

**IMPLEMENTATION OF CAREER EDUCATION AND DUAL CAREER DEVELOPMENT: A  
COMPARATIVE STUDY OF ACADEMIC AND SPORTS CAREER DEVELOPMENT AMONG  
STUDENTS IN SEBEI SUB-REGION**

**JUSTINE YAPSOYEKWO**

**RM20P02/003**

**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILLEMENT OF  
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY  
IN EDUCATION ADMINISTRATION AND MANAGEMENT OF UGANDA CHRISTIAN  
UNIVERSITY**

**April, 2024**



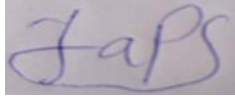
**UGANDA CHRISTIAN  
UNIVERSITY**

*A Centre of Excellence in the Heart of Africa*

## DECLARATION

I, Justine Yapsoyekwo, declare that this thesis is my original work and it has never been submitted to any institution of higher learning for any academic award or publication.

**Sign:**

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Japs'.

**Date: 30<sup>th</sup> April 2024**

**Justine Yapsoyekwo**

**APPROVAL**

We certify that Justine Yapsoyekwo produced this research work under our supervision and her thesis is hereby approved for submission.

Sign:  .....

**Date: 30<sup>th</sup> April 2024**

**Dr Charles Muweesi (PhD)**

Sign:  .....

**Date: 30<sup>th</sup> April 2024**

**Rev. Can. Prof. Olivia Banja Nassaka (PhD)**

## **DEDICATION**

This book has been dedicated to my dear dad, Soyekwo Adolphus, mum Everlyne Soyekwo ,my sons Trevor Mark Anthony(ATM) And valentino Tevin Enoch(VET)

## ACKNOWLEDGEMENTS

Research work particularly at PhD level is extremely tedious and rigorous, hence requiring concerted efforts from colleagues and supervisors. In view of this fact, I wish to most sincerely acknowledge several people that have supported me to this point. First and foremost is Rev. Canon. Prof. Olivia Banja Nassaka (PhD) and Dr. Charles Muweesi (PhD) who have been wonderful supervisors throughout this journey.

I am also indebted to several lecturers of Uganda Christian University whose contribution through the conferences greatly increased on my knowledge of research skills, practice and research writing. I also wish to acknowledge the Dean Faculty of education Dr. Mary Kagoire, Rev Canon Duncans Mugumya Commissioner Physical education and sports, Gunter Karl Lange, Ssaku Steven(UMI) for their guidance towards the writing of this paper.

To my colleagues on the programme, I am grateful to you for your encouragement, moral support and knowledge sharing. I also wish to acknowledge Ms. Nafuna Sarah Margaret for close networking and support in the academic journey. Great appreciation also goes to Canon. Dr. Moses Nambale for the guidance and support in all ways. May you be Blessed!

Lastly but most importantly, I wish to Honour God for the Favour Bestowed upon Me. May Your Will Be Done!

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
TABLE OF CONTENTS.....	v
LIST OF TABLES .....	xiii
LIST OF FIGURES .....	xvi
ABBREVIATIONS/ACRONYMS.....	xviii
OPERATIONAL DEFINITIONS OF KEY TERMS .....	xx
Career: Is.....	xx
Career Education: Is.....	xx
ABSTRACT.....	xxi
CHAPTER ONE: .....	1
GENERAL INTRODUCTION.....	1
1.0. Introduction:.....	1
1.1. Background to the Study:.....	1
1.1.1. Historical Background: .....	2
Global experiences demonstrate how career education aids in the development of the abilities required to assess various career options (UNESCO, 2016). Students’ focus is sharpened through career education, enabling them to choose their occupations with knowledge (La Belle, 2012). The crucial counseling that builds a link between education and employment is offered by teachers and counselors (UNESCO, 2016).....	2
According to Armstrong (2017), young adults’ decisions in education have a lasting effect on their careers. From a global perspective, career education is being designed to provide dual career options to young adults (Ake, 2018; Bray, Clarke and Stephens, 2016). Globally, the preparation of students for the workforce is one of secondary education career education’s main goals (UNESCO, 2016). The students, particularly those in secondary schools, are given the abilities, information, and motivation they require via career education to make the most of their chosen job route (Ake, 2018). In that regard, students must take part in activities that will help them get ready for the workforce. Students can build abilities for assessing potential career pathways and	

become future productive employees within work organizations by taking positive action (Bray et al, 2016). According to La Belle (2012), positive action encourages students to consider their strongest talents and skills as they develop their self-concept as it is a part of the underlying philosophy. .... 2

1.1.2. Conceptual Background:..... 5

1.1.3. Theoretical Background:..... 7

1.1.4. Contextual Background: ..... 8

1.1.4.1. State of Careers Education in Uganda:..... 8

1.1.4.2. Careers Education within the Curriculum: ..... 8

1.2. Statement of the Problem:..... 10

1.3. Objectives of the Study:..... 11

1.3.1. General Objective: ..... 11

1.3.2. Specific Objectives: ..... 12

1.4. Research Questions:..... 12

1.5. Justification of the Study: ..... 12

1.6. Significance of the Study:..... 13

1.7. Scope of the Study: ..... 14

1.7.1. Geographical scope:..... 14

1.7.2. Content Scope: ..... 14

1.7.3. Time Scope: ..... 15

1.8. Conceptual Framework:..... 15

Fig. 1.1: Conceptual Framework: ..... 15

CHAPTER TWO ..... 17

LITERATURE REVIEW ..... 17

2.0. Introduction:..... 17

2.1. Theoretical Review: ..... 17

2.1.1. Bandura’s Social Cognitive Theory:..... 17

2.1.2. Super’s Developmental Self-Concept Theory: ..... 20

2.2. Identification of Career Needs and Dual Career Development: ..... 21

2.3. Development of Career Opportunities and Dual Career Development: ..... 24

2.4. Integration of Needs with Career Opportunities and Dual Career Development: ..... 27

2.5. Regular Monitoring of Career Development and Dual Career Development: .....	28
2.6. Philosophical Underpinning of Dual Career Development: .....	31
2.7. Attendant Policy Guidelines on Career Education & Dual Career Development: .....	36
CHAPTER THREE: .....	39
RESEARCH METHODOLOGY .....	39
3.0. Introduction:.....	39
3.1. Research Design: .....	39
3.1.2. Sources of Information: .....	41
3.2. Population and Sampling Techniques:.....	41
3.2.1. Population of Study.....	42
3.2.2. Sample Size and Sampling Techniques .....	42
Table 3.1: Population, Sample Size and Sampling Techniques used in the Study.....	43
3.3. Procedure for Data Collection: .....	44
3.3.1. Data Collection Methods: .....	44
3.3.2. Data Collection Instruments: .....	45
3.3.3. Self-Administered Questionnaire (SAQ):.....	45
3.4. Interview Guide: .....	45
3.5. Quality Control: .....	46
3.5.1. Validity of Instruments: .....	46
Table 3.2: Rating from the Experts (Supervisors) .....	47
3.5.2. Reliability of Instrument: .....	47
Table 3.3: Shows Results from Reliability Test of the Questionnaire:.....	48
3.6. Data Processing and Analysis:.....	49
3.9. Ethical Considerations: .....	49
3.10. Methodological Constraints:.....	51
CHAPTER FOUR.....	52
DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS .....	52
4.0. Introduction:.....	52
4.1. Response Rate:.....	52
Table 4.1: Response Rate during Data Collection .....	52
4.2. Demographic Data of Respondents: .....	53

4.2.1. Gender Distribution of Respondents:.....	53
Table 4.2: Gender Distribution of Respondents .....	53
4.2.2. Age Distribution of Respondents:.....	54
Table 4.3: Age Distribution of Respondents.....	54
4.2.3. Education Level of Respondents: .....	54
Table 4.4: Distribution of Respondents by Education Level.....	55
4.2.4. Designation of Respondents: .....	55
Table 4.5: Distribution of Respondents by Designation.....	56
4.2.5. Duration of Respondents in Secondary Schools:.....	56
Table 4.6: Distribution of Respondents by their Duration in School .....	56
4.3. Presentation of Empirical Findings Objective by Objective: .....	57
The study was based on four specific objectives. The findings for each objective are presented starting with findings for objective one.....	57
4.3.1. Identification of Career Needs and Dual Career Development: .....	57
Table 4.7: Descriptive Statistics for Identification of Career Needs by Students .....	58
4.3.1.2. Findings on Development of Academic Careers: .....	60
Table 4.8: Development of Academic Careers .....	61
Table 4.9: Relatedness of Identification of Career Needs to Development of Academic Careers among Students in Secondary Schools in Sebei sub-region.....	63
4.3.1.3. Regression Analysis for Influence of Identification of Career Needs on Development of Academic Careers	63
Table 4.10: Model Summary .....	63
Table 4.11: Influence of Support in Identification of Career Needs on Development of Academic Careers among Students in Sec. Schools in Sebei (ANOVA).....	64
4.3.1.4. Findings on Development of Sports Careers: .....	65
Table 4.12: Descriptive Statistics on Development of Sports Careers .....	65
Table 4.13: Relatedness of Identification of career Needs to Development of Sports Careers among Students in Secondary Schools in Sebei sub-region.....	67
4.3.1.5. Regression Analysis for Influence of Identification of Career Needs on Development of Sports Careers:	67
Table 4.14: Model Summary .....	67

Table 4.15: Influence of Support in Identification of Career Needs on Development of Sports Careers among Students in Sec. Schools in Sebei (ANOVA).....	68
4.3.1.6. Qualitative Data on identification of Career Needs and Dual Career Dev't: .....	68
4.3.2. Development of Career Opportunities and Dual Career Development: .....	84
Table 4.16: Descriptive Statistics on Development of Career Opportunities among Students in Sec. Schs. In Sebei Sub-region .....	85
4.3.2.2. Academic Careers Development: .....	86
Table 4.17: Relatedness of Development of Career Opportunities to Academic Careers Development in Secondary Schools in Sebei sub-region .....	87
4.3.2.3. Regression Analysis for Influence of Development of Career Opportunities on Academic Careers Development: .....	87
Table 4.18: Model Summary .....	88
Table 4.19: Influence of Development of Career Opportunities on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA).....	88
4.3.2.4. Sports Careers Development: .....	89
Table 4.20: Relatedness of Development of Career Opportunities to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region .....	89
4.3.2.5. Regression Analysis for Influence of Development of Career Opportunities on Sports Careers Development: .....	90
Table 4.21: Model Summary .....	90
Table 4.22: Influence of Support in Development of Career Opportunities on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	91
4.3.2.6. Qualitative Results on Development of Career Opportunities and Dual Career Development among Students .....	91
Table 4.23: Integration of Students Needs with Careers .....	99
4.3.3.2. Academic Careers Development: .....	100
Table 4.24: Relatedness of Integration of Students' Needs to Academic Careers Development among students in Secondary Schools in Sebei sub-region .....	101
4.3.3.3. Regression Analysis for Influence of Integration of Students' Needs on Sports Career Development: .....	101
Table 4.25: Model Summary .....	102

Table 4.26: Influence of Support in Integration of Students’ Needs with Careers on Academic Careers Development among Students in Sec. Schools in Sebei Sub-Region (ANOVA) .....	102
4.3.3.4. Sports Careers Development: .....	103
Table 4.27 Relatedness of Integration of Students’ Needs to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region .....	103
4.3.3.5. Regression Analysis for Influence of Integration of Students’ Needs on sports Career Development among Students: .....	104
Table 4.28: Model Summary .....	104
Table 4.29: Influence of Integration of Students’ Needs with Career on Sports Career Development among Students in Sec. Schools in Sebei (ANOVA).....	105
4.3.4. Regular Monitoring of Career Development and Dual career Development: .....	118
4.3.4.1. Regular Monitoring of Career Development: .....	118
Table 4.30: Descriptive Statistics on Regular Monitoring of Students’ Career Development: .....	119
4.3.4.2. Academic Careers Development: .....	120
Table 4.31: Relatedness of Regular of Students’ Career Development to Academic Careers Development among Students in Secondary Schools in Sebei sub-region .....	121
4.3.4.3. Regression Analysis for Influence of Regular Monitoring of Students’ Career Development on Academic Careers Development: .....	121
Table 4.32: Model Summary .....	121
Table 4.33: Influence of Regular Monitoring of Students’ Career Development on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	122
4.3.4.4. Sports Careers Development: .....	123
Table 4.34: Relatedness of Regular Monitoring of Students’ Career Development and Sports Careers Development in Sec. Schools in Sebei Sub-Region.....	123
4.3.4.5. Regression Analysis for Influence of Regular Monitoring of Students’ Career on Sports Careers Development: .....	124
Table 4.35: Model Summary .....	124
Table 4.36: Influence of Regular Monitoring of Students’ Career Development on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	125

4.3.5. Moderating Variables and Dual Career Development:.....	134
Table 4.37: Descriptive Statistics for the Anticipated M.....	135
Table 4.38: Relatedness of Moderating Variables to Academic Careers Development among Students in Secondary Schools in Sebei sub-region .....	136
4.3.5.1. Regression Analysis for Influence of Moderating Variables on Academic Careers Development: .....	136
Table 4.39: Model Summary .....	137
Table 4.40: Influence of Moderating Variables on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	137
4.3.5.2. Moderating Variables and Sports Careers Development:.....	138
Table 4.41: Relatedness of Moderating Variable and Sports Careers Development..... in Sec. Schools in Sebei Sub-Region .....	138
4.3.5.3. Regression Analysis for Influence of Moderating Variables on Sports Development: .....	139
Table 4.42: Model Summary .....	139
Table 4.43: Influence of Moderating Variables on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA).....	140
4.3.5.4. Logistic Regression Analysis for Constructs on Dual career Development:.....	140
CHAPTER FIVE .....	146
DISCUSSION OF FINDINGS .....	146
5.0. Introduction:.....	146
The study set out to examine the effect of career education on dual career development among students in secondary schools in Sebei sub-region. After analysis, presentation and interpretation of the findings, this chapter now presents a discussion of the findings of study in view of what other scholars investigated.....	146
5.1. Identification of Career Needs and Dual Career Development: .....	146
5.2. Development of Career Opportunities and Dual Career Development: .....	152
5.3. Integration of Students' Needs with Careers and Dual career Development: .....	154
5.4. Regular Monitoring of Career Development and Dual career Development: .....	156
CHAPTER SIX.....	161
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	161

6.0. Introduction:.....	161
The study set out to examine the effect of career education on dual career development among students in secondary schools in Sebei sub-region. After discussion of the findings in view of the literature from other scholars, this chapter now presents a summary of the major findings, the conclusions and recommendations from the findings. ....	
6.1. Summary of Major Findings:.....	161
6.1.1. Identification of Career Needs and Dual Career Development:.....	161
6.1.2. Development of Career Opportunities and Dual Career Development:.....	162
6.1.3. Integration of Needs with Career Opportunities & Dual Career Development:.....	164
6.1.4. Regular Monitoring of Career Development and Dual Career Development:.....	165
6.1.5. Moderating Variables:.....	166
6.1.6. Logistic Regression:.....	167
6.2. Contribution to Knowledge:.....	168
6.3. Gaps in Career Education:.....	168
6.4. Suggestions for Improvement:.....	170
6.5. Conclusions:.....	171
6.6. Recommendations:.....	172
6.6.1. Identification of Career Needs and Dual Career Development:.....	172
6.6.2. Development of Career Opportunities and Dual Career Development:.....	173
6.6.3. Integration of Needs with Career Opportunities & Dual Career Development:.....	173
6.6.4. Regular Monitoring of Career Development and Dual Career Development:.....	174
6.7. Recommendations for Further Research:.....	175
REFERENCES .....	176
APPENDICES .....	188
Appendix I: Glenn (1992) Sampling Table .....	188
Appendix II: Consent Form for Respondents .....	189
Appendix III - Questionnaire for Headteachers, Deputies and Teachers .....	190
Appendix IV - Interview Guide for Key Informants .....	194
APPENDIX V: A MAP SHOWING THE STUDY AREA (KAPCHORWA, KWEEN AND BUKWO DISTRICTS) .....	195
APPENDIX VI: ETHICAL CLEARANCE LETTER .....	196

APPENDIX VII: CLEARANCE OF NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY .....	197
APPENDIX VIII: POST VIVA CORRECTION FORM.....	199
<b>DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM).....</b>	<b>199</b>

### LIST OF TABLES

Table 3.1: Population, Sample Size and Sampling Techniques used in the Study	<b>Error! Bookmark not d</b>
Table 3.2: Rating from the Experts (Supervisors) .....	47
Table 3.3: Shows Results from Reliability Test of the Questionnaire:.....	48
Table 4.1: Response Rate during Data Collection .....	52
Table 4.2: Gender Distribution of Respondents .....	53
Table 4.3: Age Distribution of Respondents.....	54
Table 4.4: Distribution of Respondents by Education Level.....	55
Table 4.5: Distribution of Respondents by Designation.....	56
Table 4.6: Distribution of Respondents by their Duration in School .....	56
Table 4.7: Descriptive Statistics for Identification of Career Needs by Students .....	58
Table 4.8: Development of Academic Careers .....	61

Table 4.9: Relatedness of Identification of Career Needs to Development of Academic Careers among Students in Secondary Schools in Sebei sub-region .....	63
Table 4.10: Model Summary .....	63
Table 4.11: Influence of Support in Identification of Career Needs on Development of Academic Careers among Students in Sec. Schools in Sebei (ANOVA).....	64
Table 4.12: Descriptive Statistics on Development of Sports Careers .....	65
Table 4.13: Relatedness of Identification of career Needs to Development of Sports Careers among Students in Secondary Schools in Sebei sub-region .....	67
Table 4.14: Model Summary .....	67
Table 4.15: Influence of Support in Identification of Career Needs on Development of Sports Careers among Students in Sec. Schools in Sebei (ANOVA).....	68
Table 4.16: Descriptive Statistics on Development of Career Opportunities among Students in Sec. Schs. In Sebei Sub-region.....	85
Table 4.17: Relatedness of Development of Career Opportunities to Academic Careers Development in Secondary Schools in Sebei sub-region .....	87
Table 4.18: Model Summary .....	88
Table 4.19: Influence of Development of Career Opportunities on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA).....	88
Table 4.20: Relatedness of Development of Career Opportunities to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region .....	89
Table 4.21: Model Summary .....	90
Table 4.22: Influence of Support in Development of Career Opportunities on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	91
Table 4.23: Integration of Students Needs with Careers .....	99
Table 4.24: Relatedness of Integration of Students' Needs to Academic Careers Development among students in Secondary Schools in Sebei sub-region .....	101
Table 4.25: Model Summary .....	102
Table 4.26: Influence of Support in Integration of Students' Needs with Careers on Academic Careers Development among Students in Sec. Schools in Sebei Sub-Region (ANOVA) .....	102
Table 4.27 Relatedness of Integration of Students' Needs to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region .....	103

Table 4.28: Model Summary .....	104
Table 4.29: Influence of Integration of Students’ Needs with Career on Sports Career Development among Students in Sec. Schools in Sebei (ANOVA).....	105
Table 4.30: Descriptive Statistics on Regular Monitoring of Students’ Career Development:.....	119
Table 4.31: Relatedness of Regular of Students’ Career Development to Academic Careers Development among Students in Secondary Schools in Sebei sub-region .....	121
Table 4.32: Model Summary .....	121
Table 4.33: Influence of Regular Monitoring of Students’ Career Development on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA) .	122
Table 4.34: Relatedness of Regular Monitoring of Students’ Career Development and Sports Careers Development in Sec. Schools in Sebei Sub-Region.....	123
Table 4.35: Model Summary .....	124
Table 4.36: Influence of Regular Monitoring of Students’ Career Development on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	125
Table 4.37: Descriptive Statistics for the Anticipated Intervening Variables .....	135
Table 4.38: Relatedness of Intervening Variables to Academic Careers Development among Students in Secondary Schools in Sebei sub-region .....	136
Table 4.39: Model Summary .....	137
Table 4.40: Influence of Intervening Variables on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA) .....	137
Table 4.41: Relatedness of Intervening Variable and Sports Careers Development .....	138
in Sec. Schools in Sebei Sub-Region.....	138
Table 4.42: Model Summary .....	139
Table 4.43: Influence of Intervening Variables on Sports Careers.....	140
Development among Students in Sec. Schools in Sebei (ANOVA).....	140
Table 4.44: Relatedness of Independent Constructs and Dual Careers Development	<b>Error! Bookmark not defined.</b>
in Sec. Schools in Sebei Sub-Region.....	<b>Error! Bookmark not defined.</b>
Table 4.45: Model Summary .....	<b>Error! Bookmark not defined.</b>
Table 4.46: Influence of Career Education on Dual Careers Development among Students in Sec. Schools in Sebei (ANOVA).....	<b>Error! Bookmark not defined.</b>

**LIST OF FIGURES**

Fig. 1.1: Conceptual Framework: .....15



## **ABBREVIATIONS/ACRONYMS**

AAAS	-	American Association for Advanced Science
ADEA	-	Association for the Development of Education in Africa
BOG	-	Board of Governors
CURASSE	-	Curriculum, Assessment and Examination
DEO	-	District Education Officer
DES	-	Directorate of Education Standards
EFA	-	Education for All
ESSIP	-	Education Sector Strategic Investment Plan
JICA	-	Japan International Cooperation Agency
MDGs	-	Millennium Development Goals
MoES	-	Ministry of Education and Sports
NCDC	-	National Curriculum Development Centre
NCMST	-	National Commission of Mathematics and Science Teaching
NCST	-	National Council of Science and Technology
NDP	-	National Development Plan
NRC	-	National Research Council
NTCs	-	National Teachers' Colleges
NSTIP	-	National Science, Technology and Innovation Policy
OECD	-	Organization for Economic Cooperation and Development.
PTAs	-	Parents-Teachers' Associations
SAQ	-	Self-Administered Questionnaire
SDGs	-	Sustainable Development Goals

SEP	-	Science Education Policy
SPGR	-	School Of Post-Graduate Studies and Research
SPSS	-	Statistical Package for Social Scientists
UACE	-	Uganda Advanced Certificate of Education
UNAS	-	Uganda National Academy of Sciences
UNEB	-	Uganda National Examinations Board
UNESCO	-	United Nations education Scientific and Cultural Association
UPE	-	Universal Primary Education
UPOLET	-	Universal Post-Ordinary Level Education and Training
USE	-	Universal Secondary Education

## **OPERATIONAL DEFINITIONS OF KEY TERMS**

**Career:** Is an individual's work-related and other relevant experiences, both inside and outside of organizations that form a unique pattern over the individual's life span.

**Career Education:** Is a comprehensive educational thrust that affects instruction at all grade levels and in all subject-matter disciplines

**Career Development:** Is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future

**Dual Career Development:** Is a process by which an individual focuses on pursuing more than one professional career

**Identification of Career Needs:** This process of picking on a specific career choice and making a decision concerning career goals and the steps to be taken to put efforts to accomplish these goals.

**Development of Career Opportunities:** Is the process of understanding the job options available in the organizational hierarchy and at the same time find where the people would want to go up in the organization in future.

**Integration of Needs with Career Opportunities:** Is the process of aligning the needs and ambitions of the people with career opportunities in order to ensure right people will be available to meet the organizational manpower requirements.

**Regular Monitoring of Career Development:** Is the process of tracking progress of the individual towards his career development plans and see that the provision is being provided to develop those career plans.

## ABSTRACT

This study sought to examine the influence of implementation of career education on dual career development among students in Sebei sub-region, in eastern Uganda. The study adopted the convergent mixed research design in which a population of 360 and a sample of 186 people involving headteachers, deputy headteachers, Directors of Studies, Career guidance teachers, Games teachers; Sports officers; and students who had been involved in games and sports in the schools were targeted. Data was collected using a validated and pre-tested self-administered questionnaire and interview guide. Quantitative data collected was analyzed using descriptive and inferential statistics generated by the SPSS; while qualitative data was analyzed using thematic and content analysis.

The findings revealed that for identification of career needs and dual career development,  $R^2 = .297$ ,  $F=77.304$ ,  $Sig= .000 < .05$  for academic career; and  $R^2 = .072$ ,  $F=14.184$ ,  $Sig= .000 < .05$  for sports. For development of career opportunities and dual career development;  $R^2 = .227$ ,  $F=53.669$ ,  $Sig= .000 < .05$  for academic career and  $R^2 = .299$ ,  $F=78.211$ ,  $Sig = .000 < .05$  for sports career. For integration of students needs with careers and dual career development;  $R^2 = .495$ ,  $F=179.242$ ,  $Sig= .000 < .05$  for academic career and  $R^2 = .670$ ,  $F=371.676$ ,  $Sig= .000 < .05$  for sports career. For regular monitoring of students' career development and dual career development;  $R^2 = .004$ ,  $F=.803$ ,  $Sig= .372 > .05$  for academic career and  $R^2 = .032$ ,  $F=5.993$ ,  $Sig= .015 < .05$  for sports career. A logistic regression showed that only identification of career needs is significant while the rest of the other variables were insignificant.

The study concluded that identification of career needs, development of career opportunities, and integration of students' needs with careers play vital roles in both academic and sports dual career development. The study recommends among others that; efforts should be directed towards expanding networks and collaborations that provide students with diverse career opportunities in both academic and sports domains.

## **CHAPTER ONE: GENERAL INTRODUCTION**

### **1.0. Introduction:**

In the dynamic landscape of education and career development, the intersection of academic pursuits and sports engagement has emerged as a captivating field of exploration (Moustakas, Petry & Bauer, 2023). The present study delved into the realm of career education and dual career development, focusing specifically on students within the vibrant Sebei Sub-Region. This comparative analysis sought to unravel the intricate relationship between academic aspirations and sports involvement, shedding light on how these pathways shape the lives and futures of young individuals (Griffiths, Bullough, Shibli & Wilson, 2017). By investigating the distinctive variances of career development within academia and sports, the study endeavored to gain valuable insights into the multifaceted journeys of students (Kim & Lee, 2023) in this unique geographical context. The ultimate aim of this study would be to contribute to a deeper understanding of holistic education and balanced career growth of the youth of Sebei Sub-Region. This chapter presents the background to the study, the statement of the problem, the objectives of the study, the research questions, significance and justification of the study, the scope and the conceptual framework.

### **1.1. Background to the Study:**

Effective implementation of career education has become less predictable in the contemporary dynamic workplace. Students have to make career decisions within an increasingly uncertain organizational, societal, and global environment (OECD, 2010). The career teachers face the problem of evolving landscape, making it difficult for them to anticipate their students' needs, desires, and likely career directions. Effective career

education could provide the basis that is vital for career progression, helping students develop competencies designed to increase strategic employability and lifelong success.

The background is presented under four main perspectives.

### **1.1.1. Historical Background:**

Global experiences demonstrate how career education aids in the development of the abilities required to assess various career options (UNESCO, 2016). Students' focus is sharpened through career education, enabling them to choose their occupations with knowledge (La Belle, 2012). The crucial counseling that builds a link between education and employment is offered by teachers and counselors (UNESCO, 2016).

According to Armstrong (2017), young adults' decisions in education have a lasting effect on their careers. From a global perspective, career education is being designed to provide dual career options to young adults (Ake, 2018; Bray, Clarke and Stephens, 2016). Globally, the preparation of students for the workforce is one of secondary education career education's main goals (UNESCO, 2016). The students, particularly those in secondary schools, are given the abilities, information, and motivation they require via career education to make the most of their chosen job route (Ake, 2018). In that regard, students must take part in activities that will help them get ready for the workforce. Students can build abilities for assessing potential career pathways and become future productive employees within work organizations by taking positive action (Bray et al, 2016). According to La Belle (2012), positive action encourages students to consider their strongest talents and skills as they develop their self-concept as it is a part of the underlying philosophy.

The United States Vocational Bureau, founded by Frank Parsons's way back in 1909 is recognized as the first organization to provide a systematic process for providing dual career development which was referred to as "true reasoning". Since then, dual career development has come to be understood as the process of helping people select an occupation, prepare for it, enter it, and advance it (Herr, 2001). According to Herr et al., (2004), dual career development initially had two major functions namely, distribution (helping students to find educational-vocational opportunities easily), and adjustment (helping students adjust to environmental requirements). Zunker (2006) opined that in dual career development, much attention should be given to students' needs of gaining and understanding of self and taking steps to control their own destiny.

In the 1960s, the field of dual career development experienced tremendous growth in the area of theory generation, with behavioral, developmental, and psychoanalytical theories of career development emerging during this time period. At the same time, the number of career assessment instruments also grew dramatically. Concurrently, the use of computer-assisted career guidance and information-delivery systems in the provision of dual career services primarily in secondary schools and higher education settings emerged during this time period (Gysberg, Heppner & Johnston, 1998). In the 1980s, the dual career movement continued to flourish and expanded its services with a greater concentration on the needs of minorities which was affected by multicultural approaches (Charles, M., Sarah, N., & Anthony, M. M., 2024).

Due to globalization in the 1990s, there continued to arise in the social, economic and political dynamics of local, national, and international economies and occupational

structures; new realities that confront career theory and practice. Indeed, there are many attempts now underway to create new approaches to theory, to consider the construct on which existing theories converge, to develop ways by which existing theories can be extended, and to consider the changing conditions that are challenging theorists to incorporate in their theories of work and behavior (Niles, Amundson & Neault, 2011).

Given the ever changing work environment and the corresponding demand of lifelong learning, theorists have advocated for dual career development (Savickas, 2008). Over time, the desire to adopt dual career development has spread to Africa and Uganda in particular. This has been considered vital in a bid to guarantee their holistic development, so that young men and women can appropriately fit in the changing demands of the world of work (Cosh et al., 2014). At the same time, young people today live in a stimulating climate of change and challenge. Within their lifespan, young people have to transit from one career to another (Nassozi, P., Muweesi, C., & Sserwadda, L., 2024). Starting as a teacher, police officer etc., people end up retiring in another career. For instance, the likes of Kiprotich, Cheptegei, Kipsiro, Kiplimo and several others.

The education system and particularly the career education sub-sector should prepare young people for dual career. In this regard, talented students who wish to combine their athletic career with education at secondary level or continue into higher education are required to invest their time and energy into two areas of achievement (academic and Sports) and should constantly balance between the two (Bruner, Munroe-Chandler and Spink, 2008). Combining an athletic career with education has been subject of continued debate. The expectation that athletes undertake further education and combine their

athletic career with academic/vocational career is gaining increasing currency (Cosh et al., 2014). Despite the importance of athletes' dual career investments and studies investigating the issue of combining sport and studies, little has been reported (Cosh et al., 2014; O'Neil et al., 2013) with regard to how athletes themselves view and experience their endeavours for and development of their dual career. This study sought to gather data and views pertaining to implementation of career education for dual career development.

### **1.1.2. Conceptual Background:**

Career education is a comprehensive educational thrust that affects instruction at all grade levels and in all subject-matter disciplines (European Union, 2012). Accordingly, career education should be a means to build bridges between knowledge, skills, life, and career preparation (O'Neil et al., 2013). Career education is an educational intervention developed in advance of the skills and abilities necessary for the development and management of starting careers (Lemeni & Mihalcea, 2005).

Jigu (2001) uses different phrases to mean career education i.e. practicing a profession, developing a family life, leisure time, raising and educating children, family economics, issues related to values and quality of life, how to cope with dramatic situations in life: death, divorce, natural disasters, unemployment, etc..." (Jigu, 2001:39). Although we agree that career education includes broad conceptual and acting career guidance broader than considered acceptable as given by Jigu. The author claims a too broad area of interest. Career education is part of lifelong learning. It supports human beings in their lifelong professional integration tending to social and self-recognition.

Career Education may also refer to an educational thrust designed to (i) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels; and (ii) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement (Rugangila, 2019). In this study, implementation of career education in schools focused on identifying career needs, developing career opportunities, integrating students' needs with career development and regular monitoring of student's career development processes. These four aspects are deemed to be pertinent in dual career development (Joanittah, N., Christopher, I., Charles, M., et al., 2024).

On the other hand, dual career development is development of a combination of educational and sports experiences; and a vocation or work combined with sports participation (Swann, Moran, & Piggott, 2015). Dual careers development, as consistently described within policy statements, aims to enable students to acquire the knowledge, skills, and attitudes that allows them to understand and succeed within and beyond their schooling and so underpin individual as well as national economic performance (OECD, 2010).

In a nutshell, dual career development is a strategy intended to provide an individual to prepare him/herself for multiple job opportunities after he/she graduates. In the current situation, no matter your aspirations, thinking about multiple career options beyond your time at school is a smart choice and it is important to start early (Muweesi, C., Mugenyi, D. K., Muhamadi, K., et al., 2024). Effective careers education programmes in schools

and colleges rely heavily on a range of collaborative and partnership activities. In this study, focus was on the development of academic and sports careers among students in secondary schools.

In most of the countries where dual career arrangements have been developed for some time, they sometimes lack solid agreements between the sport system and either the educational sector or the world of work. They may also lack a legal framework or a sustainable governmental policy. Careers education could be helpful to develop and improve the conditions needed for sustainable dual career programmes allowing for tailor-made arrangements for talented and elite athletes throughout the world, either in their position as a student-athlete or employee-athlete.

### **1.1.3. Theoretical Background:**

Over time, several career development theories have been developed. The career development theories have focused on the human lifespan, traits, vocational choice, assessment tools, values and self-understanding to guide adults in their career decisions (Swanson & Holton, 2011). However, many of these early theories have questionable value in today's diverse workforce and where business practices have changed to reflect emerging economic competitiveness in a global economy.

Career development theories have been categorized into four major disciplines of (i) Differential Psychology which is interested in work and occupations, (ii) Personality which considers an individuals as an organizer of their own experiences; (iii) Sociology that focuses on occupational mobility, and (iv) Developmental Psychology which is concerned with the life course. According to Krumboltz (2015), theory is a picture, an

image, a description, a representation of reality. It is not reality itself. It is a way we can think about some part of reality so that we can comprehend it. In this study, focus was on two major theories of career development, that is; Bandura's Social Cognitive Theory and Super's Developmental Self-Concept Theory. These have been expounded on in chapter two of this thesis.

#### **1.1.4. Contextual Background:**

While career education has been under implementation in Uganda for a long time, dual career is still relatively recent. However, career changes among Ugandans has been observed and continues to evolve. It is prudent that studies concerning career education and dual career are given due consideration. This sub-section presents the status quo of career education and dual career in Uganda.

##### **1.1.4.1. State of Careers Education in Uganda:**

In Uganda, the vision of the Ministry of Education and Sports (MoES) is, "*Quality Education and Sports for All,*" while the mission is, "*To provide for, support, guide, coordinate, regulate, and promote delivery of quality Education and Sports to all persons in Uganda; for national integration, individual, and national development*" (ESSP, 2017). This implies that Uganda's MoES considers dual career development for all learners i.e. academic and sports. However, in the ESSP FY 2017/18 – 2019/20 only 32 schools have been considered as sports centres. Therefore, most schools do not emphasize careers education in the service of the learners. Therefore, the question of how this lack of emphasis of careers education influenced the development of dual career among the learners remained unanswered.

##### **1.1.4.2. Careers Education within the Curriculum:**

As already noted, Uganda's MoES is a dual ministry in that given its vision, it seeks to develop the academic and sports aspects in the learners. Ideally the education system should prepare young people for both the academic and sports careers. However, while career education services were established in the USA over 100 years ago, there is no formalized training of service providers in Uganda's education curriculum. The education curricula in Uganda has been designed to prepare learners at one level for the next level of education.

Until 2020, Uganda's secondary education curriculum focused much of its attention to subject content at the expense of learner acquisition of marketable and transferable skills and competencies (NCDC, 2020). The old secondary education curriculum was initially designed for an elite minority of elite children bound for positions within the public service. Accordingly, NCDC (2020) notes that the new curriculum will allow every learner to develop understandings and skills according to his or her ability. NCDC further reiterates that the new curriculum will be positioned in such a way that it provides each and every learner an opportunity to acquire the knowledge, skills and attitudes and to achieve appropriate recognition for their attainment during their time in school (NCDC, 2020).

Until adoption of the new lower secondary school curriculum, career education in secondary schools in Uganda has been the responsibility of the career teachers (Balyaino, L., Charles, M., Ochieng, M. K., et al., 2023). These teachers are involved in provision of information on the following aspects and often engage in related activities: identifying career needs, developing career opportunities, integration of students' needs with career

opportunities, and regular monitoring (NCDC, 2017). Their level of engagement with the students varies from school to school due to factors such as availability of time, facilitation, support from other stakeholders to mention but a few. The teachers endeavor to support the students to come up with personal development plans which should be based on the students' self-awareness, values and goals (Kaahwa, Y. T., Nansamba, F., & Muweesi, C. 2023).

