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Assessment Strategies and Career Choices Among Students In Secondary Schools in Uganda

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Abstract

This study sought to investigate the influence of assessment strategies on career choices among students in secondary schools in Wakiso District in central Uganda. The study adopted the descriptive research design with both qualitative and quantitative approaches to gather data from 315 respondents who included the District Education Department staff, headteachers, deputy headteachers, career-teachers, student leaders in both public and private secondary schools, student leaders, and students in the selected secondary schools. Additional data was collected from staff of UNEB and NCDC. The respondents were selected using purposive and simple-random sampling techniques. Data was collected using validated and pre-tested SAQs, interview guides and document analysis. The quantitative data collected were analyzed using descriptive and inferential statistics. The findings showed that according to the respondent teachers, assessment strategies account for 11.3% of the decisions relating to career choice among students and at .11.3; p=.011 < .05; while according to respondent students, assessment strategies account for 37.2% of the decisions relating to career choice among students and at .372; p=.001 < .05. The study concluded that there is a strong significant influence of assessment strategies used in teaching career choice among students. The study recommended, among other things, that teachers in secondary schools should always adopt assessment strategies that bring out students' expectations for each subject area

Keywords: Assessment strategies, Career choice, Students, Secondary schools, Uganda.

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Background to Study

The formal education system in Uganda was started by the missionaries who came into the country during the colonial era (Ssekamwa, 2000). According to Ssekamwa (2000), at the beginning the education system adopted the British curriculum which was purely elitist. Since then, curriculum design in Uganda is characterized with a series of crises and can be traced from 1952 when the de Bunsen committee was formed to review the education system earlier started by the missionaries, to ensure that enough qualified people were produced to fill the jobs by the time of independence (Schweitzer, 2019). In 1963, the Castle committee was formed that this committee established the education structure in Uganda - Primary 7, secondary (O-Level) - 4, secondary (A-Level) - 2; then Tertiary - Universities and specialized training institutions (Ssekamwa, 2000). The foundation of the current educational system is the Senteza Kajubi commission which focused on education for national development. The Commission divided secondary (O-Level) into general, comprehensive and vocational; and then A-Level was left as advanced secondary (GoU, 1992). The changes in the education system described influenced the assessment strategies that were adopted in each case. Each of the committees mentioned above worked with and through different stakeholders in and outside the education system, collected their views and made recommendations accordingly, regarding assessment of learning.

All curricula must be examined and assessed in order to see whether the goals are ultimately accomplished in order for them to be effective (Goodlad, 1966). It should be noted that the main objective of the secondary school system is to recognize and support students' many talents and interests, in order to equip them with the knowledge and abilities necessary for successful undertakings or to prepare them for post-secondary education. Therefore, assessment is required to determine whether this is accomplished at the end. The learners' aptitudes, interests, talents, and eventual job choices serve as a gauge of their achievement in this way (Orlonsky et al,

1978).

Uganda's educational system has undergone a number of changes over the years. The design of the curriculum, particularly for lower secondary school, is one of the most recent changes. Several arguments were made in favor of changing the lower secondary school curriculum at the World Bank's First Regional Conference on Secondary Education in Africa (SEIA), which was held in Kampala and hosted by the Ministry of Education and Sports (World Bank, 2003). The same explanations are given in the 2007 report on Uganda's road-map for curriculum reform in lower secondary education (CURASSE, 2007).

The reasons put forth in the CURASSE (2007) report included the following: (i) the teaching methodologies built into the existing syllabuses do not promote effective learning and the acquisition of skills; (ii) the existing curriculum is significantly overloaded for historical reasons; (iii) the existing curriculum does not adequately address the social and economic needs of the majority of students now entering secondary education; and (iv) the existing secondary curriculum does not adequately address the needs of the minority of students now entering secondary education. Aziz (2014) argues that curriculum should be created to connect education with the demands of the labor market and potential career paths. The influence of various determinants on job choice has also been explored in multiple studies conducted in Uganda (Nsereko, 2012; Tuyizere, 2017; Otwine and Oonyu, 2018), with a focus on students enrolled in universities but not in upper secondary.

The students take the Uganda Advanced Certificate of Education (UACE) exams after completing two years of Advanced-Level curriculum. The results of the students in the examinations depend on the theoretical nature in which the assessment is carried out. After the UACE examinations, the students submit applications for university courses based on their preferred job path. However, the Joint Admission Board (JAB, 2018) indicated that the determining factor to be given a particular course depends more on the performance rather than the choice made by the students. During selection to enter universities, the choice of a course given to the student follows subjecting the students' grades to a weighting system, which categorises the subjects into the essential subjects to the course (weight 3), relevant subject (weight 2) and desirable subject (weight 1). The weighting is boosted by the students' performance in the UCE examinations by allocating a weight to the distinctions (weight 0.3), credits (weight 0.2) and passes (weight 0.1). After weighting is done, a cut-off point is determined for different courses. For instance, in the 2021 intake, the cut-off point for Medicine was 48.4; Architecture was 47.3; Pharmacy was 48.1; Civil Engineering was 47.5 while Mechanical Engineering was 47.2.

According to Nsereko (2012), several students leaving upper secondary school were not sure of the right career. After admission to various courses, students were found to apply for a change of course after realizing that they had not been offered the courses that would lead them to their dream careers. According to research by Tuyizere (2017), more than 68% of Ugandan university freshmen admitted that they were enrolled in courses that would steer them away from the jobs of their choice. Similarly, Otwine and Oonyu (2018) concluded that claiming to be doing a course for a career not of one choice arises from the subject combinations when one is in advanced secondary. This suggests that the issue of choosing a vocation begins in secondary education, and specifically at an advanced level. There is, however, very few research on how curriculum design affects students' career choices. It is in this regard that this study sets out to investigate the influence of curriculum design on career choices among students in secondary schools.

Statement of the Problem

Boo et al (2020) opines that the curriculum of a given education systems determines the various careers of the learners. Uganda has been implementing a subject-centred curriculum and is one of many sub-Saharan African countries that has implemented curriculum changes. The changes were not only to raise secondary school teaching standards and better match curriculum, instruction, and assessment with labour market demands but also to cater for student career choices (SEIA, 2019). The career choices of Ugandan secondary school students have historically been out of touch with reality, notwithstanding advances in curriculum design. The students' preferred careers are often not fulfilled. Numerous students in the higher secondary school level have been found to be taking subject combinations that do not lead to the initial career choices they wished to pursue, according to studies (Nsereko, 2012; Tuyizere, 2017; Otwine and Oonyu, 2018). In a similar vein, a survey by Tuyizere (2017) found that more than 68% of Ugandan undergraduates admitted that they were enrolled in programs that would lead them away from careers of their choice. Additionally, Okurut (2019) noted that a large number of students in Uganda's higher secondary institutions drop choices they earlier preferred. Other research in Uganda (Walala, 2015; Mugimu et al., 2013) on curriculum design and career choice did not focus solely on the two factors simultaneously. There are hardly any studies in Uganda that have investigated the influence of assessment strategies and career choice among students in secondary schools. Therefore, this study sought to investigate the

influence of assessment strategies on career choice among students in secondary schools in Uganda.

Objectives of the Study

General Objective

To investigate the influence of assessment strategies on career choice among students in secondary schools in Wakiso District in central Uganda

Specific Objectives

i. To examine the status of use of assessment strategies in secondary schools in Wakiso District in central Uganda.
ii. To assess the status of career choice among students in secondary schools in Wakiso District in central Uganda.
iii. To determine the influence of assessment strategies on career choice among students in secondary schools in Wakiso District in central Uganda.

Significance of the Study

The study's successful conclusion will be beneficial to many education management stakeholders in various ways. Policymakers, for instance, will benefit by thinking through the necessary considerations and interventions worth engaging, in order to offer a remedy to issues relating to curriculum design. These could be in amending existing laws and policies.

To UNEB, the findings of this study will enable the board to ponder upon appropriate measures to improve on the assessment system that harmonizes learning achievements, in order to minimize wastage of the learning process undertaken throughout the entire cycle. To the designers, the findings may lead to improvement in curriculum design for better implementation by the teachers, so that the learners and parents can benefit in making appropriate subject combinations and ultimately taking on careers of their choices. The findings of the study will also offer a good benchmark for further research by those interested in fields of curriculum design and choice of career in the management of education systems in general.

Scope of the Study

The study was carried out in secondary schools in Wakiso District in central Uganda and the focus was on students at the advanced level. The choice of secondary schools in Wakiso District was premised on Tuyizere's (2017) findings, which revealed that 68% of students had made unintended career choices at university entry (), majority of which were from secondary schools in Wakiso District. Of these schools, thirty-three (33) were government-aided and over five hundred and fifty (550) were private schools. Being a peri-urban district, Wakiso has rural public & private and urban public & private secondary schools. In addition, many secondary schools in Wakiso pass many candidates at Uganda Advanced Certificate of Education (UACE) examinations implying that majority of the students entering university in Uganda are from secondary schools in Wakiso District.

The research was drawn to the status of coverage of assessment strategies, the nature of students' career choices and influence of assessment strategies on career choices among students. This was because according to Mugimu et al (2019) the choices students make depend on the suitability of the course content and the way it is delivered and assessed. The ability for students to score marks that take them to study specific courses at university relates to the course/subject content, the methodological strategies used during the teaching and the nature of assessment at the end of the programs.

The study was based on the years 2017 to 2021. This is the time range in which many students failed to enter courses of their career choices according to Tuyizere (2017). At the same time, it is during this period that the government expanded educational institutions to cater for the increased student population and demands for the 21st century skills for self-employment upon completion.

Conceptual Framework

The study was undertaken on the basis of the conceptual framework illustrated in Fig. 1.1 outlining the interaction between the constructs of assessment strategies and career choices among students in secondary schools.

