



East African Journal of Education Studies

eajes.eanso.org

Volume 7, Issue 1, 2024

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>



Original Article

Integration of Students' Career Opportunities and Dual Career Development among Students in Secondary Schools in Sebei Sub-Region, Uganda

Justine Yapsoyekwo¹, Olivia Banja Nassaka^{1,2}, Charles Muweesi^{1,3*}, Mary Ochieng Kagoire¹, Moses Geoffrey Nambale³, Nabateregga Judith⁵, Faith Mbabazi Musinguzi¹, Sserwadda Lawrence⁵, Eryenyu Charles³ & Namaganda Rose Mirembe³

¹ Uganda Christian University Mukono, P. O. Box 4, Mukono, Uganda.

² Ndejje University, P. O. Box 7088, Kampala Uganda.

³ Busitema University, P. O. Box 236, Tororo Uganda.

⁴ Uganda Management Institute, P. O. Box 20131 Kampala, Uganda.

⁵ Zhejiang Normal University, P. O. Box 688 Yingbin Avenue, Jinhua, Zhejiang Province, 321004, China.

* Author for Correspondence ORCID ID: <https://orcid.org/0000-0002-5411-2505>; Email: cmuweesi@gmail.com

Article DOI: <https://doi.org/10.37284/eajes.7.1.1834>

Date Published: **ABSTRACT**

21 March 2024

Keywords:

Integration of Students' Needs, Career Opportunities, Dual Career Development, Students Sebei Sub-Region, Uganda.

While combining academic and sports development is believed to provide opportunities that enable an individual to possess a better-balanced lifestyle, a stronger sense of self in areas other than sports, and greater life skills beyond their athletic career, the process is challenging and presents several barriers. The purpose of this study was to investigate the influence of integrating students' career opportunities on dual career development among students with a careful interest in how dual careers have become a relevant matter in the world of work as one of the tools that can improve social life. The study adopted the descriptive survey research design with both qualitative and quantitative approaches in which a population involving headteachers, deputy headteachers, directors of studies, career guidance teachers, games teachers, sports officers, and students who have been involved in games and sports in the schools were targeted. The study used a sample of 186 people selected using purposive, simple random and cluster sampling techniques. A pre-tested, validated, self-administered questionnaire and interview guide were used to gather data. The findings of the study revealed that for integration of students' needs with careers and dual career development, $R^2 = .495$, $F=179.242$, $Sig= .000 < .05$ for an academic career and $R^2 = .670$, $F=371.676$, $Sig= .000 < .05$ for a sports career. The study concluded that the integration of students' needs with careers had a higher influence on sports than on academic career development. The study finally recommends that career teachers need to provide guidance tailored to the needs of each student to allow for the integration of student needs with career opportunities. Mass guidance to groups of students does not provide for the integration of individual needs.

APA CITATION

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. <https://doi.org/10.37284/eajes.7.1.1834>.

CHICAGO CITATION

Yapsoyekwo, Justine, Olivia Banja Nassaka, Charles Muweesi, Mary Ochieng Kagoire, Moses Geoffrey Nambale Nabateregga Judith, Faith Mbabazi Musinguzi, Sserwadda Lawrence, Eryenyu Charles and Namaganda Rose Mirembe. 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. <https://doi.org/10.37284/eajes.7.1.1834>

HARVARD CITATION

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), pp. 517-536. doi: 10.37284/eajes.7.1.1834.

IEEE CITATION

J. Yapsoyekwo, O. B. Nassaka, C. Muweesi, M. O. Kagoire, M. G. Nambale, N. Judith, F. M. Musinguzi, S. Lawrence, E. Charles & N. R. Mirembe "Integration of Students' Career Opportunities and Dual Career Development among Students in Secondary Schools in Sebei Sub-Region, Uganda" *EAJES*, vol. 7, no. 1, pp. 517-536, Mar. 2024.

MLA CITATION

Yapsoyekwo, Justine, Olivia Banja Nassaka, Charles Muweesi, Mary Ochieng Kagoire, Moses Geoffrey Nambale Nabateregga Judith, Faith Mbabazi Musinguzi, Sserwadda Lawrence, Eryenyu Charles & Namaganda Rose Mirembe. "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*, Vol. 7, no. 1, Mar. 2024, pp. 517-536, doi:10.37284/eajes.7.1.1834

INTRODUCTION

While sports training in Europe takes place in private clubs (Aquilina & Henry, 2010), academic and sports development in the United States of America is integrated (Gaston-Gayles, 2015). In their research, Linnér et al. (2019) and Torregrosa et al. (2015) indicated that combining academic and sports development (dual career development) provides opportunities that enable individuals to possess a better-balanced lifestyle, a stronger sense of self in areas other than sports, and greater life skills beyond their athletic career. Therefore, many countries have adopted various models in order to provide for dual career development among young people. In Uganda, academic and sports training are integrated, and this can be evidently seen from the Ministry of Education and Sports (MoES). However, while combining academic and sports development is beneficial for athletes' development, the process can be very demanding, stressful and challenging (Asensio et al., 2023).

A smart strategy to make sure students understand the connections between their coursework and future career or continuing education goals is to incorporate career development into the classroom (European Union, 2012). Students everywhere must choose from a wide range of life and career possibilities that are becoming more and more demanding of their knowledge and

abilities. The idea that secondary schools should give pupils career-related competencies in addition to academic knowledge has gained a lot of traction among educators in recent years. Therefore, integrating career development—which usually encompasses self-exploration, career exploration, and professional development—is essential to helping youth manage their job experiences and future readiness (O'Neill, et al., 2013).