Despite the career teachers' endeavours in provision of careers education in the secondary schools, students continue to grapple with the problem of dual career development. For instance, according to OECD (2018), very few students are able to carry out effective self-assessment, explore opportunities, identify career opportunities, integrate their goals with employee needs and do regular monitoring of the choices. The situation in Uganda and specifically in Sebei sub-region is not very different. The Uganda Sports Association (USPA, 2019) report on students' sporting choices indicated that only 27% of students in secondary schools in Sebei were able to demonstrate a high level of knowledge on available career opportunities and identified themselves with specific career opportunities. Their career goals were diversified and in line with the demands of the world of work. According to the USPA (2019) report, 73% of the students in secondary schools in Sebei could not do any self-assessment, explore any career opportunities, identify career opportunities, nor integrate their goals with demands of the world of work.

## **1.2. Statement of the Problem:**

Dual career development continues to present a serious challenge despite provision of careers education in secondary schools. Uganda's Ministry of Education and Sports

serves a typical dual career development because its vision is to provide quality education and sports for all learners. Indeed, dual career development is the way to go in this 21<sup>st</sup> century so as to enable the learners to appropriately transit from one career to another without serious challenges. In this regard, secondary schools provide careers education through the careers teachers to students. However, many students in Sebei have not found it possible to prepare themselves for both academic and sports careers. Many students continue to grapple with the problem of dual career development and most of them cannot carry out effective self-assessment, explore opportunities, identify career opportunities, neither integrate their goals with employee needs and do regular monitoring of the choices (OECD, 2018). While there are studies on sporting and athletics (Taras, 2005; Yiannakis and Melnick, 2001), there has been scanty literature on the influence of careers education on dual career development in Uganda and specifically in Sebei sub-region. Secondary schools should take care of balanced career progression and development among students before they join the terminal levels of their education. Therefore, this study set out to examine the influence of implementation of careers education on dual career development among students in secondary schools in Sebei sub-region in Eastern Uganda.

### **1.3. Objectives of the Study:**

#### **1.3.1. General Objective:**

The general objective of the study was to examine the influence of implementation of career education on dual career development with a view to compare academic and sports career development among students in secondary schools in Sebei sub-region in Eastern Uganda.

### **1.3.2. Specific Objectives:**

- i. To establish the influence of modes of identification of career needs on dual career development among students in secondary schools in Sebei sub-region.
- ii. To establish the influence of development of career opportunities on dual career development among students in secondary schools in Sebei sub-region.
- iii. To assess the influence of integration of students' needs with career opportunities on dual career development among students in secondary schools in Sebei sub-region.
- iv. To determine the influence of regular monitoring of students' career development on dual career development among students in secondary schools in Sebei sub-region.

### **1.4. Research Questions:**

- i. What is the influence of modes of identification of career needs on dual career development among students in secondary schools in Sebei sub-region?
- ii. How does development of career opportunities influence dual career development among students in secondary schools in Sebei sub-region?
- iii. How does integration of students' needs with career opportunities influence dual career development among students in secondary schools in Sebei sub-region?
- iv. What is the influence of regular monitoring of students' career development on dual career development among students in secondary schools in Sebei sub-region?

### **1.5. Justification of the Study:**

The decisions that young people make at school have a big impact on their lives; affecting not just their further education, career or employment, but also their social lives, finances and health outcomes. A key function of secondary schools is to prepare students

to transition successfully toward a future career path. This involves providing career opportunities to build students' general capabilities, support students' interests and aspirations, and support them to make informed decisions about dual career development. However, dual careers are now increasingly seen not as being 'chosen' but as being constructed through the series of choices about learning and work that people make throughout their lives. Therefore, dual career education in this sense need not be confined to the few, it can, and must, be made accessible to all so as to ensure development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist all students to make informed decisions about their study and/or work options and enable effective participation in their working life. Supporting students to attain dual careers would have more economic and social benefits when students are supported to make effective transitions from secondary school to further education, training or employment. Thus, such a study would be very beneficial to the students' lifelong preparation through especially in future career options.

#### **1.6. Significance of the Study:**

The results of this study may help stakeholders in different ways; for instance:

It will help the Ministry of Education and Sports to ensure that the education curriculum provides Uganda with an opportunity to develop an advanced secondary level curriculum which will be crucial in molding young people into become more self-reliant, proactive professionals capable of competing for jobs right out of school, especially if they cannot afford to pursue a more rigorous study at the university level.

It will support the District Education Officers to emphasize implementation of the curriculum from the National Curriculum Development Centre (NCDC) to improved dual career development among the youth in Uganda.

It will enable school administrators to prioritize dual career development among their students for better results both in academics and sports.

To the academia, the results may provide a basis for further research by the academia on issues of dual career development.

## **1.7. Scope of the Study:**

### **1.7.1. Geographical scope:**

The study was carried out in secondary schools in Sebei sub-region located in eastern Uganda along the Uganda-Kenya boarder (See Appendix V). The area lies along 01 24N, 34 27E which is approximately 295 Kilometres (183 miles) northeast of Kampala, the capital city of Uganda. It is a mountainous region with a difficult terrain but is well known for production of good athletes in the country. The choice of selecting Sebei sub-region for this study is because it has of recent produced the best sports men and women and many students are trying out dual career development especially in regard to athletics.

### **1.7.2. Content Scope:**

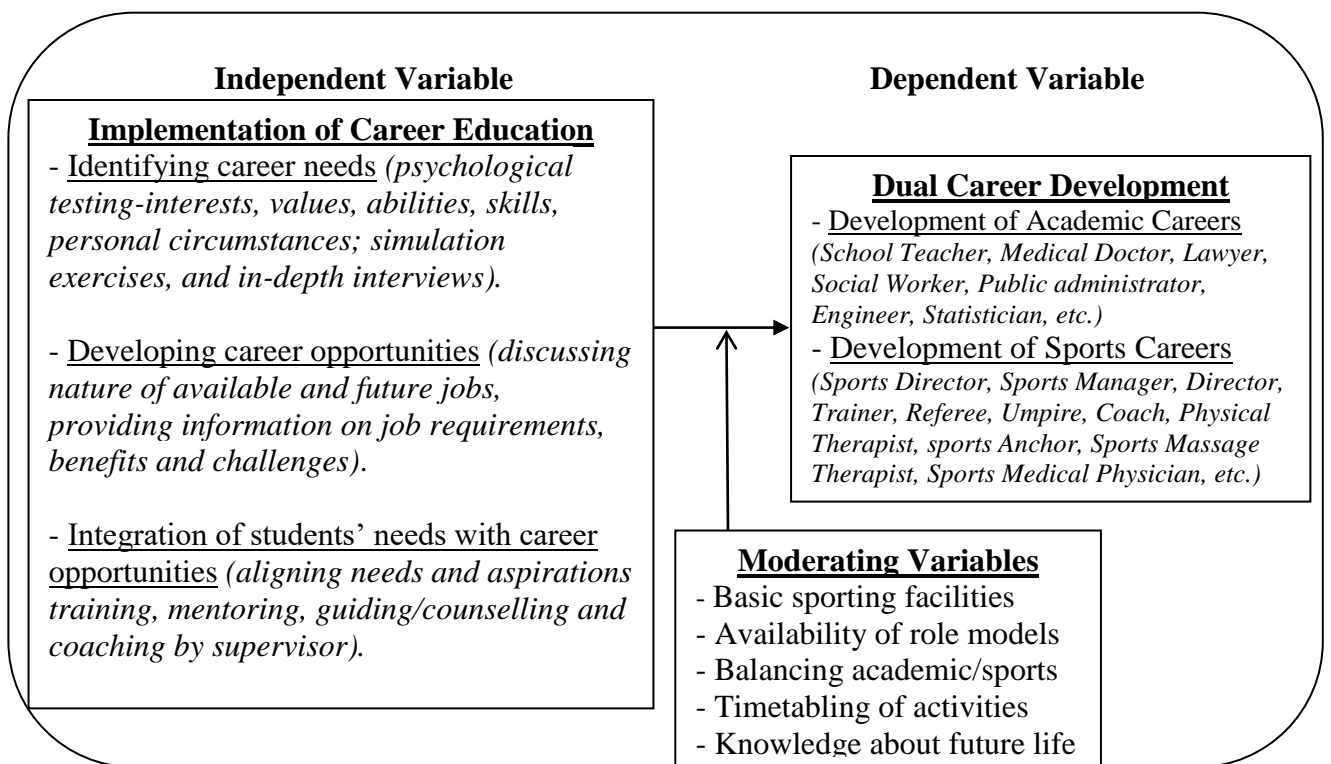
In terms of content, the study focused on influence of identification of career needs, development of career opportunities, integration of students' needs with career opportunities and regular monitoring of students' career development on dual career development among students in secondary schools in Sebei sub-region. This was because the enumerated aspects were indicated in the USPA (2019) report as being weak.

### 1.7.3. Time Scope:

The period from 2015 to 2021 was considered for the study because this was the period that witnessed renewed efforts in career education with challenges in dual career development (Otwine and Oonyu, 2018). Recommendations by Otwine et al (2018) outlined the challenges in the renewed efforts in enhancing career education for appropriate career development among students.

### 1.8. Conceptual Framework:

The study was based on the conceptual framework presented:



**Source:** Cosh and Tully (2014); and Rugangila (2019).

**Fig. 1.1: Conceptual Framework:**

The conceptual framework shows that the independent variable in the study was implementation of career education in secondary schools. It involves identification of students' career needs, developing career opportunities, integration of students' needs with career opportunities and regular monitoring of progress. The dependent variable was dual career development which in this study focused on development of academic careers and sports careers. Ideally, effective implementation of career education would lead to dual career development among the students. However, this has not happened and therefore the study sought to examine the influence of the career education in dual career development. The study compared the two (Academic and Sports) careers to find out which one has been more influenced by careers education. The discussion of the results of this study have been done on the basis of this conceptual framework.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction:**

This chapter presents a review of related literature on career education and dual career development among learners. The review opens with a presentation of the underlying theories that explain the concept of career education with regard to dual career development and then proceeds to review empirical literature based on the research objectives of the study. The last sub-sections of this chapter presents the philosophical underpinning of dual career development and the attendant policy guidelines on career education and dual career development.

#### **2.1. Theoretical Review:**

There are several theories that have been developed to explain career education and dual career development. However, this study adopts Bandura's Social Cognitive Theory and Super's Developmental Self-Concept Theory.

##### **2.1.1. Bandura's Social Cognitive Theory:**

The Social Cognitive Theory was propounded by Albert Bandura (1986) as an extension of the social learning theory earlier developed by the same proponent in 1977. The theory holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. The Social cognitive theory is proposed in an agent perspective, which suggests that, instead of being just shaped by

environments or inner forces, individuals are self-developing, self-regulating, self-reflecting and proactive (Pajares, 2009). Specifically, human agency operates within three modes (Pajares, 2009): namely, Individual Agency - a person's own influence on the environment; Proxy Agency - another person's effort on securing the individual's interests; Collective Agency - a group of people work together to achieve the common benefits.

According to Bandura (1988), social cognitive theory revolves around the process of knowledge acquisition or learning directly correlated to the observation of models. The models can be those of an interpersonal imitation or media sources. Effective modeling teaches general rules and strategies for dealing with different situations. The theory posits that learning most likely occurs if there is a close identification between the observer and the model and if the observer also has a great self-efficacy (Urich, 2017). Self-efficacy is the extent to which an individual believes that they can master a particular skill. Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action—which operate on action through motivational, cognitive, and affective intervening processes (Bandura, 1989).

According to Bandura, self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1988). Bandura and other researchers have found an individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached. Individuals with high self-efficacy are more likely to believe they can master challenging problems and they can recover quickly from setbacks and disappointments. Individuals with low self-efficacy tend to be

less confident and don't believe they can perform well, which leads them to avoid challenging tasks. Therefore, self-efficacy plays a central role in behavior performance. Observers who have high level of self-efficacy are more likely to adopt observational learning behaviors (Bandura, 1989).

Self-efficacy can be developed or increased by Mastery experience, which is a process that helps an individual achieve simple tasks that lead to more complex objectives; Social modeling provides an identifiable model that shows the processes that accomplish a behavior; and improving physical and emotional states refers to ensuring a person is rested and relaxed prior to attempting a new behavior. The less relaxed, less patient, the more likely they will not attain goal behavior. Verbal persuasion involves encouragement for a person to complete a task or achieve a certain behavior (McAlister, et al, 2008).

Identification allows the observer to feel a one-to-one similarity with the model, and can thus lead to a higher chance of the observer following through with the modeled action (Bandura, 1988). People are more likely to follow behaviors modeled by someone with whom they can identify. The more commonalities or emotional attachments perceived between the observer and the model, the more likely the observer learns and reenacts the modeled behavior. SCT has been widely applied in media studies pertained to sports, health, education and beyond. For instance, Hardin and Greer in 2009 examined the gender-typing of sports within the theoretical framework of social cognitive theory, suggesting that sports media consumption and gender-role socialization significantly related with gender perception of sports in American college students. Therefore, Bandura's Social Cognitive Theory was appropriate in predicting the results of this study

on career education and dual career development among students in secondary schools in Sebei sub-region.

### **2.1.2. Super's Developmental Self-Concept Theory:**

Career development theory studies paths toward improving professional growth, career trajectory and overall job satisfaction. Understanding career development theory can be an important step in determining your core values, strengths, weaknesses and desired path. While there are varying claims in different career development theories, all of these theories acknowledge the importance of cultivating a positive emotional relationship with work and of developing meaningful professional ambitions. Donald Super built the developmental theory on the idea that your view of yourself changes. Time and experience help shape the way a person values their career and the goals they set. This theory defines a "career" as the entire lifetime of a person. Super broke career development into five stages:

**Growth:** This stage starts at birth and continues through age 14. A person develops their sense of self and attitude toward work.

**Exploration:** This stage starts at age 15 and continues through age 25. A person tries out different career paths through classes, hobbies and actual work.

**Establishment:** This stage starts at age 25 and continues through age 44. A person develops entry-level job skills and develops work experience.

**Maintenance:** This stage starts at 45 and continues through age 64. A person changes elements of their career to improve their position.

**Decline:** This stage begins at age 65. A person reduces the amount of work they do and prepares for retirement.

Super believed that people found career satisfaction based on their view of themselves at each of these five stages of development. For example, a person may value a work-life balance more in their maintenance stage than they do in their establishment phase. The career can be the same, but time and experience change how the person perceives their profession. In that regard, Super's Developmental Self-Concept Theory was also found to appropriately underpin the present study on career education and dual career development among students in secondary schools in Sebei sub-region.

## **2.2. Identification of Career Needs and Dual Career Development:**

A number of studies in developed countries have investigated the challenges of identification of career needs among students. For instance, in Europe, it has been noted that there are varying challenges of attaining sustainable individual and sports-based development in high performance sport (i.e., integration of sport with education/work) policy recommendations for the European Union (EU) nations in 2012 (EU Guidelines, 2012). The subsequent allocation of grants for sports projects across Europe provided the impetus for research concerning athletes' dual careers and policy development in the member states. In their review of dual career research, (Stambulova and Wylleman., 2019) identified a number of benefits of dual career, which included individual development, enhanced sports performance and, in the longer term, enhanced life satisfaction among the students.

Furthermore, research investigating elite athletes' career pathways has indicated that they typically follow one of three trajectories: (a) focusing exclusively on sport; (b) combining sport and education/work while prioritizing sports-based development; and (c) constructing a stable dual career pathway. These three pathways, labeled as linear, convergent, and parallel (Torregrosa et al., 2015), are associated with different psycho-social implications of career transitions (e.g., career ending injury), with only the stable dual career trajectory being found to safeguard athletes' broader personal development, employability, and re-integration into society after careers in elite sport (Barriopedro et al., 2019; L'opez de Subijana et al., 2020).

On the other hand, although research clarifying the psycho-social outcomes of athletes' career behaviour exists, fairly little is known about the developmental curves of a dual career that would explain how the career pathways found among elite athletes are formed and the role they play in dual career (dis)continuation. As late adolescence has been identified as a transitional period in which athletes progressing to senior sport are challenged to combine higher levels of competition with other roles in life (Stambulova et al., 2015), it is important to consider how the dual career developmental trajectory during this phase becomes embedded. Research with talented adolescents transitioning to elite sport has revealed that many experience role strain and exhaustion in their efforts to balance increasing, often contradictory, cultural expectations to excel (Elliott et al., 2018; Gledhill & Harwood, 2015; Knight et al., 2018).

Baron-Thiene and Alfermann (2015) reported that 29.6% of dual career adolescents in German elite sport schools dropped out of sport prior to reaching their peak performance.

Furthermore, an emerging body of research has identified underlying gender structures that influence athletes' experiences and decisions about their dual careers. For example, although female athletes' motivation for their sport is similar to males, they are more likely to invest into educational and dual career goals and identities (Ekengren et al., 2018; Moazami-Goodarzi et al., 2020) as well as to story their lives along multiple cultural narratives (Ekengren et al., 2020). Studies that investigated athletes' dual careers within handball (Ekengren et al., 2018), basketball (Tekavc et al., 2015), and football (Harrison et al., 2020) reported that, unlike their male peers, the majority of elite level female players pursued or were planning to pursue a dual career at the level of higher education, providing further support to the assertion that engendering the life careers of athletes is salient from adolescence to adulthood (Ryba et al., 2015).

Furthermore, Baron-Thiene and Alfermann (2015) and Ronkainen, Watkins, and Ryba (2016) reported female athletes having more physical complaints and exhaustion than their male counterparts, with many women receiving little emotional support from their coaches and parents and feeling lonely. These types of experiences partly contributed to the decision by female athletes to withdraw from sport and focus on education, work, and family (Adupa S., Muweesi C., Disan K. M., et al 2022). Based on the ethnographic study in the specialized classes at Denmark's elite sport schools, Skrubbeltrang et al (2018) argued that even when there is the intention to support equal opportunities for adolescent athletes to develop a dual career, gender expectations and sport shape an adolescent athlete's future perspective on what career is (im)possible. Feminists scholars have asserted that this so-called 'gender gap' across the (sub)fields of sport and education is sustained by hierarchical gendered logic of patriarchal societies, whereby identity is

inevitably linked to (often binary) meanings of femininity and masculinity (Kavoura et al., 2015).

The social and psychological implications of the pervasively gendered life-world for an individual is that presumably neutral identity positions, such as athlete, teacher or coach, are implicitly woven into particular ways of thinking, feeling, and behaving. This, in turn, makes the individual either vulnerable or rewarded, contingent on their transgression or compliance with gender ideologies at a given (sub) cultural and historical conjuncture. As the dual career discourse has been mobilized at the intersection of sport and education, each with distinct stereotypical views of high- and low-achieving gendered identities, it is pertinent to carefully scrutinize the assumed normalcy that, compared to their male peers, female athletes aspire more towards educational and dual career goals (Ryba, 2018).

### **2.3. Development of Career Opportunities and Dual Career Development:**

Having identified career needs, it is imperative that focus is directed to development of the career opportunities for dual development. Development of career opportunities is regarded as the major psycho-social task of adolescence. In order to create and develop an identity, an individual is required to both explore potentialities and imagine a future (Erikson, 2018). Developing a future perspective is entwined with narrating one's identity and its development because constructing stories about the future selves involves creating ideas about who we are and what kind of life roles we want to inhabit (McAdams, 2008). As development of opportunities shape students' self-understandings of what is possible or desirable, they are central to young people's career decision-making. When older adolescents are asked about their future goals and hopes, most often

they appear to follow culturally accepted responses (Fivush, 2010; Nurmi, 2004) to prioritize their career identities (i.e., education and work).

Contemporary culture provides a set of ‘scripts’ of what is expected from a young person and these scripts not only guide young people’s personal story construction, but also serve a prescriptive function of how a ‘good’ life should look like (e.g., when one should graduate from school, get married, and begin a career path). Fivush (2010) asserted that cultural scripts differentiate possibilities based on gender (among other sociocultural characteristics) and serve as a lens for evaluating biographical events and making meaning of an experience. Initially, young people develop an understanding of values, meaning, and identity options from their home environment. Later, peers, role models, school and other learning environments play an increasingly important role (Nurmi, 2004). For young people who enjoy sport, the stories shared by famous athletes often become exemplary scripts. Within most sporting communities, there exist sub-cultural stories that inform youth athletes’ interpretations of certain events, expectations of themselves, and their general understanding of the shape of a successful life. Thus, ‘exemplary life stories’ (Spector-Mersel, 2006) provide narrative plots and discursive resources for constructing a self-story.

Among the many stories that may be created, ‘master narratives’ are those which, by their prevalence, are deemed to reflect the beliefs and values of a given community (Fivush, 2010; Hammack, 2008). Although master narratives are discursive structures, they function as enduring parts of structural marginalisation in a cultural community or society at large (Fivush, 2010; McLean & Syed, 2016). For example, Douglas and Carless (2009)

identified three cultural narratives circulating within sport – the performance, discovery, and relational narratives. As students scripts these stories provide a plot and template that shape elite athletes' life stories and have different implications for their identities, life choices and psychological health. The authors described a performance narrative as a storyline where “winning, results, and achievements are pre-eminent and link closely to the storyteller’s mental well-being, identity, and self-worth” (p. 215). That is, the athlete’s self and identity are on the line every time he or she fails. The performance narrative’s troubling implications for athletes’ health and psycho-social well-being have been well documented in the sport psychology literature (Carless & Douglas, 2013; Douglas & Carless, 2015; McGannon et al., 2019). However, not all athletes’ experiences align with master narratives and, to make meaning of these ‘unfitting’ experiences, they may need to construct or adopt an alternative narrative, which either diverges from or even resists the master narrative (Carless & Douglas, 2013).

When a person’s experiences do not fit with the group’s normative projections of the life course, then the identity work is to mend the biographical rupture by making sense of that deviation. For example, in a recent study of elite athlete mother identity, McGannon et al. (2019) explicated the complicated processes of re-configuring the performance narrative meanings through alternative narrative resources in the cultural sphere which ideals and values construct sport and motherhood as incompatible.

Narrating a life story is a complex social practice involving selection of tell-able episodes and reflectively bracketing and organizing them into broader themes and story-lines. Bamberg and Georgakopoulou (2008) contend that adolescents may have limited narrative resources nor enough practice for this task. Although their stories are often

small interactions about mundane events, they are important sites for testing out their identities (Bamberg, 2011). Thus, through a life history where individuals share stories across different time frames, there is potential for young athletes to develop and extend their narrative resources as well as ‘practice’ using them from a particular identity position.

#### **2.4. Integration of Needs with Career Opportunities and Dual Career Development:**

Individuals do not, however, undertake their careers in a vacuum, as decisions about future trajectories need to be considered within the context of the broader world (Herr, 2008; King, 2004). Facilitating this decision-making is the process of career management that has been defined as an ‘ongoing problem-solving process in which information is gathered, awareness of oneself and the environment is increased, career goals are set, strategies are developed to attain those goals, and feedback is obtained’ (Greenhaus et al., 2009). Career management, therefore, involves ‘the analysis, planning and action that can be taken by an individual at any stage of their career – and ideally throughout it – to actively increase the chance of doing well’ (Forsyth, 2002).

In essence, success has to be proactively sought and job seekers need to have a clear idea of what they mean by success and how to achieve it. Whilst striving for this career success people face a number of developmental tasks and challenges. If individuals understand these activities, they can formulate strategies that are most appropriate to a particular period in their careers. To support this, organizations attuned to the unfolding pattern of a career over an employee’s employment lifespan can design developmental programmes suitable for the different stages of an individual’s career (Greenhaus et al.,

2009). This emphasizes the interplay between career management and career development, a theme discussed later in the chapter. It also highlights that understanding and conceptualizing careers is a critical task bridging the levels of national policy, organization practice and individual expectations.

Preparation for and engagement in career management and the career development process necessitates an understanding of the contemporary career and its diverse depictions over time. Examining the historical meanings ascribed to the definition of 'career' unearths the shifting sands of emphasis over the past century. There are four distinctive stages of this process. (i) The roots of career development derived from Parsons' (1909) three-step formula for choosing a career that involved the matching of personal requirements with the external environment. (ii) Chicago School of Sociologists, epitomized by Hughes (1958), took an expansive life perspective approach, underscoring the relationship between professional and personal biographies. (iii) At this stage, the concept of career returned to a more restricted occupational and organizational orientation, situating career within the context of stable, employment structures (Wilensky, 1961), typified by linear, upward progression across a limited number of firms with a focus on extrinsic rewards and organizational career management. (iv) This reflects a movement to a more contemporary understanding of career, exemplified by broader, experienced-focused, post-organizational descriptions, attempting to replicate how individuals enact their career in a changing world (Sullivan and Baruch, 2009).

## **2.5. Regular Monitoring of Career Development and Dual Career Development:**

For any project or programme to be successful, regular monitoring is vital. Several authors have proposed a holistic approach encompassing various stages and transitions

occurring at sport, educational/working, and psycho-social levels, with the aim of enhancing positive adjustments, to prevent disengagement/drop out experiences, and to avoid psycho-emotional, social and physical consequences when retirement from sport occurs (Park et al., 2013; Stambulova et al., 2020). In particular, a growing trend in recent research has been placed on the athletes' supportive entourage, including coaches, teachers, parents, peers, and support staff, who are urged to anticipate and detect athletes' dual career needs, and to help athletes progress towards autonomy (Li & Sum, 2017; Stambulova & Wylleman, 2019).

Although the athletes are principally responsible for their dual career pathway, a supportive entourage is needed to optimize the organization of their academic and sporting activities (Amsterdam University of Applied Sciences et al., 2016). In this context, one of the main goals of the European policy on dual career is to promote and prioritize a structured systematic approach to dual career. This is based on a strong scientific underpinning, with clear systematic dual career structures and partnership approaches, which include the education of all the dual career stakeholders involved (Stambulova & Wylleman, 2019). Therefore, the tendency for dual career programmes that are primarily adhoc, piecemeal, and relying heavily on the goodwill of persons in key organizational or institutional positions at an academic and sport level could be overcome through regular monitoring.

A meta-synthesis (Li & Sum, 2017) and a survey (Condello et al., 2019) on the elite athletes' view of their dual career paths highlighted that parents play a major role as dual career supporters. In particular, an athlete-centric perspective of a systematic approach to

dual career development of elite athletes proposed a three-level construct (e.g., individual, interpersonal, and external), in which parents and their attitudes towards dual career are considered relevant social agents (Guidotti et al., 2015; Li & Sum, 2017).

Parents play a pivotal role in regular monitoring of athletes during and after their sporting career as supporters, social agents, and sponsors (Li & Sum, 2017; Harwood & Knight, 2015), also offering perspectives towards education and in assisting during career transitions (Elliott et al., 2018). Furthermore, parents also provide logistical and financial support, especially when sport clubs or federations do not offer funds/resources (e.g. equipment, training camp, and travel costs) necessary for preparation to competition at the highest level (Geranosova & Ronkainen, 2015).

Despite the literature reviews (Knight et al., 2017; Lindstrom Bremer, 2012), a position paper (Harwood & Knight, 2015), and a special issue of the *Sport, Exercise, and Performance Psychology* (Harwood & Knight, 2016) substantiating a growing interest in parental involvement in sport, the contributions do not necessarily consider the crucial role parents play as dual career supporters. In fact, the scholarly understanding of parental experiences of dual career athletes in varying contexts, sports, and cultures remains very limited. Of the information available, some authors have claimed that successful athletic talent developmental environments should include parents supporting the athletes' sporting goals (Henriksen & Stambulova, 2017), and envisaged structural interventions to enhance the communication between sport staff and parents (Stambulova et al., 2020). Therefore, there is a need to consider the crucial role of parents as dual career supporters. It is important to appreciate that parents are not always fully equipped to provide optimal levels of support for their talented athletic progeny.

Several studies have reported that parents might perceive themselves unprepared to take the main responsibility of supporting the sports and education choices of their children, especially if they have no specific knowledge on dual career (Elliott et al., 2018; Knight & Harwood, 2015). Therefore, the main purpose of the present systematic analysis of the current scientific literature was to establish and critically appraise the existing relevant scientific contributions on the parents' view as supporters of dual career athletes, and to highlight practical implications for the development of education programmes to empower parents in this role.

## **2.6. Philosophical Underpinning of Dual Career Development:**

Philosophical underpinnings provide guidance on how people perceive, understand and explain the world in which they live. In this regard, it is important to consider how people perceive, understand and explain dual career development. Understanding philosophical underpinning in research is important because research can only be meaningfully interpreted when there is clarity about the decisions that were taken that affect the research outcomes (Abma & Widdershoven, 2011). Some of these decisions are based on some key philosophical principles. Two of the philosophical perspectives that can provide the kind of perception, understanding and explanation of dual career development among people are ontology and epistemology (Moon & Blackman, 2014).

Ontology (the 'study of being), is concerned with what actually exists in the world about which humans can acquire knowledge and skill (Moon et al, 2014). Ontology helps researchers recognize how certain they can be about the nature and existence of objects they are researching. Realist ontology relates to the existence of one single reality which

can be studied, understood and experienced as a ‘truth’; a real world exists independent of human experience (Abma et al, 2011). Meanwhile, relativist ontology is based on the philosophy that reality is constructed within the human mind, such that no one ‘true’ reality exists. Instead, reality is ‘relative’ according to how individuals experience it at any given time and place (Moon et al, 2014). The implication from ontology is that dual career exists as real truth (from realist ontology) or that dual career is simply constructed in the human minds (from relative ontology) but not necessarily real.

Epistemology (the study of knowledge) on the other hand is concerned with all aspects of the validity, scope and methods of acquiring knowledge, such as what constitutes a knowledge claim; how can knowledge be acquired or produced; and how the extent of its transferability can be assessed (Moon et al, 2014). Epistemology is important because it influences how researchers frame their research in their attempts to discover knowledge (Abma et al, 2011). By considering the relationship between a subject and an object a researcher can explore the idea of epistemology and how it influences research design. Objectivist epistemology assumes that reality exists outside, or independently, of the individual mind. Objectivist research is useful in providing reliability (consistency of results obtained) and external validity (applicability of the results to other contexts).

Constructionist epistemology rejects the idea that objective ‘truth’ exists and is waiting to be discovered. Instead, ‘truth’, or meaning, arises in and out of our engagement with the realities in our world (Wells, 2015). That is, a ‘real world’ does not preexist independently of human activity or symbolic language. The value of constructionist research is in generating contextual understandings of a defined topic or problem. Subjectivist epistemology relates to the idea that reality can be expressed in a range of

symbol and language systems, and is stretched and shaped to fit the purposes of individuals such that people impose meaning on the world and interpret it in a way that makes sense to them. Like earlier indicated, some people consider that dual career is not a reality while others think that it does exist and there are people who really engage in dual careers in their life time.

Stemming from these philosophical perspectives, ontology (what exists for people to know about) and epistemology (how knowledge is created and what is possible to know) researchers are able to form a system of generalized views of the world, which form beliefs that guide action (Wella, 2015). Philosophical perspectives are important because, when made explicit, they reveal the assumptions that researchers are making about their research, leading to choices that are applied to the purpose, design, methodology and methods of the research, as well as to data analysis and interpretation (Abma et al, 2011). At the most basic level, the mere choice of what to study in the sciences imposes values on one's subject.

The epistemological position posits that a person should detach him/herself from reality and explain it using universal laws (Abma et al, 2011; Wella, 2015). This implies that reality is pre-given, has intrinsic meaning and the role of the person is to discover that meaning (Blaikie, 2010). The objectivism assumption of the proponents of this position is that if we are able to observe a plant grow and report on it, then we can also observe human beings interact with their environment and report on it (Wella, 2015). On the other hand, the subjectivism epistemological position argues that people construct their own understanding of social reality based on their interactions with their environment (Wella, 2015). Understanding the philosophical underpinning is important for people

because it helps them to apply rational or logical thinking thereby form a basis for choosing particular systems of doing governance. In other words, the philosophical underpinning justifies the people's choice about how they need to be governed.

Therefore, understanding the philosophical basis of science is critical in ensuring that research outcomes are appropriately and meaningfully interpreted. With an increase in interdisciplinary research, an examination of the points of difference and intersection between the philosophical approaches can generate critical reflection and debate about what researchers can know, what they can learn and how this knowledge can affect the conduct of research and the consequent decisions and actions.

Given the importance of the philosophical underpinning, it is imperative that clarity is made about what dual career is perceived, understood and explained by the public. Dual career arrangements are relatively recent in the majority of countries and sports. In countries where these arrangements have been developed for some time, they sometimes lack solid agreements between the sport system and either the educational sector or the labour market. They may also lack a legal framework or a sustainable governmental policy. Guidance could be helpful to develop and improve the conditions needed for sustainable dual career programmes allowing for tailor-made arrangements for talented and elite athletes throughout countries of the world, either in their position as a student-athlete or employee-athlete (World Bank, 2011).

Dual career development among students in secondary schools encapsulates the requirement for students to successfully initiate, develop and finalize an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or

work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship. Dual career development generally span a period of 15 to 20 years (UNDP, 2018). Different stages of dual career development have been identified in a range of models starting from the introduction in a sport to the development towards a talent, the perfection of performance in the mastery stage, and the stage of ending a high-level sport career and looking for a new career (World Bank, 2017). The length of each stage varies depending on the type of sport and other factors such as gender and personal ability (UNDP, 2018). Specialization will occur during adolescence in most sports and in childhood in early specialization sports such as gymnastics, figure skating and swimming. Not all sport careers span all stages. In particular, many young athletes already drop out during the development stage or the beginning of the mastery stage (ACODE, 2019).

It is important to note that if career is recognized as a life process, it is vital to identify and understand the human participation in this process. Life career phenomena do not exist without human involvement. People and students in this particular case, are their own actors in performing career developmental tasks, and they are the self-agents in shaping their lives (Cochran & Laub, 2014; Collin & Young, 2016). In life career pursuits, it is the agent who initiates action, otherwise, optimal changes can hardly take place (Amundson, 2019). According to Amundson (2019), the level of people's self-awareness and sense of agency or self-efficacy, among other things, are the two key variables that moderate their life career decisions. These two components are essential since "persons with high levels of self-awareness and personal agency are in a better

position to respond proactively to external circumstances and exert more control over long terms effects (Amundson, 2019).

### **2.7. Attendant Policy Guidelines on Career Education & Dual Career Development:**

According to the OECD (2019), public policies on career guidance and counseling are receiving increased recognition and support within developed countries, as demonstrated by the 14-country study initiated by the Education Directorate at OECD, and by the related study conducted by the European Commission as part of its emphasis on career guidance within the context of lifelong learning. In parallel, developing and transition economies are increasingly recognizing the importance of career guidance and have expressed a desire to improve their services. UNESCO recently completed a related study; and the World Bank has financed development of services in a number of developing countries, highlighting such services as an integral part of lifelong learning, and as making a significant contribution to economic efficiency, social equity, and democratic processes relating to lifelong careers (Rose, N., Charles, M., Muhamadi, K., et al 2022).

Career guidance policies and services are designed to assist individuals at any point in their lives to manage their careers, including making informed occupational and education and training choices. Career guidance services support economic efficiency, by making the labor market operate more effectively. They can help to ensure that individuals' decisions are based on self-assessments and labor market information, thus reducing market failures. For developing and transition economies like Uganda, most of which have limited resources, career guidance services can increase the efficiency of the use of scarce education and training resources. The services also promote social equity

and inclusion by helping to ensure equal access to information on labor market and education opportunities (OECD, 2019). More generally, the services promote the rights of individuals to make free decisions about their own lives especially about their careers. They are accordingly a key policy instrument of democratic societies and Uganda as a country needs to consider having a clear policy about dual career development.

It is important to provide guidelines addressed primarily to policy makers in governments, as inspiration for the formulation and adoption of action-oriented national dual career guidelines and to raise awareness at national level about the concept of dual careers. They aspire to sensitize governments, sport governing bodies, educational institutes and employers to create the right environment for dual careers of athletes, including an appropriate legal and financial framework and a tailor-made approach respecting differences between sports. The guidelines should not be developed to become a binding instrument and they should respect the diversity of competences and traditions in countries in the various policy fields.

The guidelines should contribute to the exchange and spreading of good practices and learning experiences in this field. Furthermore, the guidelines should suggest a framework of possible arrangements at international level and invite the European Union to initiate supplementary actions because of the high mobility of athletes and the specific needs in some sports and in ministries to facilitate dual career arrangements abroad. According to UNDP (2019), promotion of dual careers of students matches with several of the aims of the National Development Plans Strategy (prevention of early school leaving, more graduates in education, employability) and makes sport policies more efficient by keeping more talented and high-performance athletes in the sport system.

In recent years, both non-governmental and governmental stakeholders in sport and education have been asking specific attention for challenges in dual career development and repeatedly called on governments to consider taking action at national level to facilitate the introduction and implementation of dual career programmes. Such action will help students to perform well and compete at a high international level with athletes from other powerful sporting nations and which will decrease the number of talented athletes who drop out from sport. Equally important is the need for highly qualified employees on the international labour market (World Bank, 2020). Students in secondary schools should have a balanced and healthy sporting career and good follow-up after their active sporting career so that no talent is lost and investment wasted. Reintegration into education and the labour market are of great importance. Moreover, a well-balanced dual career can help maximize the contribution of athletes to society, building on the capabilities athletes have developed during their careers, and can be seen as good preparation for becoming potential role models in society (UNDP, 2019). The design of dual career programmes should meet athletes' individual needs taking into account their age, sport specialization, career stage and financial status, with the athletes themselves taking increasing responsibility as they progress through their careers.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction:**

Having reviewed related literature in the previous chapter, chapter three now presents the research methodology that was employed in undertaking the study. These include the research design that was adopted, a description of the area of study, the sources of information, population and sampling techniques, procedure of data collection, data collection methods and instruments, quality control, data processing and analysis, ethical considerations and methodological constraints anticipated.

