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Identification of Career Needs and Dual Career Development Among Students in Secondary Schools in Uganda

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Keywords:

Identification of
Career Needs,
Dual Career
Development,
Students,
Sebei Sub-Region,
Uganda.

The research looked at the influence of identification of career needs on dual career development among students. The study adopted a descriptive survey design, incorporating both qualitative and quantitative approaches. The target population of study was 360 and a sample size of 186 people who included students who had participated in games and sports, directors of studies, career guidance teachers, games teachers, sports officers, headteachers and deputy headteachers. Data was collected using a self-administered questionnaire and interview method. 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 while for sports career $R^2 = .072$, $F=14.184$, $Sig= .000 < .05$, thus identification of students' career needs had a higher magnitude of influence for academic than for sports career development; thus 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.

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INTRODUCTION

The importance of helping students to develop both academic and sports careers has been emphasized by several countries including the European Commission (2012). Further, the goal of dual career development, as consistently stated in policy statements, is to help students develop the knowledge, abilities, and attitudes necessary to comprehend and succeed both inside and outside of the classroom, supporting both personal and societal economic performance (OECD, 2010). In a nutshell, dual career development is a plan designed to help someone get ready for a variety of professional choices following graduation. Considering numerous employment choices beyond your time in school is a wise decision in the present climate, regardless of your objectives, and it is crucial to start early. A variety of cooperative and partnership activities are essential to the success of professional education programs in schools and colleges. The growth of academic and athletic careers among secondary school students was the primary focus of this research (Martha, N., et al., 2023). In the majority of nations where dual career arrangements have been established for some time, there are occasional gaps in the robust relationships between the educational or professional sectors and the sports system. They might also be lacking in a stable legal system or political strategy. Career education could be beneficial for the establishment and enhancement of long-term dual career programs that enable customized arrangements for outstanding and elite athletes globally, whether they are employee-athletes or student-athletes (Martha, N., et al., 2023).

State Of Careers Education In Uganda

Dual careers are still quite new, even though career education has long been practised in Uganda. However, it has been noted that Ugandans continue to change careers. It is wise to give studies on dual careers and career education

serious thought. The mission of Uganda's Ministry of Education and Sports (MoES) is to "provide for, support, guide, coordinate, regulate, and promote the delivery of quality Education and Sports to all persons in Uganda; for national integration, individual, and national development." The vision of the MoES is "Quality Education and Sports for All." (ESSP, 2017). This suggests that Uganda's MoES considers the dual career development of all learners, specifically academic and athletic. Nevertheless, the ESSP FY 2017/18 - 2019/20 has only designated 32 schools as sports centres. As a result, career education is not typically prioritised in schools for the benefit of students. Therefore, it is still unclear how the learners' development of dual careers was affected by the lack of emphasis placed on career education.

Careers Education Within The Curriculum

As was already said, the MoES in Uganda is a dual ministry since, in line with its mission, it aims to help students advance both their academic and athletic abilities. In an ideal world, the educational system would prepare students for careers in both athletics and academia. There is no official training for service providers in Uganda's educational curriculum, even though career education services were created in the USA more than 100 years ago (OECD, 2010). The educational programs in Uganda are structured to get students ready for the next level of learning. Before 2020, Uganda's secondary education curriculum gave priority to topic knowledge at the expense of helping students develop marketable and transferrable skills and competencies (NCDC, 2020). The previous secondary education curriculum was initially created for a select group of exceptional kids headed for careers in the public sector. As a result, every learner will be able to acquire understanding and skills in his or her capacity, according to NCDC (2020). NCDC further affirms that the new curriculum will be

designed so that it gives every learner the chance to gain the knowledge, skills, and attitudes they need as well as the opportunity to receive the proper acknowledgment for their accomplishments while they are in school (NCDC, 2020).

Career instructors have been in charge of career education in secondary schools in Uganda up until the introduction of the new lower secondary school curriculum. These educators work to provide knowledge on the following topics and frequently take part in activities that are linked to them, including assessing career needs, creating career chances, fusing student needs with professional opportunities, and routine monitoring (NCDC, 2017). Their level of interaction with the kids differs from one school to the next due to a variety of circumstances, including time constraints, facilitation, and support from other stakeholders to name a few. The teachers work hard to help the students establish personal development plans that should be founded on their beliefs, aspirations, and self-awareness.

Statement Of The Problem

Despite the provision of career education to support students' identification of career needs in secondary schools, dual career development remains a significant obstacle. Due to its mission of offering top-notch sports and education to all students, Uganda's Ministry of Education and Sports supports conventional dual career growth. Dual career development is the way to go to help learners transition from one career to another in the 21st century successfully and without major obstacles. Secondary schools support students in the identification of career needs through their career teachers in this regard. However, a lot of Sebei students have had trouble preparing for both a career in academics and sports. The majority of students still struggle with the challenge of developing two careers, and most of them are unable to define their professional needs or conduct effective self-evaluations (OECD, 2018). There is research on sports and athletics (Taras, 2005; Yiannakis and Melnick, 2001), but there is

little information on how career education affects the growth of dual careers in Uganda, particularly in the Sebei sub-region. Before students enter the final stages of their education, secondary schools should ensure that there is a balanced progression of their careers. Therefore, the study investigates the influence of assistance in identifying students' career needs for the development of multiple careers in secondary schools in the Sebei sub-region.