The development of two careers, on the other hand, combines both academic and athletic experiences, as well as a job and line of work mixed with participation in sports (Swann et al., 2015). As frequently expressed in policy statements, the objective of dual career development is to assist students in acquiring the skills, information, and dispositions required to comprehend and thrive in both classroom and non-class environments, hence promoting both individual and societal economic success (OECD, 2010). To put it briefly, dual career development is a strategy created to assist an individual in preparing for a range of professional options after graduation. Regardless of your goals, exploring a variety of career options after graduation is a prudent move in the current environment, so it's important to get started early. For professional education programmes in schools and colleges to

be successful, a range of cooperative and partnership activities are necessary.

There are sporadic holes in the strong agreements between the professional or academic realms and the athletic system in most of the nations where there have been dual career setups in place for a while. They could also lack a strong legal or political foundation. The development and improvement of long-term dual career programmes that provide specialised arrangements for exceptional and top athletes worldwide whether they be employee-athletes or student-athletes may benefit from career education.

The Situation in Uganda Regarding Dual Careers and Career Education

As it strives to support students in advancing both their academic and athletic abilities, Uganda's ministry of sports and education is a dual ministry. In a perfect world, this kind of education would equip students for professions in both academia and athletics.

Unfortunately, more emphasis has been placed on academic development at the expense of sports. Uganda's educational programmes are designed to prepare pupils for higher education. Prioritising current information over assisting students in developing transferable and marketable skills and competences was the focus of Uganda's secondary education curriculum prior to 2020 (NCDC, 2020). The curriculum for secondary education was then originally designed for a small number of exceptional children who were going to be employed by the public sector. According to NCDC (2020), every student will be able to acquire knowledge and skills to the best of their ability as a result.

NCDC (2020) further states that every student has the opportunity to acquire the necessary knowledge, skills, and attitudes as well as the possibility to be appropriately recognised for their achievements during their time in school thanks to the new curriculum's design.

Uganda's Ministry of Education and Sports (MoES) defines its mission as “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” and its vision as “Quality Education and Sports for All” (ESSP, 2017). This implies that Uganda's MoES considers each learner's dual career growth, particularly their academic and athletic endeavours.

However, the question of integration of the learners' needs with career opportunities in Uganda's curriculum remains largely unanswered. Furthermore, only 32 schools were designated as sports centres by the ESSP FY 2017/18 - 2019/20. Consequently, career education is not usually given priority in schools for the good of the students.

The consequence is that the absence of emphasis on career education has left it unclear how learners' development of dual careers has been influenced.

It's also crucial to remember that, prior to the implementation of the new lower secondary school curriculum, career instructors oversaw career instruction in Ugandan secondary schools. In addition to regularly engaging in activities related to these subjects, these educators aim to impart knowledge on the following areas: evaluating career needs, developing career possibilities, combining professional opportunities with student needs, and routine monitoring (NCDC, 2017). Their degree of engagement with the students varies from school to school for a number of reasons, such as time restraints, facilitation, and assistance from other stakeholders, to mention a few. The educators put a lot of effort into assisting the students in creating personal development plans that are based on their values, goals, and

Statement of the Problem

Dual career development is still quite difficult, even with career development being incorporated into high school curricula. Uganda's Ministry of

Education and Sports encourages traditional dual career development because it is committed to providing all kids with top-notch sports and education. The best approach for assisting students in making a shift from one profession to another in the twenty-first century is dual career development. In this sense, career teachers in secondary schools instruct students on careers. Many Sebei students, however, have struggled to prepare for a future in both academics and athletics.

The issue of dual career development continues to plague many students, and most of them are unable to combine their goals with the needs of their employers or carry out regular decision monitoring (OECD, 2018). Research on the development of sports and athletics is available (Taras, 2005; Yiannakis and Melnick, 2001), but little is known about how career development integration influences the rise of dual vocations in Uganda, especially in the Sebei sub-region. Secondary schools should make sure that there is a balanced career path for students before they approach the last phases of their schooling.

Therefore, this study aims to find out how students in secondary schools in the Sebei sub-region developed their dual careers as a result of career development being included in the curriculum.

Main Objective

To assess the influence of integration of students' career opportunities on dual career development among secondary school students in the Sebei sub-region in Uganda.

Specific Objectives

- a. To ascertain the degree to which the secondary schools in the Sebei sub-region integrate students' career prospects.
- b. To determine the extent to which students in secondary schools in the Sebei sub-region are developing dual careers.
- c. To assess the degree to which career prospects for students are integrated into the development of their academic and athletic

careers in secondary schools in the Sebei sub-region

Significance of Study

The study's findings could benefit several parties. For example, they could help Uganda's Ministry of Education and Sports ensure that the country has the opportunity to develop a secondary curriculum that is advanced. It will be crucial in forming young people into more self-reliant, proactive professionals who can compete for employment straight out of school, particularly if they are unable to pay for more expensive university education. It will support the National Curriculum Development Center's (NCDC) curriculum promotion efforts by District Education Officers to support Ugandan students in developing multiple careers. It will enable school administrators to prioritise their children's dual career development for improved results in both academics and athletics. The results could act as a basis for academic research.

Study Scope

The study was carried out in secondary schools near the Kenyan border in the Sebei sub-region of eastern Uganda. The region may be found along 01 24N, 34 27E, 295 km (183 mi) northeast of Kampala, the capital city of Uganda (Uganda Bureau of Statistics 2016). The Sebei sub-region was chosen for this study because to its recent history of producing elite athletes, notably in the sports domain, and the high number of students experimenting with dual career development, especially in sports (Chekwech, 2020).

The primary emphasis of the study was the impact of providing secondary school students in the Sebei sub-region with options for dual career development. The study's consideration period was from 2015 to 2021, as this was the time of the redoubled efforts in career education along with difficulties in developing dual careers (Otwine & Oonyu, 2018).