#### **3.1. Research Design:**

As far as this study was concerned, the convergent design (often called the convergent parallel design); a type of mixed research design was used. According to Creswell & Plano Clark (2011), convergent design is a mixed research design in which both quantitative and qualitative data are collected at the same time and analyzed separately. After both analyses are complete, a comparison of the results is done in order to draw overall conclusions. The convergent design was selected because the quantitative data collection and analysis provided opportunity for the researcher to explore relationships between variables (Creswell et al, 2011). On the other hand, qualitative data collection and analysis was able to provide deeper insights and context (Creswell et al, 2011). Furthermore, this research was a comparative study, therefore, since convergent design provides opportunity to compare the results, it was deemed appropriate for this study.

### **3.1.1. Research Paradigm/Philosophy**

There are several worldviews or paradigms that provide a basis for structuring and organizing social research. According to Creswell (2014), these include the post positivism, the constructivism, participatory action framework or pragmatism. According to Lincoln et al (2011), paradigms are essentially philosophical in nature and encompass the following: Axiology - the beliefs about role of values and morals in research; Ontology - the assumptions about the nature of nature of reality; Epistemology - assumptions about how we get to know and gain knowledge about the world.

This study was underpinned by the Pragmatic paradigm because first of all, the study adopted the convergent mixed method research design that incorporated both quantitative (positivist) and qualitative (interpretivist) approaches. Secondly, whilst positivist and interpretivist approaches are mutually exclusive, pragmatism is an approach that suggests that there are many different ways of interpreting the world and conducting research to investigate reality and that combination of different approaches may provide a broader understanding of the phenomena being investigated (Creswell et al, 2011). Thirdly, the pragmatism involves research designs that incorporate operational decisions based on ‘what will work best’ in finding answers for the questions under investigation and this enables pragmatic researchers to conduct research in innovative and dynamic ways to find solutions to research problems.

In addition, pragmatism according to Tashakkori and Teddlie (1998), is based on the proposition that researchers should use the methodological approach that works best for a particular problem by bridging the gap between the scientific methods and the structuralist orientation; thus allowing for application of mixed methods (Creswell,

2014). Furthermore, pragmatic philosophy offers a framework for educational and social research and therefore, for this study on career education and dual career development among students in Sebei sub-region which is typically education but yet social pragmatism was appropriate (Hothersall, 2019). Furthermore, pragmatic philosophy allows for a plurality of views and methods to be part of its overall research plan (Borden, 2010). Therefore, the pragmatic philosophy presented a real alternative that was developed and utilized to enable the researcher to conduct this study in innovative and dynamic ways to find solutions to problems for this educational-social research.

### **3.1.2. Sources of Information:**

The study gathered data from primary and secondary sources. The primary data were collected through the self-administered questionnaires and face-to-face interviews. The advantage of primary data in research is that information for specific purpose can be collected through elicitation by the researcher during the interviews (Creswell, 2014). The questions asked during the interviews are tailored towards finding conclusive evidence about what is being investigated (Creswell, 2014). On the other hand, the secondary data were obtained through reading literature and documents on career education and dual career development. Secondary data are useful for researcher to detect variations of situations over time so as to support primary data (Amin, 2005). Using both primary and secondary data enables researchers to make precise conclusions and recommendations about their studies.

### **3.2. Population and Sampling Techniques:**

This sub-section explains the population by setting the inclusion criterion and sampling techniques used in the study.

### **3.2.1. Population of Study**

The target population for the study consisted of 267 students in secondary schools in the Sebei Sub-Region who were engaged in both academic pursuits and sports activities. The population also included other categories of people like the headteachers (15) and deputy headteachers (15) of the selected secondary schools, Directors of Studies (15, DOS), career guidance teachers (15), games teachers (30); and sports officers (03), in Sebei sub-region. The total target population of study constituted of 360 people.

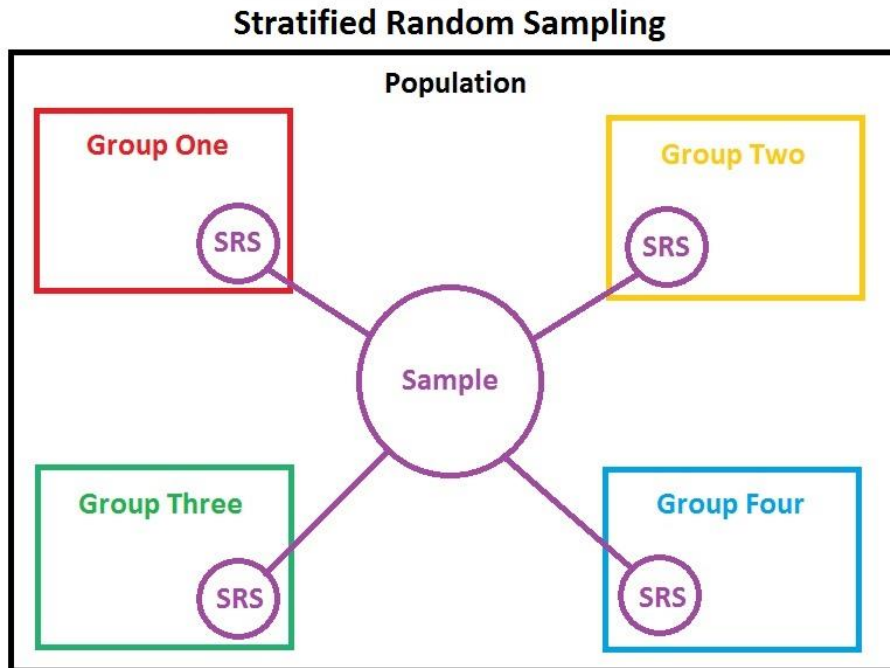
### **3.2.2. Sample Size and Sampling Techniques**

Basing on the Glenn (1992) sampling table (see appendix), the sample of the study constituted of 186 respondents. The sampling techniques used in the sampling of various categories of people included the following:

**Census:** Since each district that forms part of the Sebei sub-region had one sports officer, all of them were taken as a census.

**Purposive Sampling:** the headteachers, deputy headteachers and directors of studies were selected purposively. This was because purposive sampling is a techniques that is used to select people who by virtue of their positions have the necessary data for the study (Kothari, 2006). Headteachers, deputies and directors of studies in various schools by virtue of their positions have data on academics and sports activities in the schools.

**Stratified Random Sampling:** The secondary schools used, the teachers and students were selected using the stratified random sampling technique. This is because this technique provides for splitting of the area of study into strata and then carrying out simple random sampling under each area to ensure representation of the different areas (represented by the secondary schools in the region) as seen illustrated in Figure 3.1.



*Fig. 3.1: Illustration of Stratified Simple Random Sampling Technique.*

From the above figure, Groups one to four were the various secondary schools (strata) in the Sebei sub-region. Under each of the secondary schools, then there was random sampling to obtain the teachers and students who then constituted the overall sample. Table 3.1 presents the summary of the population, sample size and sampling techniques used in the study.

**Table 3.1: Population, Sample Size and Sampling Techniques used in the Study**

Category	Population	Sample Size	Sampling Technique
Sports Officers	03	03	Census
Headteachers	15	08	Purposive
Deputy Headteachers	15	08	Purposive
Directors of Studies	15	08	Purposive
Teachers (CG, Games/Sports)	45	23	Stratified Random Sampling
Students	267	136	Stratified Random Sampling
<b>Total</b>	<b>360</b>	<b>186</b>	

*Source: District Education Registries for Kapchorwa, Kween and Bukwo (2021)*

### **3.3. Procedure for Data Collection:**

The researcher obtained a letter of introduction from the university and then met with the Chief Administrative Officers (CAOs) and District Education Officers (DEOs) of Kapchorwa, Kween and Bukwo district. This enabled the researcher to discuss the modalities of sampling and data collection from the field. The study used survey (questionnaire), interview and document analysis methods. The instruments of data collection were the self-administered questionnaires, interview guides and checklists.

#### **3.3.1. Data Collection Methods:**

The study used two methods of data collection, the questionnaire (survey) method and the interview method.

##### **Questionnaire Method**

The questionnaire method was used because it has several advantages over some other methods in that it is cheap, easy to use, contains standardized items often with determined responses and easy to analyze the data collected. In this study, the questionnaire method was used to collect data from the teachers and students. This is because according to Johnson and Onwuegbuzie (2004), questionnaires are ideal for studies involving large sample sizes and large geographic areas. Since the teachers and students were many in number and from a large geographical area, the questionnaire method was appropriate.

##### **Interview Method**

The interview method was used to collect data from the Sports Officers, headteachers, deputy headteachers and the career-guidance teachers because according to Kothari (2006), face-to-face interview method has the ability to gather in-depth detail from the

interviewee. Interviewing participants can paint a picture of what happened in a specific event, tell us their perspective of such event, as well as give other social cues. Also, according to Oso and Onen (2008), interviews are ideal because they permit the researcher to seek clarification and the interviewee can also ask for clarification thereby provide information that cannot be directly observed as well as obtain historical information about a phenomenon under investigation.

### **3.3.2. Data Collection Instruments:**

The instruments of data collection were the self-administered questionnaires, interview guides and checklists.

### **3.3.3. Self-Administered Questionnaire (SAQ):**

In this study, closed questions were constructed on a four-point pre-coded Likert scale. To a small extent, open-ended questions were used to generate more details on the respondents' experiences, challenges and perceptions of the variables under study. This design of the questionnaire is appropriate as supported by Saunders et al (2009); Dillman (2000); de Vaus (2002) who stated that closed questions provide a number of alternative answers from which a respondent is instructed to choose. In this respect, pre-tested SAQs were used to collect quantitative data from the headteachers and teachers, and students who have been involved in games and sports in the schools under study.

### **3.4. Interview Guide:**

The interview guide was used to collect data from the Sports Officers, headteachers, deputy headteachers and directors of studies because these are often busy people and yet are custodians of information on issues under study. Using interview guides also helps to

minimize non-response and maximize quality of data collected (Creswell, 2014). Furthermore, use of interview guides can solicit information that can be considered sensitive (Creswell, 2014) and respondents may need probing and follow-up on some issues under investigation. These also included issues relating to participants' experiences, motivations, barriers, and suggestions related to dual career development.

### **3.5. Quality Control:**

To ensure quality control, the instruments of data collection were tested for validity and reliability. The research instrument was validated through consultation with supervisors and computation of the Content Validity Index (CVI) was done to ascertain appropriateness of validity. Any proposed corrections were made to improve on the validity. On the other hand, the reliability of the instrument was assessed by first piloting the instrument with a few respondents who were not part of the final sample and using the split-half technique, the reliability coefficient by Chronbach as outlined below.

#### **3.5.1. Validity of Instruments:**

According to Hammersley (1987), an instrument is valid or true if it represents accurately those features of the phenomena that it is intended to describe, explain or theorize. Insofar, validity is concerned with two main issues: whether the instruments used for measurement are accurate and whether they are actually measuring what they want to measure (Winter, 2000). Ritchie and Lewis (2003) indicated that the validity of research is conceived as the precision or correctness of the research finding. In this study, validity of the instrument was assessed through consultation with supervisors and rating the items

and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from;

$$CVI = \frac{VR + R}{K}$$

K;

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.

The rating of the two experts (supervisors) is presented in Table 3.2 below.

**Table 3.2: Rating from the Experts (Supervisors)**

<b>Raters</b>	<b>Relevant Items</b>	<b>Total Items</b>	<b>Percentage</b>	<b>Rater CVI</b>
Supervisor 1	35	42	83.3%	0.833
Supervisor 2	33	42	78.6%	0.786
<b>Average CVI</b>			<b>80.95%</b>	<b>0.81</b>

*Source: Primary data (2022)*

From the rating, the researcher computed the Content Validity Index (CVI). According to George and Mallery (2003) scale, a value of 0.8 - 0.89 means good validity. Thus since the CVI obtained was 0.81, it meant that the validity of the instrument was good and worthy for use in data collection based on the George and Mallery (2003) scale.

### **3.5.2. Reliability of Instrument:**

Smith et al., (2008) define reliability as the extent to which data collection techniques or analysis procedures yield consistent findings. Marshall and Rossman (1999); and Seale (1999) argued that the absolute replication of studies is very difficult to achieve since they reflect realities at the time they were collected and in a situation which is likely to change. A good practice of reliability can be enhanced through an aspect of reflexivity, which is showing the audience of research studies as much as possible of the procedures

that have led to a particular set of conclusions (Seale, 1999). There are various ways in which a researcher could ensure reliability. In this study, the researcher pre-tested the research instrument on a reasonable number of respondents, who were not used in the final data collection process. After pre-testing, the Chronbach's Alpha ( $\alpha$ ) Coefficient was computed to indicate the level of reliability of the instrument. A simplified  $\alpha$  formula used was;  $\alpha = Np/[1+p (N-1)]$ ; Where N equals the number of items and p equals the mean inter-item correlation (0.1). The results of the Chronbach Alpha generated by the Statistical Package for Social Sciences (SPSS) are presented in Table 3.3 below.

**Table 3.3: Shows Results from Reliability Test of the Questionnaire:**

Chronbach's Alpha	N of Items
.894	42

*Source: Primary data (2022).*

From the value of Chronbach Alpha obtained being 0.894 and according to George and Mallery (2003) scale, this was interpreted as good reliability. The reliability for the interview guide was ascertained through triangulation, reflexivity and validation strategies. For example, for triangulation, different sources (people) were used to cross-check the data. For reflexivity, the researcher was careful about her own views and avoided any influences towards the outcome; she remained as neutral as possible. For validation, the researcher used other people to get confirmation about data collected. For the interview guide, as guided by Nowell et al., (2017) cited in Morse, (2015), the validity and reliability were established through ensuring maintenance of trustworthiness of the validity of the qualitative data, following criterion, credibility, transferability, dependability, and conformability.

### **3.6. Data Processing and Analysis:**

Since data and information for each research question were gathered from various sources and using different techniques, it was important to synthesize it or put it together in order to obtain a comprehensive picture of the situation regarding each research question in the study. The Statistical Package for Social Scientists (SPSS) was used to compute descriptive statistics i.e. frequencies, percentages, means and standard deviation. From the descriptive statistic (means) the inferential statistics i.e. simple linear regression for each objective will be generated using SPSS. For qualitative data analysis, collected data were transcribed, coded, categorized and themes built through content analysis. This was meant to enhance readability and understanding of the research findings by a larger public interested in issues of career education and dual career development among students in secondary schools in Uganda.

### **3.9. Ethical Considerations:**

Conducting research with human subjects necessitates paying close attention to ethical concerns in order to safeguard the participants' well-being, anonymity and rights. Several ethical factors were considered and observed while carrying out this study. These included the following:

**Ethical Approval:** An ethics committee at the Uganda National Council for Science and Technology (UNCST) and the institutional review board at university level – the Research and Ethics Committee (REC) assessed the study protocol to ensure that all ethical considerations were effectively addressed. Therefore, the study was conducted in accordance with accepted ethical standards.

**Informed Consent:** All respondents were provided with clear and comprehensive information regarding the study's purpose, methods, potential risks, benefits, and their rights as participants before their participation. They were requested for informed consent to ensure that they fully understood their role and could make an educated choice to participate.

**Confidentiality:** Respondent and participant confidentiality was strictly enforced. All data collected but not related to the study was kept separate from the study data, and all collected data were anonymized. Only approved persons such as supervisors and research assistants had access to the data, and the identity of participants was protected throughout the study.

**Voluntary Participation:** All participants in the research participated voluntarily. The respondents/participants had the option to withdraw from the study at any time without facing repercussions or negative consequences. They were informed that their decision to participate or withdraw would have no impact on their academic status or involvement in sports.

**Protection of Vulnerable Participants:** Due to the potential power dynamics and pressures faced by respondents especially students, additional precautions were taken to protect vulnerable individuals. For minors, special approval was obtained from parents to participate, and any respondents with specific needs or vulnerabilities received extra attention and support.

**Damage Avoidance:** The study was designed to minimize potential physical, psychological, or emotional harm to participants. Questions on sensitive topics were carefully worded, and participants were provided with resources for assistance if they

experienced any distress during or after their participation. Also, due to COVID-19 pandemic at the time of data collection, the researcher ensured that use of masks, regular sanitizing and social distancing were strictly observed by all who were involved in the data collection process.

**Transparency:** The research process was open, allowing participants to learn about the study's progress, findings, and any changes to the research design. This transparency promoted trust and accountability.

**Beneficence:** The study aimed to enhance the well-being of student-athletes by gaining a better understanding of the influence on dual career development. If the research identified potential barriers to dual career development, such findings were shared with relevant stakeholders to facilitate positive change.

### **3.10. Methodological Constraints:**

The envisaged methodological constraints included the choice of research design, dealing with analysis of multiple data sets, scarcity of data on the subject matter, difficulty in collecting the data, difficulty in data interpretation, comparability of data on academic and sports careers, and the fact that use of mixed methods may not necessarily guarantee reliability of the findings. To overcome the enlisted methodological limitations, the researcher used more than one data collection method so as to triangulate the collected data. Further, the researcher tested the instruments for validity and reliability before commencement of the data collection process. Furthermore, the researcher used an empirically determined sample size that provided sufficient data for the study.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

#### 4.0. Introduction:

After the research methodology was used, data were collected and analyzed. This chapter now presents the analysis and interpretation of data collected from the respondents. The chapter presents the findings objective by objective. It also presents the response rate and the demographic data of respondents of the study.

#### 4.1. Response Rate:

Response rate in survey research refers to the number of people who participated in the survey divided by the number of people in the sample usually expressed in the form of a percentage (Aday, 1996). An assessment of the response rate was done first on the collected data before taking on any analysis of whatever form. This was done by dividing the number of the respondents who were involved and given the data collection tools or questionnaires by the targeted categories of respondents. Table 4.1 presents the response rate during data collection.

**Table 4.1: Response Rate during Data Collection**

Category	Sample Size	Responded	Response Rate
Sports Officers	03	03	100.0%
Headteachers	08	08	100.0%
Deputy Headteachers	08	08	100.0%
Directors of Studies	08	08	100.0%
Teachers (CG, Games/Sports)	23	22	95.6%
Students	136	136	100.0%
<b>Total</b>	<b>186</b>	<b>185</b>	<b>99.1%</b>

*Source: Primary data (2022)*

From Table 4.1, the response rate for respondents varied particularly depending on the work schedule of the respondents. The overall response rate was 99.1% and such a

response rate was enough to produce reliable findings. The response rate was viewed as an important indicator of survey quality because higher response rates assure more accurate survey results (Aday, 1996). The variation in the response rate among different categories of respondents was due to different reasons depending on the category of respondents. For instance, some respondents were quite busy and difficult to access while others were not as busy and were accessed easily.

#### 4.2. Demographic Data of Respondents:

The respondents were required to indicate their sex, age bracket, level of education and marital status. The detailed results about each characteristic are presented below.

##### 4.2.1. Gender Distribution of Respondents:

Table 4.2 below presents the gender distribution of the respondents who completed the questionnaire.

**Table 4.2: Gender Distribution of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	122	65.9	65.9	65.9
Female	63	34.1	34.1	100.0
Total	185	100.0	100.0	

*Source: Primary data (2022)*

Out of the 185 respondents who completed the self-administered questionnaires, there were more male than female respondents. According to Table 4.2, 65.9% of the respondents were male while 34.1% of them were female respondents. This implies that in the secondary schools in Sebei sub-region, more men than women have been deployed to teach the students.

#### 4.2.2. Age Distribution of Respondents:

Table 4.3 below presents the age distribution of the respondents who completed the questionnaire.

**Table 4.3: Age Distribution of Respondents**

Age Bracket	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 Years	126	68.1	68.1	68.1
30-39 Years	23	12.4	12.4	80.5
40-49 Years	24	13.0	13.0	93.5
Above 50 Years	12	6.5	6.5	100.0
Total	185	100.0	100.0	

*Source: Primary data (2022)*

From Table 4.3, majority (68.1%) of the respondents were in the age bracket of 20-29 years old while 12.4% were in the age bracket of 30-39 years old. Another 13.0% of them were in the age bracket of 40-49 years while only 6.5% were above 50 years of age. This implied that majority of the respondents were young adults who are often have vibrant interest in career development for their future lives. That means the concept of dual career development was appropriately addressing their interest and consequently, thereby making the data provided by the respondents be considered reliable.

#### 4.2.3. Education Level of Respondents:

Table 4.4 presents the distribution of respondents by their level of education.

**Table 4.4: Distribution of Respondents by Education Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	20	10.8	10.8	10.8
Degree	30	16.2	16.2	27.0
Masters	12	6.5	6.5	33.5
A-level	123	66.5	66.5	100.0
Total	185	100.0	100.0	

*Source: Primary data (2022)*

From Table 4.4, the findings showed that majority (66.5%) of the respondents were of A-level students which was the focus of the study. A-level students were considered because they at a critical stage of career determination as they prepare to tertiary education. Data in Table 4.4 further indicated that 16.2% of the respondents had degrees and 10.8% had diplomas. These were mainly the teachers of games and sports who were also considered vital in provision of data for this study. At least 6.5% of the respondents had masters degrees. These too were teachers that participated in the study. This implies that all the respondents who participated in this study had an appropriate level of education to have a clear understanding of the items in the self-administered questionnaire. Thus, it is presumed that the data they provided can be reliable in making precise conclusions about the study.

#### **4.2.4. Designation of Respondents:**

Table 4.5 presents the distribution of respondents by their designation.

**Table 4.5: Distribution of Respondents by Designation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Headteachers	12	6.5	6.5	6.5
Headteachers	8	4.3	4.3	10.8
Teachers	42	22.7	22.7	33.5
Students	123	66.5	66.5	100.0
Total	185	100.0	100.0	

*Source: Primary data (2022)*

Data presented in Table 4.5 revealed that 66.5% of the respondents were students who formed the biggest proportion of the unit of analysis. Another 22.7% were classroom teachers who also doubled as games/sports teachers and were therefore, another important category in the unit of analysis. At least 6.5% and 4.3% were the deputy headteachers and headteachers respectively. The proportions of the respondents by designation reflects the representativeness of the respondents in the population of study and therefore, the results of the study may be generalized to the entire target population of study in Sebei sub-region.

#### **4.2.5. Duration of Respondents in Secondary Schools:**

Table 4.6 presents the distribution of respondents by their duration in secondary schools.

**Table 4.6: Distribution of Respondents by their Duration in School**

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 Years	130	70.3	70.3	70.3
6-10 Years	14	7.6	7.6	77.8
11-15 Years	11	5.9	5.9	83.8
Over 15 Years	30	16.2	16.2	100.0
Total	185	100.0	100.0	

*Source: Primary data (2022)*

Data presented in Table 4.6 showed that majority (70.3%) of the respondents had stayed in the secondary schools for a period of between one year to five years. This means they had good knowledge of what transpires in the schools. At least 7.5% had stayed in the secondary schools for 6-10 years, with 5.9% having stayed for 11-15 years and 16.2% who had stayed for over 15 years. This implies that the respondents had stayed in the secondary schools for a period long enough for them to clearly understand the activities undertaken in the school and how they are executed. This means that the data they provided can be considered reliable.

#### **4.3. Presentation of Empirical Findings Objective by Objective:**

The study was based on four specific objectives. The findings for each objective are presented starting with findings for objective one.

##### **4.3.1. Identification of Career Needs and Dual Career Development:**

###### **4.3.1.1. Identification of Career Needs:**

Objective One of the study was to investigate the influence of identification of career needs on dual career development among students in secondary schools in Sebei sub-region. In order to attain an appropriate conclusion about this objective, it was prudent to first consider analysis of the descriptive statistics for both identification of career needs and for dual career development. Then from the descriptive analysis, the researcher generated inferential statistics by running linear regression analysis using the Statistical Package for Social Sciences (SPSS ver. 20). The researcher selected 15 secondary schools with at least five schools from each of the three districts that constitute Sebei sub-region. These are Bukwo, Kapchorwa and Kween districts. This was done to ensure

representativeness so as to generalize the findings of this study to the entire Sebei sub-region. Data in Table 4.7 represents the descriptive statistics for identification of career needs by the students in the secondary schools under study. The descriptive statistics were also generated by the SPSS software.

**Table 4.7: Descriptive Statistics for Identification of Career Needs by Students**

Items on Identification of Career Needs	SD	D	A	SA	Mean	Std. Dev
In this school, we carry out psychological testing to understand the interests of the students before helping them to identify career needs	15.1	14.6	56.8	13.5	2.69	.890
We also try to find out what the students value in order to help them identify career needs	0.0	5.9	49.2	44.9	3.39	.599
We endeavour to assess the students' abilities in order to help them identify career needs	1.6	11.4	40.0	47.0	3.32	.739
We consider it necessary to find out the kind of skills the students have before supporting them to identify career needs	1.6	3.2	47.0	48.1	3.42	.638
We also consider personal circumstances in order to support the students in identifying career needs	1.6	30.8	43.2	24.3	2.90	.781
We carry out simulation exercises in order to help students identify career needs	2.2	27.6	28.6	41.6	3.10	.879
We endeavour to carry out in-depth interviews with the students before supporting them to identify career needs	2.7	62.2	23.2	11.9	2.44	.736
<b>Overall Mean</b>					<b>3.07</b>	

*Source: Primary data (2022)*

**Legend**

***0.0 - 1.0 = Students are rarely supported; 1.1 - 2.0 = Students are fairly supported; 2.1 - 3.0 = Students are moderately supported; 3.1 - 4.0 = students are well supported***

From the data in Table 4.7, it was revealed that majority (56.8%) of the respondents acknowledged that psychological testing was carried out to understand the interests of the students before helping them to identify career needs. Another 13.5% of them strongly agreed while 14.6% disagreed and 15.1% of them strongly disagreed that psychological testing was carried out to understand the interests of the students before helping them to identify career needs. This implies that in some schools, psychological testing was carried out but in some schools, it was not done. The data in Table 4.7 further showed that 49.2%

of the respondents agreed and 44.9% strongly agreed that career teachers tried to find out what the students valued in order to help them identify career needs. Only a small proportion of 5.9% disagreed career teachers tried to find out what the students valued in order to help them identify career needs.

The findings in Table 4.7 also revealed that 47.0% and 40.0% strongly agreed and agreed respectively that the career teachers endeavoured to assess the students' abilities in order to help them identify career needs. However, 11.4% and 1.6% disagreed and strongly disagreed respectively that the career teachers endeavoured to assess the students' abilities in order to help them identify career needs. This also implied that some career teachers make an effort to assess the students' abilities prior to offering any help to students to identify their career needs.

The findings furthermore indicated that 48.1% strongly agreed with another 47.0% agreeing that career teachers considered it necessary to find out the kind of skills the students had before supporting them to identify career needs. However, 3.2% disagreed and 1.6% strongly disagreed that career teachers ever considered it necessary to find out the kind of skills the students had before supporting them to identify career needs. Similarly, 43.2% of the respondents agreed and 24.3% strongly agreed that career teachers also considered personal circumstances in order to support the students in identifying career needs. At least 30.8% disagreed and 1.6% strongly disagreed that career teachers also considered personal circumstances in order to support the students in identifying career needs. This implies that in some cases the career teachers considered personal interests and circumstances before attempting to support the students in identification of their career needs.

The findings in Table 4.7 also revealed that 41.6% of the respondents strongly agreed and another 28.6% of them agreed that career teachers carried out simulation exercises in order to help students identify career needs. Some 27.6% disagreed and 2.2% strongly disagreed in this regard. However, majority (62.2%) disagreed with 2.7% strongly disagreeing that career teachers endeavoured to carry out in-depth interviews with the students before supporting them to identify career needs. Only a marginal 23.2% agreed and 11.9% strongly agreeing that career teachers ever endeavoured to carry out in-depth interviews with the students before supporting them to identify career needs. The overall mean for all the items on identification of career needs was 3.07, which according to the legend at the bottom of Table 4.7 implies that students in the secondary schools in Sebei sub-region are well supported in identification of their career needs.

As indicated earlier in this sub-section, to make an appropriate conclusion about this objective, it was prudent to also analyze the collected data on dual career development. The study considered two general careers namely the academic and the sports careers.

#### **4.3.1.2. Findings on Development of Academic Careers:**

Table 4.8 presents descriptive statistics on development of academic careers among students in the secondary schools in Sebei sub-region.

**Table 4.8: Development of Academic Careers**

Items on Development of Academic Careers	SD	D	A	SA	Mean	Std. Dev
Most of the students who have passed through this school have ended up as school teachers	15.7	18.9	24.9	40.5	2.90	1.104
The school has produced several medical doctors since its inception	25.9	7.6	41.1	25.4	2.66	1.122
Most of the students aspire to become lawyers	13.0	25.4	49.7	11.9	2.61	.860
Majority of the students in this school would want to be social workers to serve their communities	1.1	33.0	36.8	29.2	2.94	.815
The school has produced a number of people now working as Public Administrators such as Chief Administrative Officers	25.4	50.3	9.7	14.6	2.14	.960
The students in this school aspire to become Engineers of different categories in their future lifetime	0.0	16.8	63.8	19.5	3.03	.603
Students would like to end up as Statisticians working with different organizations dealing with statistics	2.2	35.1	49.7	13.0	2.74	.707
<b>Overall Mean</b>					<b>2.72</b>	

*Source: Primary data (2022)*

**Legend**

*0.0 - 1.0 = Academic careers not prioritized; 1.1 - 2.0 = Academic careers fairly prioritized;*

*2.1 - 3.0 = Academic careers moderately prioritized; 3.1-4.0 = Academic careers well prioritized*

Data in Table 4.8 revealed that 24.9% and 40.5% of the respondents agreed and strongly agreed respectively that most of the students who had passed through the secondary schools in Sebei sub-region had ended up as school teachers. However, 18.9% and 15.7% disagreed and strongly disagreed respectively that most of the students who had passed through the secondary schools had ended up as school teachers. This implied that not all the students who had studied in the secondary schools in Sebei sub-region had become teachers. The findings further revealed that 41.1% and 25.4% of the respondents agreed and strongly agreed respectively that the schools had produced several medical doctors since their inception. However, 25.9% and 7.6% of the respondents strongly disagreed and disagreed respectively that the schools had produced several medical doctors since their inception. This too, implied that the schools had not produced several medical doctors, perhaps some few but not several.

Furthermore, the findings showed that 49.7% and 11.9% of the respondents agreed and strongly agreed respectively that most of the students from the secondary schools in Sebei sub-region aspired to become lawyers. Similarly, 36.8% and 29.2% of the respondents agreed and strongly agreed respectively that majority of the students in the secondary schools in Sebei sub-region would want to be social workers to serve their communities. However, 50.3% and 25.4% of the respondents disagreed and strongly disagreed respectively that the secondary schools had produced a number of people now working in the public sector as Public Administrators such as Chief Administrative Officers. This implied that perhaps on few of the students from the secondary schools in Sebei sub-region had ended up as Public Administrators.

The findings also showed that majority (63.8%) and 19.5% of the respondents agreed and strongly agreed respectively that the students in the secondary schools aspired to become Engineers of different categories in their future lifetime. Similarly, majority (49.7% and 13.0% agreed and strongly agreed respectively that students studying in the secondary schools in Sebei sub-region would like to end up as Statisticians working with different organizations dealing with statistics. The overall mean for all the items on development of academic careers was 2.72 which according to the legend at the bottom of Table 4.8 implies that development of academic careers among students from secondary schools in Sebei sub-region have been moderately prioritized for their future life.

Before, considering the influence of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in Table 4.9 show the relatedness of the identification of career needs to development of academic careers among students in secondary schools in Sebei sub-region.

**Table 4.9: Relatedness of Identification of Career Needs to Development of Academic Careers among Students in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.462	.389		-1.188	.236
Identifying career needs	1.006	.114	.545	8.792	.000

a. Dependent Variable: Academic Career Development

The results in Table 4.9 indicated a significance value (Sig) of .000 implying that identification of career needs was significantly related to development of academic careers among students in the secondary schools in Sebei sub-region.

#### **4.3.1.3. Regression Analysis for Influence of Identification of Career Needs on Development of Academic Careers**

In order to determine the influence of identification of career needs on the development of academic careers among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.7 (i.e 3.07) for identification of career needs and that in Table 4.8 (i.e. 2.72) for development of academic careers. The results of the linear regression are presented in Table 4.10 and Table 4.11.

**Table 4.10: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.545 <sup>a</sup>	.297	.293	.928

a. Predictors: (Constant), Identifying career needs

In interpreting the results in Table 4.10, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in Table 4.10, the R square value was .297 which can be converted to percent (.297 x 100) giving 29.7%. This means that for every unit effort in supporting students in identification of career needs in the secondary schools in Sebei sub-region, there was a 29.7% improvement in development of academic careers. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.11 were considered.

**Table 4.11: Influence of Support in Identification of Career Needs on Development of Academic Careers among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	66.597	1	66.597	77.304	.000 <sup>b</sup>
Residual	157.652	183	.861		
Total	224.249	184			

a. Dependent Variable: Academic career Development

b. Predictors: (Constant), Identifying career needs

The data in Table 4.11 revealed that with the F-statistic of 77.304, the significance (Sig) value was .000 which was less than 0.05 (the standard). This implies that the R-squared value ( $R^2 = 0.297$ ) indicates that approximately 29.7% of the variance in dual career development in the academic domain can be explained by the identification of career needs. The F-statistic ( $F = 77.304$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), suggesting that the relationship between identifying career needs and academic dual career development is statistically significant.

#### 4.3.1.4. Findings on Development of Sports Careers:

Having determined the influence of supporting identification of career needs on development of academic careers, it was now necessary to determine the corresponding influence of supporting identification of career needs on development of sports careers among students in Sebei sub-region. Table 4.12 presents the descriptive statistics on development of sports careers.

**Table 4.12: Descriptive Statistics on Development of Sports Careers**

Items on Development of Sports Careers	SD	D	A	SA	Mean	Std. Dev
There are students who would like to work as Sports Directors in future.	1.6	18.4	51.4	28.6	3.07	.730
Some of the students who completed from this school now work as Sports Managers	15.1	36.2	47.0	1.6	2.35	.752
A number of the students are now working as Directors in the sports field around the country	19.5	51.9	25.9	2.7	2.12	.742
Majority of our students are now Trainers in various sporting activities	2.2	25.9	69.7	2.2	2.72	.539
We have several of our former students who are Referees in the sports field	2.2	19.5	64.9	13.5	2.90	.639
Some of our students would want to work as Umpires for some of the common sports activities in the country	0.5	19.5	51.4	28.6	3.08	.706
<b>Overall Mean</b>					<b>2.71</b>	

*Source: Primary data (2022)*

#### Legend

*0.0 - 1.0 = Sports careers not prioritized; 1.1 - 2.0 = Sports careers fairly prioritized;*

*2.1 - 3.0 = Sports careers moderately prioritized; 3.1-4.0 = Sports careers well prioritized*

Data in Table 4.12 showed that majority (51.4%) of the respondents agreed and another 28.6% of them strongly agreed that there were students who liked to work as sports directors in future. However, a small proportion of 18.4% disagreed and 1.6% strongly disagreed that there were students who liked to work as sports directors in future. This implied that there were a significant number of students in the secondary schools in Sebei sub-region who had interest in development of a sports career. The results further showed

that 47.0% of the respondents acknowledged that some of the students who completed from the secondary school in Sebei sub-region now work as sports managers. However, another 36.2% disagreed in this regard. This implies that while some of the students who completed from the secondary schools in Sebei sub-region were already working as sports managers, the others were not. Perhaps they were engaged in other careers.

Furthermore, the results in Table 4.12 revealed that majority (51.9%) of the respondents disagreed with another 19.5% of them strongly disagreeing that a number of the students were now working as directors in the sports field around the country. At least 25.9% and 2.7% of them agreed and strongly agreed respectively that a number of the students were now working as directors in the sports field around the country. This implies that some few of the students who studied in the secondary schools in Sebei sub-region were now working as directors in the sports field around the country. The results also indicated that majority (69.7%) of the respondents acknowledged that most of the students were now trainers in various sporting activities. Similarly, majority (64.9%) of the respondents agreed and 13.5% of them strongly agreed that they had several of their former students who were referees in the sports field. Another 51.4% agreed and 28.6% strongly agreed that some of their students would want to work as umpires for some of the common sports activities in the country.

The overall mean for all the items on development of the sports careers was 2.71 which is according to the legend at the bottom of Table 4.12 implies that development of sports career among students in secondary schools in Sebei sub-region is moderately supported for their future life. Table 4.13 shows the relatedness of the identification of career needs

to development of sports careers among students in secondary schools in Sebei sub-region.

