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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  
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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

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.

**Informed Consent Statement:** Informed consent was obtained from the school administration.

**Data Availability Statement:** Data will be made available upon reasonable request to authors.

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**Conflict of Interest:** The authors declare no conflict of interest.

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