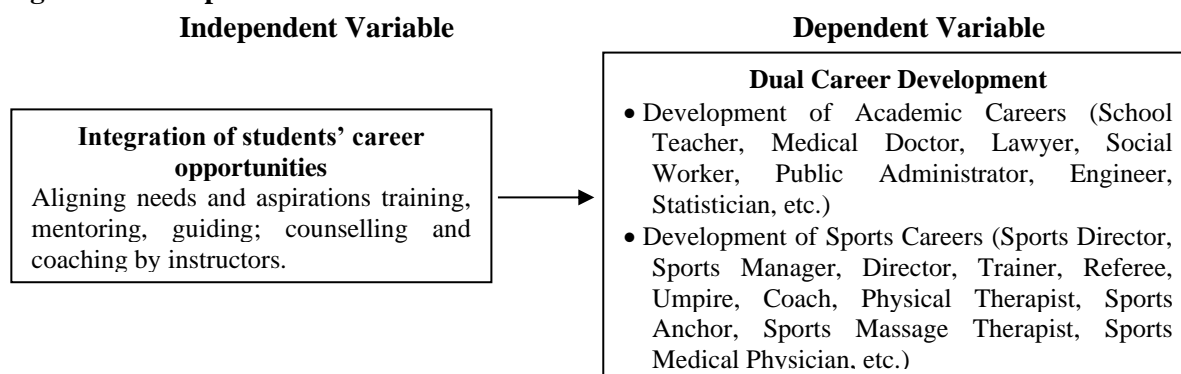
CONCEPTUAL FRAMEWORK

In this study, Integration of students' career opportunities was the independent variable while

dual career development was the dependent variable. The outcome in terms of dual career development is to have citizens that will be versatile and be able to survive in the fast-changing world. For this to happen, Mendenhall (2017) believes that integration of their needs and opportunities is the way to go. Shebib (2013) opined that many students in get to the field of work and are unable to make transition from one career to another with confidence and effectiveness. According to Shebib (2013) the difficulty in making the transition arises, at least in part, from a failure of integration of earlier

needs and opportunities into the curriculum in ways that are relevant and meaningful to the student. Such integration helps students to attach value various career opportunities more closely during the learning of theoretical concepts. Therefore, in this study, it was considered that aligning needs and aspirations training, mentoring, guiding; counselling and coaching by instructors would lead to dual career development among students. Indeed, the results of the study have revealed close relatedness between integration and dual career development.

Figure 1: Conceptual framework



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

THEORETICAL REVIEW

Super's Developmental Self-Concept Theory and Bandura's Social Cognitive Theory were both used in the study.

The Social Cognitive Theory of Bandura

In 1986, Albert Bandura put forth the Social Cognitive Theory as an expansion of the prior Social Learning Theory he had created in 1977. According to the idea, learning can be partially attributed to observing others while taking into account interpersonal relationships, individual experiences, and external media impacts. According to the hypothesis, when people observe a model act and the results, they retain the order of events and use it to direct their own behaviour going forward. The Social Cognitive Theory is explained from an agent perspective, which contends that people actively self-develop, self-regulate, self-reflect, and take proactive actions in

addition to being generated by their environments or inner forces.

Pajares (2009) posits that there are three main forms of human agency: individual, proxy, and communal. While proxy agency refers to an individual's efforts to have another person defend their interests, individual agency refers to a person's direct effect on the environment (Nandagire et al., 2023)

The central assumption of social cognition theory, according to Bandura (1988), is that humans learn and acquire information by observing models. The models could come from media sources or other people's imitative actions. Effective modelling offers broad principles and methods to handle many circumstances. According to the idea, learning is most likely to happen when the observer and the model have a high degree of identification and when the observer has a high level of self-efficacy (Urich, 2017). The level of

confidence a person has in their ability to learn a specific skill is called their self-efficacy.

Because they alter motivational, cognitive, and affective processes to modify behaviour, self-efficacy beliefs are a significant set of proximal determinants of human motivation, effect, and action (Bandura, 1989).

Self-efficacy can be built or developed through mastery experience; a process that helps someone finish simple tasks that prepare them for more challenging goals. It is also important to ensure that someone is calm and well-rested before beginning a new task, as this improves both their physical and emotional states. Social modelling offers an identifiable example of how to carry out a behaviour. Individuals who lack patience and urgency are more likely to not display the desired behaviour. Verbal persuasion is the process of encouraging someone to finish a task or adopt a particular behaviour (McAlister et al., 2008).

When students' requirements are taken into account, the observer can feel a 1:1 similarity with the model, which may make the observer more likely to emulate the model's actions (Bandura, 1988). People are more likely to imitate the behaviour of someone they can relate to.

The likelihood that the observer learns and imitates the modelled behaviour increases with the number of similarities or emotional connections that are seen between them. Sports, health, education, and other media studies topics all benefit greatly from the application of SCT. In 2009, Hardin and Greer, for instance, investigated how gender is categorised in sports within the theoretical framework of social cognitive theory, and they proposed that the usage of sports media and gender-role socialisation had a major influence on how American college students perceived gender in sports.

Therefore, Bandura's Social Cognitive Theory was appropriate in predicting the results of this study on the integration of students' needs and dual career development among secondary school students in the Sebei sub-region.

Super's Developmental Self-Concept

The idea of career development examines methods for enhancing professional development, career pathways, and overall job satisfaction (Natalie & Morgan, 2008). Patton & McMahon (2006) state that a thorough understanding of professional development theory can help you identify your essential beliefs, abilities, and chosen route. While career development theories differ in their conclusions, they all highlight the importance of creating meaningful professional goals and cultivating a positive emotional bond with one's work. The developmental hypothesis was developed by Donald Super and is predicated on the notion that self-perception evolves with time (Super et al., 1996).

A person's ideals on their goals for their job and personal life are shaped throughout time and by experience. According to this viewpoint, a person's lifetime constitutes their entire "career." Super identified five phases of professional development: Reduction, Investigation, Creation, Upkeep, and Expansion (Super et. al, 1996).

Super thought that a person's self-perception at each of these five stages of development determined how content they were with their careers. (Super et. al, 1996).