**Table 4.13: Relatedness of Identification of career Needs to Development of Sports Careers among Students in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.682	.274		6.141	.000
1 Identifying career needs	.327	.087	.268	3.766	.000

a. Dependent Variable: Sports career development

The results in Table 4.13 indicated a significance value (Sig) of .000 implying that identification of career needs is also significantly related to development of sports careers among students in the secondary schools in Sebei sub-region.

#### 4.3.1.5. Regression Analysis for Influence of Identification of Career Needs on Development of Sports Careers:

In order to determine the influence of identification of career needs on the development of sports careers among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.7 (i.e 3.07) for identification of career needs and that in Table 4.12 (i.e. 2.71) for development of sports careers. The results of the linear regression are presented in Table 4.14 and Table 4.15.

**Table 4.14: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.268 <sup>a</sup>	.072	.067	.860

a. Predictors: (Constant), Identifying career needs.

From the results in Table 4.14, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change

in the independent variable influences the dependent variable. The results in Table 4.14 revealed that the R square value was .072 which can be converted to percent (.072 x 100) giving 7.2%. This means that for every unit change in supporting students in identification of career needs in the secondary schools in Sebei sub-region, development of sports careers improves by only 7.2%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.15 were considered.

**Table 4.15: Influence of Support in Identification of Career Needs on Development of Sports Careers among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	10.489	1	10.489	14.184	.000 <sup>b</sup>
Residual	135.327	183	.739		
Total	145.816	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Identifying career needs

The data in Table 4.15 revealed that with the F-statistic of 14.184, the significance (Sig) value was found to be 0.000 which was less than 0.05 (the standard). This implies that the R-squared value ( $R^2 = 0.072$ ) indicates that about 7.2% of the variance in dual career development in the sports domain can be explained by the identification of career needs. The F- statistic ( $F = 14.184$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), indicating a statistically significant relationship between identifying career needs and sports dual career development.

#### **4.3.1.6. Qualitative Data on identification of Career Needs and Dual Career Dev't:**

The quantitative results for development of both academic and sports careers among students in the secondary schools in Sebei sub-region were closely in agreement with the

qualitative data gathered through face-to-face interviews with several participants. For instance, in a face-to-face interview with regard to description of the influence of identification of career needs on dual career development among students; one of the deputy headteachers (R-DHT-01) of the secondary schools in Sebei sub-region, he said:

*“Through identification teachers are able to identify the learner’s ability to participate in a given sporting activity. Monitoring and building more the capacity of the learners in the best area of career can change the behavior of the learners towards the academic and sports career. It enables the school administration to integrate the two careers (academic and sports). Through identification the said students can be linked to role models in the areas of their ability.”*

From the above response, it is clear that the teachers engage learners in identification of career needs and try to encourage them to participate in specific sporting activities. In an interview with one director of studies (R-DOS-01), he said:

*“Identification helps the learners to be specific in what they can do best in both academics and sports career. It enables the school administration to cater for the needs of the learners towards achieving best in academics and sports career: It helps the learner to go on with both academics and sports career.”*

The response above further reveals that the teachers in the secondary schools in Sebei sub-region try to help students in identification of career needs. However, in another face-to-face interview with a headteacher (R-HT-01), he said:

*“Identification is not a major issue of focus and is not being done in all schools since most sportsmen like athletes do not have interest. A case in point Athletes emulate their role models who have excited in their fail and consider academics a waste of time since sports is well paying. In that regard, career education is uncertain it a person can really make it or not.”*

The implication from the headteacher’s response is that in some schools, teachers are not so much bothered about encouraging learners to participate in identification of career needs. However, the fact is that some of the students are just talented. For instance, in another interview with a director of studies (R-DOS-02), she said:

*“Through career guidance identification of the needs and careers of our learners it’s a fact that most students in Sebei sub region are good in Athletics. These has been enabled through identifying the career needs of our learners. Identification of career needs enables learners to choose a help of their choice depending on the need identified. A case in point is learners who are good at Athletics as well as academics many choose the best he/she does among two.”*

Given the director of studies response above, it implies that for those who are talented in both sports and academics, they have an option to choose one and concentrate on it. The danger is that instead of developing dual career, they end up developing one. This can be a disadvantage to them. In that regard, another director of studies (R-DOS-02) in another secondary schools in the Sebei sub-region said:

*“Through career identification the less advantaged learners are now earn their living from their since career identification has enabled them to do so.*

*Career identification and guidance has helped most learners to carry forward both their academics and sports. They are encouraged to build their academic careers alongside sports so as to progress concurrently especially in their communication skills.”*

The response of the director of studies quoted above shows that when teachers help students in identification of career needs, it ultimately becomes useful to the less advantaged learners. This is because the students engage in both academic and sporting activities and in the event of failing to progress well in academics, they turn to the sporting careers which has helped many to earn a living. Another director of studies of a secondary school (R-DOS-03) was in agreement with his colleagues who had also been interviewed in the other schools. He said:

*“Identification of career needs has got a positive influence some of our students through the identification at their career needs have also excelled in sport and academics. Some students had been weak in academic but through careers development and paper identification of their needs have excelled in sport. A case in point is Sigwa Abel who is seriously coming up in the field of athletics.*

From the responses of the participants in the quotations above, it was evident that most of the teachers in the secondary schools in Sebei sub-region were engaged in supporting students in identification of career needs. Literature (Stambulova and Wylleman (2019); Torregrosa et al., 2015) also revealed that shown that career education is an important starting point for gaining life skills with sports, especially in the beginning period.

Therefore, career teachers, coaches, sports managers, mentors etc. who teach sports to children and young people should be encouraged to always engage the children for development of dual career. Further, it would be beneficial for them to consider the role of sport in providing life skills. Families who want their children to be prepared for the dual career in life in the best way should be aware that sports help to acquire and develop many life skills. Finally, it may be suggested that they encourage their children by directing them to sports and support them in this direction.

With regard to students' individual interests and identification of career needs, the participants had varied views. For instance, in a face-to-face interview with one of the directors of studies in the secondary schools in Sebei sub-region, he said:

*“Unlike our school, most school do not have enough spare for dual career development that centre of interest is basically academic. Identification at the students individual abilities help in specialization of what they can do best when gained well they can be more active in class since they of in those who are also good in other helps it gives a learner a wide range of thinking.”*

From the quotation, it implied that the teachers consider the students' interest as a basis for supporting them in identification of career needs. However, the participants lamented that some parents tend to derail their children by making them shift their interest too early. For instance, one of the directors of studies (R-DOS-04) said;

*“Parenting that tend to shift the learners career choices against the learners own interest. Some parents would wish that their children becomes what they want other than what they (learners) are interested in. The*

*community where the learners come from may not be one which follows the learners and career development as in some communities may have a mid of only sport and not academics in addition the peers of the learners can also either affect the learners dual career development positively or negatively. The nature of the teachers as in some teachers may end up demotivating learners towards some careers depending on what they deem to necessary.”*

Further still, on the influence of identification of students’ career needs one of the directors of studies (R-DHT-02) said;

*“Identification of students’ career needs had a effect positive since, the talent is identified earlier and enables learners to perfect their talents. By so doing they can achieve in a wide lunge of life aspects.”*

The implication was that if the students’ career needs are not identified early, it becomes disadvantageous to the student. Indeed, another director of studies (R-DOS-05) said;

*“If a student career needs are not detected early, he may end you taking a direction not suitable for their lives and talent in most cases such students study courses at university out of their the learners start perfecting the skills of their interest early. A case in point are students who are good at athletics. If they are identified early enough, they can be very good athletic. Ability to identity a student’s career early enables the country to have right human resources of the right pretensions and offices. If a student is guided*

*early and in a proper way then teachers become teachers and these good in medicine to medical.”*

More of the participants considered identification of students' career needs as having a positive influence as stated by one of the sports officers (R-SO-01) who said;

*“There will be a positive impact largely learners will be able to do their best in what is needed or necessary to have so addition the learners' mindset will be positively changed.”*

In affirmation, yet another sports officer (R-SO-02) said;

*“Effective and early identification of career needs boosts the learner's ability in dual career as in both academics and sports. Equally identification opens up the child's understanding to appreciate the relationship between perusing sports alongside academics. This enables to concentrate the inseparable opportunities that one has for example those attached to sports and those attached to academics. Early identification of career needs helps to produce holistic learners.”*

Furthermore, another director of studies (R-DOS-06) said;

*“When the learners need to get to know they career early, they tend to have a sense of direction and develop their careers. These who perform well in both academic and sport are awarded bursaries. However this exercise is hampered early marriages especially the girl child. Those who see themselves to be doing well in sports like Athletic leave school and join athletics comas leaving education aside. Learners are able to express*

*themselves well especially in English language. A case in point is the role model and a world hero like Joshua Cheptegei who seem to be doing better than all other athletes is because is took both sports and academics co-currently. Those who take both seriously develop confidence in themselves especially when communicating to others. In accounting. Those who in cooperate academics and sport to use their money well.”*

More results from the study through the face-to-face interviews revealed more interesting information. For instance during the interviews with one other headteacher (R-HT-02) in the secondary schools in Sebei sub-region, he said;

*“Learners of different talents do get motivated take sport and academics very seriously of practical than theory, therefore learners are influenced to take both life skills sport and academics very seriously. In the past career has not been so much sending but it’s now being awakened. Some learners do practice athletics as early as 4.00 am and after some to school further more bursaries have been given to both those do well in spirit and academics most learners come from the less advantaged families and so out may be difficult for them to handle both sport and academics. These bursaries help them to do both.”*

From the quotation, it is evident that for a long time, teachers had not seriously considered supporting the students in identification of their career needs. However, more and more teachers were getting to know the usefulness of supporting the students. in fact, the issue of career education is just awakening the teachers and they are now getting

more interested in supporting the students. In that regard, in another interview, a respondent deputy headteacher (R-DHT-03) said;

*“There is factor by the learners to balance the two. A case in point is a learners who sees progress in academics may not further his or her talent in sport. Such student tend to run to athletic camps. On the other hand those good in academics look at sport as waste of time.”*

On the other hand, there are still other factors that inhibit teachers from supporting the students. One director of studies (R-DOS-07) said;

*“Most students who are engaged in extracurricular activities are not all that good in academics. Therefore there is a failure to balance the two. It leads to exposure. When a child’s need or talent is identified his mind is pulled up to think beyond his locality but try to compare themselves with others in the same field.”*

The implication from the above quotation is that there is a likelihood of students not being well guided because of the weaknesses arising from some teachers not being good in either sports or academic. For instance, in another interview, a headteacher (R-HT-03) said:

*“If a learner not guided well, he/she cannot use the knowledge gained at school to boost the achievement of his vision.”*

Not all teachers have the problem of not being good in one of the two. Some teachers are also good either in both or one of the two - academic and sports. In that regard, their

support to the students presents an advantaged. For instance, a respondent director of studies (R-DOS-08) said:

*“The impact may be positive as in when the learners is identified at an early stage, it can make them to choose what they can do best. The learners discipline will improve alertly since they came to appreciate what is good and what is not good at all. In the same line, they can be exemplary even in their home areas since their characters and behavior would have improved for to better.”*

The qualitative results further revealed that even in rural settings, identification of students’ career needs and supporting them had great influence to students’ development of dual career. In another face-to-face interview, headteacher R-HT-04 said:

*“The influence is a great although in the rural setting focus their minds on a dew profession , teaching, uprising mostly leaving lamp, engineering etc on the other hand sport as a profession is just being developed thorough the rise of models like Joshua Cheptegai, Jacob Kipilmo, Stella Chesang as well as to Peruce Chemuati. It’s equally possible to achieve bot sport and academics concurrently for as long as the learner so currently for main problem in Sebei Sub region is wastage of time. if their stake holders take time management seriously take would be a great improvement in the dial career development in the field of program identification f each learner talent and potentialities, little has been done due to the fact that we teachers have not taken it seriously.”*

Unfortunately, it was found out that in trying to participate in sporting activities, many students end up wasting the prime time of engaging in academics. Accordingly, a director of studies R-DOS-09 said:

*“Learners can be able to handle sport and academics concurrently under proper guidance. Students should be good in uncertainties like accounts. Learners can be all around citizens since they can survive both either sport or academics. However this practice is hampered by the parents who do not have the will to support the children.”*

A deputy headteacher R-DHT-04 said:

*“There has been a positive influence since most have chosen their career path passing by the teachers’ guidance by terms of behavior. It has also changed them positively since most sport and academic activities require discipline. The learner is able to carry forward both smoothly provided they are guided well from the time when the talent in sport and academics is identified improves their economics status especially how that most sports students come from impoverished families. Identifying their career has or enables them to work out both uniformly thus improving their well beings.”*

Another director of studies R-DOS-10 said:

*“It leads to specialization which late give us quality products or services in society, for example this who have been identified what sport can be advised to carry out it on alongside academics. It reduces research and*

*motivation of learners who are identified with certain skills can do more research on their field of discipline say academics or sports.”*

In a face-to-face interview with a sports officer R-SO-03, he said:

*“Once a child understand that he/she is good at performing a particular activity say sport, he/she extends the same ability to another disciplines like academics with a view to be perfect in both. The old tradition had a mindset that learners who are good at sport may not do well in academics concurrently. Furthermore they believed that sport would render a person infertile. However as time role on the misconception about sports and academics was well explained and so mocking support and academics. This number is suiting high per day.”*

In another interview, a deputy headteacher R-DHT-05 said:

*“It reduces the rate of school drop outs since the old curriculum concentrated only chalk board. However the new curriculum as well as career development for example in Sebei college conducted a sale of subject during the induction of S.1 During the process, learners were given teachers to sale their subjects through giving reasons food each subject. At the end more S.1 students accepted to learn (study food and nutrition as well as home economics. There is a positive influence in the development of talent for example Stephen Kiprotich usually does his practice in SECOTE and so learners imitate and they are actually developing their talent.”*

Another deputy headteachers R-DHT-06 explained saying:

*“It is possible to bring out the dual career since most sports man are in school doing both sport and academics. In the sauce of building the academic aspect of a learner sports came out for example in this first term will be characterized by football and netball, valley ball and also basketball table tennis in urban schools. Given the suitable environment school environment identification of dual careers is very possible for example Joshua Cheptegei. If government would support schools with sports kits, the dual career would thrive more than ever. Through co-curricular activities like debates enhanced by the school future teachers are raised. Therefore, schools are a good center of raising all careers. The learner who is assisted to identify his career improves on his level of discipline since most sports activities required discipline. The school master provides the schedule for games. However raising and identifying dual career among learners impressed by the sports models in the community. On other hand such learners have a mindset of not being respected if they do not perform well in academics. They look at sports as a waste of times yet sport is part and parcel of human life. Dual development is equally hampered by abusers as well as the consequence of busy nature of role models to guide learners.”*

Furthermore, a director of studies R-DOS-11 said:

*“In Ugandan setting it is not so much enhanced since teachers are not so much told/guided to enforce identification of learners needs. However, if the teachers would be motivated, they would guide learners positively and identity the needs of the learners as well.”*

Another director of studies R-DOS-12 said:

*“Learners are able to balance between academics and sports since it’s well stipulated in time table. Learners interest is ignite which helps him or her to have confidence and make the rightful decision from an informed point of view. A case in point is Moses Kipsiro whose talent was identified early has been able to make it without academics. It will accelerate and give morale to other learners within and outside school which makes the community to have a positive mindset towards sports the community has a high interest in sports like football.”*

Yet another headteacher R-HT-05 said:

*“Due to the nature so the curriculum little emphasis is put too sports. Even then know they gifted in the field. If any, it’s only meant for completions after which learners are taken back to only academics. When learners with clear talents are identified, schools can link them to athletics and football clubs.”*

Similarly, a director of studies R-DOS-13 said:

*“Learners are provided with a wide range of opportunities of developing especially in Sebei Sub region where many sports activities are being identified especially sports. The number of those who make in academics is far greater than those who excel in both sports and academics. It may not be very easy to build and identify the two aspects of sports and academics since some students have a negative attitude towards sports.”*

Another headteacher R-HT-06 said:

*“The upcoming of role models who won gold like Joshua Cheptegei has made learners to know that it’s possible to balance academics and sports. In addition, the good rewards given have motivated more learners to join sport. Teachers to equally have picked interest in encouraging students to take up skills like sports and academics.”*

In another face-to-face interview a sports officer R-SO-04 said:

*“There will be a positive change through awareness which leads to healthy competitions learners tend to develop one interest in the talent. Any sports talent cannot affect the child’s academics negatively. I used to take my children for PE but during which learners who were weak in academics had themselves improve. Identification of talent alongside academics make the child to be healthy for example. There will be proper handling at the heart lungs, liver at. The mental part of it is developed as well as reducing boredom. However, the practice is hampered by inadequate equipment for example Short-Put and Javelin. In most cases, talent possession is mostly measured by great work. Talents like in high jump proficiency does not manifest well done in Sebei Sub region since there are no soft landing grounds.”*

One of the headteachers R-HT-07 said:

*“Most students who have been identified with certain special interests like sports have always been recruited to groups and organizations such as*

*UPDF UPF, UPS etc. Learners have appreciated the horizontal mode of education rather than vertical. Learners through this have been able to join vocational institutions. Hands on are placing in the area. Religious values can be inculcated into the kind mind of the learner for example joining theological colleges, seminaries etc.”*

Another director of studies R-DOS-14 said:

*“The two i.e. Sports an academics can’t match. .... Those talented in class may not be interested in sports. Students our concrete on one side if sports more than academics and vise verse. Students who are talented in a certain fields say football for boys are mostly admired by the females. This end up running their morale behavior. Some students may be talented in a certain field but the family background may not allow in to pursue his talent for example there may be poor feeding inadequate guidance etc. In rural settings medical facilities are at a distance and will equipped to offer first aid services to those who make inquiries.”*

Another senior headteacher R-HT-08 said:

*“Learners have develop the morale in sports however this morale in sports negatively affect the academic side. People have a wrong perception that those who are so good in sports do not perform in academics. Teachers should guide the learners with sense that those who are good in academics may also be good in sports.”*

Also, another director of studies R-DOS-15 said:

*“It depends on how it’s bought out e.g when a career is identified, it becomes difficult to balance for example a student who may be good in sports, and parents have other interests. When such a student is guided to take medicine. It would undermined the talent, teachers look at sports as a waste of time. Myself I have a son who likes music but hate it. The boy is studying Bachelor of Development Studies. It’s necessary for society to have a dual career for example a man who helped me to paint my house told me he can install power in buildings. Dual career creates sharpness since a learner can be professional yet he can do something in another field.”*

On the whole, data collected from the interviews showed that participants had wide experiences where dual career development would be a necessity in the future lives of students. Accordingly, most of the participants were of the view that supporting students in identification of career needs was necessary and should be encouraged as students’ development of dual careers for the future.

#### **4.3.2. Development of Career Opportunities and Dual Career Development:**

##### **4.3.2.1. Development of Career Opportunities:**

Objective Two of the study sought to establish the influence of development of career opportunities on dual career development among students in secondary schools in Sebei sub-region. In order to draw a precise conclusion about this objective, it was prudent to generate and analyze data the completed questionnaires by considering items on development of career opportunities. After analysis, the overall mean from the descriptive statistics was used to generate inferential statistics (linear regression) with the

means from the descriptive data on academic and sports career development already in Table 4.8 for academic career development and 4.12 for sports career development. Therefore, Table 4.16 presents the descriptive statistics on development of career opportunities among students in the secondary schools in Sebei sub-region.

**Table 4.16: Descriptive Statistics on Development of Career Opportunities among Students in Sec. Schs. In Sebei Sub-region**

<b>Items on Development of Career Opportunities among Students</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
In most cases, staff engage in discussing nature of available jobs in order to support students in developing career opportunities	16.2	2.7	50.3	30.8	2.96	.994
When teachers carry out discussions of the nature of future jobs, it helps students to develop interest in available career opportunities	0.0	16.2	45.4	38.4	3.22	.707
By providing information on job requirements, teachers have enabled students to develop interest in various career opportunities	0.5	1.1	65.4	33.0	3.31	.518
Teachers often talk to students about benefits of the various career opportunities in order to support them in making good choices	0.5	0.5	46.5	52.4	3.51	.543
Teachers share the challenges faced in various careers in order to support students in developing career choices	0.5	13.0	53.5	33.0	3.19	.669
<b>Overall Mean</b>					<b>3.24</b>	

*Source: Primary data (2022)*

**Legend**

*0.0-1.0 = Dev't of career opportunities rarely provided; 1.1-2.0 = Dev't of career opportunities fairly provided; 2.1-3.0 = Dev't of career opportunities moderately supported; 3.1-4.0 = Dev't of career opportunities well provided*

Data in Table 4.16 revealed that 50.3% of the respondents agreed and 30.8% of them strongly agreed that in most cases, staff engages in discussing nature of available jobs in order to support students in developing career opportunities. Only a small proportion of respondents disagreed in this regard. This implied that in most of the secondary schools in Sebei sub-region, the teachers especially the career teachers engaged the students on issues of developing career opportunities. This was by providing information to students about the available careers and the necessary requirements for getting into those careers.

The results further revealed that 45.4% of the respondents agreed and another 38.4% of them strongly agreed that when teachers carried out discussions of the nature of future jobs, it helped students to develop interest in available career opportunities.

The results of the study further indicated that majority (65.4%) of the respondents agreed and 33.0% of them strongly agreed that By providing information on job requirements, teachers have enabled students to develop interest in various career opportunities. A minimal proportion of the respondents disagreed in this regard. Similarly, majority (52.4%) of the respondents strongly agreed and 46.5% of them agreed that teachers often talked to students about benefits of the various career opportunities in order to support them in making good choices. Additionally, majority (53.5%) of the respondents agreed and 33.0% of them strongly agreed that teachers shared the challenges faced in various careers in order to support students in developing career choices. The overall mean for all the items on development of career opportunities was 3.24 which according to the legend at the bottom of Table 4.16 implied that development of career opportunities was moderately provided to the students in the secondary schools in Sebei sub-region.

#### **4.3.2.2. Academic Careers Development:**

In objective one, under Table 4.8, the descriptive statistics on development of academic careers were presented. Therefore, to generate the inferential statistics to determine the influence of development of career opportunities on academic careers development, a linear regression was run using the transformed means of career opportunities in Table 4.16 and academic careers development whose results were already presented in Table 4.8. Using the overall mean in Table 4.16 and that in Table 4.8, the researcher determined the relatedness of the development of career opportunities to academic careers

development among students in the secondary schools in Sebei sub-region. Table 4.17 shows the relatedness of the development of career opportunities to academic careers development among students.

**Table 4.17: Relatedness of Development of Career Opportunities to Academic Careers Development in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.380	.352		1.081	.281
<sup>1</sup> Developing Career Opportunities	.778	.106	.476	7.326	.000

a. Dependent Variable: Academic career development

The results in Table 4.17 indicated a significance value (Sig) of .000 implying that development of career opportunities is significantly related to development of academic careers among students in the secondary schools in Sebei sub-region.

**4.3.2.3. Regression Analysis for Influence of Development of Career Opportunities on Academic Careers Development:**

In order to determine the influence of development of career opportunities on the academic careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed the overall means in Table 4.16 (i.e 3.24) for development of career opportunities and that in Table 4.8 (i.e. 2.72) for academic careers development. The results of the linear regression are presented in Table 4.18 and Table 4.19

**Table 4.18: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 <sup>a</sup>	.227	.223	.973

a. Predictors: (Constant), Developing Career Opportunities

From the results in Table 4.18, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. The results in Table 4.18 revealed that the R square value was .227 which can be converted to percent (.227 x 100) giving 22.7%. This means that for every unit effort in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, development of academic careers improves by 22.7%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.19 were considered.

**Table 4.19: Influence of Development of Career Opportunities on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	50.852	1	50.852	53.669	.000 <sup>b</sup>
	Residual	173.396	183	.948		
	Total	224.249	184			

a. Dependent Variable: Academic career development

b. Predictors: (Constant), Developing Career Opportunities

The data in Table 4.19 revealed that with an F-statistic of 53.669, the significance (Sig) value was .000 which was less than 0.05 (the standard). This implies that with the R-squared value ( $R^2 = 0.227$ ) suggests that around 22.7% of the variance in academic dual

career development can be explained by the development of career opportunities. The F-statistic ( $F = 53.669$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), indicating a statistically significant relationship between career opportunity development and academic dual career development.

#### 4.3.2.4. Sports Careers Development:

Having considered the influence of development of career opportunities on academic careers development among students, it was prudent to now consider influence on sports careers development. The transformed means from the results in Table 4.16 (for development of career opportunities) and that in Table 4.12 (for sports careers development) were used to first ascertain the relatedness and then secondly run the linear regression. Table 4.20 presents the results for the relatedness of development of career opportunities and sports careers development among students in secondary schools in Sebei sub-region.

**Table 4.20: Relatedness of Development of Career Opportunities to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.358	.380		-.942	.347
<sup>1</sup> Developing career opportunities	.995	.113	.547	8.844	.000

a. Dependent Variable: Sports career development

The results in Table 4.20 indicated a significance value (Sig) of .000 implying that development of career opportunities is also significantly related to sports careers development among students in the secondary schools in Sebei sub-region.

**4.3.2.5. Regression Analysis for Influence of Development of Career Opportunities on Sports Careers Development:**

In order to determine the influence of development of career opportunities on the sports careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed the overall means in Table 4.16 (i.e 3.24) for development of career opportunities and that in Table 4.12 (i.e. 2.71) for sports careers development. The results of linear regression are presented in the next tables.

**Table 4.21: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 <sup>a</sup>	.299	.296	.834

a. Predictors: (Constant), Developing career opportunities

From the results in Table 4.21, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. The results in Table 4.21 revealed that the R square value was .299 which can be converted to percent (.299 x 100) giving 29.9%. This means that for every unit change in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, sports careers development improves by 29.9%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.22 were considered.

**Table 4.22: Influence of Support in Development of Career Opportunities on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	54.390	1	54.390	78.211	.000 <sup>b</sup>
1 Residual	127.264	183	.695		
Total	181.654	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Developing career opportunities

The data in Table 4.22 revealed that with an F-statistic of 78.211, the significance (Sig) value was .000 which was less than 0.05 (the standard). This implies that with the R-squared value ( $R^2 = 0.299$ ) indicates that approximately 29.9% of the variance in sports dual career development can be explained by the development of career opportunities. The F- statistic ( $F = 78.211$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), implying a statistically significant relationship between career opportunity development and sports dual career development.

#### **4.3.2.6. Qualitative Results on Development of Career Opportunities and Dual Career Development among Students**

The quantitative results for development of both academic and sports careers among students in the secondary schools in Sebei sub-region were closely in agreement with the qualitative data gathered through face-to-face interviews with several participants. For instance, in a face-to-face interview with one of the deputy headteachers of the secondary schools in Sebei sub-region (R-DHT-01) said:

*“Development of career opportunities can enable the learners to concentrate on one career at a time a case in point is Joshua Cheptegei*

*who had to leave academics for a while and is currently concentrating on the sports career. This implies that the student can concentrate on the sports which is time bound leaving academic career which is continuous and can be of benefit when one retires from sports career. However, through development of career opportunities, the student can be in position to concentrate on one career and intern he/she doesn't market in the career and this can cause total frustration to the student. In that regard, the students appear with multiple careers but through development of career opportunities the student is able to specialize to one career."*

In another interview, the director of studies (R-DOS-01) said:

*"I acknowledge that students have opportunity to develop their careers through the following: through participation in both academic and sports; being encouraged to actively participate in career activity at given times; being provided with a list of role models for better influence; through regular competition both within the school, inter school, district and national level; and through guidance and counselling."*

In a face-to-face interview with a headteacher (R-HT-02), he said:

*"First, it presents a challenge because teachers have less skills about career guidance and if they have any, then they have very little time allocated to it. Also, many teachers are negligent to guide the learners. Lastly, the instructional materials for both the academic and sports part are*

*not adequate enough teachers still have a lay man's mode at teaching without career guidance since they themselves were not guided."*

Similarly, in response to the issue of development of career opportunities and dual career development among students, one of the directors of studies (R-DOS-03) said:

*"Career development had influenced dual career development to a lower extend most students are now engaged in sports as well as academics. Many learners have now entered music industry yet they cannot fore go their studies. Such learners end up succeeding in both."*

Similarly another director of studies (R-DOS-04) said:

*"The impact is positively since the learners get additions advantage of succeeding in either of the two. It mostly improve the child's discipline since most activities require discipline especially football ragbag, netball and athletics."*

From the quotations presented, it implied first that there was opportunity for career development while in the schools and second that such opportunity had influenced and also impacted on dual career development among the students in the secondary schools in Sebei sub-region. With more interviews carried out, yet another director of studies (R-DOS-05) said:

*"Assisting students to develop career opportunities enhances performance in individual subjects resulting into better grades that the quality learners for their careers. At the end, there will be attainment of discipline among learners which enhance performance, since they will be empowered with the knowledge of research, which builds their content in the learning field."*

*It also encourages or builds the four aspects of use as in the Ego connectedness, psycho-motor and the attentiveness - which increase the retention concept which can lead to brain drain or lack of content.”*

The face-to-face interviews further revealed similar information about dual career development among students in the secondary schools in Sebei sub-region. As far as the items on issues of development of career opportunities among students were concerned, more of the participants acknowledged that the students had the opportunity of career development in the schools. In that regard, one of the deputy headteachers (R-DHT-04) said:

*“Developing opportunities helps the learner to know as well as prepare to excel in both talent and academics other can even do more than two.”*

Similarly, a director of studies (R-DOS-06) who claimed he had worked with the headteacher to ensure students’ were provided with opportunity of career development said:

*“Providing opportunity for students to develop careers enables teachers and learners to participate in both academics and sport at ago. But at the end come up with the one can do best. It also helps to reduce frustrations on the side of those who may fail in either of the two sport and academics. Such a learner is most likely to succeed in one.”*

During the face-to-face interviews with participants, it was also revealed that sports offices in the three districts of Kapchorwa, Kween and Bukwo were often involved in activities geared at developing students’ career opportunities. However, when

interviewed, the sports officers indicated that there were often a clash in student's interests in dual career development. Indeed, one of the sports officers (R-SO-03) said:

*“Sport and academics sometimes may not rhyme together. In most cases those who are good in sports are not good in academics. This means that it's difficult to balance the two.”*

Yet another sports officer (R-SO-01) said:

*“When learners acquire with information about career opportunities available to them they can be enhanced to a dual career system. This is because they will appreciate the value of each opportunity in ones future life. The students will have been advised along dual career, they tend to get a wide network of friends, who then directs one to fully accept to peruse dual career opportunities.”*

From the quotations, it implied that development of career opportunities is provided to the students in the secondary schools in the region. However, according to information obtained through face-to-face interviews with directors of studies, it was revealed that some students had challenges dealing with both academic and sports career development.

One of the directors of studies (R-DOS-05) said:

*“Most students may not handle sport and academics smoothly. Those who are good in sports may not be doing very well in academics except very isolated cases like Joshua Cheptegei. Above all some learners themselves are negligent to heed to advice and do as they please. This hampers dual careers. The school setting itself hampers the dual careers for example a*

*student in S.2 can be having a donkey to transport form produce to the market. Some also value more their farming projects more than academics and sports most students in the rural setting are day scholars at the time they reach home, they interact with their friends who mislead them. A case in point is a boy who was very good in athletics but was misguided by his friend now is a farmer deep in the village.”*

Data collected through face-to-face interviews also revealed that secondary schools in the region always endeavoured to organize occasions where students would be provided with opportunity for career development. For instance, one of the respondent headteachers of the secondary schools (R-HT-03) said:

*“Careers are always organized internally and role models are invited to inspire students and talk about barriers towards different fields. Professionals in like the DHO and the Principal of Kapchorwa Technical Institute have often been invited. However, what I have noted is that the impact is a positive one. The learner’s mindset can be changed especially through the testimonies of role models who once hail from low economic backgrounds. They are also motivated to take sport and academics more seriously. Some students have been able to make it in both like in sport and academics. Unfortunately, the number of students who excel in both sports and academics is much smaller than those who excel in one.”*

On the other hand, it was discovered that as a way to improve on dual career development among the students in the secondary schools, management of the schools

has decided to offer bursaries to some students. For instance one of the deputy headteachers (R-DHT-04) said:

*“We provide opportunity to develop dual among students by giving bursaries to those excel in both sports and academics. A case in point is that of Stella Chesang who is a known Ugandans Gold medalist. She was given bursaries from S.1-S.4 by Chemwaphia High school and was able to build her talent. Stella Chesang would have stopped in S.1 but bursaries helped her and she can read and write. This has given her an upper hand to hold the position she holds in the public.”*

However, another director of studies lamented that fact that even when opportunity for career development is provided, some students still find challenges. For instance, the director of studies (R-DOS-02) said:

*“Most learners cannot balance the sport and academics. Student Athletes in the school setting look at role models like Joshua Chaptegei and they think, that is all they want to be. Therefore, they spend most of the time in sporting. The balance in terms of time between class work and sport is not easy. Also, some students concentrate their energy in class work rather than in sports activities.”*

The participants explained the importance of sporting in promoting academics among the students. One of the headteachers (R-HT-06) said:

*“Sport refreshes the learner’s brain and removes boredom from class as he proverb goes ‘Too much work without play makes jack and Jill boy.’ Makes learners to be healthy which arises out of physical exercise which boosts*

*the health of a student making him or her sharper in academics. There for the two work currently.”*

Yet another headteachers (R-HT-04) explained and compared his students to some role models in the country. He said:

*“Development of career needs enables learners to develop more other career opportunities at their disposal for example a student who has identified athletics can as well choose to take a medical profession or Music, Dance and Drama like Robert Kyagulanyi is a Musician as well as lawyer.”*

This implied that it would be easy to of the two since it’s mostly done at hoe especially now that most schools in the rural setting are day. What school heads need to do s allocate a reasonable vote to career guidance especially sport. The qualitative data collected provided a triangulation to the descriptive statistics presented in the tables. The respondent headteachers, deputy headteachers and directors of studies all acknowledged the importance of provision of career development opportunities to the students.

#### **4.3.3. Integration of Students’ Needs with Careers and Dual career Development:**

##### **4.3.3.1. Integration of Students’ Needs with Careers:**

Objective Three of the study sought to establish the influence of integration of students needs with careers on dual career development among students in secondary schools in Sebei sub-region. In order to draw a precise conclusion about this objective, it was prudent to generate and analyze data from the completed questionnaires by considering items on integration of students’ needs with careers. After analysis, the overall mean

from the descriptive statistics was used to generate inferential statistics (linear regression) with the means from the descriptive data on academic and sports career development already in Table 4.8 for academic career development and 4.12 for sports career development. Therefore, Table 4.23 presents the descriptive statistics on integration of students' needs with career among students in the secondary schools in Sebei sub-region.

**Table 4.23: Integration of Students Needs with Careers**

<b>Integration of Students' Needs with Career</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
Teachers in this school endeavour to help students in aligning needs training for their career development	0.5	5.4	80.5	13.5	3.07	.455
Aligning students aspirations training with their career needs has helped many of them to develop lifetime careers	0.5	13.0	69.7	16.8	3.03	.566
The teachers have endeavoured to mentor students in integrating career needs with career development	0.0	2.7	62.7	34.6	3.32	.522
The teachers are involved in guiding students in integrating career needs with career development	0.0	1.6	66.5	31.9	3.30	.495
The teachers are also engaged in counselling students in integrating career needs with career development	1.1	0.5	62.7	35.7	3.33	.546
The teachers also support the idea of student coaching by supervisor in order to help them integrate career needs with career development	0.5	20.0	40.5	38.9	3.18	.763
<b>Overall Mean</b>					<b>3.21</b>	

*Source: Primary data (2022)*

**Legend**

*0.0-1.0 = Integration of students' need with career rarely done; 1.1-2.0 = Integration of students' need with career fairly done; 2.1-3.0 = Integration of students' need with career moderately done; 3.1-4.0 = Integration of students' need with career well done*

Data in Table 4.23 showed that majority (80.5%) of the respondent teachers acknowledged that the teachers in the schools endeavoured to help students in aligning needs training for their career development. Only a small proportion of 19.5% disagreed that the teachers in schools endeavoured to help students in aligning needs training for

their career development. Similarly, 69.7% of the teachers agreed and 16.8% of them strongly agreed that aligning students aspirations in training with their career needs had helped many of them to develop lifetime careers. A very small proportion of the respondent teachers disagreed in this respect.

Furthermore, the data in Table 4.23 revealed that 62.7% of the respondent teachers agreed and 34.6% of them strongly agreed that they had endeavoured to mentor students in integrating career needs with career development. The data further showed that 66.5% acknowledged that the teachers were involved in guiding students in integrating career needs with career development. Another 62.7% agreed that the teachers were also engaged in counselling students in integrating career needs with career development. Finally, 40.5% agreed while 38.9% of them strongly agreed that the teachers also supported the idea of student coaching by supervisors in order to help them integrate career needs with career development. The overall mean with regard to integration of students' needs with careers was 3.21 and basing on the legend at the bottom of Table 4.23, it implied that Integration of students' need with career in the secondary schools in Sebei sub-region was well done.