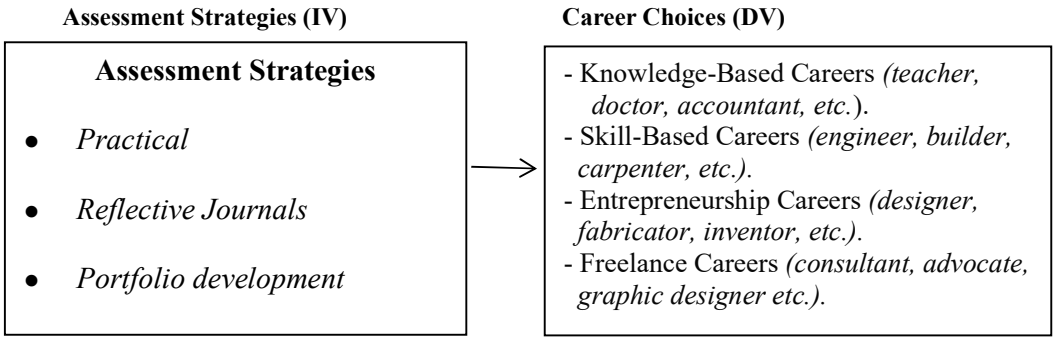

Figure 2: Conceptual Framework

Source: Herrick (1965), Fer, (2011) and Jefferson (2021) modified by researcher

In the conceptual framework (Fig. 1.1), assessment strategies are the independent variable. According to Herrick (1965), assessment strategies include practical, reflective journals and portifolio development. The researchers hoped that if well implemented, the elements can lead to what is desired as outcomes in terms of careers, which can be knowledge careers, skills careers, entrepreneurship careers or freelance careers developed in the learners.

Theoretical Review

The study adopted the Tyler Ralph Curriculum Theory (1949) which is one of the earliest and most straight forward theories for describing how curricula should be created. Tyler believed that it was crucial to recognize that pupils who are engaged in subject matter are more likely to actively participate in the learning process than those who are not (Wraga, 2017). Additionally, Tyler believed that students who actively engage in learning experience have a far deeper learning curve than those who don't (Wraga, 2017). Therefore, it should be the duty of educational institutions (as well as the NCDC at the federal level) to evaluate student interests and offer opportunities that would improve experiential learning. It is crucial to emphasize that schools should be operating as systems whose objective is to produce the best possible educational results. These results are reflected in the many vocations that the students choose for their future professional lives. According to Tyler, secondary schools in Uganda should play a significant role in advising students to choose particular subject combinations that lead to particular occupations. There should be a guarantee that students who study particular subject combinations actively engage in the learning experiences in the subject combinations to get a significantly deeper learning curve. Such students will likely land in their ideal careers in the long run.

The first primary presumption of Tyler's Theory, according to Enem (2019), is that curriculum designers would always take into account the educational goals that schools should aim to achieve. Second, the learning opportunities are chosen to serve educational objectives. Third, according to Enem (2019), the adopted curriculum succeeds once learning experiences are structured to produce the desired results. In essence, the assumptions are a collection of guidelines that ensure methodical and sequential teaching and learning methods. According to Obasi (2009), teachers should treat every student as a human being when imparting knowledge, regardless of their race, social rank, or economic standing. Obasi (2009) also makes the case that teachers should allow for widespread student participation in all learning activities, support personality diversity, and promote intelligence and faith to overcome significant learning obstacles.

Several scholars on curriculum studies, like Glatthorn (2014) and Marsh (2017), have utilized Tyler's Theory. In his research, Glatthorn (2014) employed Tyler's Theory and came to the conclusion that it was suitable for assuring student ownership of their education and the degree to which their learned information was beneficial. This suggests that using Tyler's Curriculum Theory in curriculum design can help students pursue their

professional aspirations. Similarly, Marsh (2017) came to the conclusion that applying Tyler's Theory to teaching and preparing students for the twenty-first century was appropriate. Given that it considers the course material (how content is organized), the instruction (option of the ways to give learning), and the students' career choices, Tyler's Curriculum Theory has been deemed relevant for this study on curriculum design and students' career choices.

Empirical Review

Assessment of students' learning is a crucial component of effective education throughout time. In his study on the decisiveness in profession choices made by secondary school students in Kenya, Gitonga (2013) noted that the main goal of teaching is to provide students with the skills and knowledge necessary to make realistic plans for the future. This is only achievable, though, if teachers constantly evaluate their students' decisions regarding their professional paths. Gitonga (2013) pointed out that studies on teachers' evaluations of students' decisions on their job choices were generally unfavorable. Choosing a career and developing one is seen as a lifelong process, even if secondary school decisions are crucial in establishing the groundwork for future occupations (OECD, 2013).

Effective assessment procedures in education often empower and develop students to acquire skills and information that would prepare them for the workplace, according to research by Amoor and Aliyu (2014). That is to say, assessment strategies do have an impact on career decision-making because they are a process of guiding and initiating students to acquire the necessary skills, facts, knowledge, habits, and attitudes that will allow them to coexist with others as useful and productive members of society (Amoor et al., 2014). Similar to this, Ohiwerei and Azih (2010) saw evaluation as a review of all of the knowledge gained by students and how it prepares them to deal with and enjoy living in the real world.

Assessment strategies were viewed as being essential to the educational process by Burns (2018) in his study on rethinking classroom assessment with a purpose. Summative exams are the most prevalent in secondary schools in Uganda (NCDC, 2019). Summative assessments are used to evaluate what students have learned at the conclusion of a unit or program, such as UCE or UACE, to promote students, to make sure they have met the requirements for obtaining a certificate for completing school or to enter a particular profession, or as a method of choosing students for admission to higher education (NCDC, 2019). Assessment, however, might also have a formative purpose. Formative assessment, used in classrooms to determine student learning requirements and modify instruction, refers to routine, interactive evaluations of student progress and knowledge (Oonyu, 2015). Oonyu (2015) claims that curriculum assessment can be carried out by teachers using formative approaches and techniques that are better equipped to meet the needs of diverse students and adaptation of teaching to raise student achievement levels and to achieve a greater equity of student outcomes in terms of life careers.

According to research from the Centre for Education, Research, and Innovation (CERI, 2018), assessment is a crucial component of the teaching-learning process that helps students learn and enhances instruction. CERI (2018) further highlights three separate ways that assessment can be viewed: as learning for learning, as learning for learning, and as learning itself. According to CERI (2018), assessment for learning is continuous evaluation that enables teachers to keep track of their students on a daily basis and adjust their instruction in accordance with what the students require to succeed. Students receive the precise, timely feedback they need to improve their learning from this assessment. This is what schools typically refer to as formative assessment.

Additionally, CERI (2018) asserts that formative assessment techniques have been crucial to improving overall student achievement levels and that formative assessment strengthens students' learning-to-learn skills by emphasizing the teaching and learning process and actively involving students in it; enhancing pupils' abilities to evaluate one another and themselves; assisting kids in developing effective learning techniques and in understanding how they learn. As a result, assessment for learning (also known as formative assessment) can address all educational issues and give students the knowledge and skills they need to continue learning throughout their lives (CERI, 2018).

According to an OECD study from 2019, curricular evaluation is essential for both teaching and learning. One of the most crucial aspects of assessment is the establishment of learning life goals (career objectives) and the monitoring of each student's progress in achieving those life goals (CERI, 2018). In this regard, a few of OECD

nations have created general standards for student accomplishment and keep track of how well students are doing in relation to those requirements (OECD, 2019). The CERI (2018) research argues that monitoring a student's progress toward concrete life goals is more useful than comparing their progress to that of their peers. Researchers like Cameron and Pierce (2014), Kluger and DeNisi (2016), Heckhausen (2019), and Rheinberg and Krug (2019) have also backed this up. However, there is still a wide gap in as far as studies in Africa and Uganda in particular with regard to curriculum assessment and career choice among students in secondary schools.

A snapshot in time that informs the teacher, students, and their parents of how successfully each student has accomplished the learning tasks and activities is what CERI (2018) defines as assessment of learning. It gives data on student performance but frequently has little impact on learning (CERI, 2018). Summative assessment is the term used to describe this type of learning assessment in Uganda (NCDC, 2019; Oonyu, 2015). Assessment as learning, the third component of curricular assessment, is crucial since it fosters and supports students' metacognitive abilities (Heckhausen, 2019). This type of evaluation is essential for assisting students in developing into lifelong learners (OECD, 2019). Students gain the ability to interpret information, connect it to existing knowledge, and apply it to new learning when they participate in peer and self-assessment (Oonyu, 2015). When students use teacher, peer, and self-assessment feedback to make modifications, improvements, and changes to what they understand, they gain a sense of ownership and effectiveness (CERI, 2018).

According to a study conducted in various UK schools (Rheinberg et al., 2019), teachers are in the best position to influence students' career decisions and bring out their best qualities. The study demonstrated that teachers who executed curriculum assessment well had a considerable impact on their students' career decisions. Unfortunately, their research was conducted in the United Kingdom, not Uganda. Therefore, it is wise to do an empirical study on the impact of curriculum evaluation on job choice utilizing Ugandan secondary school students in order to draw any conclusions or generalizations. Kniveton (2020) asserts that British teachers are able to recognize students' aptitudes and abilities and motivate them to choose particular courses, participate in work experience opportunities, or go on employer visits, all of which can have an impact on the career choices of students. The obvious discrepancy is that Kniveton (2020) also conducted his research in Britain, which is once more very different from Uganda. The training and methods used by British teachers for educating and assessing students differ from those used by Ugandan teachers. Therefore, it was deemed necessary to undertake this study among secondary school students in Uganda.

According to a Pakistani study (Naz, Saeed, Khan, Sheik, and Khan, 2014), curriculum assessment for academic courses has a significant impact on whether students choose one vocation over another. Their investigation supported that conducted in American schools by Faiter & Faiter (2013). Faiter et al. (2013) discovered that students' job decisions were influenced by their grade in academic disciplines. Similar results were found to apply to the quality of instruction, student engagement in learning activities, school practices and policies, and student learning resources (Shumba & Naong, 2012). As a result, curriculum assessment was thought to influence students' career choices by exposing them to a range of activities. The present study sought to investigate the influence of curriculum design on career choice among students in secondary schools in Wakiso District in Uganda.