A work-life balance, for example, maybe more important at the maintenance stage than in the establishment stage. Even if a person's career doesn't change, experience and time might change how they perceive their area of work (Patton et al, 2006). It was found that this study on career education and dual career development among secondary school students in the Sebei sub-region was well supported by Super's Developmental Self-Concept Theory.

This was evidenced through face-to-face interactions as the participants explained that the teachers identify learners with different career abilities, and for those that are good at the games and sports, the responsible teachers guide them in building sports career alongside the academics.

EMPIRICAL LITERATURE REVIEW

Students do not start their professions in a vacuum because choices about their future paths must be made in light of the larger environment (Herr, 2008; King, 2004). Career management, described 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, is a process that aids in this decision-making (Greenhaus et al., 2009). Thus, career management is defined as the analysis, planning, and action that an individual can take to actively increase the chance of doing well at any stage of their career, and ideally throughout it (Forsyth, 2002).

To put it simply, job applicants must actively pursue success and possess a clear understanding of what success entails and how to attain it. People seek career success despite a number of obstacles and tasks related to their personal growth. People can create plans that are best suited for a specific stage of their careers if they are aware of these activities. In order to facilitate this, companies that are aware of how a career develops over the course of an employee's employment can create development plans that are appropriate for each stage of a worker's career (Greenhaus et al., 2009). This highlights the relationship between career growth and career management, which is a topic covered in this paper. It also emphasises how important it is to comprehend and conceptualise professions in order to bridge the gaps between organisational practices, individual expectations, and national policies.

Understanding the modern career and its various representations over time is necessary for planning, participating in, and managing one's career. Analysing the historical connotations attached to the term "career" reveals the altering priorities throughout the previous 100 years. This method consists of four unique stages. (i) Parsons' (1909) three-step process for selecting a vocation, which required balancing personal needs with external circumstances, served as the inspiration for career development. (ii) The Chicago School

of Sociologists, exemplified by Hughes (1958), emphasised the connection between professional and personal biographies by adopting an extended life perspective approach. (iii) At this point, the idea of a career reverted to a more constrained organisational and occupational orientation, placing it within the framework of secure employment structures (Wilensky, 1961). These structures were characterised by a linear upward progression across a small number of firms, an emphasis on organisational career management and extrinsic rewards. (iv) This represents a shift toward a more modern interpretation of a profession, as seen by post-organisational, larger, experienced-focused descriptions that aim to emulate how people carry out their jobs in a world that is changing (Sullivan and Baruch, 2009). The major gap in literature is that while efforts have been done to develop structure for progression in career development in the western countries, Europe and Asia, there has been limited effort in developing countries like Uganda. The findings of this study provide an empirical basis for furthering development of dual career among students and eventually in practice by the citizens.

METHODOLOGY

The study employed a descriptive survey research design that integrated both quantitative and qualitative methodologies. Kothari (2006) states that the main objective of using this type of design is to create a more distinct group opinion, mindset, or conduct regarding a specific subject. The study's target population included a variety of individuals, including head teachers (15) and deputy head teachers (15) from the chosen secondary schools, directors of studies (15 DOS), career guidance teachers (15), game teachers (30), sports officers (03), and students (267) from the secondary schools in the Sebei sub-region who had participated in games and sports. There were 360 individuals in the study's target population in all.

The study's sample consisted of 186 respondents who were selected through the use of purposive and cluster sampling approaches, as per the Glenn (1992) sampling table.

Table 1 presents the summary of the sample size, population, and sampling methods employed in the research.

Table 1: Category, population, sample size and sampling techniques used

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)

Data Collection Methods

The study used two methods of data collection: the questionnaire (survey) method and the interview method. The data collection instruments were self-administered questionnaires, interview guides, and checklists.

Quality Control

Validity of Instruments

Hammersley (1987) defined validity and truth as an instrument's ability to accurately represent those aspects of the phenomenon that it is meant to describe, explain, or theorise. According to Winter (2000), validity is primarily concerned with two questions: first, are the measurement tools accurate? Secondly, are the measurements being made for the intended purposes? According to Ritchie and Lewis (2003), the accuracy or correctness of the research findings is how one defines the validity of a study. In this study, the Content Validity Index (CVI), a measure of the instrument's validity, was calculated after experts rated the items. This allowed for the validity of the instrument to be determined. The study obtained a Content Validity Index (CVI) of 0.81, which, according to the George and Mallery (2003) scale, meant that the validity of the instrument was good and worthy of use in data collection.

Reliability of Instrument

According to Smith et al. (2008), reliability is the degree to which methods for gathering data or conducting analyses provide results that are

consistent. Studies represent realities at the time they were gathered and in a scenario that is likely to change; hence, it is exceedingly difficult to produce an exact replication of a study, according to Marshall and Rossman (1999) and Seale (1999). Aspects of reflexivity, which involve presenting research study audiences with as much information as possible about the processes that have resulted in a certain set of conclusions, might improve a good practice of dependability (Seale, 1999). In this study, a sufficient number of respondents who were not involved in the final data collection process were used to pre-test the research instrument. Using SPSS (ver. 20), the Cronbach's Alpha (α) Coefficient was calculated following the pre-test. Based on the George and Mallery (2003) scale, the Cronbach Alpha of 0.894 was deemed to indicate good dependability.

Data Processing and Analysis

It was crucial to synthesise the data and information for each research question in order to get a complete picture of the circumstances surrounding each research question in the study because the data and information for each research question were acquired from multiple sources and used varied approaches.

For data analysis, descriptive and inferential statistics generated for quantitative data by the Statistical Package for Social Sciences (SPSS) were utilised. Standard deviation, averages, percentages, and frequencies were among the descriptive statistics. The inferential statistics, or simple linear regression, which served as the

foundation for the conclusion were produced using the descriptive statistic (means). The gathered data were transcribed, coded, and categorised in order to create themes for the qualitative data analysis. Content analysis was also used. In particular, a series of events from multiple people were combined to create a coherent story using the narrative approach. This was done in an attempt to increase the research findings' accessibility and comprehension for a larger audience interested in secondary school students in Uganda developing dual careers and career education.