Purpose

To establish the influence of support in the identification of career needs on dual career development among high school students in the Sebei sub-region.

Objectives

- To Assess the degree to which the secondary schools in the Sebei sub-region assist students in identifying their career needs.
- To determine the extent to which secondary school students in the Sebei sub-region are developing multiple careers.
- To compare the extent of influence in supporting the identification of students' career needs on academic and sports career development in secondary schools in the Sebei sub-region.

Significance Of Study

The results of this study may help stakeholders in different ways, for instance: It will assist the Sports and Education Ministry in making sure Uganda has the chance to create an advanced secondary-level curriculum, which will be essential in shaping young people into more independent, 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 assist the District Education Officers in promoting the National Curriculum Development Centre's (NCDC) curriculum to encourage dual career development among Ugandan youth. For better outcomes in both academics and athletics, it

will allow school officials to give their kids' dual career development priority. The findings might serve as a foundation for the academia.

Scope Of The Study

The study was conducted in secondary schools in eastern Uganda's Sebei sub-region, close to the Kenya-Uganda border. The region is located 295 kilometres (183 miles) northeast of Kampala, the capital city of Uganda, along 01 24N, 34 27E (Kapchorwa District, 2021). Although it is a mountainous area with challenging terrain, it is well known for producing some of the best athletes in the nation. The Sebei sub-region was chosen for this study because it has recently produced the top athletes, both men and women and because many students there are experimenting with dual career development, particularly in athletics. They focused on the influence of identifying career needs on dual career development among secondary school students in the Sebei sub-region. This was due to the USPA (2019) report's indication that dual career development in secondary schools was

weak. 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).

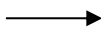
CONCEPTUAL FRAMEWORK

In this study, identification of career needs was the independent variable while dual career development was the dependent variable. The constructs under identification of career needs included the following aspects; psychological testing-interests, values, abilities, skills; personal circumstances, simulation exercises; and in-depth interviews. These were considered the basis for helping students in identifying their career needs. The constructs under dual career development were basically career considered academic such as becoming a school teacher, medical doctor, lawyer, social worker, public administrator or an engineer; and those considered sports careers such as becoming a sports director, sports manager, trainer, referee, umpire or coach.

Figure 1: Conceptual Framework

Independent Variable

- Identifying Career Needs**
- Psychological testing-interests
 - Values, abilities, skills
 - Personal circumstances
 - Simulation exercises
 - In-depth interviews



Dependent Variable

- Dual Career Development**
- Development of Academic Careers (School Teacher, Medical Doctor, Lawyer, Social Worker, Public Administrator, Engineer, Statistician, etc.)
 - Development of Sports Careers (Sports Director, Sports Manager, Director, Trainer, Referee, Umpire, Coach, Physical Therapist, Sports Anchor, Sports Massage Therapist, Sports Medical Physician, etc.)

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

THEORETICAL REVIEW

The study adopted two theories: Social Cognitive Theory and Super's Self-Concept Theory.

Social Cognitive Theory Of Bandura

The Social Cognitive Theory was put forth by Albert Bandura in 1986 as an extension of the prior Social Learning Theory he had created in 1977. The theory holds that social interactions,

individual experiences, and external media effects can all be considered when observing others and learning. The theory states that when people witness a model act and see the outcomes, they remember the sequence of events and apply it to guide their behaviour in the future. The Social Cognitive Theory is presented from an agent perspective, which argues that individuals are not only created by their environments or inner forces

but also actively self-develop, self-regulate, self-reflect, and proactive (Pajares, 2009). According to Pajares (2009), human agency primarily takes three forms: individual, proxy, and collective. A person's direct impact on the environment is referred to as individual agency, but another person's attempts to safeguard an individual's interests are referred to as proxy agency.

According to Bandura (1988), the main tenet of social cognition theory is that people learn and acquire information by observing models. The models could be drawn from imitations made by others or from media sources. Good modelling provides general guidelines and techniques to address different situations. The theory states that learning is most likely to occur when there is a high degree of identification between the observer and the model, as well as when the observer has a high degree of self-efficacy (Urich, 2017). The degree to which an individual believes they can acquire a particular skill is known as their self-efficacy. Self-efficacy beliefs are an important set of proximal determinants of human motivation, effect, and action because they intervene in motivational, cognitive, and affective processes to influence behaviour (Bandura, 1989).

According to Bandura (1988), self-efficacy is the belief in one's capacity to organise and execute the steps required to deal with various situations. Researchers like Bandura and others have found that an individual's degree of self-efficacy has a big impact on how they manage goals, responsibilities, and challenges. People who have strong self-efficacy tend to believe they can overcome difficult obstacles and recover quickly from setbacks and disappointments. People with low self-efficacy are less confident in their skills and self-assurance, which causes them to avoid challenging tasks. Therefore, self-efficacy has a major impact on behaviour performance. Observers are more likely to participate in observational learning activities when they have high levels of self-efficacy (Bandura, 1989).

