

World Maritime University

The Maritime Commons: Digital Repository of the World Maritime University

World Maritime University Dissertations

Dissertations

11-5-2017

Enhancement of seafarers career development through lifelong learning: a case study of Namibia

Leena Ndahafa Kagola

Follow this and additional works at: https://commons.wmu.se/all_dissertations



Part of the [Education Commons](#), and the [Transportation Commons](#)

This Dissertation is brought to you courtesy of Maritime Commons. Open Access items may be downloaded for non-commercial, fair use academic purposes. No items may be hosted on another server or web site without express written permission from the World Maritime University. For more information, please contact library@wmu.se.

WORLD MARITIME UNIVERSITY
Malmö, Sweden

**ENHANCEMENT OF SEAFARERS CAREER
DEVELOPMENT THROUGH LIFELONG
LEARNING**

A case study of Namibia

By

LEENA NDAHAFKA KAGOLA

Namibia

A dissertation submitted to the World Maritime University in partial
Fulfilment of the requirements for the award of the degree of

MASTER OF SCIENCE
In
MARITIME AFFAIRS
(MARITIME EDUCATION AND TRAINING)

2017

Declaration

I certify that all the material in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been conferred on me.

The contents of this dissertation reflect my own personal views, and are not necessarily endorsed by the University.

(Signature): 
(Date): 19 September 2017

Supervised by: Dr. Lisa L. Froholdt
Assistant Professor
World Maritime University

Acknowledgement

I thank God for providing me with strength, well-being, wisdom, energy and perseverance to start, withstand and complete my work successfully. Without Him, nothing would have been possible.

Philippians 4:13

“I can do all things through Christ which strengthened me.”

Many thanks to Dr. Yohei Sasakawa, the Chairman of the Nippon Foundation and the Sasakawa Peace Foundation for selecting me amongst others and provided me with a full-funded scholarship to pursue my studies at the World Maritime University (WMU). My sincere appreciation to my supervisor Dr. Lisa Froholdt, Assistant Professor at WMU for all the support, patience, suggestions and time spent to proof read my work. Her encouragement motivated me to remain focused and committed throughout. Special thanks to Dr. Michael Ekow Manuel, Associate Professor and Head of the Maritime Education and Training (MET) Specialisation, the entire MET faculty and MET class of 2017 at WMU for their support and ideas shared in relation to this study. I would also like to thank Mr. Christopher Hoebeke, the Librarian & Head, Information Technology Services, together with the library and information technology staffs for their support and ensuring that I have adequate resources to complete this study.

I recognise the support of my employer, the Namibian Ports Authority (Namport), specifically the Marine Department employees for sharing their experiences and knowledge without hesitation. To all Namibian seafarers that took time to answer my questionnaires, I am delighted for making it possible to obtain data that has drawn me to the end of this study with appropriate recommendations.

My deepest thanks to my parents for good upbringing, it is because of the strong foundation you have laid for me that I am thriving in life. Thank you for permitting me to study fulltime and be away from home for 14 months. It is through your love and prayers I remained hopeful. I am grateful for all the support.

Abstract

Title of Dissertation: **Enhancement of Seafarers Career Development through Lifelong Learning: A case study of Namibia**

Degree: **MSc**

Namibia acknowledge the need to enhance seafarer's career development through lifelong learning. This is because the concept is fundamental to the entire Namibian maritime industry success. Considering the fact that the maritime industry is changing rapidly, lifelong learning is becoming a wider concept worldwide, and it is no longer just about education and training, rather, it is more about ensuring that there is provision and strong participation across the full range of learning contexts. Lifelong learning will help seafarers acquire more knowledge and be able to upgrade their skills to remain effective, competitive, employable and relevant to the industry.

This study assessed the need of enhancing seafarer's career development through lifelong learning using questionnaires and interviews. The study assessed the benefits and challenges of lifelong learning in Namibia together with the theories of adult learning and motivation. Moreover, the study identified the methods used and considered the best ways to optimize them. Data obtained were analysed to supplement the literature used in the study. The study findings depict a deficiency in lack of proper methods to enhance seafarer's career development. Therefore, a need to assess and develop useful methods is vital and require urgent consideration.

Based on the findings of the study and the literature reviewed, the study has drawn its conclusions and proposed recommendations that will help Namibia to enhance its seafarer's career development effectively. Further, the findings of this research will serve as an advice and recommendation to the International Maritime Organization (IMO) with its ongoing role to consider the concept of seafarers' lifelong learning. This research will also serve as an integral part of a boarder dissertation research conducted at the World Maritime University (WMU).