Ethical Considerations

In terms of ethical considerations, the researcher first had to be cleared by the university's ethical committee and then obtain an introductory letter to the field. It was also necessary to seek consent from the respondents before questionnaires and interviews were administered. The respondents were also assured of anonymity and confidentiality of all the information provided in the introductory part of the self-administered questionnaire. During interviews, the researcher ensured that items in the interview guide or the questionnaire did not infringe on the personality of the respondents.

STUDY FINDINGS

Demographic Data of Respondents

Table 2: Demographic data of Respondents

	Characteristic	Frequency	Per cent
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)

Table 2 displays each characteristic's detailed results.

Out of the 185 respondents who completed the self-administered questionnaires, there were more male than female respondents. *Table 2* shows that 34.1% of respondents were female, and 65.9% of respondents were male.

This suggests that a greater proportion of men than women have been assigned to teach at the secondary schools located in the Sebei sub-region. *Table 2* shows that 68.1% of respondents were in the 20–29 age range, and 12.4% were in the 30–39 age range. Of these, just 6.5% were over 50, while 13.0% were between the ages of 40 and 49. This indicated that the bulk of responders were likely young people, who frequently have a strong interest in career development for their future life.

This suggests that more men than women have been assigned to teach at the secondary schools located in the Sebei sub-region. *Table 2* shows that 12.4% of respondents were between the ages of 30 and 39, and 68.1% of respondents were between the ages of 20 and 29. Of these, just 6.5% were older than 50, while 13.0% were between the ages of 40 and 49. This implied that the bulk of responders were young people, who often have a strong interest in career development for their future life.

These educators took part in the study as well. This suggests that every participant in the study had a sufficient degree of education to comprehend all of the questions on the self-administered questionnaire. It follows that it is assumed that the information they supplied can be trusted to help draw accurate conclusions about the study.

Table 2 also showed that the largest percentage of respondents 66.5% were students, making up the unit of analysis. Another significant group in the unit of analysis consisted of 22.7% of classroom instructors who also taught games and sports. Headteachers made up at least 4.3% and deputy headteachers at least 6.5%, respectively. The study's conclusions can be applied to the target population of the Sebei sub-region as a whole because the percentages of respondents broken down by designation demonstrate the respondents' level of representativeness within the research population

Influence of Integration of Students' Needs on Dual Career Development

The descriptive statistics on how students in the secondary schools in the Sebei sub-region integrate their needs with careers are shown in Table 3.

Table 3 showed that the 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 10.4% 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, Table 3 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 to help them integrate career needs with career development. The overall mean for integration of students' needs with careers was 3.21, implying that integration of students' needs with careers in the secondary schools in the Sebei sub-region was well done.

Table 3: Integration of students needs with careers

Integration of Students' Needs with Career	SD	D	A	SA	Mean	Std. Dev
Teachers in this school endeavour to help students align needs training for their career development	0.5	5.4	80.5	13.5	3.07	.455
Aligning students' aspirations and training with their career needs has helped many of them 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
Overall Mean					3.21	

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

Source: Primary data (2022)

Development of Academic Careers

Table 4 presents descriptive statistics on the development of academic careers.

According to Table 4, the majority of Sebei sub-region secondary school graduates went on to become teachers; 24.9% and 40.5% of respondents, respectively, agreed and strongly agreed. Nonetheless, the majority of students who completed secondary education did not agree 18.9% disagreed and 15.7% strongly disagreed that they become teachers. This suggested that not every student who had attended the Sebei sub-

region's secondary schools went on to become a teacher.

Furthermore, the results showed that since the institutions' founding, 41.1% and 25.4% of the respondents, respectively, agreed and strongly agreed that they have produced a number of medical physicians. Nonetheless, a significant portion of the respondents 25.9% and 7.6%, respectively strongly disagreed and disputed that the schools had produced a number of doctors since their founding. This, too, implied that the schools had not produced several medical doctors, perhaps only a few, but not several.

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 schoolteachers	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)

According to the statistics, the majority of secondary school students in the Sebei sub-region desired to practice law; 49.7% and 11.9% of respondents, respectively, agreed and strongly agreed with this statement. Similarly, 36.8% and 29.2% of respondents, who strongly agreed and agreed, respectively, stated that most secondary school students in the Sebei sub-region wanted to

work as social workers so they could assist their communities.

Nonetheless, 50.3% and 25.4% of the participants disputed and strongly disagreed, respectively, that a number of individuals currently employed as public administrators, including chief administrative officers, had been educated in secondary schools. This suggested that some of

the secondary school pupils in the Sebei sub-region might have become public administrators.

Furthermore, the findings showed that most respondents (63.8%) and those who strongly agreed (19.5%) concurred that secondary school pupils wanted to work as engineers in many fields when they grew up. In a similar vein, the majority (49.7% and 13.0%) agreed and strongly agreed that secondary school pupils in the Sebei sub-region would prefer to become statisticians who work for various statistical organisations (see *Table 4*).

The legend states that the total mean of all the items on the advancement of academic careers was 2.72 implied that Academic careers were

moderately prioritised by students in secondary schools for their future lives.

It was wise to determine their relatedness before thinking about how the integration of students' needs affected the growth of academic careers among the students. Thus, among secondary school students in the Sebei sub-region, the results in *Table 5* demonstrate the relationship between the integration of students' requirements and the advancement of academic careers.

Table 5 showed a significance value (Sig) of .000, suggesting a significant relationship between academic career development and student needs integration among secondary school students in the Sebei sub-region.

