

Exploring the Integration of Career Guidance in the teaching and learning of History: A case of Selected Secondary Schools in Wakiso District.

by

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This study explored the integration of career guidance in the teaching and learning of History. A case of selected secondary schools in Wakiso district. This study originates from the realization that the learners of History at the Advanced Level of education are failing to attach value to its undertaking concerning eventual career development. This challenge is attributed to among other reasons, the inability of teachers to integrate career guidance in the teaching of History at the Advanced Level of education. Russen's theory of Historiography was employed to underpin the study which advocated for a dialogical relationship between the disciplinary practices and life practices of History.

Three research questions guided the study: Firstly, what is the perception of learners on integrating career guidance in the learning of History at the Advanced Level of education in secondary schools for career development in Wakiso district? Secondly, what is the perception of teachers on integrating career guidance in the teaching of History at the Advanced Level of education in secondary schools for career development in Wakiso district? Thirdly, how do the teaching methods of History at the Advanced Level of education in secondary school's support learners achieve career development in Wakiso district?. The study employed the qualitative approach, informed by the interpretivism paradigm and a multiple case study design with data collected from twenty-eight participants. Consequently, data from questionnaires, interviews, focus group discussions, and observation were thematically analysed.

Key findings revealed that career guidance principles (personal awareness, exploration and preparation) are not being integrated into the teaching and learning of History at the Advanced Level of education. The lecture method majorly used to teach History in secondary schools at the Advanced Level of education, does not support learners attain career development. Several theoretical skills attained from the teaching and learning of History are unintegrated with career guidance. Learners alternatively acquire career-related information from their family members, the internet, and teachers.

The study concluded that, career guidance should be integrated in the teaching and learning of History in secondary schools at Advanced Level of education for the learners to develop guided self-awareness, exploration of capabilities in reference to History content taught and preparation for applicability of skills in solving real life challenges.

The contribution of this research lies in the teacher's continuously combining career guidance principles with History content to embrace competence-based learning which enhances career development. Additionally, the theoretical contribution of this study lies in advocating for teachers and respective career counsellors to supplement the constructs of Russen's theory of Historiography with 'guided needs' to enable the learners of History make informed career choices, attainment, and sustainability.

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