Mastery experience, a process that aids a person in completing straightforward tasks that pave the way for more difficult goals, can be used to build

or develop self-efficacy; ensuring a person is relaxed and well-rested before taking on a new task is essential to improving their physical and emotional states. Social modelling provides a recognisable model that demonstrates how a behaviour is accomplished. People who are less patient and unhurried are more likely to fail to exhibit the desired behaviour. Motivating someone to complete a task or take up a specific behaviour is known as verbal persuasion (McAlister et al., 2008).

Identification enables the spectator to experience a 1:1 likeness with the model, which may increase the likelihood that the observer will carry out the modelled behaviour (Bandura, 1988). Individuals are more prone to copy the actions of someone with whom they identify. The more similarities or emotional links there are between the modelled behaviour and the observer, the more likely it is that the observer will pick up on it and emulate it. SCT is widely applied to sports, health, education, and other subjects in media studies. For example, Hardin and Greer (2009) examined how sports are gender-typed within the theoretical framework of social cognitive theory and hypothesised that gender-role socialization and sports media use had a significant impact on how American college students perceive gender in sports. The results of this study on career education and dual career development among students in secondary schools in the Sebei sub-region were thus appropriately predicted by Bandura's Social Cognitive Theory.

Super's Theory Of Developmental Self-Concept

The concept of career development looks at how to improve career paths, professional growth, and general job happiness. Determining your core values, skills, and chosen path can be aided by having a solid understanding of professional development theory. Though theories of career development vary in their conclusions, they all emphasize the need to develop meaningful professional goals and foster a healthy emotional connection with one's work. Donald Super created the developmental hypothesis, which is based on

the idea that self-perception changes over time. Time and experience mould a person's values on their career and personal objectives. This perspective holds that an individual's lifespan makes up their entire "career." Super established five stages of career growth: Decline, Exploration, Establishment, Maintenance, and Growth.

Super believed that the extent of people's satisfaction with their careers depended on how they perceived themselves at each of these five stages of development. For example, a work-life balance may be more crucial during the maintenance phase than during the establishment phase. A person's perception of their field of work may vary over time, even if their career does not. This is due to experience and time. It was discovered that Super's Developmental Self-Concept Theory effectively supported this study on career education and dual career development among students in secondary schools in the Sebei sub-region.

EMPIRICAL LITERATURE REVIEW

Numerous studies conducted in developed nations have looked into the difficulties students face when trying to identify their career needs. For instance, it has been noted that there were a variety of policy suggestions for the European Union (EU) member states in 2012 that addressed barriers to attaining sustainable individual and sports-based development in high-performance sports (i.e., the integration of sport with education/work) (EU Guidelines, 2012). The following allocation of funds for sports initiatives around Europe encouraged research on athletes' dual careers and policy creation in the member states. In their evaluation of dual career research, Stambulova and Wylleman (2019) found several benefits of having several occupations, such as long-term improvements in life satisfaction, enhanced sports performance, and individual student development. However, the studies conducted in the developed nations did not consider dual career development among students in secondary schools but rather the difficulties the students face.

Furthermore, research on the professional trajectories of top athletes has revealed that these people generally follow one of three routes: (a) focusing only on their sport, (b) integrating work and sport while giving priority to sports-based development, or (c) creating a stable dual career pathway. According to research conducted by Barriopedro et al. (2019) and L'opez de Subijana et al. (2020), the only career trajectory that has been found to safeguard athletes' overall personal development, employability, and reintegration into society after careers in professional sports is the steady dual one. According to Torregrosa et al. (2015), these three pathways—also known as linear, convergent, and parallel—are connected to various psycho-social effects of job changes. The gap in the studies by Barriopedro et al. (2019) and L'opez de Subijana et al. (2020) is that they considered only professional trajectories of top athletes. The present study considered students in the secondary schools who are still in their formative years in various careers.

While research elucidating the psycho-social consequences of athletes' career behaviour is available, relatively little is known about the dual career developmental curves that would explain how elite athletes form their career pathways and what role they play in a dual career (dis)continuation. It is crucial to take into account how the dual career developmental trajectory becomes embedded during this phase, as late adolescence has been identified as a transitional period in which athletes advancing to senior sport are challenged to combine higher levels of competition with other roles in life (Stambulova et al., 2015). According to studies on gifted teenagers making the switch to top athletics, many of them suffer from role strain and weariness as a result of trying to reconcile the increasingly demanding and sometimes incompatible societal expectations for success (Elliott et al., 2018; Gledhill & Harwood, 2015; Knight et al., 2018). The gap in the studies cited here above is that they considered the psycho-social consequences of athletes' career behaviour rather than in the choice of career - academic or sporting careers. Furthermore, the studies cited alluded more to the

focused on the demanding and incompatible societal expectations among the elite athletes.