Table 5: Relatedness of integration of students' needs to academic careers development among secondary school students in Sebei Sub-region

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	-.637	.271		
Integration of students' needs with career	1.099	.082	.703	13.388	.000

a. Dependent Variable: Academic career development

Source: Primary data (2022)

The R square value was .495, which is 49.5% when expressed as a percentage (.495 x 100). This indicates that academic career development increases by 49.5% for every unit change in helping students in the secondary schools in the

Sebei sub-region when it comes to integrating their needs with careers. The results of the ANOVA in *Table 6* were taken into consideration in order to assess whether or not such a change has a substantial impact.

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703 ^a	.495	.492	.787

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

Source: Primary data (2022)

It was discovered that the significance (Sig) value was .000, which was less than the requirement of 0.05. This suggests that assisting students'

integration of needs and careers has a major impact on the academic career development of secondary schools in the Sebei sub-region.

Table 7: Influence of support in integration of students' needs with careers on academic career development among students in secondary schools in Sebei sub-region

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

a. Dependent Variable: Academic career development

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

Source: Primary data (2022)

Integration of Students' Needs and Sports Careers Development

Having considered the influence of integration of students' needs with career on academic career development among students, it was prudent to now consider the influence on sports career development.

Development of Sports Careers

Table 8 indicated that 51.4% of respondents agreed, and an additional 28.6% strongly agreed, that there were students who would like to work as sports directors in future. But only 18.4% of respondents disagreed, and 1.6% strongly disagreed, with the statement that some students might like to become sports directors in the future.

This indicated that a considerable percentage of the Sebei sub-region's high school kids were thinking about becoming athletes. The results also revealed that 47.0% of the respondents agreed that some of the Sebei sub-region's former secondary school graduates are currently employed as sports managers. On the other hand, 36.2% more people disagreed. This suggests that while some of the Sebei sub-region's secondary school graduates were employed as sports managers, the remainder were not. They might have been working on other projects.

Table 8 also showed that the majority of respondents (51.9%) disagreed, 19.5% more people strongly disagreed, saying that several of the pupils were now employed as directors in the nation's sports industries. There were at least 25.9% of them who agreed and 2.7% of them who strongly agreed that some of the students were now employed as directors in the sports industry across the nation. This suggests that a small number of the Sebei sub-region secondary school graduates were employed as directors in the nation's sports industries.

Furthermore, the majority of respondents to the results (69.7%) stated that the bulk of the students were now trainers for different sports. In a similar vein, the majority of respondents (64.9%) agreed, and 13.5% strongly agreed that they had several former pupils who officiated games. Further, 51.4% of respondents agreed, and 28.6% strongly agreed, that some of their students would like to serve as umpires for some of the nation's popular sports. The legend states that the overall mean of all the items on the development of sports careers was 2.71, indicating that many students who intended to pursue sports careers gave them a reasonable amount of priority.

Table 8 shows the relationship between the development of career opportunities and the development of sports careers among secondary school students in the Sebei sub-region.

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 transformed means from the results in Table 3 (for integration of students' needs) and that in Table 9 (for sports careers development) were used to first ascertain the relatedness and then secondly run the linear regression. Table 9

presents the results for the relatedness of integration of students' needs and sports career development among students in secondary schools in the Sebei sub-region.

Table 9: Relatedness of integration of students' needs to sports careers development in secondary schools in Sebei Sub-region

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.751	.197		-3.813	.000
Integration of Students' Needs with Career	1.151	.060	.819	19.279	.000

a. Dependent Variable: Sports career development

The significance value (Sig) of .000 implies that the integration of students' needs is significantly related to sports career development among secondary school students in the Sebei sub-region.

schools in the Sebei sub-region, a linear regression was run using the transformed overall means in Table 3 (i.e. 3.21) for integration of students' needs and that in Table 8 (i.e. 2.71) for sports career development. The results of the linear regression are presented in Table 10 and Table 11.

To determine the influence of integration of students' needs with a career on the sports career development among students in the secondary

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.819 ^a	.670	.668	.572

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

The R square value was .670, or 67.0% when expressed as a percent (.670 x 100). This indicates that there is a 67.2% improvement in sports career development for every unit change in helping students in the integration of students' career

demands in the secondary schools in the Sebei sub-region. In order to ascertain whether a change of this kind has a substantial impact, Table 11's ANOVA results were taken into account.

Table 11: Influence of Integration of Students' Needs with Career on Sports Career Development among Students in Sec. Schools in Sebei sub-region

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

a. Dependent Variable: Sports career development

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

It was discovered that the significance (Sig) value was .000, which was less than the requirement of 0.05. This implies that there is a very significant influence on supporting the integration of

students' needs with careers in sports career development among secondary school students in the Sebei sub-region.

The quantitative findings regarding the advancement of academic and athletic careers among secondary school students in the Sebei sub-region matched the qualitative information obtained from in-person interviews with many participants. One of the deputy headteachers of the secondary schools in the Sebei sub-region (R-DHT-01), for example, stated during a face-to-face interview:

"Integrating helps or enables the learners to achieve co-currently in both fields 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 a 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 the teachers monitor the students. 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 about the integration and monitoring of career development among the students in the secondary schools in the 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 positively impact the learners' career development since they can identify what they can do best. This can be greatly realised if both the teachers and the learners are well motivated. If the teachers can do their part to the expected standard and also use role models like Joshua Cheptegie and Stephen Kiprotich, they will boost the students' morale. The students would engage in dual career development."

Furthermore, the qualitative data revealed that the 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 equalisation without finishing S4. A case in point is some students whose time can be wasted as boda boda riders; house helps, work in garages and earn a living. Alongside teaching, learners learn skills in sporting activities like athletics, football, and basketball, among others. Some, like Joshua Cheptegie, who, while at school, was training as an athlete, yet 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 can choose his/her area of specialisation, for example, football alongside education. It does so by reducing frustration. If a learner fails in one field, then he/she can succeed in the other."