#### **4.3.3.2. Academic Careers Development:**

The descriptive statistics on academic careers development was presented in Table 4.8 under objective one. Therefore, to generate the inferential statistics to determine the influence of integration of students' needs on academic careers development, a linear regression was run using the transformed means of career opportunities in Table 4.23 and academic careers development whose results were already presented in Table 4.8 under

objective one. Thus, using the overall mean in Table 4.23 and that in Table 4.8, the researcher determined the relatedness of the integration of students' needs to academic careers development among students in the secondary schools in Sebei sub-region. Table 4.24 shows the relatedness of the integration of students' needs to academic careers development among students.

**Table 4.24: Relatedness of Integration of Students' Needs to Academic Careers Development among students in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.637	.271		-2.354	.020
1 Integration of Students' Needs with Career	1.099	.082	.703	13.388	.000

a. Dependent Variable: Academic career development

The results in Table 4.24 indicated a significance value (Sig) of .000 implying that integration of students' needs is significantly related to academic careers development among students in the secondary schools in Sebei sub-region.

#### **4.3.3.3. Regression Analysis for Influence of Integration of Students' Needs on Sports Career Development:**

In order to determine the influence of integration of students' needs on the sports career development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.23 (i.e 3.21) for integration of students' needs and that in Table 4.8 (i.e. 2.72) for academic careers development. The results of the linear regression are presented in Table 4.25 and Table 4.26.

**Table 4.25: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 <sup>a</sup>	.495	.492	.787

a. Predictors: (Constant), Integration of Students' Needs with Career

From the results in Table 4.25, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. The results in Table 4.25 revealed that the R square value was .495 which can be converted to percent (.495 x 100) giving 49.5%. This means that for every unit change in supporting students in integration of their needs with careers in the secondary schools in Sebei sub-region, academic careers development improves by 49.5%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.26 were considered.

**Table 4.26: Influence of Support in Integration of Students' Needs with Careers on Academic Careers Development among Students in Sec. Schools in Sebei Sub-Region (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	110.961	1	110.961	179.242	.000 <sup>b</sup>
Residual	113.288	183	.619		
Total	224.249	184			

a. Dependent Variable: Academic career development

b. Predictors: (Constant), Integration of Students' Needs with Career

The data in Table 4.26 revealed that with the F-statistic of 179.242, the significance (Sig) value was .000 which was less than 0.05 (the standard). This implies that the high R-squared value ( $R^2 = 0.495$ ) suggests that about 49.5% of the variance in academic dual career development can be explained by the integration of students' needs with careers. The

F-statistic ( $F = 179.242$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), indicating a strong and statistically significant relationship between integrating students' needs with careers and academic dual career development.

#### 4.3.3.4. Sports Careers Development:

Having considered the influence of integration of students' needs with career on academic careers development among students, it was prudent to now consider influence on sports careers development. The transformed means from the results in Table 4.23 (for integration of students' needs) and that in Table 4.12 (for sports careers development) were used to first ascertain the relatedness and then secondly run the linear regression. Table 4.27 presents the results for the relatedness of integration of students' needs and sports careers development among students in secondary schools in Sebei sub-region.

**Table 4.27 Relatedness of Integration of Students' Needs to Sports of Sports Careers Development in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.751	.197		-3.813	.000
<sup>1</sup> Integration of Students' Needs with Career	1.151	.060	.819	19.279	.000

a. Dependent Variable: Sports career development

The results in Table 4.27 indicated a significance value (Sig) of .000 implying that integration of students' needs is significantly related to sports career development among students in the secondary schools in Sebei sub-region.

**4.3.3.5. Regression Analysis for Influence of Integration of Students’ Needs on sports Career Development among Students:**

In order to determine the influence of integration of students’ needs with career on the sports career development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.23 (i.e 3.21) for integration of students’ needs and that in Table 4.12 (i.e. 2.71) for sports career development. The results of the linear regression are presented in Table 4.28 and Table 4.29.

**Table 4.28: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 <sup>a</sup>	.670	.668	.572

a. Predictors: (Constant), Integration of Students’ Needs with Career

From the results in Table 4.29, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. The results in Table 4.28 revealed that the R square value was .670 which can be converted to percent (.670 x 100) giving 67.0%. This means that for every unit change in supporting students in integration of students’ career needs in the secondary schools in Sebei sub-region, sports career development improves by 67.2%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.29 were considered.

**Table 4.29: Influence of Integration of Students' Needs with Career on Sports Career Development among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	121.722	1	121.722	371.676	.000 <sup>b</sup>
Residual	59.932	183	.327		
Total	181.654	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Integration of Students' Needs with Career

The data in Table 4.29 revealed that with an F-statistic of 371.676, the significance (Sig) value was .000 which was less than 0.05 (the standard). This implies that the even higher R-squared value ( $R^2 = 0.670$ ) indicates that approximately 67.0% of the variance in sports dual career development can be explained by the integration of students' needs with careers. The F-statistic ( $F = 371.676$ ) is highly significant ( $\text{Sig} = 0.000 < 0.05$ ), signifying a robust and statistically significant relationship between integrating students' needs with careers and sports dual career development.

#### **4.3.3.6. Qualitative Data on Integration of Students' Needs with Career and Dual Career development among Students:**

The quantitative results for development of both academic and sports careers among students in the secondary schools in Sebei sub-region were closely in agreement with the qualitative data gathered through face-to-face interviews with several participants. For instance, in a face-to-face interview with one of the deputy headteachers of the secondary schools in Sebei sub-region (R-DHT-01) said:

*“Integrating helps or enables the learners to achieve in both fields concurrently with proper monitoring. The learner may find it hard to perform both careers to the expectation. Integration of career opportunities can*

*strain the learners or students in achieving both careers. There is high cost in managing both careers both financially and time.”*

Regarding the issue of whether monitoring is done in the schools, one of the directors of studies (R-DOS-05) acknowledged and said:

*“Yes the monitoring is done both but majorly in the academics and a few talented student athletes are monitored closely.”*

Similarly, another respondent director of studies (R-DOS-03) also acknowledged that monitoring is done by the teachers. He said:

*“Yes, monitoring is done. The teachers identify learners with different career abilities and for those who are good at the games and sports, the responsible teachers will guide them in building their sports career alongside the academics. Monitoring is also done through inter class or inter house termly school competitions where learners of a particular career are grouped and guided accordingly. In the same vein learners who excel in both sports and academics are pruned accordingly.”*

However, some participants had different views with regard to integration and monitoring of career development among the students in the secondary schools in Sebei sub-region. For instance, in a face-to-face interview with one director of studies (R-DOS-07) he said:

*“Integration is in most cases not being done but if given time it can impact positively on the learners’ career development since they can be able to identify what they can do best. This can be greatly realized if both the teachers and the learners are well motivated. If the teachers can do their*

*part to the expected standard, and also use the role models like Joshua Cheptegie, Stephen Kiprotich, they would boost the students' morale. The students would definitely engage in dual career development."*

Furthermore, the qualitative data revealed that integration of students' career needs had a lot of benefits. For instance, one director of studies (R-DOS-08) said:

*"It enables learners to earn a living even without attaining any equalization of without finishing S4. A case in point is some students who during their time can waste as boda boda riders, house helps, work in garages and earn a living. Alongside teaching, learners get the skills of sporting activities like athletics, football basketball among others. Some like Joshua Cheptegi who while at school, he was training as an athletic yet he did not compromise his studios. It's through this that he has potentially used his talent."*

Similarly, the respondent deputy headteachers also acknowledged the benefits of integration of students career needs. One deputy headteacher (R-DHT-06) said:

*"A learner is able to choose his/her area of specialization for example football alongside education. It does so by reducing frustration. If a learner fails in one filed, then he/she can succeed in the other."*

Furthermore, as far as influence of integration of students' needs on dual career development was concerned, one director of studies (R-DOS-03) said:

*"It enables learners to make right choices from an informed point of view. This later on encourages specialization."*

Divergent views were noted when some respondents indicated that challenges were experienced in integration of career information with students' needs. One sports officer (R-SO-02) said:

*“Little emphasis has always been put in sports but more in academics. Career guidance sessions themselves are not so much upheld since most private schools are result oriented.”*

Yet another sports officer (R-SO-01) said:

*“As learners understand their career needs it becomes easier for them to ingrate them with what is available basing on their strength of the talent that they possess alongside their academic abilities. When properly understood it boosts their dual career development positively.”*

Similarly, one director of studies (R-DOS-05) explained and said:

*“When well integrated in the school setting, they can be seen as role models to other. These below then can be motivated to follow what their friend is doing. When well integrated, their families can help to uplift their family backgrounds especially those who are studying and participating in athletics. In addition that who is handling both have more opportunities compared to that one doing only sports. Specialization is encouraged. After graduation, such learners are always given time to deviant to only what he can do best. It he sees that he can no longer perform well in athletics or sports time to join his profession. This reduces frustration.”*

For ease of implementation of integration, one headteacher (R-HT-05) explained and said:

*“The school time table stipulates closely and the academics time does not affect the sports that in anyway. However teachers can integrate to two without affecting either of their. The learners’ attitude towards sport and academics can be changed positively since most students may choose a good direction of their lives. Equalization of time for each activities is balanced and instilled in the mindset of the students. Each learner is good in a particular field and so they can choose what they like most.”*

The face-to-face interviews generated more information especially as regards integration of students’ needs were concerned. It was revealed that some students were not even bothered about sports or academic careers depending on their needs or interests. For instance, one of the deputy headteachers (R-DHT-08) said:

*“In most cases, ambitious students in the academic field do not want to waste time in sports. A case in point is a student who would wish to be a doctor or buyer does not want to waste time with sports. There is no dull person in the dual career since it a person is good in sport and is not good in academic that person is not dull.”*

Further still, it was revealed that integration had far reaching influence on the students’ career development. One of the directors of studies in the schools under study (R-DOS-07) insinuated that integration promotes positive students’ career development. He said:

*“It assimilates them into the field of sports as well as academics. Unlike a person who does not go to school but has sport as a talent such a person can have a problem of association and communication due to language barrier.”*

From the quotations it implies that some students have some unique challenges that hinder their positive career development arising from their social interaction with others or ability to communicate. This is supported by scholars like Yarnall (2008) who discovered that career development is affected by individual internal development factors. Therefore, if integration is not well done especially considering individual factors, it may be a waste of time and ultimately there would be limited influence of student’s career development. This was confirmed by the response by some of the respondents. For instance, one of the respondent headteachers (R-HT-06) said:

*“The two - integration and career development may not correlate, for instance, a student who has talent and has been interrogated is much more exposed than a student who just has talent which not exposed in the dual career.”*

Similarly, one of the directors of studies in the secondary schools in the sub-region (R-DOS-02) said:

*“It can have a positive change since many learners may not be interest in academics. An athlete comes to school for the sake of competing but during the process the skills of reading and writing is instilled. Before lockdown, there were bursaries to the best performing athletes and those who do well*

*in academics. These initiatives increases the learners in stress to be at school there by developing the talent as well as academics Much time is allocated the sport although it's not enough. Besides the above there is a school coach to help students build bot the sport and academics.”*

From the above quotations, it was clear that integration of students' needs and career development were not clearly correlated. This was in agreement with Weng and McElroy (2012) who opined that needs are not static as they change with time and individual development. Therefore, it becomes difficult to consider that at any given time an individual has a particular need that when integrated with career development, the individual would prefer specific careers at that time. In fact, Weng et al (2012) indicated that individuals find it difficult to balance their developmental interests when integration is not well structured and implemented. Indeed in one of the face-to-face interviews, a headteacher (R-HT-03) said:

*“Majority of the learners who are doing sports may not balance time with academics due to reluctance, ignorance about the important anther career being done at the same time in response sports students tuned to join athletics camps leaving school these camps have negative impacts of sexual abuse which laced to early marriages and unwanted pregnancy these lord of learners in most cases may not further their career in sports.”*

Furthermore, in regard to the challenge of integration of individual needs and career development, one deputy headteacher (R-DHT-06) said:

*“Some learners may not seriously take need to the careers leading to school dropouts. In addition learners assure they already know since they have been told. This makes them the misuse the talents of either academic interests. However a few of them may use it positively and build either one of both to enhance their career development to earn a living. Those who make a living old of academics seen to be more stable in their families compared to those who have made it in both sports and academics are exceptional cases for example Mr. Labu who is a graduate in education yet he is also an Athlete. Those relocate well with society and have a positive unpaid on the younger generation.”*

During the face-to-face interviews, one director of studies (R-DOS-01) commended teachers and said:

*“Through teachers, learners are guided along certain sporting activities in respect to academics. Through sports some learners are able to identify how the bodily systems work like the executrix systems work. Leaner can get to know why he or she is sweating. This makes Biology more practical rather theory.”*

On the other hand, a sports officer noted that integration can be done in a different way especially if students are allowed to work in pairs of small groups. Sports Officer (R-SO-03) said:

*“Students benefit a lot when they get a number of friends and share new ideas knowledge and skills as well as having a chance to visit or four other*

*places with the aim of comparing what their environment has in relation to others. It motivates learners to work harder in achieving a better future thereby achieving his or her goals.”*

Similarly, the views of the sports officer were in agreement with those of one deputy headteacher (R-DHT-09) who acknowledged that even though integration may be challenging, in some cases integration can have a positive influence. He said:

*“Integration may have a positive influence but limited by attitude both by the parent and the learners. A case in point is a learner who may be interested in sport face a negative influence from parents. Some even doubt some subjects like Agriculture narrowing it to be more farming. When integrating learners may be interested in doing sports and academics but refuses one because other have done so and use verse. The enabling environment also has a role in play since in some places learners may be able to develop sport and academics but the facilities like fields are not to standard end is even lacking to some schools.”*

Yet another deputy headteacher was in support of the view that integration poses some challenges but added that it can be useful in few cases and may enhance career development. The respondent deputy headteacher (R-DHT-07) said:

*“Learners may run short of some necessities to build their career especially in terms of time and money. The dual maybe hundred mainly because of inadequate instructional materials such as the uniforms. The learners may not be willing to build reliance to build especially the sport. This make*

*integration of the learners needs with career opportunities difficult. Integration is possible but hampered by a few challenges like inadequate facilities like classrooms and sports instructional facilities and materials.”*

From the above quotations, it was evident that integration of students’ needs was not a straight forward issue and presented with challenges.

The qualitative data collected through face-to-face interviews further revealed that career education through any means has improved on students’ consideration of career development. The students who appreciate what the teachers do to support them say through integration of their needs have benefited in as far as their career development is concerned. One of the directors of studies (R-DOS-06) described what eventually becomes of the students who are supported by the teachers. He said:

*“The students who get supported work hard to achieve their dreams since they have been well informed to take either academics as well as a sports courses. So learners are given room to achieve any field that comes their way be it sport or academics.”*

Yet another director of studies (R-DOS-09) said:

*“By building the learners hope in their future careers in respect to both academics and sports. The learner’s attitude towards academics and sport is changed to the positive since he will have a mind of being a better and responsible member of society. Learners respect towards the school authority increases since the school will be playing its supportive role to this particular student. The learner develops an understanding and*

*appreciate the need for co-distance between the learners, teachers and the school administration since one cannot service or make it alone without the support of others.”*

From the above quotations, it was evident that if well done, integration of students' needs may have a significant positive influence on dual career development. However, Stambulova and Wylleman (2019) indicated that dual career development was particularly challenges when students face transition from one level of education to another. For instance, transition from primary to secondary or ordinary level to advanced level. Such transitions not only affect the students' needs but also their interests. Therefore, it becomes quite challenging to consider viable integration. In that regard, some of the respondents indicated that integration of students' needs may not really have a significant influence on dual career development. For instance, one of the respondent headteachers (R-HT-04) said:

*“Integration does not have much influence on dual career development. It's so since learners themselves just get it know about their talent as hey more on since most roles models ins ports dodo not thrive so well in academics learners have an attitude that those who made it or who make it in sports are naturally not good in class academics therefore to balance is quite difficult.”*

Indeed, the response by one of the directors of studies (R-DOS-08) was in agreement with the views of Stambulova et al (2019). The respondent director of studies said:

*“The influence of integration on dual career development among students depends on the individual teacher doing the integration since the event requires more time and sacrifice which most teacher cannot render without any to keen assigned to it. It also depends on the school curriculum for example our curriculum famous those in academics more than those of a given talent in sport.”*

The results showed that despite the skepticism about its influence on dual career development, integration was actually getting adopted by teachers in the secondary schools in Sebei sub-region. One headteacher (R-HT-06) said:

*“Dual career is being embraced now though it has not been emphasized in the past learners are beginning to marry their talents with their careers resulting into dual career for example a person who does medicine can even be good at sports.”*

There was further evidence of positive influence due to integration on dual career by a Sports Officer (R-SO-02) who said:

*“The learners’ dual career will develop well since the learner of physically fit the mental functioning of the child is well built. Sports is a science which deals with the fracturing of the muscles blood and body organs therefore it’s possible to have a few good doctor as well as a good but better or an athletic. Since most beginners fail they cannot do well in academics if they participate in sports. A man called Kanam was a very good athletic but new a headteacher. Talents are seasonal in a nature while academics are long-*

*lasting. Therefore the numbers of those who do both academics and sport perfectly are much fewer than those who do best.”*

Furthermore, another respondent headteacher (R-HT-09) acknowledged that integration of students’ need influences dual career development. He said:

*“Learners get a better platform to make informed choices alongside their careers since they have been drilled on both sports and academics. However this practice is not easy since most schools are in facilitated for example this term one we were supposed to have ball games by there are to materials. Schools have lost identified athletics leaving other sports like football, netball etc.”*

Similarly, a director of studies (R-DOS-09) appreciated the importance of integration of students’ needs on dual career development if schools balanced their time and process of integration. He said:

*“If schools balance and distribute their time well, they can be perfect both in sports and academic for example St. Anthony Kitale in Kenya does very well in academics as well as sports. In addition to PE teachers, this school has a coach in many sports activities. Learners are able to network through media connections for example the internet. This is because they can build their talent on others who they may watch over then screen like Joshua Cheptegei and footballers like Ronald etc.”*

Yet another headteacher (R-HT-03) acknowledged that integration can lead to enhanced dual career development. He said:

*“According to observation, most students who concentrate on both may not do very well. However very few have taken all of them seriously and excelled and are also at the university. It would influence morale on those who may relax in one; for example Ujja Benjamin has given morale to other upcoming learners to take dual career very seriously.”*

Unfortunately some respondents felt that integration may also cause a negative influence.

One of the director of studies (R-DOS-07) said:

*“Integration can have a negatively influence since it causes confusion and delay in which career to peruse, whereas to others, it can be motivating since it shows how learners can meet many of their challenges in life alone. Since learners deals with all careers. A student becomes on all around citizens. It builds some confidence of success in life since they have two choices to make.”*

Both quantitative and qualitative data collected closely corroborated with the findings of other studies elsewhere.

#### **4.3.4. Regular Monitoring of Career Development and Dual career Development:**

##### **4.3.4.1. Regular Monitoring of Career Development:**

Objective Four of the study sought to establish the influence of regular monitoring of students’ career development on dual career development among students in secondary schools in Sebei sub-region. In order to draw a precise conclusion about this objective, it was prudent to generate and analyze data from the completed questionnaires by considering items on regular monitoring of students’ career development. After analysis, the overall mean from the descriptive statistics was used to generate inferential statistics

(linear regression) with the means from the descriptive data on academic and sports career development already in Table 4.8 for academic career development and 4.12 for sports career development. Therefore, Table 4.30 presents the descriptive statistics on regular monitoring of students' career development among students in the secondary schools in Sebei sub-region.

**Table 4.30: Descriptive Statistics on Regular Monitoring of Students' Career Development:**

<b>Regular Monitoring</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
The teachers in this school engage in tracking progress of the students throughout their time in school	1.1	20.5	38.4	40.0	3.17	.789
The teachers try to identify any discrepancies that may hamper students development of their career	0.0	29.2	52.4	18.4	2.89	.683
The teachers try to focus on inhibiting factors to ensure students' proper career development	1.1	5.9	80.0	13.0	3.05	.481
Teachers are interested in regular monitoring of what students do to ensure proper career development.	0.5	4.9	54.1	40.5	3.35	.598
Most of the teachers in this school are concerned about students' future life careers	0.5	11.9	50.3	37.3	3.24	.676
The teachers endeavour to support students in dual career development	1.1	29.2	36.8	33.0	3.02	.817
<b>Overall Mean</b>					<b>3.12</b>	

*Source: Primary data (2022)*

**Legend**

*0.0 - 1.0 = Regular monitoring is rarely done; 1.1 - 2.0 = Regular monitoring is fairly done; 2.1 - 3.0 = Regular monitoring is moderately done; 3.1 - 4.0 = Regular monitoring is well done*

Data in Table 4.30 revealed that 38.4% of the respondent teachers agreed as 40% of them strongly agreed that the teachers in the schools were engaged in tracking progress of the students throughout their time in school. Only 21.6% of them disagreed in this regard. Another 52.4% agreed while 18.4% of them strongly agreed that they tried to identify any discrepancies that could hamper students' development of their career. Majority (80%)

indicated that they tried to focus on inhibiting factors to ensure students' proper career development. Furthermore, 54.1% of the respondent teachers agreed while 40.5% of them strongly agreed that they were interested in regular monitoring of what students do to ensure proper career development. Also 50.3% agreed while 37.3% of the teachers strongly agreed that most of the teachers in the school were concerned about students' future life careers. Finally, 36.8% agreed and 33.0% strongly agreed that they endeavoured to support students in dual career development. The overall mean with regard to regular monitoring of students' career development in the secondary schools in Sebei sub-region was 3.12 which according to the legend at the bottom of Table 4.30 implied that regular monitoring of students' career development was well done.

#### **4.3.4.2. Academic Careers Development:**

The descriptive statistics on academic careers development was presented in Table 4.8 under objective one. Therefore, to generate the inferential statistics to determine the influence of regular monitoring of students' career development on academic careers development, a linear regression was run using the transformed means of regular monitoring of students' career development in Table 4.30 and academic careers development whose results were already presented in Table 4.8 under objective one. Thus, using the overall mean in Table 4.30 and that in Table 4.8, the researcher determined the relatedness of the regular monitoring of students' career development to academic careers development among students in the secondary schools in Sebei sub-region. The results are presented in Table 4.31.

**Table 4.31: Relatedness of Regular of Students' Career Development to Academic Careers Development among Students in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.855	.157		18.156	.000
Regular Monitoring	-.048	.053	-.066	-.896	.372

a. Dependent Variable: Academic Career Development

The results in Table 4.31 indicated a significance value (Sig) of .372 (more than 0.05 the standard) implying that regular monitoring of students' career development was insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region.

#### 4.3.4.3. Regression Analysis for Influence of Regular Monitoring of Students'

##### Career Development on Academic Careers Development:

In order to determine the influence of regular monitoring of students' career development on the academic careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.30 (i.e 3.12) for regular monitoring of students' career development and that in Table 4.8 (i.e. 2.72) for academic careers development. The results of the linear regression are presented in Table 4.32.3 and Table 4.33.

**Table 4.32: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.066 <sup>a</sup>	.004	-.001	.539

a. Predictors: (Constant), Regular Monitoring

In interpreting the results in Table 4.32, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in Table 4.32, the R square value was .004 which can be converted to percent (.004 x 100) giving 0.4%. This means that for every unit change in regular monitoring of students' career development in the secondary schools in Sebei sub-region, academic careers development improves by only 0.4%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.33 were considered.

**Table 4.33: Influence of Regular Monitoring of Students' Career Development on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.233	1	.233	.803	.372 <sup>b</sup>
Residual	53.151	183	.290		
Total	53.384	184			

a. Dependent Variable: Academic career development

b. Predictors: (Constant), Regular Monitoring

The data in Table 4.33 revealed that with an F-statistic of .803, the significance (Sig) value was .372 which was more than 0.05 (the standard). The very low R-squared value ( $R^2 = 0.004$ ) indicates that only around 0.4% of the variance in academic dual career development can be explained by the regular monitoring of students' career development. The F-statistic ( $F = 0.803$ ) is not statistically significant ( $\text{Sig} = 0.372 > 0.05$ ), indicating that there is no significant relationship between regular monitoring and academic dual career development.

#### 4.3.4.4. Sports Careers Development:

Having determined the influence of regular monitoring of students' career development on academic careers development, it was now necessary to determine the corresponding influence of supporting regular monitoring of students' career development on sports careers development among students in Sebei sub-region. The transformed means from the results in Table 4.30 (for regular monitoring of students' career development) and that in Table 4.12 (for sports careers development) were used to first ascertain the relatedness and then secondly run the linear regression. Table 4.34 presents the results for the relatedness of regular monitoring of students' career development and sports careers development among students in secondary schools in Sebei sub-region.

**Table 4.34: Relatedness of Regular Monitoring of Students' Career Development and Sports Careers Development in Sec. Schools in Sebei Sub-Region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.634	.286		12.704	.000
Regular Monitoring	-.238	.097	-.178	-2.448	.015

a. Dependent Variable: Sports career development

The results in Table 4.34 indicated a significance value (Sig) of .015 (less than 0.05 the standard) implying that regular monitoring of students' career development was significantly related to sports careers development among students in the secondary schools in Sebei sub-region.

**4.3.4.5. Regression Analysis for Influence of Regular Monitoring of Students' Career on Sports Careers Development:**

In order to determine the influence of regular monitoring of students' career development on the sports careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.30 (3.12) for regular monitoring of students' career development and that in Table 4.12 (i.e. 2.71) for sports careers development. The results are presented in the following tables.

**Table 4.35: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.178 <sup>a</sup>	.032	.026	.980

a. Predictors: (Constant), Regular Monitoring

In interpreting the results in Table 4.35, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in Table 4.35, the R square value was .032 which can be converted to percent (.032 x 100) giving 3.2%. This means that for every unit change in regular monitoring of students' career development in the secondary schools in Sebei sub-region, sports careers development improves by only 3.2%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.36 were considered.

**Table 4.36: Influence of Regular Monitoring of Students' Career Development on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.760	1	5.760	5.993	.015 <sup>b</sup>
Residual	175.894	183	.961		
Total	181.654	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Regular Monitoring

The data in Table 4.36 revealed that with an F-statistic of 5.993, the significance (Sig) value was .015 which was less than 0.05 (the standard). This implies that the relatively low R-squared value ( $R^2 = 0.032$ ) suggests that approximately 3.2% of the variance in sports dual career development can be explained by the regular monitoring of students' career development. The F-statistic ( $F = 5.993$ ) is significant ( $\text{Sig} = 0.015 < 0.05$ ), suggesting a statistically significant relationship between regular monitoring and sports dual career development.

#### **4.3.4.6. Qualitative Results on Regular Monitoring of Students' Career**

##### **Development and Dual Career Development among Students in Secondary Schools in Sebei:**

The quantitative results for development of both academic and sports careers among students in the secondary schools in Sebei sub-region were closely in agreement with the qualitative data gathered through face-to-face interviews with several participants. For instance, in a face-to-face interview with one of the deputy headteachers of the secondary schools in Sebei sub-region, he said;

*“Through regular monitoring the weakness of the learners both in academic and sports career can be identified and improved. Regular monitoring helps the teachers to guide the learner on what to specialize on basing on the learners ability.”*

Similarly, one of the respondent headteachers (R-HT-01) said:

*“Regular monitoring will make the teachers to do career education well since it will be by force. It encourages learners to make right decisions in regard to their career lives. They can make education with sports and up succeeding in both. If monitoring is well regulated it will be done in the most current way in terms of time and also methodology.”*

From the information from the respondents, it was clear that regular monitoring was beneficial to the learners in various ways. However, what was desired was whether it was being executed in the secondary schools and if so, to what extent? During other face-to-face interviews with key informants, a director of studies (R-DOS-05) in one of the secondary schools in Sebei sub-region said:

*“Schools in Sebei sub region have produced a good number of learners in various fields. A case in point is that some students have become teachers, doctors, lawyers as well as Athletics. It has instilled, discipline among learners since it is highly uplifted as a main tool in career development. The teacher’s attitude towards work and career activities (guidance) has greatly improved. There is a good working relationship between the school*

*and the community since they have appreciated the work done by teachers in making their children.”*

Furthermore, another respondent director of studies (R-DOS-08) also explained how regular monitoring would influence the learners in the secondary schools. He said:

*“The influence of regular monitoring will be positive since learners progress can be accounted for above all the teachers will have a sense of responsibility and take career development and dual career seriously. On the side of the learners they shall surely take it very seriously and make it a priority.”*

Similarly, another director of studies (R-DOS-3) said:

*“Regular monitoring has a greater margin of positive influence firstly it reduces absenteeism of learners on attending classes as well as career guidance sessions. They improve their punctuality since learners are conscious of time and learn the skill of time management in addition learners, discipline is highly upheld and their morale.”*

More information gathered through face-to-face interviews with key informants revealed how important regular monitoring can be to the students especially in as far as choice of career was concerned. For instance, a respondent deputy headteachers (R-.DHT-05) said:

*“Through regular monitoring, it is easy to identify and to direct students to their areas of specialization. Since you a teacher sis able to tell what student is good at. Regular monitoring gives morale to teachers to do their part and treat career guidance as a serious matter of concern.”*

Similarly, a director of studies (R-DOS-01) continued to explain the value of regular monitoring. He said:

*“Regular monitoring enables learners to properly build up what they do best there by performing better makes a learner to discover his area of interest better and perfect it. The discipline of a learner is highly upheld. Since most careers require discipline especially the sports.”*

However, on the issue of regular monitoring, one of the respondent sports officers (R-SO-02) in the Sebei sub-region Sports Officer clearly indicated that for them as sports officers, they do not engage in regular monitoring. This was partly because, they are not so much involved in school activities but rather more concerned with organization of sports activities and competitions. He said:

*“As, sports officers, we do not do regular monitoring but if well done, it would enhance activeness and efficiency on the side of the teacher and end up giving them no room to relax but do their duties diligently. It would enable us to meet the time lines as in lining enough time for practice and class work. There would be efficient allocation of resources to specific areas for example monitoring enables to evaluation of which areas are lacking what so as to effectively plan and allocate resources to such areas.”*

In a face-to-face interview with another respondent Sports Officer (R-SO-03), he confirmed that regular monitoring was important in career development. He said:

*“Regular monitoring can build a positive attitude among learners to implement dual career. It can track progress of both the sport and academics hence identify gaps and design appropriate interventions. Also, regular monitoring can the learners discipline just like the proverb goes to work, work without play makes Jack a dull boy. In addition when well monitored, it becomes a positive leisure spending among the learners and also exploits all the learners’ potentials since stake holders are closely monitored to ensure the right content is delivered.”*

Furthermore and by way of comparison, one respondent director of studies (R-DOS-07) indicated that regular monitoring was necessary in developing both academic and sports career attitudes among the learners. He said:

*“A student can develop both with the knowledge that it will be examined at the end of the course leaving no room for relaxation even those who would be weak in sports like athletics will try as much as possible to catch up with the rest. Regular monitoring instills morale as in those who may not be talented in sports like football, the spectators would enjoy the match until they develop interest in football. When teachers monitor and are monitored they work is instilled among teachers and each teacher or learner work land to achieve their best specially when inter class and inter house competitions are organized.”*

Similarly, one of the respondent headteachers (R-HT-08) confirmed the director’s view on the importance of engaging in regular monitoring. He said:

*“If well implemented, regular monitoring would help teachers in identify learners with special talents and keep their record. A case in point, regular monitoring can show whether a learners who do well in athletics also does well in academics. If regular monitoring is done, it would help learners to take both career paths seriously. Seriousness in regular monitoring would be instilled and the learners would then take dual career development seriously too.”*

On the other hand, a respondent deputy headteachers (R-DHT-09) cautioned on the issue of regular monitoring. According to him, the way the monitoring is done may lead to negative rather than positive influences. He said:

*“The issue of regular monitoring is very serious because some teachers may end up discouraging some learners against a certain careers for example some teacher wish to direct learners along their interests put not the learners will and potential. A case in point is a teacher’s who only supports about successful people in may be only sport or academics. In this matter of depends on what a teachers tells the about career development.”*

Further still, one of the respondent director of studies insisted that regular monitoring in the schools was done and according to him, it keeps students focused towards a specific goal. Implying that for students who desire to enter sporting careers, they would focus on it while for those interested in academic careers, they would likewise focus on academics.

The respondent director of studies (R-DOS-06) said:

*“Regular monitoring keeps such a student focused towards his/her talent alongside academics; instills morale of other students to which lead to identification of more new talents, like athletics, football, netball etc. Regular monitoring also exposes learners to various talents in and out of class and enables teachers to exercise their duties in the school in a much more appropriate way.”*

In another face-to-face interview, a respondent headteacher (R-HT-04) indicated how regular monitoring would lead to talent development among the students. He said:

*“Regular monitoring enables the teacher carry out proper identification of learners according to talent, as a result, you come up with possible remedies which would happen their talent. It helps to know the learner according to their liability by nature. Teacher would look more serious.”*

Yet another respondent director of studies (R-DOS-08) acknowledged that regular monitoring serves as a stimulant or motivator of students’ interests. He said:

*“Regular monitoring may also stimulate the teacher’s interest and as such, for a teacher who had low interest in students’ career development, his/her interest would grow. Eventually, such a teacher can have a positive influence especially on sports career development among the students. In addition, teacher will develop some element of team work. On the other hand, students will benefit a lot since they will feel supported and believe it was worth joining school since they will understand why they are at school.”*

In a face-to-face with a headteacher of one of the prominent secondary schools in Sebei sub-region (R-HT-01), he confirmed that regular monitoring greatly influences dual career development among students. He said:

*“It would lead to positive result on dual career development especially if the lower secondary curriculum would help close monitoring of the learners’ dual career development in the secondary schools in the sub-region.”*

Yet another key informant (R-DOS-03) acknowledged that regular monitoring was vital in development of dual career among students. He said:

*“Regular monitoring may help learners to develop a high level of seriousness towards achieving their goal both in sports and academics and ultimately better talent will equally be developed.”*

Similarly, a deputy headteacher (R-DHT-01) of one of the secondary schools that has produced many renown athletes said:

*“The influence is more positive since those who are guided tend to exercise the advice since advisors do it with all negligence appreciate and motivated learners in respect to dual career development. Whereas this is done more effort needs to be put since the workers in field are few and sometime slack expertise.”*

Finally, one of the respondent Sports Officers (R-SO-02) also confirmed that regular monitoring was done in most of the secondary schools. He however noted that it was rather expensive in terms of time. He said:

*“The outcome at the learners work tend to be better than it used to be in regard to their performance. Talent is highly developed and it’s done with expensive. Regular monitoring also enhances the teachers monitoring skills on the learner. Teachers will work hard but under great motivation which will make them work hard and produce result.”*

Generally, most of the key informants indicated that to some extent, regular monitoring was done in the secondary schools in Sebei sub-region. According to most of the key informants, regular monitoring has some significant positive influence towards dual career development among students. Analysis of the qualitative data revealed that there were major themes identified from the responses. These themes encompassed various aspects such as time management separation for academic and sporting activities, the conviction in the advantages of sporting activities, the implementation of structured daily routines, the establishment of goals and training plans, the delicate balance between work and rest, the cultivation of a positive attitude and adaptability, the effective utilization of spare time, the prioritization of interests and courses, the importance of teamwork and collaboration, the pursuit of continuous learning and improvement, the value of feedback and communication, and the optimization of training time. The results underscore the significance of support services, such as study skills help, tutoring, and mentorship, in attaining academic achievement and fostering the well-being of student-athletes. Furthermore, the themes highlight the distinct cognitive and affective difficulties

encountered by student-athletes as a result of the demands associated with managing their sports endeavors alongside their scholarly obligations. The use of efficient time management and goal planning has been identified as crucial strategy for efficiently achieving a balance between academic pursuits and sporting commitments. Moreover, the research underscores the importance of social cohesion among sports teams in augmenting the holistic welfare of student-athletes. The findings also demonstrate the wide range of spiritual well-being and self-care behaviors seen among student-athletes, highlighting the need of acknowledging and valuing these variations in order to promote their overall well-being.

Suffice to note that the study also considered that there could be other factors that present as intervening factors to students development of dual career. The next sub-section presents results on some of the moderating variables.

#### **4.3.5. Moderating Variables and Dual Career Development:**

The study anticipated that there were some moderating variables that may influence dual career development among students in secondary schools in sebei sub-region. Therefore, analysis of the moderating variables was done to ascertain their influence on dual career development among the students in secondary schools in Sebei sub-region. Table 4.37 presents the descriptive statistics for the anticipated moderating variables.