Methodology

The study adopted the descriptive research design using both qualitative and quantitative methods. Through interviews and focus groups, the respondents' perspectives about curriculum design and career choice among secondary school students were gathered, analyzed, and described using qualitative methodologies. Procedures for collecting qualitative data are beneficial because they are thought to be more applicable to various realities that one encounters in complex field circumstances (Amin, 2005). Second, qualitative research is typically used when it is necessary to obtain the opinions and viewpoints of respondents (Koul, 1997). Richer data and information can be acquired by speaking with individuals situated at different levels of the system under study or in specific settings about their activities (focus group discussions) (Enon, 1996). Through the use of structured questionnaires, numerical data were gathered, examined, interpreted, and presented using quantitative methodologies.

The participants included employees of the Wakiso District Education Department, secondary school headteachers, deputy headteachers, career-teachers in both public and private secondary schools, student leaders, and students in the chosen secondary schools. Based on information gathered from the Wakiso District Education

Department, 1,481 people formed the target population and the sample size constituted 315 respondents. The study gathered data in the field using a variety of tools and data collection techniques. The study used the survey method to gather empirical data in order to ascertain the impact of curriculum design on students' decision to attend secondary schools in Wakiso (Saunders et al., 2009). Interviewing was also used as one of the qualitative approaches in this study because it likewise aimed to get respondents' opinions on the variables being examined. The document analysis method was also crucial in supplying information for triangulating with information obtained from surveys.

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 Content Validity Index (CVI) of 0.86, indicating good validity. The reliability was ascertained by first piloting the instrument on 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 0.824, which was interpreted using the George and Mallery (2003) scale.

Analysis of findings was done using descriptive and inferential statistics generated by the Statistical Package for Social Sciences (SPSS) for quantitative data. The descriptive statistics included frequencies, percentages, means and standard deviation. From the descriptive statistics (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 course content and career choice among students in the secondary schools in Uganda.

Findings

Demographic data of respondents is provided in Table 1 below.

Table 2: Demographic data of Respondents

Gender of Respondent Career Teachers			Gender of Respondent Students		
Characteristic	**Frequency**	**Percent**	**Characteristic**	**Frequency**	**Percent**
Male	24	42.9	Male	96	57.1
Female	32	57.1	Female	72	42.9
Age Bracket of Respondent career Teachers			**Age Bracket of Respondent Students**		
25-34 years	9	16.1	15-19 years	30	17.9
35-44 years	46	82.1	20-24 years	132	78.6
45-55 years	1	1.8	25-29 years	6	3.6
Education Level of Respondent Career Teacherss			**Class of Respondent Students**		
Diploma	12	21.4	Senior Five	66	39.3
Bachelors	17	30.4	Senior Six	102	60.7
Masters	25	44.6			
PhD	2	3.6			
Distribution of Respondents by Duration of Teaching in the School			**Distribution of Respondents by Duration of student-hood in the School**		
Less than 1 years	16	28.6	Less than one year	30	17.9
1 - 5 years	40	71.4	1 - 2 years	138	82.1

Source: Primary data (2023)

From *Table 1*, it was found out that 42.9% ($^{24}/_{56}$) of the respondent teachers were male while 57.1% ($^{32}/_{56}$) of them were female. This indicates a ratio of approximately 3:2 of male to female career teachers in the secondary schools in Wakiso district. In other words, for every three male career teachers, there are two female career

teachers in the secondary schools in Wakiso district. This ratio was a true reflection of the proportion of male to female career teachers in the secondary schools under study. This implies that the sample of the study was representative of the career teacher population in the secondary schools in Wakiso district.

From the results in *Table 1,* 82.1% ($^{46}/_{56}$) of the respondent career teachers were in the age bracket of 35-44 years of age while 16.1% ($^{9}/_{56}$) of them were in the age bracket 25-34 years of age. Only 1.8% ($^{1}/_{56}$) of the career teachers were in the age bracket 44-55 years of age. This implies that most of the teachers who participated in the study were mature teachers in their prime years of service. This means that the data they provided can be relied on with respect to curriculum design and students' career choices in the secondary sub-sector.

From the data in *Table 1*, it was found out that 44.6% ($^{25}/_{56}$) of the respondent teachers had masters degrees in education, which implied that most of the respondent teachers had upgraded their qualifications as required by the National Teacher Policy. Another 30.4% ($^{17}/_{56}$) of them had bachelors degrees while 21.4% ($^{12}/_{56}$) of them had diplomas in secondary education. At least 3.6% (2/56) of the respondent teachers had Doctoral degrees (PhDs) in education. Currently, many teachers across the country are engaged in furthering their educational qualifications as required by the National Teacher Policy (NTP, 2018). The distribution of the teachers by their education qualifications implied that all of them were qualified to teach in the secondary schools. Therefore, it is hoped that the data they provided was reliable enough for the researcher to make critical conclusions about the study.

The results in *Table 1* also revealed that 71.4% ($^{40}/_{56}$) of the respondent teachers had served in the secondary schools under study for a period between 1-5 years. However, 28.6% ($^{16}/_{56}$) of them had served the secondary schools for less than one year. This means that they had recently been transferred from some other secondary school rather than been recruited because one cannot be given such responsibility as career teacher without any experience in service. This implies that the majority of the teachers had served for a reasonable period as career teachers making them knowledgeable enough about issues of career choice among students. Therefore, it can be taken that the data the respondent teachers provided were reliable enough for this study to draw concise conclusions.

The findings in *Table 1* also showed that 57.1% ($^{96}/_{168}$) of the respondent students were male while 42.9% ($^{72}/_{168}$) of them were female. This indicates a ratio of approximately 4:3 of male to female students in the secondary schools in Wakiso district. In other words, for every four male students, there are three female students in the secondary schools in Wakiso district. This ratio was a true reflection of the proportion of male to female students in the secondary schools under study. This implies that the sample of the study was representative of the student leadership population in the secondary schools in Wakiso district.

Furthermore, the results in *Table 1* revealed that 78.6% ($^{132}/_{168}$) of the respondent students were in the age bracket of 20-24 years of age while 17.9% ($^{30}/_{168}$) of them were in the age bracket 15-19 years of age. Only 3.6% ($^{6}/_{168}$) of the students were in the age bracket 25-29 years of age. This implies that most of the students who participated in the study were of advanced age to maturity. This means that the data they provided can be relied on especially in as far as issues of curriculum design and students' career choices in the secondary sub-sector.

From the data in *Table 1*, it was found that 39.3% ($^{66}/_{168}$) of the respondent students were senior five students while 60.7% ($^{102}/_{168}$) of them were senior six students. This implies that a substantial proportion of the students were in their final year of study in secondary education; thus, their next stage (tertiary education) would require them to make choices leading to specific life careers. This means that the data they provided can be relied on since the students at advanced secondary level were in a category that were almost in the process of making such important lifetime decisions.

The results in *Table 1* finally revealed that 82.1% ($^{138}/_{168}$) of the respondent students had studied in the secondary schools under study for a period between 1-2 years. However, 17.9% ($^{30}/_{168}$) of them studied in secondary school for less than one year. This means that they had recently been admitted to some other secondary school. This implies that the majority of the students studied in the schools for a reasonable period of time to really understand the implementation of the curriculum design and other concerns relating to career choice. Therefore, it can be taken that the data the respondent students provided were reliable enough for this study to draw concise conclusions.

Empirical Findings

Objective One of the study sought to establish the status of use of instructional methods in secondary schools in Wakiso District in central Uganda according to the respondent career teachers. The self-administered questionnaires for the respondent teachers had 14 items on assessment strategies. Each of the respondent teachers was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each statement. Analysis of their responses as percentage, mean and standard deviation generated by use of the SPSS (ver. 20) is presented in *Table 2*.

Table 3: Descriptive Statistics on Assessment Strategies from Career Teachers

Items on Assessment Strategies	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Open-ended question strategy that gets students to be involved in writing/talking rather than answering yes or no; true or false.	46.4	10.7	30.4	12.5	2.09	1.133
Student reflection strategy that enables students to think over what they have learned	51.8	17.9	16.1	14.3	1.93	1.126
Short quizzes that seek to assess students' level of comprehension	42.9	00	17.9	39.3	2.54	1.388
Summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned	44.6	00	30.4	25.0	2.36	1.285
Think-Pair-Share strategy which allows students to engage in critical thinking	23.2	00	75.0	1.8	2.55	.872
One-question quiz strategy to gauge students' level of understanding	46.4	7.1	16.1	30.4	2.30	1.334
Socratic seminar strategy in which students ask each other questions to initiate conversation that may continue with further questioning	60.7	7.1	17.9	14.3	1.86	1.167
Journal reflection strategy in which students write what they learned, what caused difficulty, what was challenging/what they found helpful	32.1	3.6	1.8	62.5	2.95	1.407
Formative pencil-paper strategy to assess whether or not the student attained the intended learning	53.6	3.6	8.9	33.9	2.23	1.401
Misconception check strategy in which the students are asked whether they agree or disagree to concepts being studied	58.9	3.6	00	37.5	2.16	1.449
Peer Instruction strategy where students support their peers to understand what is being studied	71.4	1.8	00	26.8	1.82	1.336
Apply the Use-Variety strategy in which different techniques are used to check students' understanding of what is taught.	69.6	1.8	8.9	19.6	1.79	1.246
Self-assessment strategy in which students collect information about their own learning to reveal their study progress.	83.9	1.8	1.8	12.5	1.43	1.024
Observation strategy in which teacher walks around the class making observations on anecdotal record about students' progress as they study.	87.5	00	00	12.5	1.38	1.001
Overall Mean					**2.09**	

Source: Primary data (2023)

Legend

0.0 - 1.0 = Assessment strategies used are poor; 1.1 - 2.0 = Assessment strategies used are fairly good; 2.1 - 3.0 = Assessment strategies used are good; and 3.1 - 4.0 = Assessment strategies used are very good.

Data presented in *Table 2* revealed that 46.4% ($^{26}/_{56}$) of the respondent teachers strongly disagreed while 10.7% ($^{6}/_{56}$) disagreed that they used open-ended question strategy that got students to be involved in writing/talking rather than answering yes or no; true or false. However, 12.5% ($^{7}/_{56}$) of the respondent teachers strongly agreed as 30.4% ($^{17}/_{56}$) as agreed that they used open-ended question strategy that got students to be involved in writing/talking rather than answering yes or no; true or false. This implies that a significant proportion of teachers in the secondary schools in Wakiso District use open-ended strategy of assessment that gets students to be involved in writing/talking.