KEYWORDS: Career Development, Lifelong Learning, Namibia, Seafarers

Table of Contents

Declaration.....	ii
Acknowledgement	iii
Abstract.....	v
Table of Contents.....	vi
List of Tables	x
List of Figures	x
CHAPTER 1	1
1.0 INTRODUCTION	1
1.1 Background	1
1.2 Statement of the problem	5
1.3 Purpose and objectives	6
1.4 Research Questions	7
1.5 Significance of the study	7
1.6 Research methodology	8
1.7 Use of words/Definitions	9
1.7.1 Seafarer	9
1.7.2 Career Development	9
1.7.3 Lifelong learning.....	9
1.7.4 Training.....	10
1.7.5 Education	10
1.8 Organisation of the dissertation Structure.....	10
CHAPTER 2	11
2.0 LITERATURE RIVIEW	11
2.1 Introduction	11

2.2	Historical and contemporary overview of lifelong learning in Namibia	12
2.3	Benefits of lifelong learning.....	13
2.4	Challenges of lifelong learning	15
2.5	Promotion of lifelong learning in Namibia	16
2.6	Methods of enhancing career development.....	19
2.6.1	Training.....	19
2.6.2	Succession planning.....	22
2.6.3	Mentorship	23
2.6.4	Job Rotation	23
2.7	Impact of technology on career development	25
2.8	Impact of technology on lifelong learning	25
2.9	Theories of adult learning	25
2.9.1	Constructivism learning theory.....	26
2.9.2	Experiential learning theory.....	26
2.9.3	Kolb's learning cycle	28
2.10	Theories of Motivation.....	29
2.10.1	Maslow's Hierarchy of needs	29
2.10.2	Self-determination theory	30
2.11	Sub-conclusion.....	31
CHAPTER 3		32
3.0	RESEARCH METHODOLOGY	32
3.1	Introduction	32
3.2	Sources of data	32
3.2.1	Questionnaires	32

3.2.2	Interviews.....	34
3.3	Method of Data Analysis	34
3.4	Methods of data presentation	34
3.5	Pilot study.....	35
3.6	Targeted population	35
3.7	Limitation of the study	36
3.8	Ethical consideration	36
3.9	Sub-conclusion.....	37
CHAPTER FOUR.....		38
4.0	DATA PRESENTATION AND ANALYSIS	38
4.1	Introduction	38
4.2	Framework of the questionnaire and interview guide structure.....	38
4.3	Questionnaire data presentation	39
4.3.1	Factors influencing the seafarers career development.....	39
4.3.2	Method used in Namibia to enhance seafarer's career development...	40
4.3.3	Challenges facing Namibia with the seafarers career development and how can they be improved.....	41
4.3.4	Statements over seafarers career development in Namibia	42
4.3.5	Career Development	43
4.3.6	Lifelong learning.....	47
4.4	Interview Data presentation	51
4.4.1	Methods used in Namibia to enhance seafarers career development ..	51
4.4.2	Benefits of lifelong learning on seafarers career development.....	52
4.4.3	How effective and relevant are the techniques used.....	53
4.4.4	Challenges faced with lifelong learning in Namibia	54

4.4.5	Optimised methods for lifelong learning	55
CHAPTER 5	.....	56
5.0	DISCUSSIONS OF FINDINGS	56
5.1	Introduction	56
5.2	What are the methods used to enhance seafarers career development in Namibia?	56
5.3	What are the benefits of lifelong learning on seafarer's career development? 57	
5.4	How effective and relevant are the technique used to ensure that seafarer's career development is enhanced?	58
5.5	What are the challenges Namibia is facing with the seafarers career development and how can they be improved?	58
5.6	How to optimize the current lifelong learning methods?	60
CHAPTER 6	.....	61
6.0	RECOMMENDATIONS AND CONCLUSION	61
6.1	Introduction	61
6.2	Conclusion.....	61
6.3	Recommendations	62
6.4	Area of future research.....	63
References	.....	64
Appendix 1- Research questionnaire	.....	69
Appendix 2- Interview questionnaire	.....	74

List of Tables

Table 1: Strategic training and development initiatives and implications	21
---	----

List of Figures

Figure 1: Four pillars of lifelong learning	18
Figure 2: Training need process model.....	20
Figure 3: The strategic training and development process	21
Figure 4: Conceptual framework for job rotation and career development relationships	24
Figure 5: Kolb's Learning styles	28
Figure 6: Maslow's hierarchy of needs	30
Figure 7: Factors that has influence over the seafarers career development	40
Figure 8: Methods used in Namibia to enhance the seafarers career development ..	41
Figure 9: Statements over seafarer's career development in Namibia	43
Figure 10: Short courses and in house development programmes for seafarers	44
Figure 11: Mentoring and Coaching.....	45
Figure 12: Acquiring of new knowledge and skills.....	45
Figure 13: Competent instructors and mentors available	46
Figure 14: Determination of seafarer's career path and use of E-learning.....	47
Figure 15: Establishment of career centers where employees can access useful materials.....	48
Figure 16: Promotion of adult education	49
Figure 17: Motivation and succession planning	50
Figure 18: Knowledge management	51