Furthermore, as far as the 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 the right choices from an informed point of view. This later on encourages specialisation."

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

"Little emphasis has always been put on sports but more on 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 identify their strengths and 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 into the school setting, they can be seen as role models to others. The following can motivate them 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, those who are handling both have more opportunities compared to those who are only doing sports. Specialisation is encouraged. After graduation, such learners are always given time to deviate to only what they can do best. Suppose he sees that he can no longer perform well in athletics or sports time to join his profession. This reduces frustration."

From the above quotations, it was evident that integration of students' needs was not a straightforward issue and presented with challenges. Nevertheless, some scholars (Surujal, 2016; Guidotti et al., 2014; Izzicupo et al., 2021) believe 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

integrate individual students' needs into a school setting. The pertinent question then 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 secondary schools have attempted to integrate students' needs, it has not significantly enhanced career development among the students.

DISCUSSION OF FINDINGS

The information gathered, both quantitative and qualitative, strongly supported the conclusions of earlier research. The findings revealed that 67.0% of the students' career prospects were integrated in sports careers while 49.5% of the students' career prospects were integrated in academic careers. This closely corroborated with findings from Vilanova & Puig (2013) whose study revealed that athletes spend a significant portion of their time preparing and competing since elite sports is currently going through a significant professionalisation process. This was also supported by Wylleman et al. (2013), who opined that a high-level sports career necessitates a great deal of dedication in the years leading up to it, as the athlete gains the knowledge and expertise required to be able to compete at the highest level and turn their passion for sports into a career. But just like in every other professional field, it's obvious that this sporting career comes to an end one day. Mateu et al. (2018) highlight that some of these exceptional athletes who conclude their sports careers must live in another professional activity because these occupations terminate earlier than other professional activities. Accordingly, certain research, such as that of Vilanova and Puig (2006) and Aquilina (2013), demonstrates that athletes may adjust to the transition process more effectively if they maintain a healthy balance between their academic and athletic careers. Additionally, this conciliation makes it possible to plan for a post-sports retirement alternate career path that does not involve sports. This mix of occupations gave rise to the idea of a dual career, which was the focus of this investigation.

The study's findings showed that there was a moderate level of integration between students' needs and job prospects. In the secondary schools in the Sebei sub-region, between 50% and 75% of the teachers integrated the requirements of their pupils with their professional ambitions. This is why the results showed that among secondary school students in the Sebei sub-region, integration of students' needs was substantially associated to academic career development. In a similar vein, the findings indicated that dual career development was also moderately carried out, meaning that between 50% and 75% of the secondary school instructors in the Sebei sub-region were involving their students in activities related to dual career development.

The results showed that academic career development improved by 49.5% for every unit of effort put forth in helping students in the secondary schools in the Sebei sub-region integrate their needs with careers. This suggested that among secondary school students in the Sebei sub-region, there was a notable impact on fostering the integration of students' needs with careers in academic career development.

In terms of athletic careers, the study's conclusions showed that among secondary school students in the Sebei sub-region, the integration of students' demands with careers was also substantially correlated with the growth of sports careers. The results showed that, in terms of magnitude, sports career development improved by 67.0% for every unit effort in secondary schools in the Sebei sub-region that supported students in integrating career demands with careers. As a result, there was a big impact on helping secondary school students in Sebei integrate their needs with their desire to pursue professions in sports.

CONCLUSIONS

The study came to the conclusion that secondary schools in the Sebei sub-region perform a good job of integrating students' career needs based on its findings and the debate that followed. On the other hand, pupils at secondary schools in the Sebei sub-region have given moderate priority to

the development of their academic and athletic careers for the future. Supporting the integration of students' needs with careers in sports career development was found to have a highly notable impact on secondary school students in the Sebei sub-region.

The impact on the development of a sports career was 1.5 times greater than that on the development of an academic career. Six (6) of the ten (10) students who received support in integrating their career needs with accessible occupations decided to pursue career development in sports, while only four (4) chose to pursue career growth in academia.

Recommendations

Career teachers need to provide guidance tailored to the needs of each student to allow for the integration of student needs with career opportunities. Mass guidance to groups of students does not provide for the integration of individual needs.

Career teachers should endeavour to programme the guidance process to interact with individual students to provide for appropriate integration of students' needs with career opportunities.

For practical purposes, the study proposes that for the sake of helping students develop dual careers, all concerned stakeholders should interest themselves in issues relating to sports and the academic perspectives of students and consider them very important. Life projects of students, families in diverse cultural and socioeconomic contexts, athletic career management, and curriculum appropriateness in identifying subjectivities, rationalities, and beliefs that give meaning to young people's trajectories during their growth stages for dual career development are all important considerations.

REFERENCES

- 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.