The data in *Table 2* further revealed that 51.8% ($^{29}/_{56}$) of the respondent teachers strongly disagreed while 17.9% ($^{10}/_{56}$) of them disagreed that they used student reflection strategy that enables students to think over what they have learned. On the other hand, 14.3% ($^{8}/_{56}$) of the respondent teachers strongly agreed as 16.1% ($^{9}/_{56}$) of them agreed that they used student reflection strategy that enables students to think over what they have learned. This implied that fewer teachers in the secondary schools use the student reflection strategy in assessment of learning.

Furthermore, the findings indicated that 39.3% ($^{22}/_{56}$) of the respondent teachers strongly agreed while 17.9% ($^{10}/_{56}$) of them agreed that they used short quizzes that seek to assess students' level of comprehension. However, 42.9% ($^{24}/_{56}$) of the respondent teachers strongly disagreed that they used short quizzes that seek to assess students' level of comprehension. This implied that although most of the teachers in the secondary schools used short quizzes that seek to assess students' level of comprehension, a reasonable proportion of them did not use short quizzes that seek to assess students' level of comprehension.

The findings also revealed that 44.6% ($^{25}/_{56}$) of the respondent teachers strongly disagreed that they used the summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned. However, 25% ($^{14}/_{56}$) of the respondent teachers strongly agreed, while 30.4% ($^{17}/_{56}$) of them agreed that they used the summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned. This implies that more teachers in the secondary schools in Wakiso District use the summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned. Similarly, the findings revealed that 75% ($^{42}/_{56}$) of the respondent teachers agreed while 1.8% ($^{1}/_{56}$) of them strongly agreed that they used the Think-Pair-Share strategy which allows students to engage in critical thinking. On the other hand, 23.2% ($^{13}/_{56}$) of the respondent teachers strongly disagreed that they used Think-Pair-Share strategy. This implied that the majority of the teachers in the secondary schools use the Think-Pair-Share strategy which allows students to engage in critical thinking.

Data in *Table 2* further revealed that 46.4% ($^{26}/_{56}$) of the respondent teachers strongly disagreed while 7.1% ($^{4}/_{56}$) of them disagreed that they used the one-question quiz strategy to gauge students' level of understanding. However, 30.4% ($^{17}/_{56}$) of the respondent teachers strongly agreed while 16.1% ($^{9}/_{56}$) of them agreed that they used the one-question quiz strategy to gauge students' level of understanding. This implied that on average, most teachers in the secondary schools in Wakiso use the one-question quiz strategy to gauge students' level of understanding.

The findings also indicated that 60.7% ($^{34}/_{56}$) of the respondent teachers strongly disagreed while 7.1% ($^{4}/_{56}$) of them disagreed that they used the Socratic seminar strategy in which students ask each other questions to initiate conversation that may continue with further questioning. On the other hand, 14.3% ($^{8}/_{56}$) of the respondent teachers strongly agreed as 17.9% ($^{10}/_{56}$) of them agreed that they used Socratic seminar strategy. This implied that apart from a few teachers, the majority of them in the schools did not use the Socratic seminar strategy in which students ask each other questions to initiate conversation that may continue with further questioning.

The findings also revealed that 62.5% ($^{35}/_{56}$) of the respondent teachers strongly agreed while 1.8% ($^{1}/_{56}$) of them agreed that they used the Journal reflection strategy in which students write what they learned, what caused difficulty, what was challenging/what they found helpful. On the other hand, 32.1% ($^{18}/_{56}$) of the respondent teachers strongly disagreed while 3.6% ($^{2}/_{56}$) of them disagreed that they used the Journal reflection strategy at all. This implied that most of the teachers in the secondary schools used the Journal reflection strategy in which students write what they learned, what caused difficulty, what was challenging/what they found helpful. However, a significant proportion of 53.6% ($^{30}/_{56}$) of the respondent teachers strongly disagreed as 3.6% ($^{2}/_{56}$) of them disagreed that they used the formative pencil-paper strategy to assess whether or not the student attained the intended learning. At least 33.9% ($^{22}/_{56}$) of them strongly agreed while 8.9% ($^{5}/_{56}$) of them agreed that they used formative pencil-paper strategy. This implied that the majority of teachers in secondary schools in Wakiso District used Formative pencil-paper strategy to assess learning.

Furthermore, the findings revealed that 58.9% ($^{33}/_{56}$) of the respondent teachers strongly disagreed while 3.6% ($^{2}/_{56}$) of them disagreed that they used the misconception check strategy in which the students were asked whether they agree or disagree to concepts being studied. However, 37.5% ($^{21}/_{56}$) of the respondent teachers strongly agreed that they used the misconception check strategy. This implied that although some of the teachers used the misconception check strategy majority of them did not use it. Similarly, the findings revealed that 71.4% ($^{40}/_{56}$) of the respondent teachers strongly disagreed while 1.8% ($^{1}/_{56}$) of them disagreed that they used the peer instruction strategy where students supported their peers to understand what is being studied. At least 26.8% ($^{15}/_{56}$) of the respondent teachers strongly agreed that they used the peer instruction strategy.

The findings further indicated that 69.6% ($^{39}/_{56}$) of the respondent teachers strongly disagreed while 1.8% ($^{1}/_{56}$) of them disagreed that they applied the Use-Variety strategy in which different techniques are used to check students' level of understanding of what is taught. However, 19.6% ($^{11}/_{56}$) of the respondent teachers strongly agreed as 8.9% ($^{5}/_{56}$) of them agreed that they applied the Use-Variety strategy. This implied that most of the teachers in the secondary schools in Wakiso District applied the Use-Variety strategy in assessment of learning. Similarly, 83.9% ($^{47}/_{56}$) of the respondent teachers strongly disagreed while 1.8% ($^{1}/_{56}$) of them disagreed that they used self-assessment strategy in which students collected information about their own learning to reveal their study progress. At least 12.5% ($^{7}/_{56}$) of the respondent teachers strongly agreed while 1.8% ($^{1}/_{56}$) of them agreed that they used the self-assessment strategy. This implied that only a few of the teachers in the schools used the self-assessment strategy but the majority did not use the self-assessment strategy in assessing learning.

Finally, as far as assessment strategies were concerned, the findings revealed that 87.5% ($^{49}/_{56}$) of the respondent teachers used the observation strategy in which teachers walked around the class making observations on anecdotal record about students' progress as they study. However, at least 12.5% ($^{7}/_{56}$) of the respondent teachers strongly agreed that they used the observation strategy in assessment of learning. This implied that most of the teachers in the schools did not use the observation strategy at all. The overall mean for all the items on assessment strategies used by the teachers was 2.09, which according to the legend implied that the assessment strategies used are good.

Descriptive Statistics on Course Content from Respondent Students

Table 3 presents analysis of respondent students' views on assessment strategies.

Table 4: Descriptive Statistics on Assessment Strategies from Students

Items on Assessment Strategies	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Teachers often use open-ended question strategies that get us involved in writing/talking rather than answering yes or no; true or false.	21.4	14.3	42.9	21.4	2.64	1.062
Teachers sometimes use student reflection strategy that enables us to think over what we have learned	35.7	32.1	21.4	10.7	2.07	1.016
Teachers frequently use short quizzes to assess our level of comprehension	32.1	00	14.3	53.6	2.89	1.370
Teachers sometimes use summary strategies to assess our level of understanding of concepts through paraphrasing what we have learned	35.7	00	21.4	42.9	2.71	1.357
Teachers use Think-Pair-Share strategy to assess our level of critical thinking	00	00	100.0	00	3.00	.000
Teachers use one-question quiz strategies to gauge our level of understanding	21.4	10.7	14.3	53.6	3.00	1.247
Sometimes teachers use the Socratic seminar strategy to allow us to ask each other questions to initiate conversation sometimes leads to further questioning	57.1	3.6	25.0	14.3	1.96	1.201
Teachers also use journal reflection strategy to make us write what was learned, what caused difficulty,	32.1	7.1	00	60.7	2.89	1.423

Items on Assessment Strategies	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
what was challenging and what was helpful						
Teachers frequently use formative pencil-paper strategy to assess whether we attained the intended learning	50.0	7.1	17.9	25.0	2.18	1.307
Teachers use the misconception check strategy by asking us whether we agree or not to concepts being studied	60.7	7.1	00	32.1	2.04	1.401
Teachers also often use peer instruction strategy to allow us to support our peers to understand what is being studied	78.6	3.6	00	17.9	1.57	1.168
Teachers also apply the Use-Variety strategy in which different techniques are used to check our level of understanding of what is being taught.	85.7	3.6	00	10.7	2.89	.951
Teachers engage us in self-assessment strategy to enable us to collect information about our own learning to reveal our study progress.	85.7	3.6	00	10.7	1.36	.951
Teachers also use observation strategy by walking around the class making observations on anecdotal records about our progress as we work.	100	00	00	00	2.83	1.423
Overall Mean					**2.43**	

Source: Primary data (2023)

Legend

0.0 - 1.0 = Assessment strategies used are poor; 1.1 - 2.0 = Assessment strategies used fairly good; 2.1 - 3.0 = Assessment strategies used are good; and 3.1 - 4.0 = Assessment strategies used are very good

Data presented in *Table 3* revealed that 21.4% ($^{36}/_{168}$) of the respondent students strongly disagreed while 14.3% ($^{24}/_{168}$) of them disagreed that their teachers used open-ended question strategy that gets students to be involved in writing/talking rather than answering yes or no; true or false. However, another 21.4% ($^{36}/_{168}$) of the respondent students strongly agreed as 42.9% ($^{72}/_{168}$) of them agreed that the teachers used open-ended question strategy that got students to be involved in writing/talking rather than answering yes or no; true or false. This implies that more teachers in the secondary schools in Wakiso District used open-ended strategy of assessment that gets students involved in writing/talking rather than answering yes or no; true or false.

