paid or unpaid) and duration spent by students in the field. Also the effects of field attachment on the career depend on the demographic characteristics of the students especially gender where women seem to benefit less than men due to structural imbalances. With these varying findings with regards to effects of field attachment on the students' career preparedness globally and in Tanzania particularly, it is important to establish this relationship clearly. Hence this study sought to assess the effect of field attachment on students' career preparedness in Tanzanian context of higher learning institutions.

Field attachment is part of a training methodology in higher learning institutions in Tanzania where students are placed to various places and institutions to supplement what has been studied in the classes with real world experiences. Despite the integration of field attachment to higher learning education in Tanzania, students who attended it appear unprepared in their

Table 1. Sample size distribution

Name of the University	Type of the selected program	Population per program	No of selected respondents
Tumaini University Makumira	Bachelor of Arts with Education	285	151
St. Augustine University of Tanzania- Arusha Centre	Bachelor of Arts With Education (Baed)	84	45
TOTAL		369	196

respective career. The field attachment experiences indicate that when students are placed in schools or environment that offers the desired competencies (skill, knowledge and attitude/ behaviors) the schools positively impact the students' career preparedness. Nevertheless, when the students are placed in an environment that is challenging with incompetent and poor collaboration from host supervisors, shortage of teaching facilities and lack of clear teaching plan irrespective of the desired field objectives, students seem to appear unprepared in their respective careers. Additionally, the scholarly review indicates that the effort invested during field attachment planning and duration spent in field seem to determine the degree of the student career preparedness. Basing on the context of the field where students have been attached, effectiveness of the planning process and the duration spend during field attachment, there is need to assess the effect of field attachment experiences on student career preparedness in the Tanzanian context.

This study sought to answer the following three research questions:

1. What are the field attachment experiences among students in selected higher learning institutions in Arusha?

2. To what extent are students' prepared for career after going through the field attachment?

3. Is there significant relationship between field attachment experiences and career preparedness of students under investigation?

METHODOLOGY

Research design

This study employed the descriptive correlational research design in that the first two research questions were descriptive in nature while the third one was correlational to establish how the independent variable affected the dependent variable.

Population and Sampling

A sample size of 169 respondents was selected from the population of 369 third year students At Tumaini University Makumira and Saint Augustine University of Tanzania, Arusha Centre, who are pursuing education

courses. The sampling also included four lectures from the two institutions who were engaged in the interview. The details of sample size distribution is shown in Table 1. Every element in the sample was selected by using simple random sampling. The sampling exercise was done in such a way that ensured the chance for each element in the population to be included. The probability sampling is based on the notion that the people or events chosen should be selected because they are representative of the entire population (Mweshi and Saky, 2020)

Data Collection Methods and Analysis

The study employed a questionnaire and key informants' interview as data collection tools. A survey questionnaire data collection tool was developed and used to collect data from third year students studying educational courses. The questionnaire was pre-tested before administering during field work and no major changes were done. The interview guide was developed and presented to four (4) university instructors from the two universities. This helped the researchers to get deeper view of the field attachment logistics and timing which seems to affect the students' career preparedness.

Quantitative data in objective one and two was analyzed by using descriptive statistics (Mean Scores and Standard Deviation). Qualitative data in these two objectives was analyzed thematically. Quantitative data in research question three was analyzed by using inferential statistics (Pearson Correlation) while thematic analysis was employed in analyzing qualitative data in this research question. The results of the analysis has been presented in form of tables and figures with supporting description. Also the implications of the findings have been critically discussed.

Validity and Reliability

To ensure that instrument cover all the required components, the researchers employed content validity by reviewing the previous studies in assessing the adequacy, accuracy of what it measures. Also the questionnaire was tested before administering to the respondents. One of the ways through which reliability was ensured was through data triangulation, the use of multiple instruments. In this case, the researchers employed the interview schedule and the questionnaire

Table 2. Reliability results

SN	Variable	No. of Items	Cronbach's Alpha	Interpretation
1	Teaching Practice Experience	15	.707	Reliable
2	Career Preparedness	18	.840	Reliable