According to Baron-Thiene and Alfermann's (2015) findings, 29.6% of teenagers pursuing two careers in German elite sports schools gave up on sports before they could reach their maximum potential. In addition, a growing corpus of studies has revealed the underlying gender dynamics that shape athletes' experiences and choices regarding their dual jobs. For instance, female athletes are more likely to invest in education, have dual career goals and identities, and live their lives along multiple cultural narratives, even though their motivation for their sport is similar to that of male athletes (Ekengren et al., 2018; Moazami-Goodarzi et al., 2020). Research on athletes' dual careers in handball (Ekengren et al., 2018), basketball (Tekavc et al., 2015), and football (Harrison et al., 2020) revealed that most elite female players pursued or planned to pursue a dual career at the tertiary education level, in contrast to their male counterparts. This finding lends additional credence to the idea that shaping athletes' life careers is important from adolescence to adulthood (Ryba et al., 2015). The studies cited above were carried out in elite sports schools while the present study was interested in the general secondary schools. At the same time, earlier studies considered issues of gender dynamics unlike the present study. Similarly, earlier studies were specific in terms of the sports such as handball, basketball and football. The current study looked at sports in general.

According to Baron-Thiene and Alfermann (2015) and Ronkainen et al. (2016), female athletes have higher levels of physical complaints and weariness compared to their male counterparts. Additionally, a significant number of women reports feeling lonely and receiving minimal emotional support from their coaches and parents. These kinds of events played a part in female athletes' decision to give up sports in favour of their studies, careers, and families. Skrubbeltrang et al. (2018) argued that gender expectations and sports shape an adolescent athlete's future perspective on what career is

possible, even when there is an intention to support equal opportunities for adolescent athletes to develop a dual career. Their research was based on an ethnographic study conducted in the specialised classes at Denmark's elite sports schools. According to feminist scholars, the hierarchical gendered logic of patriarchal societies, in which identity is inextricably linked to (often binary) meanings of femininity and masculinity, is what sustains the so-called "gender gap" across the (sub)fields of sport and education (Kavoura et al., 2015). As already alluded to in the previous paragraph, earlier studies considered the gender dynamics while the present study was more general.

The social and psychological effects of the heavily gendered environment on a person arise from the implicit weaving of ostensibly neutral identity positions—such as coach, teacher, or athlete—into specific modes of feeling, thinking, and acting. As a result, depending on whether they violate or comply with gender ideals at a certain (sub)cultural and historical moment, the person is either made susceptible or rewarded. It is important to critically examine the presumption that, in comparison to their male counterparts, female athletes have higher aspirations for both education and dual careers. This is because the dual career discourse has been mobilised at the nexus of sport and education, each with distinct stereotypical views of high- and low-achieving gendered identities (Ryba, 2018).

METHODOLOGY

The research design utilised in the study was a descriptive survey, incorporating both qualitative and quantitative approaches. According to Kothari (2006), the primary goal of employing this kind of design is to establish a collective view, attitude, or behaviour more clearly around a particular topic. This is exactly what this study set out to establish about career education and dual career development among students in secondary schools. Face-to-face interviews and self-administered questionnaires were used to gather the primary data. 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 researchers to detect variations of situations over time to support primary data (Amin, 2005).

The study's target population was made up of a variety of individuals, including students who had participated in games and sports (267) and directors of studies (15, DOS), career guidance teachers (15), games teachers (30), sports officers

(03), headteachers (15) and deputy headteachers (15) of the chosen secondary schools. The total target population of the study constituted 360 people. Based on the Glenn (1992) sampling table, the study sample constituted 186 respondents who were sampled using purposive and cluster sampling techniques. The demographic, sample size and sampling strategies utilised in the investigation are summarised in *Table 1*.

Table 1: The study's population, sample size, and sampling methods

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	Cluster Sampling
Students	267	136	Cluster Sampling
Total	360	186	

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

The questionnaire (survey) approach and the interview method were the two ways of gathering data employed in the study. The questionnaire method was used because it has several advantages over some other methods in that it is cheap, easy to use, contains standardised items often with determined responses, and it is easy to analyse the data collected. The Self-Administered Questionnaire (SAQ) instrument was utilised in this study to gather information from both teachers and students. This is because research with huge sample numbers and vast geographic areas benefits greatly from the use of SAQs, as stated by Johnson and Onwuegbuzie (2004). Given the sheer number of teachers and pupils, as well as their wide geographic distribution, the questionnaire method made sense.

Interviews were conducted with guidance teachers, headteachers, deputy headteachers, and sports officers to obtain data; as Kothari (2006) states, in-person interviews allow for the collection of detailed information from interviewees. Interviewees can provide more social cues, describe what transpired in a particular event, and share their perspectives on it. Additionally, Oso and Onen (2008) state that the interview guide is the best tool because it allows both the interviewee and the researcher to ask

clarifying questions, which results in the provision of information that cannot be directly observed, as well as historical details about a phenomenon under investigation.

The validity and reliability of the data-gathering instruments were examined to guarantee quality control. Supervisor consultation was used to validate the study instrument, and the result was a CVI of 0.81, indicating good validity. Nevertheless, the instrument's reliability was evaluated by first piloting it with a small number of respondents who were excluded from the final sample. This was done using the split-half technique, and the results showed a good level of reliability, as indicated by the Chronbach reliability coefficient of 0.894, which was obtained using the George and Mallery (2003) scale.