The data in *Table 3* further revealed that 35.7% ($^{60}/_{168}$) of the respondent students strongly disagreed while 32.1% ($^{54}/_{168}$) of them disagreed that their teachers used student reflection strategy that enabled students to think over what they had learned. On the other hand, 10.7% ($^{18}/_{168}$) of the respondent students strongly agreed as 21.4% ($^{36}/_{168}$) of them agreed that the teachers used student reflection strategy that enabled students to think over what they had learned. This implied that most of the students believed that the teachers in the secondary schools use the student reflection strategy in assessment of learning. Furthermore, the findings indicated that 53.6% ($^{90}/_{168}$) of the respondent students strongly agreed while 14.3% ($^{24}/_{168}$) of them agreed that their teachers used short quizzes that seek to assess students' level of comprehension. However, 32.1% ($^{54}/_{168}$) of the respondent students strongly disagreed that their teachers used short quizzes that seek to assess students' level of comprehension. This implied that although most of the teachers in the secondary schools used short quizzes that seek to assess students' level of comprehension, a reasonable proportion of them did not use short quizzes that seek to assess students' level of comprehension.

The findings also revealed that 35.7% ($^{60}/_{168}$) of the respondent students strongly disagreed that their teachers used the summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned. However, 42.9% ($^{72}/_{168}$) of the respondent students strongly agreed while 21.4% ($^{36}/_{168}$) of them agreed that their teachers used the summary strategy that attempts to find out students' level of

understanding of concepts through paraphrasing what they learned. This implies that more teachers in the secondary schools in Wakiso District use the summary strategy that attempts to find out students' level of understanding of concepts through paraphrasing what they learned. Similarly, the findings revealed that all the respondent students (100% - $^{168}/_{168}$) agreed that their teachers used the Think-Pair-Share strategy which allows students to engage in critical thinking. This implied that the majority of the teachers in the secondary schools use the Think-Pair-Share strategy which allows students to engage in critical thinking.

Data in *Table 3* further revealed that 53.6% ($^{90}/_{168}$) of the respondent students strongly agreed while 14.3% ($^{24}/_{168}$) of them agreed that their teachers used the one-question quiz strategy to gauge students' level of understanding. However, 21.4% ($^{36}/_{168}$) of the respondent students strongly disagreed while 10.7% ($^{18}/_{168}$) disagreed that their teachers used the one-question quiz strategy to gauge students' level of understanding. This implied that on average, most teachers in the secondary schools in Wakiso used the one-question quiz strategy to gauge students' level of understanding.

The findings also indicated that 57.1% ($^{96}/_{168}$) of the respondent students strongly disagreed while 3.6% ($^{6}/_{168}$) disagreed that their teachers used the Socratic seminar strategy in which students asked each other questions to initiate conversation that may continue with further questioning. On the other hand, 14.3% ($^{24}/_{168}$) of the respondent students strongly agreed as 25.0% ($^{42}/_{168}$) of them agreed that their teacher used Socratic seminar strategy. This implied that apart from a few teachers, the majority of them in the schools did not use the Socratic seminar strategy in which students ask each other questions to initiate conversation that may continue with further questioning.

The findings further revealed that 60.7% ($^{102}/_{168}$) of the respondent students strongly agreed that their teachers used the journal reflection strategy in which students write what they learned, what caused difficulty, what was challenging/what they found helpful. On the other hand, 32.1% ($^{54}/_{168}$) of the respondent students strongly disagreed while 7.1% ($^{12}/_{168}$) of them disagreed that their teachers used the journal reflection strategy at all. This implied that most of the teachers in the secondary schools used the journal reflection strategy in which students write what they learned, what caused difficulty, what was challenging/what they found helpful. However, a significant proportion (50.0% - $^{84}/_{168}$) of the respondent students strongly disagreed as 7.1% ($^{12}/_{168}$) of them disagreed that their teachers used the formative pencil-paper strategy to assess whether or not the student attained the intended learning. At least 25% ($^{42}/_{168}$) of them strongly agreed while 17.9% ($^{30}/_{168}$) agreed that their teachers used the formative pencil-paper strategy. This implied that the majority of the teachers in the secondary schools in Wakiso District do not use the Formative pencil-paper strategy to assess learning.

Furthermore, the findings revealed that 60.7% ($^{102}/_{168}$) of the respondent students strongly disagreed while 7.1% ($^{12}/_{168}$) disagreed that their teachers used the misconception check strategy in which the students were asked whether they agree or disagree to concepts being studied. However, 32.1% ($^{54}/_{168}$) of the respondent student leaders strongly agreed that their teachers used the misconception check strategy. This implied that although some of the teachers used the misconception check strategy the majority of them did not use it. Similarly, the findings revealed that 78.6% ($^{132}/_{168}$) of the respondent students strongly disagreed while 3.6% ($^{6}/_{28}$) of them disagreed that their teachers used the peer instruction strategy where students supported their peers to understand what is being studied. At least 17.9% ($^{30}/_{168}$) of the respondent student leaders strongly agreed that their teachers used the peer instruction strategy.

The findings further indicated that 85.7% ($^{144}/_{168}$) of the respondent students strongly disagreed while 3.6% ($^{6}/_{168}$) of them disagreed that their teachers applied the Use-Variety strategy in which different techniques are used to check students' level of understanding of what is taught. However, 10.7% ($^{18}/_{168}$) of the respondent students strongly agreed that their teachers applied the Use-Variety strategy. This implied that most of the teachers in the secondary schools in Wakiso District did not apply the Use-Variety strategy in assessment of learning. Similarly, 85.7% ($^{144}/_{168}$) of the respondent students strongly disagreed while 3.6% ($^{6}/_{168}$) of them disagreed that their teachers used self-assessment strategy in which students collected information about their own learning to reveal their study progress. At least 10.7% ($^{18}/_{168}$) of the respondent students strongly agreed that their teachers used the self-assessment strategy. This implied that only a few of the teachers in the schools used the self-assessment strategy but the majority did not use the self-assessment strategy in assessing learning.

Finally, as far as assessment strategies were concerned, the findings revealed that all the respondent students

(100% - $^{168}/_{28}$) disagreed that their teachers used the observation strategy in which teachers walked around the class making observations on anecdotal record about students' progress as they study. This implied that most of the teachers in the schools did not use the observation strategy at all. The overall mean for all the items on assessment strategies used by the teachers was 2.43, which according to the legend, implied that the assessment strategies used are good.

Descriptive Statistics on Career Choice from Respondent Teachers

Like in the case of assessment strategies, the self-administered questionnaires for the respondent career teachers had 10 items on career choice. Each of the respondent career teachers was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each statement. Analysis of their responses as percentage, mean and standard deviation generated by use of the SPSS is presented in *Table 4*.

Table 5: Descriptive Statistics on Career Choice from Career Teachers

Items on Career Choice among Students	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
The curriculum design for secondary education provides knowledge to students about the possible career choices available for them	87.5	00	12.5	00	1.21	.667
Subject combinations students offer at A-level help students to consider specific lifetime career choices	89.3	00	10.7	00	1.21	.624
Subject matter taught to students provides information about what the students can engage in for a lifetime	42.9	7.1	10.7	39.3	1.21	1.388
Content of what is delivered during instruction shapes students' attitude towards particular career choices	1.8	1.8	7.1	89.3	1.21	.532
The activities students engage in during curriculum instruction prepare students to take up specific career options for a lifetime	7.1	8.9	32.1	51.8	1.21	.909
The mode of assessment used in secondary schools helps students to enter their desired programmes for lifetime careers	3.9	3.6	17.9	75.0	1.21	.724
The values gained during instruction determine students' career choices after secondary education	10.7	14.3	35.7	39.3	1.21	.990
The students choose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge they gain during curriculum instruction	30.4	14.3	16.1	39.3	1.21	1.285
Students who are taught using practical approaches end up choosing skills-based careers such as engineering, construction, and performing arts.	28.6	17.9	23.2	30.4	1.21	1.205
The attitudes students gain through instruction influences them to choose entrepreneurship careers such as innovation, invention and fabrication	12.5	5.4	42.9	39.3	1.21	.978
Overall Mean					**1.21**	

Source: Primary data (2023)

Legend

0.0 - 1.0 = Career choice not well influenced; 1.1 - 2.0 = Career choice fairly influenced; 2.1 - 3.0 = Career choice moderately influenced; and 3.1 - 4.0 = Career choice well influenced

The findings in *Table 4* revealed that 87.5% ($^{49}/_{56}$) of the respondent career teachers strongly disagreed that the

curriculum design for secondary education provided knowledge to students about the possible career choices available for them. In addition, 12.5% ($^{7}/_{56}$) of them disagreed that the curriculum design for secondary education provided knowledge to students about the possible career choices available for them. This implies that all the teachers in the sampled secondary schools in Wakiso district indicated that the curriculum design for secondary education does not provide knowledge to students about the possible career choices available for them.

The findings further revealed that 89.3% ($^{50}/_{56}$) of the respondent career teachers strongly disagreed that the subject combinations students offer at advanced level help them to consider specific lifetime career choices. On the other hand, 10.7% ($^{6}/_{56}$) of them agreed that that subject combinations students offer at an advanced level help the students to consider specific lifetime career choices. This implied that most of the respondent teachers were opposed to the belief that the subject combinations help students to make lifetime career choices.

The findings in *Table 4* indicated that 42.9% ($^{24}/_{56}$) of the respondent career teachers strongly disagreed while 7.1% ($^{4}/_{56}$) of them disagreed that the subject matter taught to students provided information about what the students can engage in for a lifetime. However, at least 39.3% ($^{22}/_{56}$) of the respondent career teachers strongly agreed as 10.7% ($^{6}/_{56}$) of them agreed that the subject matter taught to students provided information about what the students can engage in for a lifetime. This implied that a moderate proportion of the respondent career teachers acknowledged that subject matter taught to students does provide information about what the students can engage in for a lifetime. It means that to a moderate extent, the subject matter can positively influence the students' career choices.

The findings further showed that 89.3% ($^{50}/_{56}$) of the respondent career teachers strongly agreed as 7.1% ($^{4}/_{56}$) of them agreed that the content of what was delivered during instruction shapes students' attitude towards particular career choices. Only 1.8% ($^{1}/_{56}$) of the respondent career teachers strongly disagreed while another 1.8% ($^{1}/_{56}$) of them disagreed that the content of what was delivered during instruction shapes students' attitude towards particular career choices. This further implied that most of the respondent career teachers acknowledged that the content of what is taught at advanced secondary level shapes the students' attitude towards particular career choices.