Table 3. Field attachment experiences

SN	Item in the Questionnaire	Mean	Std. Dev	Interpretation
1	Assessment was done by a lecture from my University	4.7231	.61362	Strongly Agree
2	I enjoyed teaching practice session during field attachment	4.6564	.54668	Strongly Agree
3	The assessor sat down with me to share strengths and weaknesses	4.6308	.75100	Strongly Agree
4	Suggestions were given for me to improve teaching effectiveness	4.6308	.66354	Strongly Agree
5	Teachers from the school were friendly and approachable	4.4308	.79241	Agree
6	The school administration provided moral support	4.4256	.81123	Agree
7	The school administration provided me conducive atmosphere	4.4205	.70899	Agree
8	The school administration provided materials needed for teaching	4.3077	.79800	Agree
9	There is a competent teacher who inspired me from the school	4.2256	.88537	Agree
10	Teachers from the school provided technical support	4.0718	.93884	Agree
11	The school administration provided some remuneration	3.6410	1.13263	Agree
12	Assessment was done by a teacher from the school	3.508	1.26531	Agree
13	A teacher from the school assessed me more than once	3.4718	1.2898	Undecided
14	My lecture assessed me more than once	3.3385	1.32708	Undecided
15	The school administration provided accommodation	3.2256	1.24783	Undecided
OVERALL RESULTS		4.1138	.42188	AGREE

as main sources of data. In addition, the questionnaire had both open and closed ended items which paved a way for the use of the mixed method of data analysis which also enhanced the reliability of the results. Furthermore, prior to data analysis the questionnaire was subjected to reliability test through the SPSS as reflected in Table 2. The cutoff point for acceptable reliability was .7 Cronbach's Alpha. As reflected in the table, results were above the cutoff point meaning the questionnaire was reliable.

FINDINGS AND DISCUSSION

Research Question 1: *What are the field attachment experiences among students in selected higher learning institutions in Arusha?*

This research question sought to identify the students' field attachment using fifteen items in the questionnaire as indicated in Table 3. The interpretation of the mean score was based on the following scale: 4.50-5.0 = strongly agree, 3.50-4.49 = Agree, 2.50-3.49 = undecided, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree.

Generally the field attachment experiences were excellent as revealed by the overall mean score of 4.1138 which is within the range of agreement, which means respondents generally agreed with the statements in the questionnaire. The findings for some items indicate higher ratings with the mean score ranging from 4.50 to 5.0 which means students strongly agreed with the statements. It is good to note that students strongly agreed that the assessors sat down with them to share

their strengths, weaknesses and suggestions for improving teaching effectiveness.

Furthermore, there are items rated with the mean score ranging from 3.50 to 4.49. This rating means the students tended to agree that the host teachers from the school were friendly and approachable, the school administration provided moral support, conducive atmosphere and materials needed for teaching. Also, the students detected the presence of competent teachers who inspired them from the schools where they were attached. Moreover, the students agreed that the host teachers from the school provided with technical support and the assessment respectively. Furthermore, the school administration provided some remuneration to cover some costs during the field attachment.

The experiences received by student teachers during field attachment is supported by the findings from the interview. For instance, with regard to friendly teaching environment, one of the interviewees stated the following attachment experiences.:

"I have been impressed by how students are treated at the attached schools. Most of the schools hosted our students' well especially private schools. I find students very charming, confident and dressed appropriately".

Another interview respondent held that *"I have been impressed by students' preparation when meeting outside the campus during practical studies they seemed to enjoy and ready to do duty activities like teacher on duty, class teacher and participating in extra curriculum activities."*

This implies that the teaching attachment environment

was supportive to student teachers. This concurs with the findings that indicated strong agreement regarding teaching practice sessions. Assessment is an important component of the field attachment. The findings suggest that the assessment exercise is conducted well. The finding is supported by interview results as one of the respondents said:

“In general the report was good, though it differs from one student to another as everyone has his/her own strengths and weaknesses.

The findings for student teachers' attachment experiences correspond to the study by Jogan (2019) who found that trainee teachers had developed integrated skills of teaching with the proper guidance and support of school subject teachers and supervisors after attending internship program in India. They were highly satisfied throughout the internship program. Likewise, the findings concur with the study by Vumilia and Semali (2016) who found that mentoring practices took place and benefitted individuals involved in block teaching practice. Teacher trainees benefitted from mentors' models of lesson planning and collaborative teaching, which additionally provided social support. Mentoring strengthened teacher trainees' confidence, self-control, lesson preparation, and classroom presentations. The findings further match with what was established by Kihwele and Mtandi (2020) when they investigated on the impact of Teaching Practice on Pre-Service Teachers' Pedagogical Competencies in Tanzania that, pre-service teachers perceive Teaching Practice as a crucial part of teacher education as it helps to consolidate pedagogical skills. Again, Teaching Practice contributed to develop pre-service teachers' pedagogical competencies through merging theoretical understanding and actual practices as well as how to select, prepare and use teaching and learning materials and aids.