Descriptive and inferential statistics produced by the Statistical Package for Social Sciences (SPSS) for quantitative data were used for data analysis. The descriptive statistics included frequencies, percentages, means and standard deviation. From the descriptive statistic (means), the inferential statistics, i.e. simple linear regression that formed the basis of the conclusion, was generated. For qualitative data analysis, collected data were

transcribed, coded, and categorised, and themes were built through content analysis. Specifically, the narrative method was used to weave together a sequence of events from several individuals to form a cohesive story. This was done to improve the research findings' readability and comprehension for a wider audience with an interest in career education and dual career development among Ugandan secondary school students.

Table 2: Demographic data of respondents

Characteristic		Frequency	Percent
Gender of Respondents	Male	122	65.9
	Female	63	34.1
Age Bracket of Respondents	20-29 Years	126	68.1
	30-39 Years	23	12.4
	40-49 Years	24	13.0
	Above 50 Years	12	6.5
Education Level of Respondents	Diploma	20	10.8
	Degree	30	16.2
	Masters	12	6.5
	A-level	123	66.5
Designation of Respondents	Headteachers	8	4.3
	Deputy Headteachers	12	6.5
	Teachers	42	22.7
	Students	123	66.5

Source: Primary data (2022)

From the 185 respondents who completed the self-administered questionnaires, there were more male than female respondents. According to Figure 2, 65.9% of the respondents were male, while 34.1% of them were female respondents. This implies that in the secondary schools in the Sebei sub-region, more men than women have been deployed to teach the students. According to Table 2, 68.1 % of the respondents were between the ages of 20 and 29, and 12.4% were between the ages of 30 and 39. Just 6.5% of them were older than 50, with the remaining 13.0% falling in the 40 to 49 age range. This suggested that young individuals, who frequently have a keen interest in job development for their future lives, made up the majority of the responders.

The results also revealed that A-level students made up the bulk of the responders (66.5%), which was the focus of the study. A-level students were considered because they were at a critical

STUDY FINDINGS

Demographic Data of Respondents

The participants needed to provide their gender, age group, educational attainment, and marital status. The detailed results of each characteristic are presented in Table 2.

stage of career determination as they prepared for tertiary education. Data in Table 2 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 the provision of data for this study. At least 6.5% of the respondents had master's 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.

Data presented in Table 2 also 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 deputy headteachers and headteachers, respectively. The proportions of respondents by designation indicate how representative the respondents were of the research population; as a result, the study's findings can be applied to the Sebei sub-region's target population as a whole.

Identification of Career Needs and Dual Career Development

Table 3 presents the descriptive statistics for the identification of career needs by the students in the secondary schools under study. Results in *Table 3* showed that most respondents (56.8%) agreed that psychological testing was done to learn about students' interests before assisting them in identifying their 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, it was not done. The data in *Table 3* further showed that 49.2% of those surveyed agreed, with 44.9% strongly agreeing that career teachers tried to find out what the students valued to help them identify career needs. Only a small proportion of 5.9% disagreed career teachers tried to find out what the students valued to help them identify career needs.

The findings in *Table 3* also revealed that 47.0% and 40.0% strongly agreed and agreed, respectively that the career teachers endeavoured to assess the student's abilities 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 to help them identify career needs. This also implied that some career teachers make an effort to assess the student's abilities

before offering any help to students to identify their career needs.

Furthermore, the findings 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 in identifying career needs. Similarly, 43.2% of those surveyed agreed, with 24.3% strongly agreeing that career teachers also considered personal circumstances 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 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 the identification of their career needs.

Table 3's results also showed that 41.6% of respondents strongly agreed, and another 28.6% of them agreed that career teachers carried out simulation exercises to help students identify career needs. Some 27.6% disagreed, and 2.2% strongly disagreed in this regard. However, the 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 agreed that career teachers ever endeavoured to carry out in-depth interviews with the students before supporting them in identifying career needs. The overall mean for all the items on identification of career needs was 3.07, which implies that students in the secondary schools in the Sebei sub-region are moderately supported in the identification of their career needs.

Table 3: Identification of career needs by students

Items on Identification of Career Needs	SD	D	A	SA	Mean	St. Dev
In this school, we carry out psychological testing to understand interests of students before helping them identify career needs	15.1	14.6	56.8	13.5	2.69	.890
We also try to find out what the students value to help them identify career needs	0.0	5.9	49.2	44.9	3.39	.599
We endeavour to assess the student's abilities 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 students have before supported them in identifying career needs	1.6	3.2	47.0	48.1	3.42	.638
We also consider personal circumstances to support the students in identifying career needs	1.6	30.8	43.2	24.3	2.90	.781
We carry out simulation exercises 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 in identifying career needs	2.7	62.2	23.2	11.9	2.44	.736
Overall Mean					3.07	

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

Source: Primary data (2022)

Development of Academic Careers

Table 4 presents descriptive statistics on the development of academic careers. Table 4 shows that the majority of students who completed secondary education in the Sebei sub-region became teachers, with 24.9% and 40.5% of respondents agreeing and strongly agreeing, respectively. 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 the Sebei sub-region had become teachers. The findings further revealed found, respectively that, 25.4% and 41.1% of respondents strongly agreed and agreed 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.