The data in *Table 4* also indicated that 51.8% ($^{29}/_{56}$) of the respondent career teachers strongly agreed while 32.1% ($^{18}/_{56}$) of them agreed that the activities students engaged in during curriculum instruction prepared students to take up specific career options for a lifetime. Only 7.1% ($^{4}/_{56}$) of the respondent career teachers strongly disagreed, while 8.9% ($^{5}/_{56}$) disagreed that the activities students engage in during curriculum instruction prepare students to take up specific career options for a lifetime. This also implied that the majority of the respondent career teachers believe that the activities students engage in during curriculum instruction actually prepare students to take up specific career options for a lifetime.

The findings also revealed that 75% ($^{42}/_{56}$) of the respondent career teachers strongly agreed while 17.9% ($^{10}/_{56}$) of them agreed that the mode of assessment used in secondary schools helps students to enter their desired programmes for lifetime careers. However, a small proportion of 3.9% ($^{2}/_{56}$) strongly disagreed and 3.6% ($^{2}/_{56}$) of them disagreed that the mode of assessment used in secondary schools helps students to enter their desired programmes for lifetime careers. This further indicates that the majority of the respondent career teachers acknowledged that the mode of assessment used in secondary schools has a positive influence on students' choices of desired programmes for lifetime careers.

The findings further revealed that 39.3% ($^{22}/_{56}$) of the respondent career teachers strongly agreed while 35.7% ($^{20}/_{56}$) of them agreed that the values gained during instruction determine students' career choices after secondary education. Another 10.7% ($^{6}/_{56}$) of the respondent career teachers strongly disagreed as 14.3% ($^{8}/_{56}$) of them disagreed that the values gained during instruction determine students' career choices after secondary education. This implies that a greater proportion of the respondent career teachers acknowledged values gained during instruction of the students also positively influences career choice.

Furthermore, 39.3% ($^{22}/_{56}$) of the respondent career teachers strongly agreed as 16.1% ($^{9}/_{56}$) of them agreed that the students chose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge they gain during curriculum instruction. However, 30.4% ($^{17}/_{56}$) of the respondent career teachers strongly disagreed, as 14.3% ($^{8}/_{56}$) of them disagreed that the students chose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge they gain during

curriculum instruction. This implied that a moderate proportion of the respondent career teachers acknowledged that students choose knowledge-based careers because of the knowledge they gain during instruction as advanced level.

The finding also indicated that 30.4% ($^{17}/_{56}$) of the respondent career teachers strongly agreed while 23.2% ($^{13}/_{56}$) agreed that students who were taught using practical approaches ended up choosing skills-based careers such as engineering, construction, and performing arts. However, 28.6% ($^{16}/_{56}$) of the respondent career teachers strongly disagreed as 17.9% of them disagreed that students who are taught using practical approaches end up choosing skills-based careers such as engineering, construction, performing arts. This implied that on the whole, more teachers were of the view that the approaches used during teaching had a positive influence on choice of careers students ended up making after secondary level.

Similarly, 39.3% ($^{22}/_{56}$) of the respondent career teachers strongly agreed while 42.9% ($^{24}/_{56}$) of them agreed that the attitudes students gain through instruction influences them to choose entrepreneurship careers such as innovation, invention and fabrication. However, 12.5% ($^{7}/_{56}$) of the respondent career teachers strongly disagreed as 5.4% ($^{3}/_{56}$) of them disagreed that the attitudes students gain through instruction influences them to choose entrepreneurship careers such as innovation, invention and fabrication. This implied that majority of the respondent career teachers appreciated that attitudes built during instruction positively influence their career choices in future. The overall mean for all the items on career choice was 1.21 which, according to the legend, implied that on the whole, career choice was fairly influenced by what goes on in the school setting during the teaching-learning processes in the secondary schools.

Descriptive Statistics on Career Choice from Respondent Students

The self-administered questionnaires for the respondent students had 10 items on career choice. Each of the respondent students was required to indicate by ticking whether he/she strongly disagreed, disagreed, agreed or strongly agreed to each statement. Analysis of their responses as percentage, mean and standard deviation generated by the use of the SPSS is presented in *Table 5.*

Table 6: Descriptive Statistics on Career Choice from Respondent Students

Items on Career Choice	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
Curriculum design for secondary education provides knowledge to us about the possible career choices available for us	100	00	00	00	1.00	.000
The subject combinations we offer at advanced level help us to consider specific lifetime career choices	100	00	00	00	1.00	.000
The subject matter taught to us provides information about what we can engage in for a lifetime	32.1	00	14.3	53.6	2.89	1.370
The content of what is delivered during instruction shapes our attitude towards particular career choices	00	00	14.3	85.7	3.86	.356
Activities we engage in during instruction prepare us to take up specific career options for a lifetime	3.6	00	21.4	75.0	3.68	.670
The mode of assessment used in the schools helps us to enter our desired programmes for lifetime careers	3.6	3.6	10.7	82.1	3.71	.713
The values gained during instruction determine our career choices after secondary education	10.7	10.7	14.3	64.3	3.32	1.056
We choose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge we gain during instruction	46.4	21.4	7.1	25.0	2.11	1.257
If we are taught using practical approaches, we end up choosing skills-based careers e.g. engineering, construction, performing arts.	46.4	21.4	7.1	25.0	2.11	1.257
Attitudes we gain through instruction influences us to choose	7.1	7.1	25.0	60.7	3.39	.916

Items on Career Choice	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
entrepreneurship careers e.g. innovation, invention/ fabrication						
Overall Mean					**2.71**	

Source: Primary data (2023)

Legend

0.0 - 1.0 = Career choice not well influenced; 1.1 - 2.0 = Career choice fairly influenced; 2.1 - 3.0 = Career choice moderately influenced; and 3.1 - 4.0 = Career choice well influenced

The findings in *Table 5* revealed that 100% ($^{168}/_{168}$) of the respondent students strongly disagreed that the curriculum design for secondary education provided knowledge to students about the possible career choices available for them. This implies that all the respondent students in the secondary schools in Wakiso district indicated that the curriculum design for secondary education does not provide knowledge to students about the possible career choices available for them. The findings further revealed that 100% ($^{168}/_{168}$) of the respondent students strongly disagreed that the subject combinations students offer at advanced level help them to consider specific lifetime career choices. This implied that all the respondent students were opposed to the belief that the subject combinations help students to make lifetime career choices.

The findings in *Table 5* indicated that 53.6% ($^{90}/_{168}$) of the respondent students strongly agreed while 14.3% ($^{24}/_{168}$) of them agreed that the subject matter taught to students provided information about what the students can engage in for a lifetime. However, at least 32.1% ($^{54}/_{168}$) of the respondent students strongly disagreed that the subject matter taught to students provided information about what the students can engage in for a lifetime. This implied that a significant proportion of the respondent students acknowledged that subject matter taught to students does provide information about what the students can engage in for a lifetime. It means that to a great extent, the subject matter can positively influence the students' career choices.

The findings further showed that 85.7% ($^{144}/_{168}$) of the respondents strongly agreed as 14.3% ($^{24}/_{168}$) of them agreed that the content of what was delivered during instruction shapes students' attitude towards particular career choices. This implied that most of the respondent students acknowledged that the content of what is taught at advanced secondary level shapes the students' attitude towards particular career choices.

The data in *Table 5* also indicated that 75% ($^{126}/_{168}$) of the respondent students strongly agreed while 21.4% ($^{36}/_{168}$) of them agreed that the activities students engaged in during curriculum instruction prepared students to take up specific career options for a lifetime. Only 3.6% ($^{6}/_{168}$) of the respondent students strongly disagreed that the activities students engage in during curriculum instruction prepare students to take up specific career options for a lifetime. This also implied that the majority of the respondent students believe that the activities students engage in during curriculum instruction actually prepare students to take up specific career options for a lifetime.

The findings also revealed that 82.1% ($^{138}/_{168}$) of the respondent students strongly agreed while 10.7% ($^{18}/_{168}$) of them agreed that the mode of assessment used in secondary schools helps students to enter their desired programmes for lifetime careers. However, a small proportion of 3.6% ($^{6}/_{168}$) strongly disagreed and another 3.6% ($^{6}/_{168}$) of them disagreed that the mode of assessment used in secondary schools helps students to enter their desired programmes for lifetime careers. This further indicates that the majority of the respondent students acknowledged that the mode of assessment used in secondary schools has a positive influence in determining students' choices of desired programmes for lifetime careers.

The findings further revealed that 64.3% ($^{108}/_{168}$) of the respondent students strongly agreed while 14.3% ($^{24}/_{168}$) of them agreed that the values gained during instruction determine students' career choices after secondary education. At least 10.7% ($^{18}/_{168}$) of the respondent students strongly disagreed as another 10.7% ($^{18}/_{168}$) of them disagreed that the values gained during instruction determine students' career choices after secondary education. This implies that a greater proportion of the respondent students acknowledged that values gained during instruction of the students also positively influences career choice.

Furthermore, 46.4% ($^{78}/_{168}$) of the respondent students strongly disagreed as 21.4% ($^{36}/_{168}$) of them disagreed that

the students chose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge they gain during curriculum instruction. To the contrary, 25% ($^{42}/_{168}$) of the respondent students strongly agreed as 7.1% ($^{12}/_{168}$) agreed that the students chose to enter into knowledge-based careers such as medicine, teaching, accounting, because of the level of knowledge they gain during curriculum instruction. This implied that a moderate proportion of the respondent acknowledged that students who choose knowledge-based careers is because of the knowledge they gain during instruction as advanced level.

The finding also indicated that 46.4% ($^{78}/_{168}$) of the respondent students strongly disagreed while 21.4% ($^{36}/_{168}$) disagreed that students who were taught using practical approaches ended up choosing skills-based careers such as engineering, construction, and performing arts. However, 25% ($^{42}/_{168}$) of the respondent students strongly agreed as 7.1% ($^{12}/_{168}$) of them agreed that students who are taught using practical approaches end up choosing skills-based careers such as engineering, construction, performing arts. This implied that on the whole, more students were of the view that the approaches used during teaching had a positive influence on choice of careers students ended up making after secondary level.