Furthermore, the findings correspond to that by Mbalamula (2016) who found that both school managers and mentor teachers played a critical role to engage student teachers in various essential roles that helped them to acquire various skills that transformed them into professional teachers. These include handling of learners' behavior in schools, leadership and supervision, school-community partnership, strategizing the teaching and learning process and others.

On the other hand, some items were rated with the mean score ranged from 2.50 to 3.49. This means the students were not sure (undecided). For example, students were not sure of the provision of accommodation by the host's schools. This implies that respondents were not ready to expose some weaknesses in the attached schools.

Research Question 2: *To what extent are students' prepared for career after going through the field attachment?*

This research question sought to establish the extent to

which students under investigation were prepared for their career choice as teachers assessed using 18 items as indicated in Table 4. The analysis was done through descriptive statistics in terms of mean scores and standard deviation. The interpretation of students mean score was based on the following scale: 4.50-5.0= strongly agree, 3.50-4.49 = Agree, 2.50-3.49 = undecided, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree.

The majority of mean scores in Table 4 were between 4.50 and 5.0, which means the students strongly agreed that they have had developed their ability to teach effectively and have gained the capacity to be effective teachers. They strongly agreed that they have all competencies for lesson plan and schemes preparation. Similarly, they strongly agreed that they are competent in classroom management they can effectively communicate and co-operatively work with others.

Furthermore, the students strongly agreed that they are competent in conducting assessment. The perceived competence might be caused by the commitment from lecturers who prepared the student teachers before going to the field attachment. This is evidenced by what one of the interviewees indicated: “We do our best to prepare our students to be effective in the teaching career. This is mostly done through microteaching which every student goes through prior to being attached to the field for practical experience.” This is similar to what Kimaro et al. (2021) found in Tanzania that micro teaching provides an opportunity for pre-service teachers to gain basic teaching skills such as scheme of work preparation, lesson plan preparation, classroom management and motivation strategies as well as time management skills.

They strongly agreed that teaching is the best career for them and they have increased ability to be school leaders. The students further developed the competencies that help them in handling disciplinary issues for learners as well as behavioral problems while in schools. Furthermore, students strongly agree that they are capable in recognizing their personal strengths in teaching and they can effectively manage time well. Moreover, students strongly agreed that they have developed the sense of personal achievement while teaching.

The findings further indicate some statement with mean scores ranging between 3.50 and 4.49 which means that the students agreed with some statements in the questionnaire. They agreed that they have a sense of satisfaction in their teaching career. For instance, they agreed that they developed specialized technical skills for teaching. Furthermore, they agreed that they have the capacity to tackle tough contents in teaching. Finally, they agreed that they were able to recognize their personal weaknesses in teaching.

The findings were supported by the interview report as follows:

“Field attachment exposes student teachers with the new environment. For instance, they are exposed to community schools to learn how to handle various issues related to

Table 4. Career preparedness

SN	Item in the Questionnaire	Mean	Std. Dev.	Interpretation
1	I believe in my ability to teach effectively	4.7590	.50600	Strongly Agree
2	I have gained the capacity to be more effective teacher.	4.7590	.49571	Strongly Agree
3	I am competent in lesson plan and scheme of work preparation	4.6974	.56143	Strongly Agree
4	I am competent in classroom managements kills	4.6974	.56143	Strongly Agree
5	I have ability to communicate effectively	4.6769	.52093	Strongly Agree
6	I have ability to work cooperatively with others	4.6718	.61340	Strongly Agree
7	I am competent in marking and assigning marks	4.6564	.52749	Strongly Agree
8	Teaching is the best career	4.6308	.63981	Strongly Agree
9	I have increased ability to be a leader	4.6256	.56382	Strongly Agree
10	I am competent in handling disciplinary issues for learners	4.6205	.55575	Strongly Agree
11	I can recognize my personal strengths in teaching	4.5897	.63886	Strongly Agree
12	I manage time well	4.5692	.60843	Strongly Agree
13	I am competent in handling behavioral problems in schools	4.5333	.57675	Strongly Agree
14	I have a sense of personal achievement while teaching	4.5077	.64512	Strongly Agree
15	I have a sense of satisfaction in teaching career	4.4974	.72064	Agree
16	I have developed specialized technical skills for teaching functions	4.4667	.64430	Agree
17	I can tackle tough content in teaching	4.3897	.72645	Agree
18	I can recognize my personal weaknesses in teaching	4.3077	.83585	Agree
OVERALL RESULTS		4.5920	.31789	STRONGLY AGREE

the teaching profession”.