**Table 4.37: Descriptive Statistics for the Anticipated Moderating Variables**

<b>Intervening Variables</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
Lack of the basic sporting facilities has hampered dual career development among students in the secondary schools	2.2	17.3	47.0	33.5	3.12	.764
Availability of role models in dual career has inspired many students to consider dual career development	0.0	2.7	51.9	45.4	3.43	.548
Balancing academic and sports has made it difficult for students to appreciate dual career development	11.9	20.0	61.6	6.5	2.63	.778
The fact that the school timetable is inclined to academics more than sports activities has had a negative influence of development of dual career among students	11.4	4.3	62.2	22.2	2.95	.849
Dual career development remains a challenge among students because of students' inadequate knowledge about the future	1.6	31.4	47.6	19.5	2.85	.744
<b>Overall Mean</b>					<b>2.99</b>	

*Source: Primary data (2022)*

**Legend**

*0.0 - 1.0 = Moderating variables were rare; 1.1 - 2.0 = Moderating variables were common;*

*2.1 - 3.0 = Moderating variables were frequent; 3.1 - 4.0 = Moderating variables prevalent*

Data in Table 4.37 showed that 47.0% of the respondent teachers agreed while 33.5% of them strongly agreed that lack of the basic sporting facilities had hampered dual career development among students in the secondary schools. Similarly, 51.9% agreed while 45.4% of them strongly agreed that availability of role models in dual career had inspired many students to consider dual career development. Furthermore, 61.6% of the respondent teachers acknowledged that balancing academic and sports had made it difficult for students to appreciate dual career development. The results further showed that 62.2% of the respondent teachers acknowledged that the fact that the school timetable was inclined to academics more than sports activities had had a negative influence of development of dual career among students. Finally, 47.6% of the respondent teachers agreed while 19.5% of them strongly agreed that dual career

development remained a challenge among students because of students' inadequate knowledge about the future. The overall mean with regard to the anticipated intervening variables was 2.99 which according to the legend at the bottom of Table 4.37 implied that intervening variables were frequent in the course of providing career education to the students in the secondary schools in Sebei sub-region.

Before, considering the influence of the intervening variables on students' academic career development, it was prudent to ascertain their relatedness. Therefore, the results in Table 4.38 show the relatedness of the moderating variables to academic careers development among students in secondary schools in Sebei sub-region.

**Table 4.38: Relatedness of Moderating Variables to Academic Careers Development among Students in Secondary Schools in Sebei sub-region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.160	.337		9.386	.000
Intervening variables	-.174	.121	-.105	-1.434	.153

a. Dependent Variable: Academic Career Development

The results in Table 4.38 indicated a significance value (Sig) of .135 (more than 0.05 the standard) implying that moderating variables was insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region.

#### **4.3.5.1. Regression Analysis for Influence of Moderating Variables on Academic Careers Development:**

In order to determine the influence of moderating variables on the academic careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.37 (i.e 2.99) for

moderating variables and that in Table 4.8 (i.e. 2.72) for academic careers development. The results of the linear regression are presented in Table 4.39 and Table 4.40 respectively.

**Table 4.39: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.105 <sup>a</sup>	.011	.006	.888

a. Predictors: (Constant), Intervening variables

In interpreting the results in Table 4.39, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in Table 4.39, the R square value was .011 which can be converted to percent (.011 x 100) giving 1.1%. This means that for every unit change in moderating variables in the secondary schools in Sebei sub-region, academic careers development improves by only 1.1%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.40 were considered.

**Table 4.40: Influence of Moderating Variables on Academic Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.621	1	1.621	2.057	.153 <sup>b</sup>
	Residual	144.195	183	.788		
	Total	145.816	184			

a. Dependent Variable: Academic career development

b. Predictors: (Constant), Moderating variables

The data in Table 4.40 indicated that at  $r^2 = .011$  the  $\text{sig} = 0.153 > .05$ , implying that there is insignificant influence of moderating variables on academic careers development among students in secondary schools in Sebei sub-region.

#### 4.3.5.2. Moderating Variables and Sports Careers Development:

Having determined the influence of moderating variables on academic careers development, it was now necessary to determine the corresponding influence of intervening variables on sports careers development among students in Sebei sub-region. The transformed means from the results in Table 4.37 (for moderating variables) and that in Table 4.12 (for sports careers development) were used to first ascertain the relatedness and then secondly run the linear regression. Table 4.41 presents the results for the relatedness of moderating variables and sports careers development among students in secondary schools in Sebei sub-region.

**Table 4.41: Relatedness of Moderating Variable and Sports Careers Development in Sec. Schools in Sebei Sub-Region**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.994	.160		12.474	.000
1 Intervening variables	.260	.055	.328	4.695	.000

a. Dependent Variable: Sports career development

The results in Table 4.41 indicated a significance value (Sig) of .000 (less than 0.05 the standard) implying that moderating variables were significantly related to sports careers development among students in the secondary schools in Sebei sub-region.

#### 4.3.5.3. Regression Analysis for Influence of Moderating Variables on Sports Careers Development:

In order to determine the influence of moderating variables on the sports careers development among students in the secondary schools in Sebei sub-region, a linear regression was run using the transformed overall means in Table 4.37 (i.e 2.99) for moderating variable and that in Table 4.12 (i.e. 2.71) for sports careers development. The results of the linear regression are presented in Table 4.42 and Table 4.43 respectively.

**Table 4.42: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 <sup>a</sup>	.108	.103	.843

a. Predictors: (Constant), Moderating variables

In interpreting the results in Table 4.42, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the moderating variable influences the dependent variable. From the results in Table 4.42, the R square value was .108 which can be converted to percent (.108 x 100) giving 10.8%. This means that for every unit change in moderating variables in the secondary schools in Sebei sub-region, sports careers development improves by 10.8%. To determine whether or not such a change causes a significant influence, the ANOVA results in Table 4.43 were considered.

**Table 4.43: Influence of Moderating Variables on Sports Careers Development among Students in Sec. Schools in Sebei (ANOVA)**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.677	1	15.677	22.044	.000 <sup>b</sup>
Residual	130.139	183	.711		
Total	145.816	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Moderating variables

The data in Table 4.43 indicated that at  $r^2 = .108$  the sig = 0.000 < .05, implying that there is a strong significant influence of moderating variables on sports careers development among students in secondary schools in Sebei sub-region. In order to ascertain the influence of each variable under career education on dual career development among students in secondary schools in Sebei sub-region, a logistic regression analysis was done.

#### **4.3.5.4. Logistic Regression Analysis for Constructs on Dual career Development:**

A logistic regression analysis was run in order to determine the influence of each variable of the independent constructs on dual career development among students in Sebei sub-region in eastern Uganda.

**Table 4.44: Model Summary**

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	69.014 <sup>a</sup>	.597	.827

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

Table 4.44 shows the Pseudo R<sup>2</sup>, the -2 log likelihood is the minimization criteria used by SPSS. The Nagelkerke's R<sup>2</sup> is .827 which indicates that the model is good but not great. Cox & Snell's R<sup>2</sup> is the n<sup>th</sup> root (in our case the 185<sup>th</sup> of the -2log likelihood improvement. Thus we can interpret this as 59.7% probability of the student choosing to develop dual career is explained by the logistic model. This means that for every unit change in career education in the secondary schools in Sebei sub-region, dual career development improves by 59.7%. Table 4.45 presents the classification/distribution.

**Table 4.45: Classification Table**

		Observed	Predicted		
			Dual Career		Percentage Correct
			Sports	Academic	
Step 0	Dual Career	Sports	122	0	100.0
		Academic	63	0	.0
		Overall Percentage			65.9

- a. Constant is included in the model.
- b. The cut value is .500

The table above contains the classification results, with almost 66% correct implying that as far as classification is concerned, the model is not too bad – generally a discriminant analysis is better in classifying data correctly.

**Table 4.46: Variables in the Equation**

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Step 1 <sup>a</sup> ICN	-1.014	.533	3.621	1	.057	.363	.128	1.031
DCO	.442	.291	2.316	1	.128	1.556	.880	2.750
ISN	-.564	.403	1.956	1	.162	.569	.258	1.254
RM	.012	.203	.004	1	.951	1.013	.680	1.508
Constant	.804	2.293	.123	1	.726	2.235		

a. Variable(s) entered on step 1: Identifying Career Needs (ICN), Developing Career Opportunities (DCO), Integrating Students' Needs with career opportunities (ISN), and Regular Monitoring (RM).

From Table 4.46, it can be observed that only identification of career needs is significant while the rest of the other variables were insignificant in as far as influence of students' dual career development was concerned.

The quantitative results for career education and dual career development among students in the secondary schools in Sebei sub-region were closely in agreement with the qualitative data gathered through face-to-face interviews with several participants. For instance, in a face-to-face interview with one of the deputy headteachers of the secondary schools in Sebei sub-region, he said;

The results of the study were closely in agreement with those from other studies around the world. Although the academia are principally responsible for their dual career pathway, a supportive entourage is needed to optimize the organization of their academic and sporting activities (Amsterdam University of Applied Sciences et al., 2016). Therefore, as far as regular monitoring of students' career development was concerned, the findings revealed that most of the respondents acknowledged that the teachers were

regularly engaged in monitoring of students career development. However, the findings indicated that regular monitoring of students' career development was insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region.

The results indicated that for every unit effort invested in regular monitoring of students' career development in the secondary schools in Sebei sub-region, academic careers development improved by only 0.4%. Therefore, this implied that there was an insignificant influence of regular monitoring of students' career development on academic careers development among students in secondary schools in Sebei sub-region.

The findings also indicated that regular monitoring of students' career development was significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit effort invested in regular monitoring of students' career development in the secondary schools in Sebei sub-region, sports careers development improved by 3.2% which was more than for the academic careers development. This implies that there was a weak significant influence of regular monitoring of students' career development on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, regular monitoring of students' career development in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was nine times (3.2% to 0.4%) higher than for academic career development. This means that out of every ten (10) students supported through regular

monitoring of students' career development, six (9) would choose to engage in a sports career development while only one (1) would choose to develop an academic career.

The findings of the study revealed that moderating variables were insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit change in moderating variables in the secondary schools in Sebei sub-region, academic careers development improved by only 1.1%. This implied that there was an insignificant influence of moderating variables on academic careers development among students in secondary schools in Sebei sub-region.

The study findings further revealed that the moderating variables were significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit change in moderating variables in the secondary schools in Sebei sub-region, sports careers development improved by 10.8%. This implied that there was a strong significant influence of moderating variables on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, moderating variables in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was ninety times (10.8% to 1.1%) higher than for academic career development. This means that out of every one hundred (100) students affected by moderating variables, ninety (91) would choose to engage in a sports career development while only nine (9) would choose to engage in an academic career development.

The findings for the overall influence of all the independent constructs on dual career development among students in Sebei sub-region in eastern Uganda revealed that developing career opportunities; and integrating students' needs with career opportunities were significantly related to dual career development but identifying career needs; and regular monitoring were insignificantly related to dual career development among students in the secondary schools in Sebei sub-region.

Considering the influence of a combination of all the constructs acting at the same time, the findings indicated that for every unit effort in career education in the secondary schools in Sebei sub-region, dual career development improved by 50.8%. This implied that there was a strong significant influence of career education on dual careers development among students in secondary schools in Sebei sub-region. This means that when all the constructs of career education are implemented, for every unit effort in career education, there is a corresponding improvement in students' dual career of 50.8%.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### **5.0. Introduction:**

The study set out to examine the effect of career education on dual career development among students in secondary schools in Sebei sub-region. After analysis, presentation and interpretation of the findings, this chapter now presents a discussion of the findings of study in view of what other scholars investigated.

#### **5.1. Identification of Career Needs and Dual Career Development:**

Objective One of the study was to investigate the influence of identification of career needs on dual career development among students in secondary schools in Sebei sub-region. The findings of the study revealed that identification of career needs was significantly related to development of academic careers among students in the secondary schools in Sebei sub-region. Further, for every unit effort in supporting students in identification of career needs in the secondary schools in Sebei sub-region, there was a 29.7% improvement in development of academic careers (Yapsoyekwo, J., Nassaka, O. B., Muweesi, C., et al 2024). Therefore, there was a strong significant influence of supporting students in identification of career needs and development of academic careers among students in secondary schools in Sebei sub-region.

The study findings also indicated that identification of career needs were also significantly related to development of sports careers among students in the secondary schools in Sebei sub-region. However, for every unit change in supporting students in identification of career needs in the secondary schools in Sebei sub-region, development

of sports careers improved by only 7.2%. This implied that there was also a significant influence of supporting identification of career needs and development of sports careers among students in secondary schools in Sebei sub-region. The quantitative results for development of both academic and sports careers among students in the secondary schools in Sebei sub-region were closely in agreement with the qualitative data gathered through face-to-face interviews with several participants.

The findings of the study closely corroborated with studies of other scholars such as Öztürk (2018) who discovered that although majority of students had sufficient sports facilities in their schools, it was observed that 68.1% of them participate in some sports activities offered in the schools. Another study whose results corroborated closely with the results of this study was the study carried by Özcan and Yıldırım (2011). According to their findings, the social skill levels of the secondary school students who engaged in licensed sports compared to those who engage in sports at their schools revealed a significant difference (Özcan et al, 2011). In other words, social skill levels affective sensitivity dimension differs significantly depending on the nature of sports the students engage in both in school and outside school. When one considers the difference between the state of sports, it is seen that there is a difference in favor of students doing licensed sports than those doing sporting activities in the schools (Justine, Y., Charles, M., Nassaka, O. B., et al 2024). Students who engage in licensed sports gain more life skills than those who do not.

The findings are further supported by Mayer (2017) who indicated that participation in sporting activities has great benefits. Mayer (2017) found out that secondary school

students who participated in sporting activities gained more life skills such as time management, leadership, communication, teamwork, emotional skills, social skills and goal setting than those who did not participate in sporting activities. According to Mayer (2017), students who play in school teams gain more life skills such as time management, leadership, communication, teamwork, emotional skills, social skills and goal setting than those who do not play in school teams. Furthermore, students who engage in team sports are more likely to acquire life skills such as communication, time management, leadership, social skills, teamwork and goal setting, compared to those engaged in individual sports. It can be said that this is due to the fact that the students gain and develop many life skills as a result of social interaction with sports.

In considering the findings relating to identification of career needs, it is important to reflect on the whole purpose of career education. According to Gordon (2016) the purpose of career education is to help students identify, explore and make informed choices about the kind of careers they need to develop in their lifetime. In this regard, students need to be supported to identify their career needs in order to explore and plan for their future career endeavours based on their interests, skills and values. Provision of career education can be beneficial in many ways including; learning to successfully balance two or more aspects of life without sacrificing one's prime pursuits and reach his/her potential in both areas; opportunity to enhance current skills, develop one's life skills and become more well-rounded; chance to expand one's social networks beyond academics or sports; enhanced employment prospects with transferable skills for the future; and prevention of identity crisis which allows one to expand his/her identity.

Furthermore, identification of one's career needs is important because it helps the individual to know himself/herself in terms of his/her strengths, weaknesses, aptitude, perception, passion, interests and ambitions which should be taken into account while selecting a lifetime career. The findings of the study revealed that students in the secondary schools in Sebei sub-region were supported by career teachers to be able to identify career needs. In doing so, many students identified several academic careers such as aspiring to be doctors, lawyers, teachers, architects, engineers and so on. This implied that on the whole, the respondents agreed that there were many student aspiring to take on academic careers for their future life. It was also found out that identification of career needs was significantly related to development of academic careers among students in the secondary schools in Sebei sub-region. The findings were in agreement with earlier studies on career education and career development among studies. For instance, the findings were in agreement with Gordon (2016) who found out that advising students on career options and opportunities helped them to make decisions on which academic career to undertake for life.

Similarly, Leslie-Too-good & Gill (2018) found out that career education helps students to identify and make decisions with regard to various academic careers by enabling learners to make meaningful choices about their choice of study (career counseling and guidance); providing information on learning programmes, education and training providers, qualifications and job opportunities; and providing life skills for all students and facilitating access to counseling services, where required.

The findings of this study further indicated that for every unit effort in supporting students' identification of career needs in the secondary schools in Sebei sub-region, was accompanied by a 29.7% improvement in development of academic careers. This implies that there is a strong significant influence of supporting students in identification of career needs and development of academic careers among students in secondary schools in Sebei sub-region. These findings were in agreement with various studies such as that those by Borggreffe and Cachay (2012); Stambulova et al., (2015 as well as the European Commission (2012) which identified the difficulty of combining an athletic and academic career simultaneously and being successful in both areas. Coping with tasks in these areas is known as a dual career.

Experts are concerned that in a dual career academic success suffers from the challenges posed by the athletic career (Creutzburg and Scheid, 2014; Huml et al., 2019). Besides individual opportunity costs, expenses made for an athletic career might result in a less successful academic career (Emrich et al., 2009). The comprehensive review by Thompson et al. (2022) highlights that the research on academic success in a dual career is inconclusive. Although student-athletes at sport schools receive considerably more support in academia and athletics, student-athletes suffer from missing school and attaining higher education access (Thompson et al., 2022).

The findings of this study also revealed that majority of the respondents agreed that there were students who liked to take up sports careers in future. This implied that identification of career needs was also significantly related to development of sports careers among students in the secondary schools in Sebei sub-region. For every unit

effort in supporting students' identification of career needs in the secondary schools in Sebei sub-region, was accompanied by a 7.2% improvement in development of sports careers. This implied that there was also a strong significant influence of supporting students in identification of career needs and development of sports careers among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, identification of students' career needs in secondary schools in Sebei sub-region had a higher magnitude of influence for academic than for sports career development. Influence on academic career development was more than four times (29.7% to 7.2%) higher than for sports career development. This means that out of every five (5) students supported to identify their career needs, four (4) would choose to engage in an academic career development while only one (1) would choose to engage in a sports career development. The findings corroborated with findings from studies that investigated elite athletes' career pathways that indicated that they typically follow one of three trajectories: (a) focusing exclusively on sport; (b) combining sport and education/work while prioritizing sports-based development; and (c) constructing a stable dual career pathway. These three pathways, labeled as linear, convergent, and parallel (Torregrosa et al., 2015), are associated with different psycho-social implications of career transitions (e.g., career ending injury), with only the stable dual career trajectory being found to safeguard athletes' broader personal development, employability, and re-integration into society after careers in elite sport (Barriopedro et al., 2019; L'opez de Subijana et al., 2020).

## **5.2. Development of Career Opportunities and Dual Career Development:**

Objective Two of the study sought to establish the influence of development of career opportunities on dual career development among students in secondary schools in Sebei sub-region. Accordingly, they indicated that career development allows individuals to discover who they are, what they like to do and what they do best. Their opinions corroborated with the findings of other studies elsewhere. For instance, it had been indicated that balancing between two different commitments, sport and education, has been demonstrated as one of the significant challenges for dual career athletes, namely student athletes (European Commission, 2012).

Further research (Graczyk, Wylleman, Nawrocka, Atroszko, Moska et al., 2017) has emphasized that it is integral to understand DC athletes' lives at a different stage and development. A dual career is defined as an integration of sport with academic or vocational work, which can provide benefits (e.g. social, health-related, developmental, and financial) (Harrison, Vickers, Fletcher, & Tylor, 2020; Reints, 2011) to athletes during their sporting career and after transitioning out of sport (European Commission, 2007, 2012). In the Duty of Care in Sport Review (2017), it is highlighted that schools should be informed to enable them support talented young athletes who are pursuing DCs.

The findings of the study indicated that majority of the respondents agreed that in most cases, the teachers, particularly the teachers in charge of career guidance were engaged in discussing nature of available jobs in order to support students in developing career opportunities. Furthermore, the findings revealed that majority of the respondents agreed

that the teachers shared the challenges faced in various careers in order to support students in developing career choices.

The findings also showed that development of career opportunities was significantly related to development of academic careers among students in the secondary schools in Sebei sub-region. For instance, the findings indicated that for every unit effort in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, development of academic careers improved by 22.7%. This implied that there was a strong significant influence of teachers' supporting development of career opportunities on academic careers development among students in secondary schools in Sebei sub-region.

As far as the sporting careers were concerned, the findings of the study indicated that development of career opportunities was significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, the findings indicated that for every unit effort in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, sports careers development improved by 29.9%. This implied that there was a strong significant influence of supporting development of career opportunities on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, supporting students in development of career opportunities in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was one and a half times (29.9% to 22.7%) higher than for academic career

development. This means that out of every ten (10) students supported in the development of career, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development.

### **5.3. Integration of Students' Needs with Careers and Dual career Development:**

Objective Three of the study sought to establish the influence of integration of students needs with careers on dual career development among students in secondary schools in Sebei sub-region. The findings of the study closely corroborated with those for Darcy, McCathy, Hill and Grady (2012) whose study revealed that individual needs change over time and continue to change in one's lifetime. According to them, the life transformations in terms of needs reduce the chances of correlation of the needs and career development. This is because, the career development landscape becomes really unpredictable, thus fails to provide a fixed career-path development for different people. Therefore, teachers have to take into consideration several factors during the process of integration of students' needs if career development is to be enhanced.

On the other hand, according to some scholars (Surujal, 2016; Guidotti et al, 2014; Izzicupo et al, 2021) integration can significantly enhance career development only if those involved in the integration process understand how to execute it. This implies that not all people or teachers can undertake integration of individual students' needs in a school setting. The pertinent question than would be, how suited are the teachers in the secondary school when it comes to integration of students' needs. This perhaps explains why whereas teachers in the secondary schools have attempted to carry out integration of students' needs, it has not significantly enhanced career development among the students.

It has been noted that elite sport is undergoing an important professionalization process, which means that athletes spend a large part of their time training and competing (Vilanova & Puig, 2013). In that sense, Wylleman et al. (2013) explain that the development of a high-level sports career requires an enormous dedication in the years before it, in which the athlete acquires the skills and experience necessary to be able to compete at the highest level and turn this sports practice into a profession. However, as in all professional fields, it is clear that there is a day when this sports career ends. Because these careers end prematurely compared to other professional careers, Mateu et al. (2018) emphasize that some of these elite athletes who finish their sports careers must live from another professional activity. In line with this, some studies, such as that of Aquilina (2013) and Puig and Vilanova (2006), shows that an adequate balance of the sports career and academic life allows athletes to face the transition process more efficiently. This conciliation also enables the preparation of an alternative working life outside the sports world after the sport's retirement. As a result of this combination of careers, the concept of dual career was born, which was the subject of this study.

The findings of the study showed that majority of the respondents acknowledged that teachers were engaged in the integration of students' needs with career among students in the secondary schools in Sebei sub-region. For instance, the findings indicated that integration of students' needs was significantly related to academic careers development among students in the secondary schools in Sebei sub-region. In terms of magnitude, findings indicated that for every unit effort in supporting students in integration of their needs with careers in the secondary schools in Sebei sub-region, academic careers development improved by 49.5%. This implied that there was a strong significant

influence of supporting integration of students' needs with careers on academic careers development among students in secondary schools in Sebei sub-region.

With regard to sporting careers, the study findings revealed that integration of students' needs with career was also significantly related to sports career development among students in the secondary schools in Sebei sub-region. In terms of magnitude, the findings revealed that for every unit effort in supporting students in integration of career needs with careers in the secondary schools in Sebei sub-region, sports career development improved by 67.2%. Therefore, there was a very strong significant influence of supporting integration of students' needs with career on sports career development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, supporting integration of students' needs with career in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was one and a half times (67.2% to 49.5%) higher than for academic career development. This means that out of every ten (10) students supported in integration of their career need with available careers, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development.

#### **5.4. Regular Monitoring of Career Development and Dual career Development:**

Objective Four of the study sought to establish the influence of regular monitoring of students' career development on dual career development among students in secondary schools in Sebei sub-region. The findings of the study were in agreement with several

authors (Park et al., 2013; Li & Sum, 2017; Stambulova et al., 2020) who proposed a holistic approach encompassing various stages and transitions occurring at sport, educational/working, and psycho-social levels, with the aim of enhancing positive adjustments, to prevent disengagement/drop out experiences, and to avoid psycho-emotional, social and physical consequences when retirement from sport occurs (Park et al., 2013; Stambulova et al., 2020). according to Li & Sum (2017), a growing trend in recent research has been placed on the athletes' supportive entourage, including coaches, teachers, parents, peers, and support staff, who are urged to anticipate and detect athletes' dual career needs, and to help athletes progress towards autonomy (Li & Sum, 2017; Stambulova & Wylleman, 2019).

The findings are contrary to a study by the Amsterdam University of Applied Sciences et al., (2016) on the grounds that athletes are principally responsible for their dual career pathway. That would imply that only supportive efforts would be needed to optimize the organization of their academic and sporting activities (Amsterdam University of Applied Sciences et al., 2016). In this context, one of the main goals of the European policy on dual career is to promote and prioritize a structured systematic approach to dual career. This is based on a strong scientific underpinning, with clear systematic dual career structures and partnership approaches, which include the education of all the dual career stakeholders involved (Stambulova & Wylleman, 2019). Therefore, the tendency for dual career programmes that are primarily adhoc, piecemeal, and relying heavily on the goodwill of persons in key organizational or institutional positions at an academic and sport level could be overcome through regular monitoring.

Further, the findings corroborated with findings from a meta-synthesis study by Li & Sum (2017) and a survey (Condello et al., 2019) on the elite athletes' view of their dual career paths highlighted that parents play a major role as dual career supporters. In particular, an athlete-centric perspective of a systematic approach to dual career development of elite athletes proposed a three-level construct (e.g., individual, interpersonal, and external), in which parents and their attitudes towards dual career are considered relevant social agents (Guidotti et al., 2015; Li & Sum, 2017).

Suffice to note that parents play a pivotal role in regular monitoring of athletes during and after their sporting career as supporters, social agents, and sponsors (Li & Sum, 2017; Harwood & Knight, 2015), also offering perspectives towards education and in assisting during career transitions (Elliott et al., 2018). Furthermore, parents also provide logistical and financial support, especially when sport clubs or federations do not offer funds/resources (e.g. equipment, training camp, and travel costs) necessary for preparation to competition at the highest level (Geraniosova & Ronkainen, 2015).

## **5.5 Conclusions and Theoretical Integration**

In concluding the discussion, it was found prudent to focus attention on the overall findings in view of the theoretical frameworks adopted in the study. It is important to note that the conclusions drawn from this study are congruent with several established theoretical frameworks in the fields of career development and education. The findings align particularly well with Social Cognitive Career Theory (SCCT) and Self-Determination Theory (SDT), shedding light on the dynamic interplay between individual agency, environmental factors, and personal motivation in shaping dual careerdevelopment trajectories.

### **5.5.1 Identification of Career Needs and SCCT (Social Cognitive Career Theory)**

The significant impact of identifying career needs on academic and sports dual career development resonates with the principles of SCCT. Bandura's notion of self-efficacy and outcome expectations emphasizes the importance of recognizing one's aspirations and goals as central to effective career planning. The study's results affirm that students who are better attuned to their career needs exhibit higher levels of self-efficacy and are more likely to pursue dual career paths with dedication and determination.

### **5.5.2 Development of Career Opportunities and SDT (Self-Determination Theory)**

The theory of SDT provides a lens through which to understand the influence of career opportunity development on dual career development. The theory's emphasis on autonomy, competence, and relatedness underscores the significance of creating an environment rich in diverse career opportunities. The findings of this study support the idea that when students are provided with a range of options aligned with their interests and strengths, they are more likely to experience intrinsic motivation, leading to enhanced engagement in both academic and sports pursuits.

### **5.5.3 Integration of Students' Needs with Careers and Contextual Learning**

The integration of students' needs with careers, as a driver of dual career development, aligns with principles of Contextual Learning Theory. This theory emphasizes that learning is most effective when it is situated within meaningful and authentic contexts. The study's results suggest that aligning students' unique needs with their chosen career paths creates a context that fosters deep engagement, increased learning outcomes, and long-term commitment to both academic and sports endeavors.

#### **5.5.4 Regular Monitoring and the Stages of Change Model**

While the impact of regular monitoring on dual career development appears limited, it can be understood through the lens of the Stages of Change Model. This model posits that behavior change involves distinct stages: precontemplation, contemplation, preparation, action, maintenance, and termination. Regular monitoring might be most impactful during the early stages (precontemplation and contemplation) as students begin to consider and prepare for dual career paths. As the students progress through these stages, other factors like identifying needs and creating opportunities become more influential.

In conclusion, the integration of these theories enhances our understanding of the mechanisms underlying the identified factors' effects on dual career development. By aligning with established theories, the study's findings gain theoretical robustness and contribute to a more comprehensive perspective on how career education impacts the holistic growth and success of students in the Sebei Sub-Region.

## CHAPTER SIX

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **6.0. Introduction:**

The study set out to examine the effect of career education on dual career development among students in secondary schools in Sebei sub-region. After discussion of the findings in view of the literature from other scholars, this chapter now presents a summary of the major findings, the conclusions and recommendations from the findings.

#### **6.1. Summary of Major Findings:**

##### **6.1.1. Identification of Career Needs and Dual Career Development:**

On identification of career needs and dual career development, the study indicated that the respondents agreed that there were many students aspiring to take on academic careers for their future life. It was also found out that identification of career needs was significantly related to development of academic careers among students in the secondary schools in Sebei sub-region. For every unit effort in supporting students' identification of career needs in the secondary schools in Sebei sub-region, was accompanied by a 29.7% improvement in development of academic careers. This implies that there is a strong significant influence of supporting students in identification of career needs and development of academic careers among students in secondary schools in Sebei sub-region.

Furthermore, majority of the respondents agreed that there were students who liked to take up sports careers in future. This implied that identification of career needs was also significantly related to development of sports careers among students in the secondary

schools in Sebei sub-region. For every unit effort in supporting students' identification of career needs in the secondary schools in Sebei sub-region, was accompanied by a 7.2% improvement in development of sports careers. This implied that there was also a strong significant influence of supporting students in identification of career needs and development of sports careers among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, identification of students' career needs in secondary schools in Sebei sub-region had a higher magnitude of influence for academic than for sports career development. Influence on academic career development was more than four times (29.7% to 7.2%) higher than for sports career development. This means that out of every five (5) students supported to identify their career needs, four (4) would choose to engage in an academic career development while only one (1) would choose to engage in a sports career development.

#### **6.1.2. Development of Career Opportunities and Dual Career Development:**

On development of career opportunities and dual career development, the findings of the study indicated that majority of the respondents agreed that in most cases, the teachers, particularly the teachers in charge of career guidance were engaged in discussing nature of available jobs in order to support students in developing career opportunities. Furthermore, the findings revealed that majority of the respondents agreed that the teachers shared the challenges faced in various careers in order to support students in developing career choices.

The findings also showed that development of career opportunities was significantly related to development of academic careers among students in the secondary schools in

Sebei sub-region. For instance, the findings indicated that for every unit effort in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, development of academic careers improved by 22.7%. This implied that there was a strong significant influence of teachers' supporting development of career opportunities on academic careers development among students in secondary schools in Sebei sub-region.

The findings of the study indicated that development of career opportunities was significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, the findings indicated that for every unit effort in supporting students in development of career opportunities in the secondary schools in Sebei sub-region, sports careers development improved by 29.9%. This implied that there was a strong significant influence of supporting development of career opportunities on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, supporting students in development of career opportunities in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was one and a half times (29.9% to 22.7%) higher than for academic career development. This means that out of every ten (10) students supported in the development of career, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development.

### **6.1.3. Integration of Needs with Career Opportunities & Dual Career Development:**

Furthermore, the findings of the study showed that majority of the respondents acknowledged that teachers were engaged in the integration of students' needs with career among students in the secondary schools in Sebei sub-region. For instance, the findings indicated that integration of students' needs was significantly related to academic careers development among students in the secondary schools in Sebei sub-region. In terms of magnitude, findings indicated that for every unit effort in supporting students in integration of their needs with careers in the secondary schools in Sebei sub-region, academic careers development improved by 49.5%. This implied that there was a strong significant influence of supporting integration of students' needs with careers on academic careers development among students in secondary schools in Sebei sub-region.

The findings revealed that integration of students' needs with career was also significantly related to sports career development among students in the secondary schools in Sebei sub-region. In terms of magnitude, the findings revealed that for every unit effort in supporting students in integration of career needs with careers in the secondary schools in Sebei sub-region, sports career development improved by 67.2%. Therefore, there was a very strong significant influence of supporting integration of students' needs with career on sports career development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, supporting integration of students' needs with career in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was

one and a half times (67.2% to 49.5%) higher than for academic career development. This means that out of every ten (10) students supported in integration of their career need with available careers, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development.

#### **6.1.4. Regular Monitoring of Career Development and Dual Career Development:**

As far as regular monitoring of students' career development was concerned, the findings revealed that most of the respondents acknowledged that the teachers were regularly engaged in monitoring of students career development. However, the findings indicated that regular monitoring of students' career development was insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region. For every unit effort invested in regular monitoring of students' career development in the secondary schools in Sebei sub-region, academic careers development improved by only 0.4%. Therefore, this implied that there was an insignificant influence of regular monitoring of students' career development on academic careers development among students in secondary schools in Sebei sub-region.

The findings indicated that regular monitoring of students' career development was significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit effort invested in regular monitoring of students' career development in the secondary schools in Sebei sub-region, sports careers development improved by 3.2% which was more than for the academic careers development. This implies that there was a weak significant influence of regular

monitoring of students' career development on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, regular monitoring of students' career development in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was nine times (3.2% to 0.4%) higher than for academic career development. This means that out of every ten (10) students supported through regular monitoring of students' career development, six (9) would choose to engage in a sports career development while only one (1) would choose to engage in an academic career development.

#### **6.1.5. Moderating Variables:**

The findings of the study revealed that moderating variables were insignificantly related to academic careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit change in moderating variables in the secondary schools in Sebei sub-region, academic careers development improved by only 1.1%. This implied that there was an insignificant influence of moderating variables on academic careers development among students in secondary schools in Sebei sub-region.

The study findings revealed that the moderating variables were significantly related to sports careers development among students in the secondary schools in Sebei sub-region. For instance, for every unit change in moderating variables in the secondary schools in Sebei sub-region, sports careers development improved by 10.8%. This implied that there

was a strong significant influence of moderating variables on sports careers development among students in secondary schools in Sebei sub-region.

Considering the magnitude of influence, moderating variables in secondary schools in Sebei sub-region had a higher magnitude of influence for sports than for academic career development. Influence on sports career development was ninety times (10.8% to 1.1%) higher than for academic career development. This means that out of every ninety nine (99) students affected by moderating variables, ninety (90) would choose to engage in a sports career development while only nine (9) would choose to engage in an academic career development.

#### **6.1.6. Logistic Regression:**

The findings for the overall influence of all the independent constructs on dual career development among students in Sebei sub-region in eastern Uganda revealed that developing career opportunities; and integrating students' needs with career opportunities were significantly related to dual career development but identifying career needs; and regular monitoring were insignificantly related to dual career development among students in the secondary schools in Sebei sub-region. Considering the influence of a combination of all the constructs acting at the same time, the findings indicated that for every unit effort in career education in the secondary schools in Sebei sub-region, dual career development improved by 50.8%. This implied that there was a strong significant influence of career education on dual careers development among students in secondary schools in Sebei sub-region.

## **6.2. Contribution to Knowledge:**

Dual career has become an integral part of modern society promoting socialization and academic achievements for the knowledge society. The main document establishing the fundamental principles of dual career development is the Olympic Charter that emphasizes the importance of harmony of the body and mind. The aim of the Charter is to encourage continuous individual progress and enhancement of interaction between the emotional and physical state. On the other hand, dual careers have become a relevant matter in the world as they are one of the main tools that can improve social life. It is believed that dual careers provide for the fusion of sports and academic education to be a productive way of ensuring gradual development of a personality in any part of the world.

## **6.3. Gaps in Career Education:**

It is important to note that from literature, there are significant differences in the quality and types of career education services that are provided to students at various levels and in various institutions. As a results, there are significant variations in the training of career education practitioners. Governments around the world are very inactive in defining the content and process of initial training for career education practitioners, and in relating training content to the outcomes sought for public policy goals for education, training and employment. Stronger signals from ministries in charge of education are required in order to bridge this gap.

Furthermore, there is little regular and systematic evaluation of the quality of career education provision in most institutions. At the same time, service standards for provision

do not exist or are present in some institutions but not in others. The quality frameworks, where they exist, tend to be voluntary rather than mandatory, and to operate as guidelines. Users of career education services have a key role to play in the design and evaluation of services for improvement.

Career education objectives are weakly reflected in policies for education, training and employment in most countries. Given the inadequate evidence base for career education, this is not surprising that dual career development has not advanced. Furthermore career education provision is often a collection of disparate sub-systems within education, training, employment, community and private sectors, each with its own history, rationale and driving forces, rather than a coherent and integrated set of arrangements. The establishment of a national forum for guidance policy and systems development, which includes both government and key stakeholder representatives such as employers and trade unions, as well as the key organizations that deliver services, is an important step that governments can take to help to focus and develop policy agendas and to strengthen policy making.