Moreover, the results revealed that the majority of secondary school pupils in the Sebei sub-region wanted to become attorneys, with 49.7% and 11.9% of the respondents agreeing and strongly agreeing, respectively (see Table 4). In a similar vein, the majority of students in the secondary schools in the Sebei sub-region would like to become social workers so they may help their communities, according to 36.8% and 29.2% of the respondents, respectively, who strongly agreed and agreed. However, 50.3% and 25.4% of the respondents disagreed and strongly disagreed, respectively, that the secondary schools had produced several people now working in the public sector as Public Administrators, such as Chief Administrative Officers. This implied that perhaps a few of the students from the secondary schools in the Sebei sub-region had ended up as Public Administrators.

The results also revealed that the majority of respondents (63.8%) strongly agreed and 19.5% agreed that pupils in secondary schools intended to become engineers in many fields in the future. Similarly, the majority (49.7% and 13.0%) agreed

and strongly agreed, respectively, that students studying in the secondary schools in the Sebei sub-region would like to end up as Statisticians working with different organisations dealing with statistics (see *Table 4*). The overall mean for all the items on the development of academic careers

was 2.72, which, according to the legend at the bottom of *Table 4*, implies that the development of academic careers has been moderately prioritised by students in the secondary schools in the Sebei sub-region for their future life.

Table 4: 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
The 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 several 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 organisations dealing with statistics	2.2	35.1	49.7	13.0	2.74	.707
Overall Mean					2.72	

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

Source: Primary data (2022)

Before considering the influence of the identification of career needs on the development of academic careers among the students, it was prudent to ascertain their relatedness. Therefore,

the results in *Table 5* show the relationship between the identification of career needs and the development of academic careers among students in secondary schools in the Sebei sub-region.

Table 5: Relationship between identification of career needs and development of academic careers among high school students in the Sebei sub-region

Model	Unstandardised Coefficients		Standardised 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 5* indicated a significance value (Sig) of .000, implying that the students' academic careers in the secondary schools in the Sebei sub-region were positively correlated with their determination of career needs. To determine the influence of identification of career needs on the development of academic careers among

students enrolled in the Sebei sub-regions secondary schools, a linear regression was run using the transformed overall means in *Table 3* (i.e. 3.07) for identification of career needs and that in *Table 4* (i.e. 2.72) for development of academic careers. The results of the linear regression are presented in *Table 6* and *Table 7*.

Table 6: Model Summary

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

a. Predictors: (Constant), Identifying career needs

From the results in *Table 6*, the R square value was .297, which can be converted to per cent (.297 x 100), giving 29.7%. This means that for every unit effort in supporting students in the identification of career needs in the secondary

schools in the Sebei sub-region, there would be a 29.7% improvement in the development of academic careers. To determine whether or not such a change causes a significant influence, the ANOVA results in *Table 7* were considered.

Table 7: 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	.000b
Residual	157.652	183	.861		
Total	224.249	184			

a. Dependent Variable: Academic career Development

b. Predictors: (Constant), Identifying career needs

From *Table 7* and at $R^2 = .297$, $F=77.304$, the $sig = .000 < .05$, implying that there is a strong significant influence of helping students identify their job needs on the advancement of their academic careers at secondary schools located in the Sebei sub-region. To ascertain the impact of providing students with assistance in the identification of career needs on the development of sports careers, it was prudent to generate descriptive statistics on the development of sports careers.

Development of Sports Careers

The majority of respondents (51.4% and 28.6%) agreed and strongly agreed respectively that there are students who would wish to work as sports directors in the future, according to data in *Table 8*. However, a small proportion of 18.4% disagreed and 1.6% strongly disagreed that there were students who would like to work as sports directors in future. This implied that there were a significant number of students in the secondary schools in the Sebei sub-region who had an interest in the development of a sports career. The results further showed that 47.0% of the respondents acknowledged that some of the students who completed secondary school in the 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 the secondary schools in the 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 8* revealed that the 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 a few of the students who studied in the secondary schools in the Sebei sub-region were now working as directors in the sports field around the country. The results also indicated that the majority (69.7%) of the respondents acknowledged that most of the students were now trainers in various sporting activities. Similarly, the 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.

Table 8: Descriptive Statistics on Development of Sports Careers

Items on Development of Sports Careers	SD	D	A	SA	Mean	Std. Dev
Some students 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 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
The 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
Overall Mean					2.71	

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

Source: Primary data (2022)

The overall mean for all the items on development of the sports careers was 2.71, which implies that the development of sports careers among students in secondary schools in the Sebei sub-region is moderately prioritised for their future life. *Table 9*

shows the relationship between the identification of career needs and the development of sports careers among students in secondary schools in the Sebei sub-region.

Table 9: Relationship between Identification of Career Needs and Development of Sports Careers among Students in Secondary Schools in the Sebei sub-region

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.682	.274	6.141	.000
	Identifying career needs	.327	.087	.268	.3766

a. Dependent Variable: Sports career development

The results in *Table 9* indicated a significance value (Sig) of .000, implying that the identification of career needs is also significantly related to the development of sports careers among students in the secondary schools in the Sebei sub-region.

among students in the secondary schools in the Sebei sub-region, a linear regression was run using the transformed overall means in *Table 3* (i.e. 3.07) for identification of career needs and that in *Table 8* (i.e. 2.71) for development of sports careers. The results of the linear regression are presented in *Table 10* and *Table 11*.