The findings finally revealed that 60.7% ($^{102}/_{168}$) of the respondent students strongly agreed while 25% ($^{42}/_{168}$) of them agreed that the attitudes students gain through instruction influenced them to choose entrepreneurship careers such as innovation, invention and fabrication. However, 7.1% ($^{12}/_{168}$) of the respondent students strongly disagreed as another 7.1% ($^{12}/_{168}$) of them disagreed that the attitudes students gain through instruction influences them to choose entrepreneurship careers such as innovation, invention and fabrication. This implied that the majority of the respondent students appreciated that attitudes built during instruction positively influence their career choices in future. The overall mean for all the items on career choice was 2.71, which according to the legend implied that on the whole, career choice was moderately influenced by what goes on in the school setting during the teaching-learning processes in the secondary schools.

Inferential Statistics from Career Teachers' Descriptive Statistics

The descriptive statistics were generated from two categories of respondents - the career teachers and respondent students. Therefore, the inferential statistics have also been presented for each category of respondents.

Relatedness of Data from Career Teachers on Assessment Strategies and Career Choice among Students

Objective three of the study sought to establish the influence of assessment strategies on career choices among students in secondary schools. However, before considering the influence of one variable to another, it is prudent to ascertain their relatedness. Therefore, the results in *Table 6* show the relatedness of the assessment strategies to career choice among students in secondary schools in Wakiso district using data from career teachers.

Table 7: Relatedness of Assessment Strategies and Career Choice

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.601	.168		9.559	.000
	Assessment Strategies	-.185	.071	-.336	-2.623	.011
a. Dependent Variable: Career Choice						

The results in *Table 6* indicated a significant value (Sig) of .011 implying that according to career teachers, assessment strategies were significantly related to career choice among students in the secondary schools in Wakiso District.

Influence of Assessment Strategies on Career Choice (Career Teachers)

Using data from career teachers, a linear regression was run to determine the influence of assessment strategies on career choice among students in the secondary schools in Wakiso District. The linear regression was run using the transformed overall means in *Table 2* (i.e. 2.09) for assessment strategies and that in *Table 4* (i.e. 1.21) for career choice among students. Therefore, the magnitude of influence of one variable on another as measured by the results from the model summary from the regression analysis is presented in *Table 7* below.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.336[a]	.113	.097	.593

a. Predictors: (Constant), Assessment Strategies

In interpreting the results in *Table 7*, the R square value, which is the coefficient of determination, is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in *Table 7*, the R square value was .113 which can be converted to percent (.113 x 100) giving 11.3%. In other words, assessment strategies account for 11.3% of the decisions relating to career choice among students from secondary schools. This means that for every unit of improvement in the assessment strategies, there was an 11.3% improvement in decisions relating to career choice among students in secondary schools in Wakiso District. To determine whether or not such a change causes a significant influence (hypothesis testing), the ANOVA results in *Table 8* were considered.

Table 9: Influence of Assessment Strategies on Career Choice among Students in the Secondary Schools in Wakiso District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.422	1	2.422	6.880	.011[b]
	Residual	19.007	54	.352		
	Total	21.429	55			

a. Dependent Variable: Career Choice

b. Predictors: (Constant), Assessment Strategies

The data in *Table 8* revealed that the significance (Sig) value was found to be .011 which was less than 0.05 (the standard). Therefore, at .11.3; p=.011 < .05 implying that according to the career teachers, assessment strategies have a significant influence on career choice among students in secondary schools. This implies that there is a positive significant influence of assessment strategies on career choice among students in secondary schools in Wakiso District. Therefore, the original hypothesis that "*Assessment strategies have an insignificant influence on career choices among students in secondary schools"* was rejected and is now restated as "Assessment strategies have a significant influence on career choices among students in secondary schools".

Relatedness of Data from Respondent Students on Assessment Strategies and Career Choice among Students

Two categories of respondents provided data to establish the influence of assessment strategies on career choices among students in secondary schools. This sub-section presents *Table 9* with results on the relatedness of data from students on assessment strategies used and career choices among students in secondary schools.

Table 10: Relatedness of Assessment Strategies and Career Choice

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.189	.441		2.699	.012
	Assessment Strategies	.628	.160	.610	3.923	.001

a. Dependent Variable: Career Choice

The results in *Table 9* indicated a significance value (Sig) of .001 implying that assessment strategies were significantly related to career choice among students in the secondary schools in Wakiso District. Therefore, the original hypothesis that "*Assessment strategies have an insignificant influence on career choices among students*

in secondary schools" was rejected and is now restated as "Assessment strategies have a significant influence on career choices among students in secondary schools".

Influence of Assessment Strategies on Career Choice (Students data)

Using data from respondent students, a linear regression was run to determine the influence of assessment strategies on career choice among students in the secondary schools in Wakiso District. The linear regression was run using the transformed overall means in *Table 3* (i.e. 2.43) for assessment strategies and that in *Table 5* (i.e. 2.71) for career choice among students. Therefore, the extent or magnitude of influence of one variable on another as measured by the results from the model summary from the regression analysis is presented in *Table10* below.

Table 11: Model Summary from Respondent Students' Data

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.610[a]	.372	.348	1.096

a. Predictors: (Constant), Assessment Strategies

In interpreting the results in *Table 10*, the R square value, which is the coefficient of determination is considered important. This represents the magnitude by which a change in the independent variable influences the dependent variable. From the results in *Table 10*, the R square value was .372 which can be converted to percent (.372 x 100) giving 37.2%. In other words, assessment strategies account for 37.2% of the decisions relating to career choice among students from secondary schools. This means that for every unit improvement in the assessment strategies, there was a 37.2% improvement in decisions relating to career choice among students in secondary schools in Wakiso District. To determine whether or not such a change causes a significant influence (hypothesis testing), the ANOVA results in *Table 11* were considered.

Table 12: Influence of Assessment Strategies on Career Choice among Students in the Secondary Schools in Wakiso District (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.483	1	18.483	15.387	.001[b]
	Residual	31.232	26	1.201		
	Total	49.714	27			

a. Dependent Variable: Career Choice

b. Predictors: (Constant), Assessment Strategies

The data in Table 11 revealed that the significance (Sig) value was found to be .001 which was less than 0.05 (the standard). Therefore, at .372; p=.001 < .05 implying that according to the respondent students, assessment strategies have a significant influence on career choice among students in secondary schools. This implies that there is a positive and significant influence of assessment strategies on career choice among students in secondary schools in Wakiso. Therefore, the original hypothesis that "Assessment strategies have an insignificant influence on career choices among students in secondary schools" was rejected and is now restated as "Assessment strategies have a significant influence on career choices among students in secondary schools".

Qualitative Data from Face-to-Face Interviews

Qualitative data from face-to-face interviews with key informants closely corroborated with the descriptive statistics from the questionnaires. For instance, on the issue of how assessment strategies influence career choices among students in secondary schools, KI-17 said;

> *"Assessment strategies in secondary schools can have an influence on students' career choices. Assessment strategies can impact career choices among students in secondary schools through*

being used in identifying strengths and areas for improvement: Assessment strategies that provide a comprehensive evaluation of students' skills, knowledge, and abilities can help them identify their strengths and areas for improvement. By understanding their strengths, students can make informed decisions about career paths that align with their abilities and interests. Similarly, identifying areas for improvement can guide students in seeking further education or training to enhance their skills in specific areas related to their desired careers."

In another face-to-face interview, KI-18 said;

"Assessment strategies that are commonly used to evaluate students' academic performance, such as exams, tests, and grades, can play a role in college admissions processes. Students' performance in these assessments can influence their eligibility for higher education institutions and specific academic programs. Consequently, students may consider career paths that align with their academic strengths and the admission requirements of their desired institutions."

Similarly, KI-05) said;

"Assessment strategies that offer constructive feedback and guidance can help students gain insights into their progress, strengths, and areas for improvement. This feedback can assist students in understanding their potential for success in various subjects or disciplines, thereby influencing their career choices. Positive reinforcement and targeted guidance can motivate students to pursue career paths in which they demonstrate strong performance."

Yet in another face-to-face interview with KI-09, he said;

"Some assessment strategies, such as project-based assessments, presentations, or portfolios, allow students to showcase their competencies and skills in practical contexts. These assessments can provide evidence of students' abilities related to specific career fields. When students receive positive feedback and recognition for their skills and performance in these assessments, they may be more inclined to consider career paths that utilize and further develop those skills."

Another key informant said;

"Encouraging Self-reflection and Goal Setting: Assessment strategies that involve self-reflection, goal setting, and individual development plans can prompt students to think critically about their strengths, interests, and aspirations. By engaging in self-assessment and goal-setting exercises, students can gain clarity about their career preferences and make informed decisions regarding their educational and career paths."

Furthermore, KI-10 said;

"Some assessment strategies may be designed to evaluate students' skills and knowledge specific to certain careers or industries. These assessments can provide students with valuable insights into their aptitude for particular professions and help them align their career choices with their demonstrated abilities."

Generally, data from face-to-face interviews with key informants indicated that it is important to note that while assessment strategies can provide valuable insights, they should be part of a broader career guidance framework. Students' career choices are influenced by various factors, including their personal interests, values, exposure to different career options, and access to career guidance resources. A comprehensive approach that combines assessment strategies with career exploration activities, mentorship, and counseling can better support students in making informed career choices.

Discussion

Career is a lifetime process that entails decision making that is linked to an individual's general experience. According to Dobson, Gardner, Mertz, & Gore (2014), a career is a series of connected vocational knowledge and activities that extend over an individual's life. Kaur (2016) describes career decision making as a process that entails an individual's choice when choosing a career. The findings from both the respondent career teachers and students revealed that assessment strategies used by teachers accounted for between 11% and 37% of the students' career choice decisions in the secondary schools in Wakiso District. These findings closely corroborated findings from Edwards et al (2011) who emphasized the influence what goes on in the schools on students' choices. Edwards et al (2011) argued that so many things go on in the school and some of these include assessment of the students about what they learn about and explore before they make career choices. Similarly,

Korrir & Wafula (2012) highlighted the influence of school activities such as assessment of learning on choosing a career.