On a sad note, those who provide career education and guidance in schools often lack specialized training. Furthermore, those who provide career education and guidance in schools are often not career guidance specialists instead, they often combine career guidance with other roles: teaching other school subjects; providing counselling and guidance for personal problems and study difficulties. Another challenge is that the number of people employed to provide career education and guidance in schools is often not enough to meet student need and demand. Therefore, career education services

continue to be provided largely on an individual, face-to-face model. This reduces the capacity of the service to respond to the needs of all learners. The career education and guidance staff do not have the resources that they need to do the job properly: a private space where students can be interviewed; a library of up-to-date career information; a computer; access to a telephone; secretarial assistance.

#### **6.4. Suggestions for Improvement:**

For dual career development to be successful, the following are a prerequisite. First, the foundations of career self-management skills (for example decision making, self-awareness, self-confidence) should be clearly laid down at an early age. However career education and guidance in the primary school are limited or non-existent, and little systematic provision is made to explore the world of work. Second, young people need to make a smooth transition from primary school to the initial years of secondary education: the choices that they make at this point have major implications for later education and work options. Career education needs to be part of the process that helps them to make a smooth transition. Third, career education is increasingly present in the curriculum at the lower secondary school level, either as a separate subject or included in another subject. However it is included in widely differing ways, and at times these seem designed to suit the organizational needs of the school rather than the career development needs of the student.

Often career education has little connection to the wider school curriculum. The other thing is that in lower secondary school personal career guidance frequently targets students at key decision-making points (when they are choosing subjects; prior to the end

of compulsory schooling; at the transition to upper secondary level or to work). However often those who are targeted for personal interviews are not selected on the basis of well-defined need (for example low vocational maturity; readiness for decision making).

### **6.5. Conclusions:**

From the findings of the study and the corresponding discussions, the study concludes as follows:

- i. The identification of career needs significantly impacts both academic and sports dual career development, with a stronger influence observed in the academic domain. Therefore, given the same support towards identification of career needs, more students would opt to choose an academic career for development than a sports career.
- ii. The development of career opportunities significantly influences both academic and sports dual career development. However, given the same support towards development of career opportunities, more students would be more likely choose a sports career for development than an academic career. Out of every ten (10) students supported in the development of career, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development. In conclusion, teachers' supporting of development of career has a stronger influence towards sports career development than academic development among students in the secondary schools in Sebei sub-region.
- iii. Integrating students' needs with careers significantly influences both academic and sports dual career development, with a particularly strong impact in the sports domain. The integration of needs is particularly potent in the sports domain. Out of

every ten (10) students supported in integration of their career need with available careers, six (6) would choose to engage in a sports career development while only four (4) would choose to engage in an academic career development.

- iv. Regular monitoring of students' career development has a minimal influence on academic dual career development and a modest impact on sports dual career development. Its significance is relatively lower compared to other factors. Out of every ten (10) students supported through regular monitoring of students' career development, six (9) would choose to engage in a sports career development while only one (1) would choose to engage in an academic career development.

In summary, the study's findings indicate that the identification of career needs, development of career opportunities, and integration of students' needs with careers play vital roles in both academic and sports dual career development. However, regular monitoring of students' career development seems to have a minimal impact on academic dual career development and a modest impact on sports dual career development. These results highlight the importance of comprehensive career education programs that focus on integrating students' needs with their chosen career paths to enhance their dual career development prospects.

## **6.6. Recommendations:**

The study proposes the following recommendations according to each research objective:

### **6.6.1. Identification of Career Needs and Dual Career Development:**

- i. To improve on identification of career needs, efforts should be directed towards expanding networks and collaborations that provide students with diverse career opportunities in both academic and sports domains. This can include partnerships with industry professionals, alumni networks, and sports organizations.

- ii. To be able to support students in identification of career needs, the teachers should be trained and empowered with the requisite information about the various careers available for students to choose from.
- iii. Career guidance should not be provided to a selected few but rather to all students so as to enable every student be able to make appropriate choices.
- iv. Career teachers should engage with personnel from different government and non-governmental organizations to be able to provide a wide scope of information about careers; thus, enable student's wide scope of choices to identify their own life careers.

**6.6.2. Development of Career Opportunities and Dual Career Development:**

- i. To promote dual career development, institutions should design personalized approaches that integrate students' unique needs with their chosen career paths. This could involve mentoring, counseling, and flexible educational pathways.
- ii. The career guidance teachers need to be appropriately informed about the processes that lead to development of career opportunities among individuals.
- iii. Career education should be included in the school curriculum in order to provide appropriate connection to the wider school curriculum.
- iv. Career education should be provided at all levels of education and harmonized to ensure that specific information reaches out to all students and should be in tandem with possible careers for the students.

**6.6.3. Integration of Needs with Career Opportunities & Dual Career Development:**

- i. Institutions should adopt a holistic approach to education, recognizing the interplay between academic and sports pursuits. This approach can nurture students' personal

growth, resilience, and adaptability, qualities essential for succeeding in dual career paths.

- ii. Career teachers need to provide guidance tailored to the needs of each student to allow for integration of student needs with career opportunities. Mass guidance to groups of students does not provide for integration of individual needs.
- iii. Career teachers should endeavour to programme the guidance process so as to interact with individual students to provide for appropriate integration of students needs with career opportunities.

#### **6.6.4. Regular Monitoring of Career Development and Dual Career Development:**

- i. While regular monitoring of career development shows limited impact, institutions can explore innovative ways to improve its effectiveness. This might involve incorporating feedback loops, regular check-ins, and real-time adjustments to students' plans.
- ii. Regular monitoring of students career development process is a prerequisite for successful dual career development. Therefore, career teachers need to ensure regular monitoring of individual students.
- iii. Career guidance teachers should be employed specifically to handle career guidance as timetabled activity rather than doing it as occasion demands of during selection of courses at the end of four years for ordinary level students or two years for advanced students.

### **6.7. Recommendations for Further Research:**

Further research should be conducted to explore additional factors that influence dual career development. Longitudinal studies can provide insights into the long-term effects of career education programs on students' success in both academic and sports domains. In conclusion, the study underscores the significance of identifying career needs, developing career opportunities, and integrating individual needs with careers in driving dual career development among students. While regular monitoring plays a minor role, comprehensive career education programs that consider both academic and sports aspirations can provide a solid foundation for students' holistic growth and success in their chosen paths. The recommendations emphasize tailored support, networking, and a holistic approach to education as key drivers for enhancing dual career development outcomes.

## REFERENCES

- Abma, L.J., and Widdershoven, K.F. (2011). The impact of an intervention on career decisionmaking self-efficacy and career indecision. *Professional School Counseling*, 2(5): 384-390.
- ACODE (2019). Action for Development Annual Report: Making Public Policies Work for People. ACODE. Kampala.
- Aday, L. A. (1996). *Designing and conducting health surveys. A comprehensive guide*. 3<sup>rd</sup> Ed. San Francisco: Jossey-Bass; 1996.
- Adupa Stephen, Muweesi Charles, Disan Kuteesa Mugenyi, Kaweesi Muhamadi, Tomusange Robert, Isabirye Christopher, & Ochieng Mary T. Kagoire. (2022). *Students as Agents of Change in Curriculum Designing and Implementation: Involvement and Participation Drives*. *Research and Advances in Education*, 1(5), 1–10
- Amin, E. M. (2005). *Social science research, conception, methodology and analysis*: Makerere university printery.
- Amsterdam University of Applied Sciences. (2016). *Birch consultants, the talented athlete scholarship scheme, the vrije universiteit brussel, and European athlete as student network*. Study on the minimum quality requirements for dual career services. Research report.
- Amundson, M. S. C. (2019). The factors contributing to the increased academic performance of high school athletes. *Dissertations Publishing*, ProQuest.
- Aquilina, D. (2013). A study of the relationship between elite athletes' educational development and sporting performance. *International Journal of the History of Sport*, 30(4), 374–392.
- Bamberg, M. (2011). Who am I? Narration and its contribution to self and identity. *Theory & Psychology*, 21(1), 3–24.
- Bamberg, M., & Georgakopoulou, A. (2008). Small stories as a new perspective in narrative and identity analysis. *Text & Talk*, 28(3), 377–396.
- Bandura, A., (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Bandura, A. (1988). Organizational Application of Social Cognitive Theory. *Australian Journal of Management*. 13 (2): 275–302.
- Bandura, A. (1989). Human Agency in Social Cognitive Theory. *American Psychologist*. 44 (9): 1175–1184.

- Barriopedro, M., L'opez de Subijana, C., Muniesa, C., Ramos, J., Guidotti, F., & Lupo, C. (2019). Retirement difficulties in Spanish athletes: The importance of the career path. *Sport, Exercise, and Performance Psychology*, 8(4), 387–400.
- Baron-Thiene, A., & Alfermann, D. (2015). Personal characteristics as predictors for dual career dropout versus continuation—A prospective study of adolescent athletes from German elite sport schools. *Psychology of Sport and Exercise*, 21, 42–49.
- Blaikie, (2010). *Designing Social Research*, 2<sup>nd</sup> Edition; Polity Press.
- Balyaino, L., Charles, M., Ochieng, M. K., Christopher, I., & Musinguzi, F. M. (2023). *Head Teacher's Support Role on the Quality of Inclusive Education in Secondary Schools in Iganga District*. *Advances in Social Sciences and Management*, 1(12), 44-58.
- Borggrefe, C., and Cachay, K. (2012). “Dual careers”: the structural coupling of elite sport and school exemplified by the German Verbundsysteme. *Eur. J. Sport Soc.* 9, 57–80.
- Bruner, R.W., Munroe-Chandler, K.C., & Spink, C.S. (2008). Effects of a ‘focused interest’ career course approach for college students. *The Vocational Guidance Quarterly*, 34 (3): 151-159.
- Carless, D., & Douglas, K. (2013). Living, resisting, and playing the part of athlete: Narrative tensions in elite sport. *Psychology of Sport and Exercise*, 14(5), 701–708.
- Charles, M., Sarah, N., & Anthony, M. M. (2024). *Education as a necessity of life: An exploration on Ugandan Education System Quality with reference to John Dewey's Philosophical Correlates*. *Review of Education (Wiley)*, 12(1), e3466.
- Cochran, A. & Laub, C. M. L. (2014). Perceived gender-based barriers to careers in academic surgery. *American Journal of Surgery*, 206, 263-268.
- Collin, A. and Young, M. (2016). *Vocational Psychological and Organisational Perspectives on Career*. United Kingdom: Sense Publishers.
- Condello, G., Capranica, L., Doupona, M., Varga, K., & Burk, V. (2019). Dual-career through the elite university student-athletes’ lenses: The international FISU-EAS survey. *PloS One*, 14(10), Article e0223278.
- Cosh, S., & Tully, P. J. (2014). “All I have to do is pass”: A discursive analysis of student athletes’ talk about prioritising sport to the detriment of education to overcome stressors encountered in combining elite sport and tertiary education. *Psychology of Sport and Exercise*, 15(2), 180–189.
- Creswell, J. W.(2014). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (5th. ed.). New Jersey: Pearson Education.

- Creutzburg, S., and Scheid, V. (2014). Qualitätsentwicklung an Partnerschulen des Leistungs sports. Evaluations studie zum Landes programm Talentsuche – Talentförderung in Hessen [Quality Development at Partner Schools of Elite Sport. Evaluation Study of the Federal State Programme “Talent Searching –Talent Promotion” in Hesse]. Schorndorf: Hofmann.
- Darcy, C., McCarthy, A., Hill, J., & Grady, G. (2012). Work–life balance: One size fits all? An exploratory analysis of the differential effects of career stage. *European Management Journal*, 30(2), 111–120.
- DEO Registry (2021). Statistical Returns from Schools in Kapchorwa District. Kapchorwa District Local Government. Kapchorwa.
- DEO Registry (2021). Statistical Returns from Schools in Kween District. Kween District Local Government. Kween .
- DEO Registry (2021). Statistical Returns from Schools in Bukwo District. Bukwo District Local Government. Bukwo .
- De Vaus, D. (2002) Surveys in Social Research. 5<sup>th</sup> Edition, Routledge, London.
- Dillman, P. (2000). Human rights in youth sport: a critical review of children’s rights in competitive sports. *Human rights in youth sport: a critical review of children’s rights in competitive sports*.
- Douglas, K., & Carless, D. (2009). Abandoning the performance narrative: Two women’s stories of transition from professional sport. *Journal of Applied Sport Psychology*, 21, 213–230.
- Douglas, K., & Carless, D. (2015). Life story research in sport: Understanding the experiences of elite and professional athletes through narrative. London: Routledge.
- Duty of Care in Sport Review. (2017). *Duty of care in sport review - Independent report to government*. Retrieved from <https://www.gov.uk/uploads/system/>
- Ekengren, J., Stambulova, N., Johnson, U., & Carlsson, I.-M. (2018). Exploring career experiences of Swedish professional handball players: Consolidating first-hand information into an empirical career model. *International Journal of Sport and Exercise Psychology*.
- Ekengren, J., Stambulova, N., Johnson, U., Carlsson, I.-M., & Ryba, T. V. (2020). Composite vignettes of Swedish male and female professional handball players’ career paths. *Sport in Society*, 23(4), 595–612.

- Elliott, S., Drummond, M. J. N., & Knight, C. (2018). The experiences of being a talented youth athlete: Lessons for parents. *Journal of Applied Sport Psychology*, 30(4), 437–455.
- Emrich, E., Fröhlich, M., Klein, M., and Pitsch, W. (2009). Evaluation of the elite schools of sport. Empirical findings from an individual and collective point of view. *Int. Rev. Sociol. Sport* 44, 151–171.
- Erikson, E. H. (2018). *Identity: Youth and crisis*. New York: Norton & Company. EU guidelines on dual careers of athletes: Recommended policy actions in support of dual careers in high performance sport.
- ESSP (2017). *Education and Sports Sector Strategic Plan (ESSP)*: Ministry of Education and Sports, Republic of Uganda. Kampala.
- European Commission. (2007). *White Paper on Sport*. Brussels: Directorate General for Education and Culture.
- European Union (2012). *Guidelines on dual careers of athletes: Recommended policy actions in support of dual careers in high performance sport*.
- Fivush, R. (2010). Speaking silence: The social construction of silence in autobiographical and cultural narratives. *Memory*, 18(2), 88–98.
- Forsyth, P. (2002), *Career Management*, Oxford: Capstone Publishing.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Geranosova, K., & Ronkainen, N. (2015). The experience of dual career through Slovak athletes' eyes. *Physical Culture & Sport. Studies & Research*, 66, 53–64.
- Gledhill, A., & Harwood, C. (2015). A holistic perspective on career development in UK female soccer players: A negative case analysis. *Psychology of Sport and Exercise*, 21, 65–77.
- Glenn, D. I. (1992). *Sampling the Evidence of Extension Program Impact*. Program Evaluation and Organizational Development, IFAS, University of Florida.
- Gordon, C. G. (2016). Athletic involvement, academic achievement, and aspiration. *Sociological Focus*, 7(1), 24-36.
- Greenhaus, J.H., Callanan, V.M. and Godshalk, V.M. (2009), *Career Management*, fourth edition, Thousand Oaks, CA: Sage.
- Guidotti, F., Cortis, C., & Capranica, L. (2014). Dual career of Asian Student Athletes: A systematic literature review. *Kinesiologia Slovenica*, 21(3), 5–20.

- Guidotti, F., Cortis, C., & Capranica, L. (2015). Dual career of European student-athletes: A systematic literature review. *Kinesiologia Slovenica*, 21(3), 5–20.
- Gysberg, C. N., Heppner, M. J., & Johnston, J. A. (1998). *Career counseling: Process, issues and techniques*. Boston: Allyn and Bacon.
- Hammack, P. L. (2008). Narrative and the cultural psychology of identity. *Personality and Social Psychology Review*, 12(3), 222–247.
- Hammersley, M. (1987). Some notes on the terms 'validity' and 'reliability'. *British Educational Research Journal*, 13(1), 73-81.
- Hardin, E.H., & Greer, M. (2009). The effects of high school career education on social-cognitive variables. *Journal of Counseling Psychology*, 47 (3): 330-341.
- Harrison, G.E., Vickers, E., Fletcher, D., & Taylor, G. (2020). Elite female soccer players' dual career plans and the demands they encounter. *Journal of Applied Sport Psychology*.
- Harwood, C. G., & Knight, C. J. (2015). Parenting in youth sport: A position paper on parenting expertise. *Psychology of Sport and Exercise*, 16, 24–35.
- Harwood, C. G., & Knight, C. J. (2016). Parenting in sport. *Sport, Exercise, and Performance Psychology*, 5(2), 84.
- Henriksen, K., & Stambulova, N. (2017). A holistic ecological approach. In J. Baker, S. Copley, J. Schorer, & N. Wattie(Eds) (Eds.), *Routledge Handbook of Talent Identification and Development in Sport* (pp. 271–284). Abingdon, UK: Routledge.
- Herr, E. L. (2001). Career development and its practice: A historical perspective. *The Career Development Quarterly*, 49 (3), 196-211.
- Herr, E.L. (2008), 'Social Contexts for Career Guidance Throughout the World' in J.A. Athanasou and R.V. Esbroeck (eds), *International Handbook of Career Guidance*, New York, NY: Springer, 45–68.
- Herr, E. L., Cramer, S. H., & Niles, S. G. (2004). *Career guidance and counseling: Through the lifespan* (6th ed.). Boston: Pearson Education Inc.
- Hughes, E.C. (1958), *Men and Their Work*, Glencoe, IL: Free Press.
- Huml, M. R., Bergman, M. J., Newell, E. M., and Hancock, M. G. (2019). From the playing field to the classroom: the academic challenges for NCAA division I athletes. *J. Study Sports Athletes Educ.* 13, 97–115.

- Izzicupo, P., Di Baldassarre, A., & Abelkalns, I. (2021). Dual career of athletes during COVID-19 lockdown. Madrid: Consejo Superior de Deportes.
- Johnson, R. & Onwuegbuzie, A. J. (2004) '*Sampling designs in qualitative research: making the sampling process more public*', *The Qualitative Report* 12(2), 238-254.
- Jigu, N.A. (2001). Career linking: An intervention to promote math and science career awareness. *Journal of Counseling and Development*, 73 (5): 527-34.
- Joanittah, N., Christopher, I., Charles, M., Carol, D. K., Namaganda, M. R., Judith, N., & Lawrence, S. (2024). *Knowledge, Attitudes and Perception of Tutors Towards Inter-Professional Education: A Case Study at Uganda Institute of Allied Health and Management Sciences*. *Research and Advances in Education*, 3(3), 1-8.
- Justine, Y., Charles, M., Nassaka, O. B., Kagoire, M. O., Mugenyi, D. K., Geoffrey, N. M., & Musinguzi, F. M. (2024). *Identification of Career Needs and Dual Career Development Among Students in Secondary Schools in Uganda*. *East African Journal of Education Studies*, 7(1), 304-326.
- Kavoura, A., Ryba, T. V., & Chroni, S. (2015). Negotiating female judoka identities in Greece: A foucauldian discourse analysis. *Psychology of Sport and Exercise*, 17, 88–98.
- King, Z. (2004), *Career Management: A Guide*, London: CIPD.
- Kaahwa, Y. T., Nansamba, F., & Muweesi, C. (2023). The Role of Technology-Enabled Teaching and Learning in Enhancing Student-Student Interaction in Secondary Schools in Kampala District. *East African Journal of Education Studies*, 6(3), 322-334.
- Kothari C.R (2006), *Research methodology*. New Age International Publishers Limited India.
- Knight, C. J., Berrow, S. R., & Harwood, C. G. (2017). Parenting in sport. *Current Opinion in Psychology*, 16, 93–97.
- Knight, K. J., Harwood, C. G., & Sellars, P. A. (2018). Supporting adolescent athletes' dual careers. The role of an athlete's social support network. *Psychology of Sport and Exercise*, 38, 137–147.
- Krumboltz, J.D (2015). A learning theory of counselling. In the professional school counsellor: An Advocate for students (2015), p 169-170, Brooks & Cole.
- Lemeni, S., & Mihalcea, E. (2005). Guiding students into the future: Three schools of thought. In M. Csikszentmihalyi & B. Schneider (Eds.), *Becoming adult: How teenagers prepare for the world of work* (pp. 167-98). NY: Basic Books.

- Leslie-Too-good, M. & Gill, V. S. (2018). Developmental effects of athletic participation among high school girls. *Sociology of Sports Journal*, 5, 22-36.
- L'opez de Subijana, C., Ramos, J., Garcia, C., & Chamorro, J. L. (2020). The employability process of Spanish retired elite athletes: Gender and sport success comparison. *International Journal of Environmental Research and Public Health*, 17(15), 5460.
- Li, M., & Sum, R. K. W. (2017). A meta-synthesis of elite athletes' experiences in dual career development. *Asia Pacific Journal of Sport and Social Science*, 6(2), 99–117.
- Lindstrom Bremer, K. (2012). Parental involvement, pressure, and support in youth sport: A narrative literature review. *Journal of Family Theory & Review*, 4(3), 235–248.
- Marshall, C. and Rossman, G.B. (1999) *Designing Qualitative Research*. 3rd Edition, International Educational and Professional Publisher, California, 35.
- Mateu, P., Inglés, E., Torregrossa, M., Marques, R.F.R., Stambulova, N., & Vilanova, A. (2018). Living life through sport: the transition of elite Spanish Student-Athletes to a University degree in Physical Activity and Sports Sciences. *Frontiers in Psychology*, 11, 1-13.
- Mayer, R. E. (2017). Multimedia learning in an interactive self-explaining environment: What works in the design of agent-based microworlds? *Journal of Educational Psychology*, 95, 806– 813.
- McAdams, D. P. (2008). Personal narratives and the life story. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (pp. 242–262). New York: Guilford Press.
- McAlister AL, Perry CL, Parcel GS (2008). How Individuals, Environments, and Health Behaviors Interact: Social Cognitive Theory. *Health Behavior and Health Education: Theory, Research, and Practice* (4th ed.). San Francisco, CA: John Wiley & Sons, Inc. pp. 169–188.
- McGannon, K., Tataric, E., & McMahon, J. (2019). The long and winding road: An autobiographic study of an elite athlete mother's journey to winning gold. *Journal of Applied Sport Psychology*, 31, 385–404.
- McLean, K. C., & Syed, M. (2016). Personal, master, and alternative narratives: An integrative framework for understanding identity development in context. *Human Development*, 58(6), 318–349
- Moazami-Goodarzi, A., Sorkkila, M., Aunola, K., & Ryba, T. V. (2020). Antecedents and consequences of student-athletes' identity profiles in upper secondary school. *Journal of Sport & Exercise Psychology*, 42(2), 132–142.

- Moon, D.A., & Blackman, M. (2014). Comparing the effectiveness of two self-administered career exploration systems. *Journal of Career Assessment*, 3 (1): 35-43.
- Muweesi, C., Mugenyi, D. K., Muhamadi, K., Jessica, K., & Namaganda, M. R. (2024). Gender Bias in Educational Material and Teaching Practices in Schools: A Case Study of Public Secondary Schools in Iganga District. *Advances in Social Sciences and Management*, 2(1), 11-23
- Nabirye Rose, Muweesi Charles, Kaweesi Muhamadi, Tomusange Robert, Cuiying Wang, Isabirye Christopher, Kuteesa Disan Mugenyi, & Kabasiita Jessica. (2022). *School Policy Commitments to Staff and Students' Welfare: A Case Study of Public Secondary Schools in Iganga District, Uganda*. *Research and Advances in Education*, 1(4), 1–7
- Nassozi, P., Muweesi, C., & Sserwadda, L (2024). *Integration of water and sanitation facilities programs for menstruation management: a focus on university planning and budgeting processes at Kyambogo University, Uganda*. *Sexuality, Gender & Policy* (Wiley). 1–20.
- NCDC (2017). National Curriculum Development Centre (NCDC) Report: Ministry of Education and Sports. Kyambogo.
- NCDC (2020). National Curriculum Development Centre (NCDC) Report: Ministry of Education and Sports. Kyambogo.
- Niles, S. G., Amundson, N. E., & Neault, R. A. (2011). *Career flow: A hope-Centered approach to career development*. Boston: Pearson Education Inc.
- Nurmi, J. E. (2004). Socialization and self-development: Channeling, selection, adjustment and reflection. In R. Lerner, & L. Steinberg (Eds.), *Handbook of adolescent psychology* (pp. 85–124). New York, NY: Wiley.
- OECD (2010), *Career Guidance and Public Policy: Bridging the Gap*, Paris.
- OECD (2018). Educational and career guidance: What works? *OECD Observer*, 202: 37-40.
- OECD (2019). *Education at a Glance*. Organization for Economic cooperation and Development Annual Report. OECD, Paris.
- O'Neill, M., Allen, B., & Calder, A. (2013). Pressures to perform: An interview study of Australian high performance school-age athletes' perceptions of balancing their school and sporting lives. *Performance Enhancement & Health*, 2, 87–93.
- Oso, W. K., & Onen, D. (2008). *A General Guide to Writing Research Proposals and Report*. Makerere University.

- Otwine, A. and Oonyu, J. (2018). Career Guidance and Counselling in Uganda. Current Developments and challenges. *International Journal of Innovative Research and Development; November 2018*.
- Özcan, M. and Yıldırım, R. B. (2011). High school extracurricular activities: Closed structures and stratifying patterns of participation. *Journal of Education Research, 91*(3), 183-191.
- Öztürk L. A. (2018). The role of extracurricular activities in high school education: A chart essay on survey findings. *ERIC Document Reproduction Service, ED 268 712*.
- Pajares, F. (2009). "Social cognitive theory and media effects". *The Sage Handbook of Media Processes and Effects: 283–297*.
- Park, S., Lavallee, D., & Tod, D. (2013). Athletes' career transition out of sport: A systematic review. *International Review of Sport and Exercise Psychology, 6*(1), 22–53.
- Parsons, F. (1909), *Choosing a Vocation*, Boston, MA: Houghton Miffl in.
- Puig, N., & Vilanova, A. (2006). Deportistas olímpicos y estrategias de inserción laboral. Propuesta teórica, método y avance de resultados. *Revista Internacional de Sociología, 64*(44), 63–83.
- Reints, A. (2011). *Validation of the holistic athletic career model and the identification of variables related to athletic retirement*. Vubpress.
- Ritchie, J., & Lewis, J. (2003). *Qualitative Research Practice—A Guide for Social Science Students and Researchers*. London, Thousand Oaks, CA: Sage Publications Ltd.
- Ronkainen, N. J., Watkins, I., & Ryba, T. V. (2016). What can gender tell us about the pre-retirement experiences of elite distance runners in Finland?: A thematic narrative analysis. *Psychology of Sport and Exercise, 22*, 37–45.
- Rugangila, M. K. (2019). The impact of extracurricular athletic activities on academic achievement, disciplinary referrals, and school attendance among Hispanic female 11<sup>th</sup> Grade students. *Dissertations Publishing, ProQuest*.
- Ryba, T. V. (2018). School, sport, or dual career? Athletes' transitions into adulthood. In *Keynote address presented at XXII biennial congress of the Italian Association of Sport Psychology*. Venice, Italy: AIPS. May 25-27.
- Ryba, T. V., Ronkainen, N. J., & Sel'anne, H. (2015). Elite athletic career as a context for life design. *Journal of Vocational Behavior, 88*, 47–55.

- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. 2<sup>nd</sup> Ed. Harlow, Essex: Pearson Education.
- Savickas, M. L. (2008). Helping people choose jobs: A history of the guidance profession. *International Handbook of Career Guidance*, 2, 97-113.
- Seale, G. (1999). Objectively yours, Michel Foucault. *Educational Theory*, 48(1), 59-66.
- Skrubbeltrang, L. S., Karen, D., Nielsen, J. C., & Olesen, J. S. (2018). Reproduction and opportunity: A study of dual career, aspirations and elite sports in Danish SportsClasses. *International Review for the Sociology of Sport*, 55(1), 38–59.
- Smith, P., & Bond, M., H. (2008). *Social psychology across cultures, second edition*. London: Prentice Hall
- Spector-Mersel, G. (2006). Never-aging stories: Western hegemonic masculinity scripts. *Journal of Gender Studies*, 15(1), 67–82.
- Stambulova, N. B., Engström, C., Franck, A., Linnér, L., & Lindahl, K. (2015). Searching for an optimal balance: Dual career experiences of Swedish adolescent athletes. *Psychology of Sport and Exercise*, 21, 4–14.
- Stambulova, N., & Wylleman, P. (2019). Psychology of athletes' dual careers: A state-of-the-art critical review of the European discourse. *Psychology of Sport and Exercise*, 42, 74–88.
- Stambulova, N. B., Ryba, T. V., & Henriksen, K. (2020). Career development and transitions of athletes: The international society of sport psychology position stand revisited. *International Journal of Sport and Exercise Psychology*, 1–27.
- Sullivan, S.E. and Baruch, Y. (2009), 'Advances in Career Theory and Research: A Critical Review and Agenda for Future Exploration', *Journal of Management*, 36(6): 1542–1571.
- Surujal, J. (2016). Influence of Outlook towards Work on Entrepreneurial Potential of Professional Sport Coaches in South Africa. *Procedia, Economics and Finance*; October 2015.
- Swann, B., Moran, G.W., & Piggott, B.A. (2015). *The impact of a career course on retention and academic performance*. Technical Report 34. Tallahassee, FL: Career Center, Florida State University.
- Swanson, J.H., & Holton, H.D. (2011). The effects of career education interventions on academic achievement: A meta-analysis. *Journal of Counseling and Development*, 71 (1): 63-71.

- Taras, H. (2005). *Physical Activity and Student Performance at School*. Routledge, London.
- Tekavc, J., Wylleman, P., & Cecic Erpic, S. (2015). Perceptions of dual career development among elite level swimmers and basketball players. *Psychology of Sport and Exercise, 21*, 27–41.
- Thompson, L. A. and Kelly-Vance, L. (2022). ‘The impact of mentoring on academic achievement of at-risk youth’, *Children and Youth Services Review, 23* (3), 227–242.
- Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F., & Selva, C. (2015). Olympic athletes back to retirement: A qualitative longitudinal study. *Psychology of Sport and Exercise, 21*, 50–56.
- UNDP (2018). *United Nations Development Programme Annual Report. Covering the humanitarian situations affecting people across the world*. UNDP, New York. USA
- Urich, A. (2017). *Social Cognitive Theory. Methods for Stress Management*. Retrieved 2021-06-21
- USPA (2019). *Uganda Sports Association Annual Report: Ministry of Education and Sports*. Kampala.
- Vilanova, A., & Puig, N. (2013). Compaginar la carrera deportiva con la carrera académica para la futura inserción laboral: ¿una cuestión de estrategia. *Revista de Psicología del Deporte, 22*(1).
- Wella, M. R. (2015). Athletics versus academics? Evidence from SAT scores. *Journal of Political Economy, 95*(5), 1103-1116.
- Weng, Q., & McElroy, J. C. (2012). Organizational career growth, affective occupational commitment and turnover intentions. *Journal of Vocational Behavior, 80*(2), 256–265.
- Wilensky, H.L. (1961), ‘Careers, Lifestyles, and Social Integration’, *International Social Science Journal, 12*(6): 553–538.
- Winter, G. (2000). *A Comparative Discussion of the Notion of Validity. Discussion of Qualitative and Quantitative Research*. University of Manchester, England.
- World Bank, (2011). *The World Bank Annual Human Development Report*. New York, USA.
- World Bank, (2017). *The World Bank Annual Human Development Report*. New York, USA.

- World Bank, (2020). The World Bank Annual Human Development Report. New York, USA.
- Yapsoyekwo, J., Nassaka, O. B., Muweesi, C., Kagoire, M. O., Nambale, M. G., Judith, N., Musinguzi, F.M., Lawrence, S., Charles, E. & Mirembe, N. R. (2024). *Integration of Students' Career Opportunities and Dual Career Development among Students in Secondary Schools in Sebei Sub-Region, Uganda*. East African Journal of Education Studies, 7(1), 517-536.
- Yarnall, J. (2008). Strategic Career Management. Developing your talent. A Volume in the HR Series. American Black Walnut. East Indian Rosewood.
- Yiannakis, P., & Melnick, C. (2001). *Influence of school practices on students' academic choices*. Research Triangle Park, NC: RTI and Atlanta: Southern Regional Education Board.
- Zunker, G. Z. (2006). *Career counseling: A holistic approach* (7th ed.). Belmont: Brooks/Cole Publishing.

## APPENDICES

### Appendix I: Glenn (1992) Sampling Table

Sample Size for  $\pm 5\%$  and  $\pm 10\%$  Precision Levels where Confidence Level is 95% and  $P=0.5$ .

Size of Population		Sample Size (n) for precision (e)
$\pm 5\%$		$\pm 10\%$
500	222	83
1,000	286	91
2,000	333	95
3,000	353	97
4,000	364	98
5,000	370	98
7,000	378	99
9,000	383	99
10,000	385	99
15,000	390	99
20,000	392	100
25,000	394	100
50,000	397	100
100,000	398	100
>100,000	400	100

*Source: Glenn (1992) Sampling Table*

## **Appendix II: Consent Form for Respondents**

Thank you for considering participating in this research project. The purpose of this document is to explain to you what the work is about and what your participation would involve, so as to enable you to make an informed choice. The purpose of this study is to examine the influence of management of students' career development progression with a view to compare academic and sports careers development among students in secondary schools in Sebei sub-region in Eastern Uganda. Should you choose to participate, you will be requested to complete a structured self-administered questionnaire which will include items on identification of career needs, development of career opportunities, integration of students' needs with career opportunities, regular monitoring of students' career development and on dual career development.

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so you can refuse to answer specific questions, or decide to withdraw from the study. All information you provide will be confidential and your anonymity will be protected throughout the study. You maintain the right to withdraw from the study at any stage up to the point of data submission. At this point your data will be collated with that of other participants and can no longer be retracted.

I do not anticipate any negative outcomes from participating in this study. Should you experience any concerns arising from participating in the research, or should it raise any issues for you, the contact details for support services provided below may be of assistance. This study has obtained ethical approval from the UCU Research Ethics Committee and the Uganda National Council for Science and Technology. If you have any queries about this research, you can contact me on Tel. No. 0777 146 446. If you agree to take part in this study, please complete the consent form below.

### **Consent Form**

Do you consent to participate in this study?

Yes  No

### Appendix III - Questionnaire for Headteachers, Deputies and Teachers

**Dear Respondent,**

#### **Request to Complete a Research Questionnaire.**

I am Justine Yapsoyekwo, a PhD in Educational Administration and Management at Uganda Christian University, conducting a study on the influence of management of students' career development progression with a view to compare academic and sports careers development among students in secondary schools in Sebei sub-region in Eastern Uganda. You have been selected as a potential respondent in this study and this is to request you to complete this questionnaire as honestly as possible. Your opinion will not only be respected but will also be treated with utmost confidentiality and the responses you will give will be strictly used for academic purpose only.

**Justine Yapsoyekwo**

#### **Section A: Demographic Information of Respondents**

Please mark with a tick on the appropriate response and tick only one option.

1. What is your gender  
1= Male ( )      2= Female ( )
2. What is your Age Bracket  
1=20-29 ( )      2=30-39 ( )      3=40-49 ( )      4=50 and above ( )
3. Please indicate your level of Education  
1 =.Certificate ( ) 2= Diploma ( ) 3= Degree ( ) 4= Masters ( )  
5= Others (specify).....
4. What is your designation in this Organization (Business)?  
1= Deputy Headteacher ( ) 2= Head of Department ( ) 3= Classroom teacher ( )
5. Number of years worked in the Organization (school)  
1=1 to 5 years ( ) 2=6 to 10years ( ) 3= 11 to 15 years ( ) 4= over 15 years

#### **Section B: Implementation of Career Education (IV)**

Use the Likert Scale in responding to the following items on implementation of Career Education by ticking the most appropriate option for each item. Likert Scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Agree; and 4 = Strongly Agree. The items in this section have been designed according to the dimensions of implementation of Career Education in the schools.

<b>S.No.</b>	<b>B1 - Identifying Career Needs</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	In this school, we carry out psychological testing to understand the interests of the students before helping them to identify career needs				
2.	We also try to find out what the students value in order to help them identify career needs				
3.	We endeavour to assess the students' abilities in order to help them identify career needs				
4.	We consider it necessary to find out the kind of skills the students have before supporting them to identify career needs				
5.	We also consider personal circumstances in order to support the students in identifying career needs				
6.	We carry out simulation exercises in order to help students identify career needs				
7.	We endeavour to carry out in-depth interviews with the students before supporting them to identify career needs				

<b>S.No.</b>	<b>B2 - Developing Career Opportunities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	In most cases, staff engage in discussing nature of available jobs in order to support students in developing career opportunities				
2.	When teachers carry out discussions of the nature of future jobs, it helps students to develop interest in available career opportunities				
3.	By providing information on job requirements, teachers have enabled students to develop interest in various career opportunities				
4.	Teachers often talk to students about benefits of the various career opportunities in order to support them in making good choices				
5.	Teachers share the challenges faced in various careers in order to support students in developing career choices				

<b>S.No.</b>	<b>B3 - Integration of Students' Needs with Career</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	Teachers in this school endeavour to help students in aligning needs training for their career development				
2.	Aligning students aspirations training with their career needs has helped many of them to develop lifetime careers				
3.	The teachers have endeavoured to mentor students in integrating career needs with career development				
4.	The teachers are involved in guiding students in integrating career needs with career development				
5.	The teachers are also engaged in counselling students in integrating career needs with career development				

6.	The teachers also support the idea of student coaching by supervisor in order to help them integrate career needs with career development				
<b>S.No.</b>	<b>B4 - Regular Monitoring</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	The teachers in this school engage in tracking progress of the students throughout their time in school				
2.	The teachers try to identify any discrepancies that may hamper students development of their career				
3.	The teachers try to focus on inhibiting factors to ensure students' proper career development				
4.	Teachers are interested in regular monitoring of what students do to ensure proper career development.				
5.	Most of the teachers in this school are concerned about students' future life careers				
6.	The teachers endeavour to support students in dual career development				

### Section C: Dual Career Development (DV)

The items in this section have been designed according to the dimensions of dual career development in the schools.