This implies that field attachment improved student teachers’ ability and capacity to teach effectively. The student teachers gained more competency in lesson plan and scheme of work preparation as well as classroom managements kills. Moreover, after attending the field attachment, students were able to communicate effectively, work cooperatively with others and become competent in doing assessment and assigning marks.

The overall findings of career preparedness correspond to Kapareliotis et al. (2019) who found that students who attended internship programs assessed positively aspects of the work readiness constructs and knew what was expected of them by potential employers..

The finding further concurred with Kihwele and Mtandi’s (2020) study who found that Teaching Practice contributed to pre-service teachers’ pedagogical competencies through merging theoretical understanding and actual practices as well as how to select, prepare and use teaching and learning materials and aids. Teaching Practice helped them to gain mastery of the subject matter and improves pedagogical competencies for effective delivery of lessons.

Research Question 3: Is there significant relationship between field attachment experiences and career preparedness?

This research question called for hypothesis testing to determine whether the independent variable relates with the dependent variable. The hypothesis was tested through Pearson Product Moment Correlational Coefficient. The findings is presented in Table 5 .

The nature of possible correlation would be either positive or negative and its interpretation based on the Cohen’s formula as follows: $\geq .70$ = strong relationship; \geq

$.50$ = moderate relationship and $\leq .50$ = weak relationship. As seen in Table 5, since the Sig is lesser than the critical value (.005), the null hypothesis is rejected and therefore we maintain that there is a positive yet weak correlation between field attachment and career Preparedness (Sig. =.299, $r=.000$ at the 0.01 level, 2 tailed). This means that field attachment experiences relates positively with career choice preparedness in that the better the field attachment experiences, the better the career choice preparedness.

The existence of relationship between field attachment and career preparedness has been detected during the interview with supervisors (lecturers) when asked to explain the role of field attachment in teaching career. One of the interviewees had the following to state:

“Field attachment improves students’ competence, confidence, and raise commitment to the students’ teachers”.

Another Interviewee reported that

“Field attachment practice makes them competent, arises creativity and orients students to new environment.”
 one more respondent indicated that
“Field attachment improves students’ competence, adds confidence and sense of commitment to the student teachers.”

The findings correspond to the study findings by Teixeira (2013) who revealed that internship experiences influenced the development of career adaptability, especially in the dimensions of curiosity and confidence. The findings also concur with the study findings by Doe (2015) who found that field attachment tends to positively influence work readiness where those with

Table 5. Correlation between field attachment and career preparedness

		Experience	Preparedness
Experience	Pearson Correlation	1	.299**
	Sig. (2-tailed)		.000
	N	195	195
Preparedness	Pearson Correlation	.299**	1
	Sig. (2-tailed)	.000	
	N	195	195

** Correlation is significant at the 0.01 level (2-tailed).

meaningful attachment experiences tended to be different from those who did not have meaningful attachment experiences. Those who had meaningful attachment perceived themselves more highly ready for work than those who did not have a meaningful attachment experiences.

Since the correlation is weak, it means that there are other factors apart from the field attachment experiences which may contribute towards the career preparedness. Other factors that can contribute to career preparedness have been classified by Querodo et al. (2016): First, school characteristics (for example curriculum structure); second, student characteristics (for example age, personality); third, student values (for example personal preference); fourth, career needs to be satisfied (for example expected income, status, and work-life balance), and fifth, perception of specialty characteristics (for instance, extracurricular or curricular experiences).

Conclusions and Recommendations

Student teachers considered their field attachment experiences as excellent and appealing. This was due to the support provided by both hosting schools and teaching practice supervisors. Student teachers strongly agreed that the field attachment positively contributed to their teaching career. There is significant relationship between field attachment experiences and student teachers career preparedness.

The study recommends that the design of the field attachment program should clearly indicate the frequency of assessment by both host school and university supervisors as the students teachers were uncertain as to how many times should they be assessed. Universities should sensitize the microteaching experiences as such have been realized as important for student teachers' preparedness in their teaching career. Student teachers should be attached to the schools that are willing to provide necessary infrastructure such as accommodation and related services so that their attachment becomes meaningful to their career.

Conflict of interests

The authors declare that there is no conflict of interests regarding the publication of this manuscript.

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