Influence of Identification of Career Needs on the Development of Sports Careers

To determine the influence of identification of career needs on the development of sports careers

Table 10: Model Summary

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

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

Source: Primary data (2022)

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 the identification of career needs in the secondary schools in the Sebei sub-

region, the 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 11* were considered.

Table 11: 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	.000b
Residual	135.327	183	.739		
Total	145.816	184			

a. Dependent Variable: Sports career development

b. Predictors: (Constant), Identifying career needs

Source: Primary data (2022)

From *Table 11* and at $R^2 = .072$, $F=14.184$, the $\text{sig} = .000 < .05$, implying that there is also a strong significant influence of identification of career needs on the development of sports careers among students in secondary schools in the Sebei sub-region.

The quantitative results for the development of both academic and sports careers among students in the secondary schools in the 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 about the description of the influence of identification of career needs on dual career development among students, one of the deputy headteacher (R-DHT-01) of the secondary schools in the Sebei sub-region said:

"Through identification, teachers can identify the learner's ability to participate in a given sporting activity. Monitoring and building the capacity of the learners in the best area of career can change the behaviour of the learners towards academic and sports careers. 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 the 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 careers. It enables the school administration to cater to the needs of the learners towards achieving the best in academics and sports careers: It helps the learner go on with both academics and sports careers."

The response above further reveals that the teachers in the secondary schools in the Sebei sub-region try to help students identify their 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 an interest. A case in point: Athletes emulate their role models who are excited by their

failures and consider academics a waste of time since sports are paying. In that regard, career education is uncertain if a person can make it or not."

The headteacher's response implies that in some schools, teachers are not so much bothered about encouraging learners to participate in the 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 the Sebei sub-region are good in Athletics. These have been enabled through identifying the career needs of our learners. Identification of career needs enables learners to choose the 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 those who are talented in both sports and academics have the option to choose one and concentrate on it. The danger is that instead of developing a 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 school in the Sebei sub-region said:

"Through career identification, the less advantaged learners are now earning their living from their career identification, which has enabled them to do so. Career identification and guidance have helped most learners to carry forward both their academics and sports. They are encouraged to build their academic careers alongside sports to progress concurrently, especially in their communication skills."

The response of the director of studies quoted above shows that when teachers help students identify 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) agreed with his colleagues who had also been interviewed in the other schools. He said:

"Identification of career needs has had a positive influence on some of our students through the identification of their career needs, and they have also excelled in sports and academics. Some students had been weak in academics but, through career development and paper identification of their needs, have excelled in sports. 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 the Sebei sub-region were engaged in supporting students in the identification of career needs. The literature (Torregrosa et al., 2015; Stambulova and Wylleman, 2019) also demonstrates that professional education is a crucial first step in acquiring life skills through sports, particularly in the early stages. Hence, it is important to encourage professionals who instruct children in sports, such as career teachers, coaches, sports managers, mentors, and others, to constantly include the kids in the development of several occupations. It would also be advantageous for them to take into account how sports might impart life skills. Sports aid in the acquisition and development of several life skills, which is something that families who want the greatest possible preparation for their children's dual careers should be aware of. Finally, it may be suggested that they encourage their children by directing them to sports and supporting them in this direction.

Regarding students' 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 schools do not have enough spare for dual career development; the centre of interest is academics. Identification of the student's abilities helps in the specialisation of what they can do best; when gained well, they can be more active in class since those who are also good in other helps it gives a learner a wide range of thinking."

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

"Parenting tends to shift the learner's career choices against the learner's interest. Some parents would wish that their children become what they want other than what they (learners) are interested in. The community where the learners come from may not follow the learners and career development as some communities may have a mind of only sport and not academics; in addition, the peers of the learners can also either affect the learner's 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 too 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 positive effect since the talent is identified earlier and enables learners to perfect their talents. By so doing, they can achieve a wide range 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's career needs are not detected early, he may end up taking a direction not suitable for their life and talent; in most cases, such students study courses at university out of which the learners start perfecting the skills of their interest early. A case in point is students who are good at athletics. If they are identified early enough, they can be very good athletes. The ability to identify a student's career early enables the country to have the right human resources of the right pretensions and offices. If a student is guided early and properly, then teachers become teachers, and these good in medicine to medical."

DISCUSSION

The results of the study showed that helping students identify their career needs was highly consistent with research conducted by other academics, like Öztürk (2018), who found that even though most students' schools had adequate sports facilities, 68.1% of them still participated in some sponsored sports. Another study conducted by Özcan and Yıldırım (2011) had results that strongly correlated with the findings of this study. Their results showed a substantial difference in the social skill levels between secondary school pupils who played licensed sports and those who played sports at school (Özcan et al, 2011). In other words, the type of sports that students play both inside and outside of school has a substantial impact on their social skill levels and affective sensitivity component. When comparing the current situation of sports, it becomes evident that children participating in licensed sports enjoy a distinct advantage over those participating in school-sponsored sports. Compared to students who do not participate in sanctioned sports, those who do acquire stronger life skills.