<b>S.No</b>	<b>C1 - Development of Academic Careers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	Most of the students who have passed through this school have ended up as school teachers				
2.	The school has produced several medical doctors since its inception				
3.	Most of the students aspire to become lawyers				
4.	Majority of the students in this school would want to be social workers to serve their communities				
5.	The school has produced a number of people now working as Public Administrators such as Chief Administrative Officers				
6.	The students in this school aspire to become Engineers of different categories in their future lifetime				
7.	Students would like to end up as Statisticians working with different organizations dealing with statistics				

<b>S.No.</b>	<b>C2 - Development of Sports Careers</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	There are students who would like to work as Sports Directors in future.				
2.	Some of the students who completed from this school now work as Sports Managers				
3.	A number of the students are now working as Directors in the sports field around the country				
4.	Majority of our students are now Trainers in various sporting				

	activities				
5.	We have several of our former students who are Referees in the sports field				
6.	Some of our students would want to work as Umpires for some of the common sports activities in the country				

**Section D: Intervening Variables**

This section contains some of the anticipated intervening variables in the study.

<b>S.No.</b>	<b>D1 - Intervening Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	Lack of the basic sporting facilities has hampered dual career development among students in the secondary schools				
2.	Availability of role models in dual career has inspired many students to consider dual career development				
3.	Balancing academic and sports has made it difficult for students to appreciate dual career development				
4.	The fact that the school timetable is inclined to academics more than sports activities has had a negative influence of development of dual career among students				
5.	Dual career development remains a challenge among students because of students' inadequate knowledge about the future				

**Thank you for participating in the Study**

**END**

## **Appendix IV - Interview Guide for Key Informants**

The items in this interview guide will be used to gather data through face-to-face with the Key Informants.

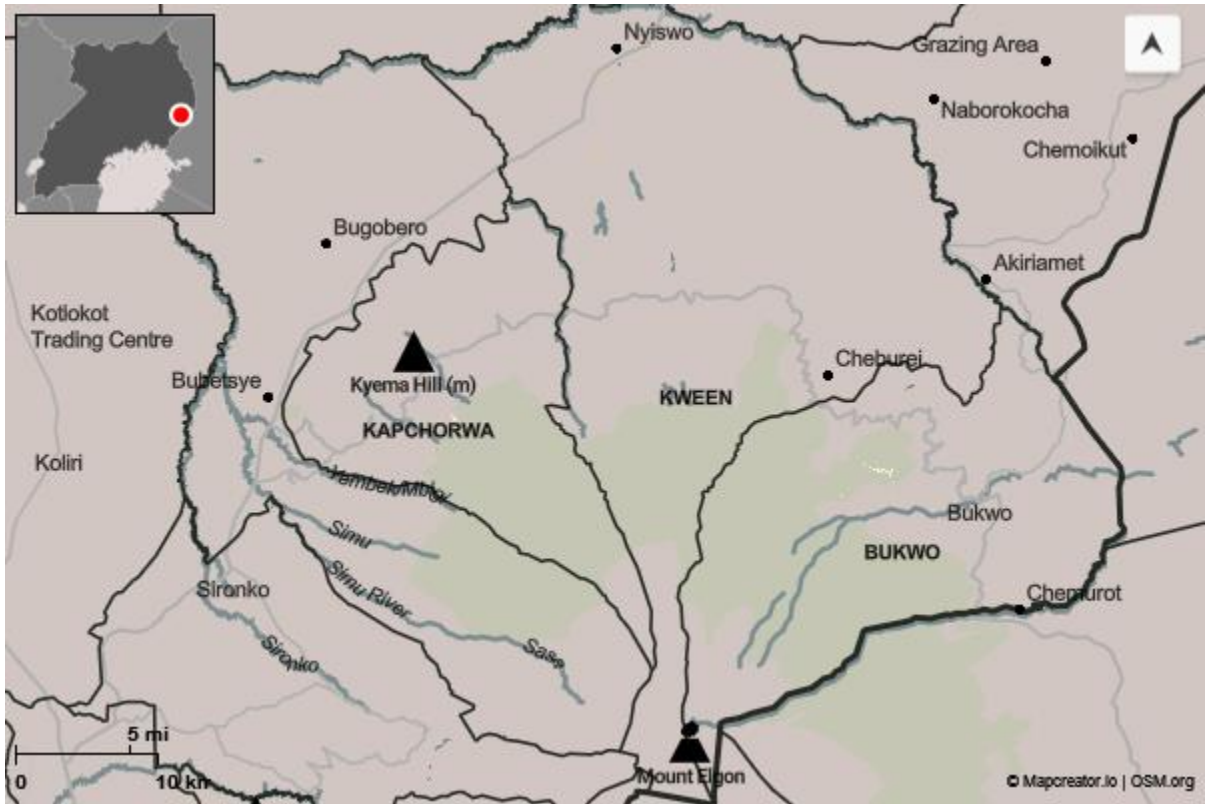
### **Items**

1. Could you briefly describe the management of students' career progression in Uganda?
2. In your opinion, why do you think the situation of students' career progression presents as you have described above?
3. To what extent are the teachers in the secondary schools engaged in supporting students in identification of career needs?
4. Could you describe to me the influence of identification of career needs on dual career development among students in secondary schools in Sebei sub-region?
5. Would you say that the teachers in the secondary schools in this region talk to students about career opportunities available to students?
6. Kindly elaborate on your response from above.
7. How does development of career opportunities influence dual career development among students in secondary schools in Sebei sub-region?
8. Do you think that teachers in the secondary schools in this area help students integrate their needs with career opportunities? Kindly elaborate on your response.
9. How does integration of students' needs with career opportunities influence dual career development among students in secondary schools in Sebei sub-region?
10. Do you think there is any regular monitoring of students career development with respect to dual career development? Please explain your response.
11. What is the influence of regular monitoring of students' career development on dual career development among students in secondary schools in Sebei sub-region?
12. Generally, what would you recommend as a strategic intervention to help students' dual career development in this country.

**We have come to the end of the interview.**

**Thank you so much for participating in this study.**

**APPENDIX V: A MAP SHOWING THE STUDY AREA (KAPCHORWA, KWEEN AND BUKWO DISTRICTS)**



## APPENDIX VI: ETHICAL CLEARANCE LETTER



28<sup>th</sup> February, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER FOR YAPSOYEKWO JUSTINE**

Warm greetings from Uganda Christian University!

This serves to introduce the above named; **Yapsoyekwo Justine**, as our student registered number **RM20P02/003** pursuing a PhD in Educational Administration and Management.

Justine is conducting a research as a requirement for the award of the above mentioned degree entitled; ***Implementation of Career Education and Dual Career Development: A Comparative Study of Academic and Sports Career Development among Students in Sebei Sub-Region.***

She has fulfilled all clearance requirements such as getting Research Ethics Approval from UCUREC which is accredited and regulated by Uganda National Council for Science and Technology (UNCST).

Any assistance given to her in achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

Dr. Owor Joseph Jakisa  
Directorate of Postgraduate Studies,  
Uganda Christian University  
[jowor@ucu.ac.ug](mailto:jowor@ucu.ac.ug)



cc. Executive Secretary, Uganda National Council Science & Technology

A Complete Education for A Complete Person

P.O. Box 4, Mukono, Uganda (East Africa), Plot 67-173, Bishop Tucker Road, Mukono Hill,  
Tel: +256 (0) 31 235 0800, Web: [www.ucu.ac.ug](http://www.ucu.ac.ug) UgandaChristianUniversity @UCUniversity  
Founded by the Province of the Church of Uganda. Chartered by the Government of Uganda

## APPENDIX VII: CLEARANCE OF NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY



Uganda National Council for Science and Technology  
(Established by Act of Parliament of the Republic of Uganda)

Our Ref: SS1252ES

24 May 2022

Justine Yapsoyekwo  
UGANDA CHRISTIAN UNIVERSITY  
Mukono

Re: Research Approval: **IMPLEMENTATION OF CAREER EDUCATION AND DUAL CAREER DEVELOPMENT: A COMPARATIVE STUDY OF ACADEMIC AND SPORTS CAREER DEVELOPMENT AMONG STUDENTS IN SEBEL SUB-REGION**

I am pleased to inform you that on **24/05/2022**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **24/05/2022** to **01/01/1970**.

Your research registration number with the UNCST is **SS1252ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	QUESTIONAIRES	ENGLISH	30 MARCH 2022	30 March 2022
2	Project Proposal	English	ACADEMIC PROPOSAL	
3	Approval Letter	English		
4	Administrative Clearance	English		
4	Observation Checklist	English	2	11 May 2022
5	Questionnaire Head and Deputy Teachers	English	2	11 May 2022
6	Students Questionnaire	English	2	11 May 2022
7	Key Informative Interview	English	2	11 May 2022
8	Informed Consent Form	English	2	11 May 2022
9	Data Collection Tools	English	2	11 May 2022

Yours sincerely,



Hellen Opolot

For: Executive Secretary

**UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY**

---

**LOCATION CORRESPONDENCE**

Plot 6 Kimera Road, Ntinda  
P.O. Box 6884  
KAMPALA, UGANDA

**COMMUNICATION**

TEL: (256) 414 705500  
FAX: (256) 414-234579  
EMAIL: [info@uncst.go.ug](mailto:info@uncst.go.ug)  
WEBSITE: <http://www.uncst.go.ug>

**APPENDIX VIII: POST VIVA CORRECTION FORM**



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE

STUDIES

**DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)**

**Date:** 17<sup>th</sup> April 2024

**Name of Candidate:** JUSTINE YAPSOYEKWO **Reg. No:** RM20P02/003

**Title of Dissertation:** IMPLEMENTATION OF CAREER EDUCATION AND DUAL CAREER DEVELOPMENT: A COMPARATIVE STUDY OF ACADEMIC AND SPORTS CAREER DEVELOPMENT AMONG STUDENTS IN SEBEI SUB-REGION

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN
1.	The second part of title (comparative) misleading. The objectives needed to show the comparativeness. Candidate to reflect more on what the study was all about.	This has been explained in the context
2.	Abstract of the dissertation needs to be revised and written in fewer words - preferably 250 words or less.	The abstract has been revised
3.	The historical background does not show the efforts made by earlier scholars to address the studied problem.  The current theoretical background does not	Improved upon

	<p>indicate the theory used to underpin the study.</p> <p>The contextual background lacks evidence to locate the problem in the Sebei region where the study occurred.</p> <p>The statement of the problem is still weak. The candidate needs to provide more evidence to show that the problem studied truly exists.</p>	<p>The study focuses on the Bandura's Social Learning Theory and Super's Developmental Theory; which were then expounded upon in two - under literature review.</p> <p>The statement of the problem has been revised upon</p>
4.	<p>The candidate should be more critical and analytical in the review of his literature.</p> <p>Besides, the conceptual framework presented in Chapter Two needs revision and further clarification.</p> <p>The so-called intervening variables may best pass for moderating variables!</p>	<p>This has been done</p> <p>This has been revised</p> <p>The intervening variables have been revised to moderating variables</p>
5.	<p>Chapter Three - Methodology needs to be revised thoroughly.</p> <p>Justify the use of mixed methods approach in this study,</p> <p>Identify the correct research design and sampling methods employed in the study.</p>	<p>The methodology has been revised.</p> <p>The use of mixed methods has been justified</p> <p>The convergent design was identified</p> <p>The sampling methods have been revised</p>
6.	<p>Candidate made some reasonable effort to present study results.</p> <p>However, the quantitative results have weak analysis and interpretations.</p> <p>Second, the qualitative results are also hardly interpreted.</p> <p>In short, the candidate should remember that this is a mixed methods study, so the data mixing should be well thought out.</p>	<p>Presentation of the results has been revised</p> <p>Analysis and interpretation has been improved</p> <p>Qualitative results have been improved</p> <p>The mixing has now been well brought out</p>
7.	<p>A good attempt was made to discuss the study results.</p> <p>However, the candidate should do more cross-referencing of key findings to</p>	<p>More cross-referencing has been added</p>

	strengthen the discussion section.	
8.	The conclusion drawn in the study is generally good. However, the statement of the recommendations needs to be further refined.	The statements of the recommendations revised,
9.	The reference list needs some improvement. Some of the sources cited are incomplete, especially journals.  Some of them lack volumes, editions and even page numbers.	Reference has been revised to include editions and pages.
10.	The candidate is advised to generally tighten all sections' writing before the thesis goes to the bookshelf.	The various sections of the thesis generally revised as advised,

SN	COMMENTS BY INTERNAL EXAMINER (1)	ACTION TAKEN
1.	The Abstract should report on the results from qualitative section where thematic and content analysis was undertaken.	This has not been done because the reduce on the number of words. Including qualitative analysis would increase on words beyond the expected limits.
2.	<p>Chapter One: Introduction</p> <p>Using historical, conceptual, theoretical and contextual background clearly brings out key issues of the problem area, which is dual career development.</p> <p>The problem statement well-articulated.</p> <p>The main objective of the study, specific objectives of the study and the research questions are well stated.</p> <p>However, the student should avoid putting statements that sound recommendations in problem statement.</p>	<p>This was an appreciation</p> <p>Appreciation</p> <p>Appreciation</p> <p>Revised</p>
3.	<p>Chapter Two: Literature Review</p> <p>The literature review is well guided by the underpinning theories and the developed conceptual framework, which resulted into articulation of the study objectives. Bravo!</p> <p>Though more recent studies in the area could have been quoted.</p>	Appreciation
4.	<p>Chapter Three: Methodology</p> <p>Whereas the students point out issues pertaining to philosophy like ontology, epistemology, objectivism, subjectivism, she is not precise as to what world view/philosophy she is aligned to. This needs to be attended to. As a study comprising both qualitative and quantitative paradigms, there is need to articulate the philosophy that accepts this view or position.</p> <p>The sample size and sampling strategies are all qualitative yet the students mentions a strong quantitative study that calls for</p>	<p>The pragmatic position has finally been out as the world view that underpinned t</p> <p>This has been done as advised.</p> <p>Sampling strategies have been revised.</p>

	<p>probabilistic techniques of sampling.</p> <p>The quantitative tool had seven (7) sections and all these should have reliability coefficients or even multi-correlational results. These are missing!</p> <p>The research design is not interwoven within the philosophical framework. According to the data, seems you are doing a triangulation but the nature of mixed method triangulation is not well articulated.</p>	<p>This has been corrected,</p>
<p>5.</p>	<p>Chapter Four: Results</p> <p>Quantitative data is presented starting with descriptive statistics. However, some results are wrongly interpreted. For instance, the way R-squared in the results is interpreted is wrong. E.g. page 57: The data in Table 4.11 indicated that at <math>r^2 = .297</math> the sig = 0.000 &lt; .05, implying that there is a strong significant influence of supporting students in identification of career needs and development of academic careers among students in secondary schools in Sebei sub-region.</p> <p>The <math>R^2</math> is also called coefficient of determination whose interpretation should be different from this. CHECK THIS OUT because this mistake is throughout the report.</p> <p>For a comparative study, one expected results of statistical differences. Please check out for statistics that articulate such differences and comparatives.</p> <p>The way you interpret ANOVA (Analysis Of Variance) results which would bring out such differences is wrong.</p> <p>Regarding qualitative data, thematic and content analysis should reveal what themes came out etc. This is not provided in the data yet provide some VIVOCE results as presented verbatim.</p>	<p>Interpretation has been corrected as adv</p> <p>The interpretation of the results as adv done throughout the chapter four.</p> <p>The interpretation of ANOVA has be advised.</p>

6.	Chapter Five: Discussion of Results Need to consolidate the discussions after aligning clarifying and interpreting the results well.	The discussion has now been consolidated
7.	Chapter Six - Conclusions/ Recommendations Conclusions need improvement Recommendations need improvement	Conclusions have been improved upon The recommendations have also been improved
8.	Philosophical and methodological corrections could be added.	Philosophical and methodological corrections have been included.

SN	COMMENTS BY INTERNAL EXAMINER (2)	ACTION TAKEN
1.	Abstract: The abstract has 509 words instead the recommended 300. It contains the purpose, objectives and methods but findings that are not presented in a clear way. The R <sup>2</sup> values are not a clear way to present results	This has been revised  The R2 values presentation and interpretation corrected
2.	Chapter One: Introduction The introduction says nothing about the study. Candidate urged to base on a suggested improvement with citations. The study specific objectives not very sharp and SMART. An improvement was suggested.	The introduction has been improved upon with citations Specific objectives were maintained because objectives would require improvement collection tools to collect new data.
3.	<b>Chapter Two: Literature Review</b> Commendable work done but suggestion for improvement was provided.	Appreciation
4.	<b>Chapter Three: Methodology</b> Advice was provided for improvement	The convergent research design was adopted (under 3.1). The pragmatic philosophy was adopted as philosophical underpinning for the study.

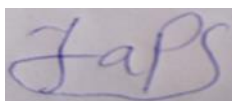
		<p>The population, sample and sampling has been improved upon under sections 3.2.1, 3.2.2, Fig. 3.1 and Table 3.1.</p> <p>Data collection: SAQ were administered to participants and the questionnaires have been improved to include open-ended questions to gather qualitative data on participants' experiences, challenges, and perceptions (see section 3.4.1); and the questionnaire in appendix 3.</p> <p>The interview items also captured participants' experiences, motivations, barriers, and suggestions for dual career development (see section 3.4.2 and the interview guide in appendix).</p>
5.	<b>Chapter Four: Presentation/Analysis of Data</b>	<p>Presentation of findings under each research objective has been revised as advised (see bottom of Table 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15 respectively).</p> <p>The Connections between qualitative findings and quantitative results to provide a comprehensive understanding of the research topic have now been considered for their relatedness (see Chapter four).</p>
6.	<b>Chapter Five: Discussion of Results</b>	<p>In the discussion section, there should have been an integration of findings from both quantitative and qualitative phases to provide a holistic interpretation of the study's results.</p> <p>Compare and contrast findings to identify similarities, convergence and divergence.</p>
7.	<b>Chapter Six: Conclusions/Recommendations</b>	The conclusions and recommendations have been improved upon.
8.	<b>References and Appendices</b>	The references and appendices have been improved upon as advised.

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN
1.	What was the problem of the study?	This has been improved upon

2.	What was the theory of the study?	
3.	You need to tell what it should be done in Uganda and what it done elsewhere. Why sports among other area.	This has been done
4.	The population of 360, is it for Sebei region or Uganda, the population seem to be lower.	The population of 360 was for Sebei sub-reg study was done.
5.	Would be interested to compare your results with elsewhere, is it unique in Uganda or	This has been done
6.	Why dual career and why sports.	This has been justified at the introduction of
7.	Clarification should have been made on the people you randomly selected	Justification has been made on the people se
8.	Sample of 186 who was included in that?	This has been presented in the Summary Tab
9.	Issues of quality control you did not mention about them yet you had qualitative data that fall under those criteria	Quality control for the qualitative tools l taken care of in chapter three.
10.	<b>Ethical issues:</b> you did not tell us the issues you should have brought them out.	The issues have been taken care of now
11.	Conceptual framework: you did a simple linear regression which omitted the others but there was no output, needed to show the contribution of each factor to compare them in ensuring better results.	A logistic regression has now been done
12.	Multiple linear regression was to help get out the outcomes; you did not bring out it well, given other factors would it remain the same?	A logistic regression has been done
13.	The table that shows the multiple linear regressions: the table shown is not	Logistic regression done

	multiple it is simple.	
14.	Each of the variables should have been shown in the table and on the horizontal should have shown their contribution. Some information is missing	This has been done
15.	The summary table is not necessary.	Summary table has been deleted
16.	You need to run a multiple predictor to show the coefficient to know which factor is more important this one would mislead a planner. If you have the data you run a multiple regression analysis.	This has been done
17.	What is the current landscape of career education programmes in Sebei sub region?	This has been presented at the beginning of c
18.	What is the interplay between the academic and sports career aspirations in Sebei	This has been justified
19.	What are the buriers of facilitators of dual carrier facilitators in Sebei sub region?	These have been highlighted through the qua
20.	Your sampling technique was multi stage not simple random.	It was stratified random sampling
21.	You call the 360 sample, not population	This has been corrected.
22.	Why would you engage in KJ-Morgan yet you want to statistically know how many would participate. Your population was not randomly sampled it was about people who knew about the dual programme.	More than one technique of sampling w instance, purposive sampling was used to who had information needed.
23.	What was the population of KJ-Morgan	The Glenn (1992) sampling table was used
24.	What was the sample or random?	The sample of the study was 186 obtained u (1992) sampling table

25.	There is still time to redeem and categorize your methods of sampling, separate students from staff.	The sampling methods have been corrected.
26.	Administrators are normally interviewed they are not put together with students the information is to support the data that is collected from students.	The administrators were separated from the from administrators was used to support students.
27.	Which type of mixed methods did you use? You need to sort it out.	The convergent mixed methods design was used.
28.	What is the real problem that necessitated the study, you need to bring it out clearly.	Problem statement has now been improved.
29.	You should have highlighted the issues why selecting the sites or school, the barriers and facilitators of dual career.	Selection of the secondary schools engaged in academic and sports activities was done through random sampling.
30.	If it was Likert 5 values would not qualify for multiple linear regressions.	A Logistic regression was instead run instead of linear regression.



Yapsoyekwo Justine  
**Rev. Can. Prof. Olivia Banja Nassaka (PhD)**



**Dr Charles Muweesi**



# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY

SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

## DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE (POST VIVA FORM)

Date: 17<sup>th</sup> April 2024

Name of Candidate: JUSTINE YAPSOYEKWO Reg. No: RM20P02/003

Title of Dissertation: IMPLEMENTATION OF CAREER EDUCATION AND DUAL CAREER DEVELOPMENT: A COMPARATIVE STUDY OF ACADEMIC AND SPORTS CAREER DEVELOPMENT AMONG STUDENTS IN SEBEI SUB-REGION

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1.	The second part of title (comparative) misleading. The objectives needed to show the comparativeness. Candidate to reflect more on what the study was all about.	This has been explained in the contextual background	Cover page
2.	Abstract of the dissertation needs to be revised and written in fewer words - preferably 250 words or less.	The abstract has been revised	Page 1, xvii

3.	<p>The historical background does not show the efforts made by earlier scholars to address the studied problem.</p> <p>The current theoretical background does not indicate the theory used to underpin the study.</p> <p>The contextual background lacks evidence to locate the problem in the Sebei region where the study occurred.</p> <p>The statement of the problem is still weak. The candidate needs to provide more evidence to show that the problem studied truly exists.</p>	<p>Improved upon</p> <p>The study focuses on the Bandura's Social Cognitive Theory and Super's Developmental Self-Concept Theory; which were then expounded on in chapter two - under literature review.</p> <p>The statement of the problem has been improved upon</p>	<p>Pages 2 - 5</p> <p>Pages 7 - 8</p> <p>Pages 10 - 11</p>
4.	<p>The candidate should be more critical and analytical in the review of his literature.</p> <p>Besides, the conceptual framework presented in Chapter Two needs revision and further clarification.</p> <p>The so-called intervening variables may best pass for moderating variables!</p>	<p>This has been done</p> <p>This has been revised</p> <p>The intervening variables have been passed for moderating variables</p>	<p>Pages 17 - 38</p> <p>Page 14</p> <p>Page 14</p>
5.	<p>Chapter Three - Methodology needs to be revised thoroughly.</p> <p>Justify the use of mixed methods approach in this study,</p> <p>Identify the correct research design and sampling methods employed in the study.</p>	<p>The methodology has been revised.</p> <p>The use of mixed methods has been justified</p> <p>The convergent design was identified</p> <p>The sampling methods have been revised</p>	<p>Pages 39 - 51</p> <p>Page 39</p> <p>Page 39</p> <p>Pages 42 - 43</p>
6.	<p>Candidate made some reasonable effort to</p>	<p>Presentation of the results has been revised</p>	<p>Pages 52 - 145</p>

	<p>present study results.</p> <p>However, the quantitative results have weak analysis and interpretations.</p> <p>Second, the qualitative results are also hardly interpreted.</p> <p>In short, the candidate should remember that this is a mixed methods study, so the data mixing should be well thought out.</p>	<p>Analysis and interpretation has been improved upon</p> <p>Qualitative results have been improved upon</p> <p>The mixing has now been well brought out.</p>	<p>Pages 52 - 145</p> <p>Pages 52 - 145</p> <p>Pages 52 - 145</p>
7.	<p>A good attempt was made to discuss the study results.</p> <p>However, the candidate should do more cross-referencing of key findings to strengthen the discussion section.</p>	<p>More cross-referencing has been added</p>	<p>Pages 17 - 38</p>
8.	<p>The conclusion drawn in the study is generally good. However, the statement of the recommendations needs to be further refined.</p>	<p>The statements of the recommendations have been revised,</p>	<p>Pages 172 - 174</p>
9.	<p>The reference list needs some improvement. Some of the sources cited are incomplete, especially journals.</p> <p>Some of them lack volumes, editions and even page numbers.</p>	<p>Reference has been revised to include the volumes, editions and pages.</p>	<p>Pages 176 - 186</p>
10.	<p>The candidate is advised to generally tighten all sections' writing before the thesis goes to the bookshelf.</p>	<p>The various sections of the thesis have been generally revised as advised,</p>	<p>Pages 1 through to 186</p>

SN	COMMENTS BY INTERNAL EXAMINER (1)	ACTION TAKEN	INDICATOR
1.	The Abstract should report on the results from qualitative section where thematic and content analysis was undertaken.	This has not been done because the advice was to reduce on the number of words. Including results of qualitative analysis would increase on the number of words beyond the expected limits.	Cover page
2.	<p>Chapter One: Introduction</p> <p>Using historical, conceptual, theoretical and contextual background clearly brings out key issues of the problem area, which is dual career development.</p> <p>The problem statement well-articulated.</p> <p>The main objective of the study, specific objectives of the study and the research questions are well stated.</p> <p>However, the student should avoid putting statements that sound recommendations in problem statement.</p>	<p>This was an appreciation</p> <p>Appreciation</p> <p>Appreciation</p> <p>Revised</p>	Pages 1 - 16
3.	<p>Chapter Two: Literature Review</p> <p>The literature review is well guided by the underpinning theories and the developed conceptual framework, which resulted into articulation of the study objectives. Bravo!</p> <p>Though more recent studies in the area could have been quoted.</p>	Appreciation	Pages 17 - 38
4.	<p>Chapter Three: Methodology</p> <p>Whereas the students point out issues pertaining to philosophy like ontology,</p>	The pragmatic position has finally been clearly brought	Pages 39 - 51

	<p>epistemology, objectivism, subjectivism, she is not precise as to what world view/philosophy she is aligned to. This needs to be attended to. As a study comprising both qualitative and quantitative paradigms, there is need to articulate the philosophy that accepts this view or position.</p> <p>The sample size and sampling strategies are all qualitative yet the students mentions a strong quantitative study that calls for probabilistic techniques of sampling.</p> <p>The quantitative tool had seven (7) sections and all these should have reliability coefficients or even multi-correlational results. These are missing!</p> <p>The research design is not interwoven within the philosophical framework. According to the data, seems you are doing a triangulation but the nature of mixed method triangulation is not well articulated.</p>	<p>out as the world view that underpinned the study.</p> <p>This has been done as advised.</p> <p>Sampling strategies have been revised.</p> <p>This has been corrected,</p>	<p>Pages 39 - 51</p> <p>Pages 39 - 51</p> <p>Pages 39 - 51</p>
5.	<p>Chapter Four: Results</p> <p>Quantitative data is presented starting with descriptive statistics. However, some results are wrongly interpreted. For instance, the way R-squared in the results is interpreted is wrong. E.g. page 57: The data in Table 4.11 indicated that at <math>r^2 = .297</math> the sig = <math>0.000 &lt; .05</math>, implying that there is a strong significant influence of supporting students in identification of career needs and development of academic careers among students in secondary schools in Sebei sub-</p>	<p>Interpretation has been corrected as advised.</p>	<p>Pages 52 - 145</p>

	<p>region.</p> <p>The <math>R^2</math> is also called coefficient of determination whose interpretation should be different from this. CHECK THIS OUT because this mistake is throughout the report.</p> <p>For a comparative study, one expected results of statistical differences. Please check out for statistics that articulate such differences and comparatives.</p> <p>The way you interpret ANOVA (Analysis Of Variance) results which would bring out such differences is wrong.</p> <p>Regarding qualitative data, thematic and content analysis should reveal what themes came out etc. This is not provided in the data yet provide some VIVOCE results as presented verbatim.</p>	<p>The interpretation of the results as advised has been done throughout the chapter four.</p> <p>The interpretation of ANOVA has been revised as advised.</p>	<p>Pages 52 - 145</p> <p>Pages 52 - 145</p>
6.	<p>Chapter Five: Discussion of Results</p> <p>Need to consolidate the discussions after aligning clarifying and interpreting the results well.</p>	<p>The discussion has now been consolidated.</p>	<p>Pages 146 - 160</p>
7.	<p>Chapter Six - Conclusions/ Recommendations</p> <p>Conclusions need improvement</p> <p>Recommendations need improvement</p>	<p>Conclusions have been improved upon accordingly.</p> <p>The recommendations have also been improved upon.</p>	<p>Pages 161 - 170</p>
8.	<p>Philosophical and methodological corrections could be added.</p>	<p>Philosophical and methodological corrections have been included.</p>	<p>Pages 39 - 52</p>

SN	COMMENTS BY INTERNAL EXAMINER (2)	ACTION TAKEN	INDICATOR
1.	<p>Abstract:</p> <p>The abstract has 509 words instead the recommended 300.</p> <p>It contains the purpose, objectives and methods but findings that are not presented in a clear way.</p> <p>The R<sup>2</sup> values are not a clear way to present results</p>	<p>This has been revised</p> <p>The R2 values presentation and interpretation have been corrected</p>	Cover page
2.	<p>Chapter One: Introduction</p> <p>The introduction says nothing about the study. Candidate urged to base on a suggested improvement with citations.</p> <p>The study specific objectives not very sharp and SMART. An improvement was suggested.</p>	<p>The introduction has been improved upon as suggested with citations</p> <p>Specific objectives were maintained because change of the objectives would require improvement in the data collection tools to collect new data.</p>	Pages 1 - 17
3.	<p><b>Chapter Two: Literature Review</b></p> <p>Commendable work done but suggestion for improvement was provided.</p>	Appreciation	Pages 19 - 38
4.	<p><b>Chapter Three: Methodology</b></p> <p><b>Advice was provided for improvement</b></p>	<p>The convergent research design was adopted as advised (under 3.1).</p> <p>The pragmatic philosophy was adopted as the overall philosophical underpinning for the study.</p> <p>The population, sample and sampling has been improved on under sections 3.2.1, 3.2.2, Fig. 3.1 and Table 3.1.</p> <p>Data collection: SAQ were administered to respondents;</p>	Pages 39 - 52

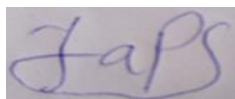
		<p>the questionnaires have been improved to capture open-ended questions to gather qualitative data about participants' experiences, challenges, and perceptions (see section 3.4.1; and the questionnaire in appendix).</p> <p>The interview items also captured participants' experiences, motivations, barriers, and suggestions related to dual career development (see section 3.4.2 and the interview guide in appendix).</p>	
5.	<b>Chapter Four: Presentation/Analysis of Data</b>	<p>Presentation of findings under each research objective has been revised as advised (see bottom of Table 4.11; and Table 4.15 respectively).</p> <p>The Connections between qualitative findings and quantitative results to provide a comprehensive understanding of the research topic have now been considered to reflect the relatedness (see Chapter four).</p>	<p>Pages 52 - 145</p> <p>Pages 52 - 145</p>
6.	<b>Chapter Five: Discussion of Results</b>	<p>In the discussion section, there should have been an integration of findings from both quantitative and qualitative phases to provide a holistic interpretation of the study's results.</p> <p>Compare and contrast findings to identify areas of convergence and divergence.</p>	<p>Pages 146 - 160</p>
7.	<b>Chapter Six: Conclusions/Recommendations</b>	<p>The conclusions and recommendations have been revised</p>	
8.	<b>References and Appendices</b>	<p>The references and appendices have been corrected as advised.</p>	

SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1.	What was the problem of the study?	This has been improved upon	Cover page
2.	What was the theory of the study?		Page 1, etc corrected
3.	You need to tell what it should be done in Uganda and what it done elsewhere. Why sports among other area.	This has been done	
4.	The population of 360, is it for Sebei region or Uganda, the population seem to be lower.	The population of 360 was for Sebei sub-region where the study was done.	Pages 39 - 52
5.	Would be interested to compare your results with elsewhere, is it unique in Uganda or	This has been done	Pages 146 - 160
6.	Why dual career and why sports.	This has been justified at the introduction of chapter one	Pages 16 - 17
7.	Clarification should have been made on the people you randomly selected	Justification has been made on the people selected.	Pages 42 - 43
8.	Sample of 186 who was included in that?	This has been presented in the Summary Table 3.1	Pages 44 - 45
9.	Issues of quality control you did not mention about them yet you had qualitative data that fall under those criteria	Quality control for the qualitative tools has now been taken care of in chapter three.	Pages 45 - 47
10.	<b>Ethical issues:</b> you did not tell us the issues you should have brought them	The issues have been taken care of now	Pages 50 - 52

	out.		
11.	Conceptual framework: you did a simple linear regression which omitted the others but there was no output, needed to show the contribution of each factor to compare them in ensuring better results.	A logistic regression has now been done	Pages 146 - 160
12.	Multiple linear regression was to help get out the outcomes; you did not bring out it well, given other factors would it remain the same?	A logistic regression has been done	Pages 146 - 160
13.	The table that shows the multiple linear regressions: the table shown is not multiple it is simple.	Logistic regression done	Pages 146 - 160
14.	Each of the variables should have been shown in the table and on the horizontal should have shown their contribution. Some information is missing	This has been done	Pages 146 - 160
15.	The summary table is not necessary.	Summary table has been deleted	Pages 146 - 160
16.	You need to run a multiple predictor to show the coefficient to know which factor is more important this one would mislead a planner. If you have the data you run a multiple regression analysis.	This has been done	Pages 146 - 160
17.	What is the current landscape of career education programmes in Sebei sub	This has been presented at the beginning of chapter one	

	region?		
18.	What is the interplay between the academic and sports career aspirations in Sebei	This has been justified	Pages 146 - 160
19.	What are the barriers of facilitators of dual career facilitators in Sebei sub region?	These have been highlighted through the qualitative data	Pages 146 - 160
20.	Your sampling technique was multi stage not simple random.	It was stratified random sampling	Pages 39- 52
21.	You call the 360 sample, not population	This has been corrected.	Pages 39- 52
22.	Why would you engage in KJ-Morgan yet you want to statistically know how many would participate. Your population was not randomly sampled it was about people who knew about the dual programme.	More than one technique of sampling were used. For instance, purposive sampling was used to select people who had information needed.	Pages 39- 52
23.	What was the population of KJ-Morgan	The Glenn (1992) sampling table was used	Pages 39- 52
24.	What was the sample or random?	The sample of the study was 186 obtained using the Glenn (1992) sampling table	Pages 39- 52
25.	There is still time to redeem and categorize your methods of sampling, separate students from staff.	The sampling methods have been corrected.	Pages 39- 52
26.	Administrators are normally interviewed they are not put together with students the information is to support the data	The administrators were separated from the students. Data from administrators was used to support data from students.	Pages 39- 52

	that is collected from students.		
27.	Which type of mixed methods did you use? You need to sort it out.	The convergent mixed methods design was used.	Pages 39- 52
28.	What is the real problem that necessitated the study, you need to bring it out clearly.	Problem statement has now been improved upon	Pages 39- 52
29.	You should have highlighted the issues why selecting the sites or school, the buriers and facilitators of dual career.	Selection of the secondary schools engaged in both academic and sports activities was done by stratified random sampling	Pages 39- 52
30.	If it was Likert 5 values would not qualify for multiple linear regressions.	A Logistic regression was instead run instead of a multiple linear regression	Pages 39- 52



Yapsoyekwo Justine



Dr Charles Muweesi



Rev. Can. Prof. Olivia Banja Nassaka (PhD)