- Asensio Castañeda, E.; Navarro, R.M.; Chamorro, J.L.; Ospina-Betancurt, J. (2023). A Holistic Vision of the Academic and Sports Development of Elite Spanish Track and Field Athletes. *Int. J. Environ. Res. Public Health*, 20, 5153. <https://doi.org/10.3390/ijerph20065153>
- Aquilina, D., & Henry, I. (2010) Elite athletes and university education in Europe: A review of policy and practice in higher education in the European Union Member States. *International Journal of Sport Policy and Politics*, 2(1), 25-47. DOI: 10.1080/19406941003634024
- Bandura, A. (1988). Organisational 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.
- Chekwech, A. (Thursday, September 03, 2020). Sebei, the Home of Track Champions. Daily Nation. <https://nation.africa/kenya/sports/athletics/undefined>
- 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.
- DEO Bukwo Registry (2021). Statistical Returns from Schools in Bukwo District. Bukwo District Local Government. Bukwo.
- DEO Kapchorwa Registry (2021). Statistical Returns from Schools in Kapchorwa District. Kapchorwa District Local Government. Kapchorwa.
- DEO Kween Registry (2021). Statistical Returns from Schools in Kween District. Kween District Local Government. Kween.
- ESSP (2017). Education and Sports Sector Strategic Plan (ESSP): Ministry of Education and Sports, Republic of Uganda. Kampala.
- European Union (2012). Guidelines on dual careers of athletes: Recommended policy actions in support of dual careers in high-performance sports.
- Forsyth, P. (2002), *Career Management*, Oxford: Capstone Publishing.
- Gaston-Gayles, J. L. (2015). Examining academic and athletic motivation among student athletes at a division I university. *Journal of College Student Development*, 45(1), 75-83. DOI:10.1353/csd.2004.0005
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston, MA: Allyn & Bacon.
- Glenn, D. I. (1992). Sampling the Evidence of Extension Program Impact. Program Evaluation and Organizational Development, IFAS, University of Florida.
- 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). The dual career of Asian Student Athletes: A systematic literature review. *Kinesiologia Slovenica*, 21(3), 5–20.
- 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.
- 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.
- Hughes, E.C. (1958), *Men and Their Work*, Glencoe, IL: Free Press.
- Izzicupo, P., Di Baldassarre, A., & Abelkalns, I. (2021). The dual career of athletes during

- COVID-19 lockdown. Madrid: Consejo Superior de Deportes.
- King, Z. (2004), *Career Management: A Guide*, London: CIPD.
- Kothari C.R (2006), *Research methodology*. New Age International Publishers Limited India.
- Linnér, L., Stambulova, N. B., Lindahl, K., and Wylleman, P. (2019). Swedish university student-athletes' dual career scenarios and competences. *Int. J. Sport Exerc. Psychol.* 2019, 1– 16. doi: 10.1080/1612197X.2019.1611898
- 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.
- 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.
- Mendenhall, A. M. (2017). Switching hats: Transitioning from the role of clinician to the role of researcher in social work doctoral education. *Journal of Teaching in Social Work*, 27(3/4), 273290
- Nandagire, P. Muweesi .C, Kaahwa.Y. T, Mutebi, A, Kabasiita. J, Kaweesi .M, Tendo. S. N, Mugenyi. D.K, Tomusange. R, Isabirye .C, Namukose. S, & Sserwadda, L. (2023). *A Comparative Analysis of the Effects of Academic and Non-Academic Outcomes of Faith-Based Education on Students in Public Secondary Schools in Jinja City, Uganda*. *Advances in Social Sciences and Management*, Smithfield Street, EH11 2PH, Edinburgh UK.
- Nansubuga, O., Muweesi, C., Zhao, L. & Mutebi, A. (2019). *Constructs in Leadership Style' Choice based on Workplace Experience in Ugandan Secondary Schools*. *The European Educational Researcher*, 2(3), pp 165-171. <https://doi.org/10.31757/euer.231>
- Natalie, R. K. & Morgan V. L. (2008). Growth and Exploration: Career Development Theory and Programs of Study. *Career and Technical Education Research*, 33(3), pp. 227-243
- 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.
- OECD (2010), *Career Guidance and Public Policy: Bridging the Gap*, Paris.
- OECD (2018). Educational and career guidance: What works. *OECD Observer*, 202: 37-40.
- 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.
- 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*.
- Pajares, F. (2009). "Social cognitive theory and media effects". *The Sage Handbook of Media Processes and Effects*: 283–297.
- Parsons, F. (1909), *Choosing a Vocation*, Boston, MA: Houghton Mifflin in.
- Patton, W., & McMahon, M. (2006). *Career development and systems theory: A new relationship* (2nd Ed). Belmont, CA, US: Thomson Brooks/Cole Publishing Co.

- 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.
- Ritchie, J., & Lewis, J. (2003). *Qualitative Research Practice—A Guide for Social Science Students and Researchers*. London, Thousand Oaks, CA: Sage Publications Ltd.
- Rugangila, M. K. (2019). The impact of extracurricular athletic activities on academic achievement, disciplinary referrals, and school attendance among Hispanic female 11th-grade students. *Dissertations Publishing*, ProQuest.
- Seale, G. (1999). Objectively yours, Michel Foucault. *Educational Theory*, 48(1), 59-66.
- Shebib, B. (2013). *Choices: Counseling skills for social workers and other professionals*. Boston, MA: Allyn & Bacon.
- Smith, P., & Bond, M., H. (2008). *Social psychology across cultures, second edition*. London: Prentice Hall
- 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 Sports Coaches in South Africa. *Procedia, Economics and Finance*; October 2015.
- Super, D. E., Savickas, M. L., & Super, C. M. (1996). The lifespan, life-space approach to careers. In D. Brown & L. Brooks (Eds.), *Career choice and development* (3rd Ed., pp. 121-178). San Francisco: Jossey-Bass.
- 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 Centre, Florida State University.
- Taras, H. (2005). *Physical Activity and Student Performance at School*. Routledge, London.
- Torregrosa, M., Ramis, Y., Pallarés, S., Azócar, F., and Selva, C. (2015). Olympic athletes back to retirement: a qualitative longitudinal study. *Psychol. Sport Exerc.* 21, 50–56. doi: 10.1016/j.psychsport.2015.03.003
- Uganda Bureau of Statistics (2016). *The National Population and Housing Census 2014 – Main Report*, Kampala, Uganda.
- Urich, A. (2017). *Social Cognitive Theory. Methods for Stress Management*. Retrieved 2021-06-21
- 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).
- 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.
- Wylleman, P., Reints, A., & De Knop, P. (2013). A developmental and holistic perspective on athletic career development. In P. Sotiaradou, & V. De Bosscher (Eds.), *Managing high performance sport* (pp. 159-182). Routledge
- Yiannakis, P., & Melnick, C. (2001). *Influence of school practices on students' academic choices*. Research Triangle Park, NC: RTI and Atlanta: Southern Regional Education Board.