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

discovered that secondary school students who engaged in athletics developed more life skills than their non-athletic counterparts, including goal setting, emotional intelligence, leadership, communication, teamwork, and time management. Mayer (2017) asserts that children who participate in school teams acquire a greater variety of life skills compared to their non-participating peers, including time management, goal setting, and leadership (Nansubuga, O. K., Muweesi, C., Zhao, L., & Mutebi, A. 2019), communication, teamwork, emotional intelligence, and social skills. In addition, compared to students who play individual sports, team sports participants are more likely to develop life skills like goal setting, communication, time management, leadership, and social skills. One could argue that this is the case because social engagement with sports helps pupils acquire and develop a wide range of life skills. (Stephen, A., Charles, M., Mugenyi, D. K., et al 2022).

From the findings, 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. To explore and plan for their future career endeavours based on their interests, talents, and values, students need guidance in identifying their career needs. 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 factors such as ability, interests, passion, objectives, skills, and weaknesses should all be considered

while choosing a lifetime vocation. The finding of the study revealed that students in the secondary schools in the 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 many students were aspiring to take on academic careers for their future lives. It was also found that the identification of career needs was significantly related to the development of academic careers among students in the secondary schools in the 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 about different academic careers by giving students the tools they need to make informed decisions about their course of study (career counselling and guidance); by giving them access to information about educational opportunities, certifications, and employers; by giving them life skills; and by making counselling services easier to access when needed.

The findings of this study further indicated that every unit effort in supporting students' identification of career needs in the secondary schools in the Sebei sub-region, was accompanied by a 29.7% improvement in the development of academic careers. This implies that there is a strong significant influence of supporting students in the identification of career needs and development of academic careers among students in secondary schools in the Sebei sub-region. These results were consistent with other research, including studies by Borggreffe and Cachay (2012), Stambulova et al. (2015), and the European Commission (2012), which noted the

challenge of successfully juggling an athletic profession with an academic one at the same time. Managing duties in these domains is referred to as a dual career. Experts worry that the difficulties presented by an athletic profession may negatively impact academic achievement in a dual career (Creutzburg and Scheid, 2014; Huml et al., 2019). Expenses incurred for an athletic career may lead to a less successful academic career in addition to individual opportunity costs (Emrich et al., 2009). The thorough analysis by Thompson et al. (2022) makes clear that there is conflicting evidence about academic performance when pursuing two careers. Despite receiving far more support in both academics and athletics, student-athletes in sports schools struggle to enter further education and miss school (Thompson et al., 2022).

According to the study's findings, most respondents believed that some kids would desire to pursue jobs in sports in the future. This suggested that among students in the secondary schools in the Sebei sub-region, the identification of career needs was also substantially correlated with the growth of sports occupations. A 7.2% increase in the growth of sports careers followed each unit effort made in the secondary schools in the Sebei sub-region to assist students in identifying their career needs. This suggested that among students in secondary schools in the Sebei sub-region, there was also a strong substantial influence of aiding students in identifying career needs and developing sports careers.

Considering the magnitude of influence, the identification of students' career needs had a much higher influence on academics than on 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 academic career development while only one (1) would choose to engage in a sports career development. The results were consistent with research on the career paths of elite athletes, which showed that these athletes

usually pursue one of three paths: (a) concentrating only on their sport; (b) combining work and sport while giving priority to sports-based development; or (c) creating a stable dual career pathway. The three career pathways—linear, convergent, and parallel—have been identified by Torregrosa et al. (2015) as linked to distinct psycho-social consequences of career transitions, such as career-ending injuries. However, only the stable dual career trajectory has been identified as protecting athletes' employability, reintegration into society, and broader personal development following careers in elite sports (Barriopedro et al., 2019; López de Subijana et al., 2020).

CONCLUSIONS

Given the study findings and the discussion therefrom, the study concluded that students in the secondary schools in the Sebei sub-region are moderately supported in the identification of their career needs. On the other hand, the development of both academic and sports careers has been moderately prioritised by students in the secondary schools in the Sebei sub-region for their future lives. As such, there is a strong significant influence of supporting students in the identification of career needs on the development of both academic careers and sports careers among secondary school students in the Sebei sub-region. However, by comparison, the identification of students' career needs in secondary schools in the Sebei sub-region had a higher magnitude of influence on academics than on sports career development. Given the same support towards the identification of career needs, more students would opt to choose an academic career for development rather than a sports career.

Recommendations

To be able to support students in the identification of career needs, teachers should be trained and empowered with the requisite information about the various careers available for students to choose from. Career guidance should not be provided to a selected few but rather to all students to enable every student to be able to make appropriate choices. Career teachers should

engage with personnel from different government and non-governmental organisations to be able to provide a wide scope of information about careers, thus enabling students to have a wide scope of choices to identify their life careers. A tenable practical consequence of the research, we propose that given the rise in the number of students pursuing multiple employment, all stakeholders, not only secondary schools, should interest themselves in the sports and academic perspectives of students and consider very important the students' life projects, their families in different cultures and socioeconomic realities, the management of athletic career, the appropriateness of the curriculum to identify the subjectivities, rationalities, beliefs that offer meaning to the trajectories of young people during their growth stages for dual career development.

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