Korrit et al (2012) investigated the factors that influence the choice of hospitality careers at Moi University. They concluded that Kenyan students' interest in this career could have been developed at high school. The study was carried out at a university and looked at a particular career. The current study focused on secondary schools and in this particular objective on assessment strategies used to assess learning among the students. This is also supported by Kimiti & Mwova (2012) who found that a lack of appropriate assessment strategies may cause students to make wrong choices and enroll for studies they know little or nothing about. The implication here is that assessment strategies used in schools play a pivotal role in preparing students for future careers.

Similarly, a South African study by Shumba & Naong (2012) found that career choices are decided long before the learners come to universities. The majority of respondents in the above South African study attributed their career choices at universities to subject choices they made whilst they were still in secondary schools. Suffice to note that in Uganda, the subjects the students choose to do at A-level are dependent on the assessment marks that are a result of the assessment strategies used by the teachers. The findings of this study revealed that assessment strategies have a significant influence on career choices among students in secondary schools. This closely corroborated Shumba et al (2012) findings.

Qualitative data from key informants further revealed that "a*ssessment strategies that provide a comprehensive evaluation of students' skills, knowledge, and abilities can help them identify their strengths and areas for improvement."* The key informants explained that by *"understanding their strengths, students can make informed decisions about career paths that align with their abilities and interests."* These findings were in agreement with Gitonga (2013) who opined that the main goal of teaching is to provide students with the skills and knowledge necessary to make realistic plans for the future in his study on the decisiveness in profession choices made by secondary school students in Kenya. According to Gitonga (2013), this is only achievable if teachers constantly evaluate their students' decisions regarding their professional paths. Gitonga (2013) further pointed out that studies on teachers' assessment of students' decisions on their job choices were generally unfavorable. The report of OECD (2013) indicated that choosing a career and developing one is seen as a lifelong process, even if secondary school decisions are crucial in establishing the groundwork for future occupations.

The qualitative data findings further indicated that "*Assessment strategies that are commonly used to evaluate students' academic performance, such as exams, tests, and grades, can play a role in college admissions processes. Students' performance in these assessments can influence their eligibility for higher education institutions and specific academic programs. Consequently, students may consider career paths that align with their academic strengths and the admission requirements of their desired institutions.* These findings were in agreement with the guidelines laid by NCDC (2019). The guidelines state that summative assessments are used to evaluate what students have learned at the conclusion of a unit or program, such as UCE or UACE, to promote students, to make sure they have met the requirements for obtaining a certificate for completing school or to enter a particular profession, or as a method of choosing students for admission to higher education (NCDC, 2019).

It is important to underscore the fact that assessment might also have a formative purpose. According to Oonyu (2015), formative assessment which is used in classrooms to determine student learning requirements and modify instruction, refers to routine, interactive evaluations of student progress and knowledge. Oonyu (2015) claimed that curriculum assessment can be carried out by teachers using formative approaches and techniques that are better equipped to meet the needs of diverse students and adaptation of teaching to raise student achievement levels and to achieve a greater equity of student outcomes in terms of life careers. This is further corroborated by findings from Cameron et al (2014), Kluger et al (2016), Heckhausen (2019), to the effect that assessment strategies that involve self-reflection, goal setting, and individual development plans can prompt students to think critically about their strengths, interests, and aspirations. By engaging in self-assessment and goal-setting exercises, students can gain clarity about their career preferences and make informed decisions regarding their educational and career paths.

Overall, the study findings revealed that there was a very strong significant influence of assessment strategies

used by teachers in secondary schools in Wakiso District on students' career choice decisions. This resonated with Oonyu (2015) who intimated that students gain the ability to interpret information, connect it to existing knowledge, and apply it to new learning when they participate in peer and self-assessment. According to CERI (2018), when students use teacher, peer, and self-assessment feedback to make modifications, improvements, and changes to what they understand, they gain a sense of ownership and effectiveness. The multivariate findings from both the respondent career teachers and students showed that curriculum design accounted for between 45% and 58% and had a very strong significant influence on career choice among students in the secondary schools in Wakiso District. This was also supported by findings of a study conducted in various UK schools (Rheinberg et al., 2019), that showed that teachers are in the best position to influence students' career decisions and bring out their best qualities. The study demonstrated that teachers who executed curriculum assessment well had a considerable impact on their students' career decisions.

Suffice to note that this study was underpinned by the Holland's theory of career choice. Holland's (1959) theory of career choice asserts that individuals prefer to choose vocations that give them the opportunity to be around others and relate with people of like minds. Individuals look for environments that support their skills and knowledge, where they can express personal principles and values, while engaging in pleasurable activities to solve problems. The theory proposes that an individual's behavior is a result of their personality and environment in which they live, which inform their values and interest through personal experiences and career choices (Holland, 1992). Holland classified human personality into six different types: realistic, investigative, artistic, social, enterprising and conventional, and clarifies how each personality type is appropriate for specific interest and work environment (Sharf, 2013). This theory informed the study because it argues that each individual has their own unique personality which influences their tendency to choose certain careers. Therefore, the theory was relevant to this study because at one time or another, individuals are faced with the challenge of work-related decision and most individuals are confronted with this issue especially when they are in secondary school as was the case in this study and are required to choose their subject combinations at advanced (S.5-S.6) level, which determines the career that they want to pursue in the future.

As has already been alluded to throughout this thesis, research studies (Vosh & Schauble, 2014; Enache & Matei, 2017) have indicated that some of the factors accountable for an individual's career decision-making include personality, career interests, role models, ethnic background, level of education and accessibility to essential resources such as finances and information. Further, Etiubon, Ugwu & Ado (2018) assert that many individuals are influenced greatly by their parent's vocations, or the career that suits their educational achievements, still, professions that present high income and remuneration are influencing other people. However, there are also individuals, who pursue careers that go with their interest and passion irrespective of some or many of the factors hitherto mentioned in the studies cited herein, for the purpose, that everyday life revolves around one's career as a vital component to determine an individual's everyday practice (Sharf, 2013).

Indeed, a study by Curran (2019) reported that career interest is a significant predictor of the decision-making process among students and that most students highlighted their preference of keeping their personal interests and hobbies separate to their future careers. The findings of this study affirmed those of Curran (2019) in that the career interest alluded to in Curran's study is considered to develop from the course content taught in the secondary schools, the instructional methods used by the teachers and the assessment strategies used in assessing learning in the secondary schools. These were indeed the objectives of this study which has also found out that the three elements of curriculum design had a strong significant influence on career choice among students in the secondary schools in Wakiso District.

Other studies whose findings closely supported the findings of this study include the following: a study by Bennett, Knight, Bawa & Dockery (2021) that reported that students' career decision making in science-oriented careers is guided by their interest in the subject. Another is the study by Kazi, Nimra & Nawaz (2017) that revealed that interest in the subject is the most dominant factor influencing career choices of business students and that interest in the subject is also related and has some linkage with personality type. Yet another is the study by Atitsogbe et al., (2018) who reported that Swiss students were more influenced by personal interests in career decision making and that, interest differentiation was significantly associated with self-identity. Similarly, is the study by Su (2018) in Burkina Faso, it was recorded that vocational interest information focuses on individuals' traits and their match to particular careers, rather than seeing interest as something that can grow and develop with appropriate support given by teachers during the teaching process.

Furthermore, the study by Gallup (2019) reported that graduates who experienced a sense of purpose in their work were more likely to align their work with their interests, values, and strengths and participate in a programme or class that helped them think about pursuing meaningful work. Most recently, the study by Abe & Chikoko (2020) concluded that career interest is important in the decision-making process of students and has implication for policy decisions. In another study, Siddiky & Akter (2021) reported that the students' career choice and career preferences are determined by their personal interests to a great extent. Similarly, Anovunga, Nyelbi & Akpadago (2021) reported that the career interest of an individual greatly affects their preferred vocational choice or development. Moreover, Jemini-Gashi & Kadriu (2022) reported that personal interest in a certain academic field was among the facilitating and determining factors for them during their process of career decision-making.

From South Africa, the study by Chinyamurindi, et al., (2021) that showed that learners' career decisions were highly influenced by academic experiences, personal interests and self-efficacy. Finally, Quinlan & Renninger (2022) reported that most students who were studying science in university had a well-developed interest that had motivated their choice of programme, and their subject interest and career decidedness were linked. The study further reported that students' interest in their subject was a significant predictor of career decidedness, mediated by students' desire to pursue that interest in their career. One can clearly notice that these studies concern students' interest as a major predictor in their career choice decision making which this study set out to investigate and has found a strong significant influence to exist between curriculum design and students' career choice in the secondary schools in Wakiso District, Uganda. This study considered that the interest alluded to in most of the studies cited as being in agreement to the present study arise from the elements of curriculum design, namely course content, instructional methods used by the teachers and the assessment strategies used to assess learning.

Conclusions of the Study

From the findings of the study and the discussion thereafter made, the study concludes as follows: The teachers in secondary schools in Wakiso District, like in other secondary schools in Uganda, use various assessment strategies to assess learning among students. From the findings of the study, assessment strategies used by the teachers in the secondary schools in Wakiso District fairly influence career choice decision-making among the students. There is a strong significant influence of assessment strategies used in teaching on career choice among students in the secondary schools in Wakiso District.

Recommendations

i. Teachers in the secondary schools should always adopt assessment strategies that bring out students' expectations for each subject area. For example, if the subject expectation is to bring out a specific skill, then the assessment strategy should be geared to testing if the students have attained the skill rather than knowledge or attitude.

ii. The assessment strategies for each subject area should consider the content that was designed and the instructional method that was used. For instance, if the subject area had practical content and a practical instructional method was used, then the assessment strategy used should also be practical in nature.

Recommendations for Further Research

The education system in Uganda has been arranged in such a manner that at the subject combinations selected at senior five entrance often point to specific career outcomes. For instance, selection of Physics, Chemistry and Biology often points to individuals with an ambition of choosing a medical career, while those selecting History, Literature and Divinity are more likely to have the ambition of becoming lawyers or political scientists. It would be prudent for another study to be carried out to investigate the relationship between subject combination selection and future career ambitions among students at ordinary level in Uganda.

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