CHAPTER 1

1.0 INTRODUCTION

1.1 Background

In a continuous changing industry, seafarer's knowledge and skills become critical and require constant update. It is for this reason that continuous learning is vital for their career development. "The impression portrayed is that in the past, organizations had a rigid hierarchical structure, and operated within a stable environment, thus, careers were predictable, secure, and linear. In contrast, the organizational system is now in a mode of all change, all dynamic, total fluidity, and thus careers are unpredictable, vulnerable, and multidirectional" (Baruch, 2006, p. 125). Having a workforce that learn throughout life, organizations are able to forecast their future, optimize their systems to meet their customers' expectations and achieve their strategic goals and objectives. The same principle applies in the maritime industry. In order for seafarers to remain effective, competitive, employable and relevant in the industry, it is important they continue to learn. This will help them to expand their knowledge, become more competent¹ at what they do, develop their career path and enhance the quality of service provided within the industry.

The maritime industry is changing rapidly. Thus, the industry is looking at possible ways to ensure shipping is efficient and safe at all time. Recently, member states proposed that the International Maritime Organization (IMO) includes the autonomous

¹ "Competence is strategically important in meeting corporate business goals whilst also being a key driver to being more responsive to current and future labour markets" (European Commission , 2000, p. 3)

ships on its agenda. Although it is not yet evident that autonomous ships are coming eventually, it is clear that technology will change the traditional way of doing things. However, “the success of this ever-changing industry rests on two essential factors: technology and the human element.” (Manuel, 2005, p. 1). In order for seafarers to survive and thrive, they need to take advantage of lifelong learning in order for them to gain more knowledge on the new technological trends, be able to adjust and evolve. In addition, the future of the industry will not only require technical skills, rather, more people that will be able to create, be analytical, add value and able to resolve the issues the industry is facing.

“Lifelong learning is becoming a wider concept worldwide, and it is no longer just about education and training, rather, it is more about ensuring that there is provision and strong participation across the full range of learning contexts” (European Commission, 2000, p. 3). This ensure that the development of seafarer’s career is optimized in order for them to take up shore management positions or becoming masters and chief engineers or diversify within the industry. Of equal importance, instructors also need to be appropriately qualified in line with the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW)² in order to ensure that they are competent in teaching, mentoring and coaching (Nautical Institute, 2009, p. 1).

The maritime industry depends on seafarers that are well equipped and proficient in terms of knowledge and technical knowhow. Thus, lifelong learning is about learning throughout life and keeping up with all changes facing the industry. “The recent focus is the realisation that learning must be more active than passive to attract more learners and also to ensure that it is more structured and long term and all the pieces must interlock” Luker, 1996 as cited by (Laal, 2013, p. 937). Although lifelong learning is

² STCW 1978 as amended in 2010

voluntary, in maritime it is critical to ensure all seafarers continue to refresh their knowledge and search for new information and independently gain the knowledge, which will allow them to gain more insight on all new trends that concerns their career. This has a direct impact on their career path because they will be open to greater opportunity if they learn the right way and acquire necessary knowledge. Career development allows them to remain engaged and retained so that they take up better positions in future. Thus, seafarers have to be well motivated enough to ensure that they remain self-driven and understand the importance of continuous learning towards their career.

Since independence in 1990, Namibia continues to progress by providing quality education for capacity development. In 2006, Namibia has adopted vision 2030, and commits to its strategies in ensuring that it achieves its national objective (Government of Namibia: Hosted by the Office of the Prime Minister, n.d.). Amongst other area of focus, Namibia's maritime industry is growing. Thus, Namibia remain committed to ensure that seafarers that are at sea and ashore are well developed and skilled in order to ensure that they provide excellent service delivery for the maritime organisations to achieve their strategic goals and remain competitive. Besides Namport and other maritime designated organizations, fishing is one of the largest contributors to the Namibian economy. Thus, with all the changes in the industry, there is a need to ensure that career development of seafarers is encouraged in order for them to remain engaged and be able to take up their roles earnestly. When seafarers are competent, it is easier for them not to be restricted to be either at sea or ashore, rather, for them to be flexible, work wherever they feel comfortable, and build confidence that they will excel at what they do. Although Namibia does not own ships, there are Namibian seafarers that work on flag states ships and its focus is to ensure they provide competent seafarers to these ships, and sustain its reputation.

Namibia has to start identifying the future needs of the industry, make provision for seafarer's career and skills development by introducing relevant programs and ensure that there is provision made for employment opportunities. In addition, the country should ensure that there are policies to strengthen and support seafarer's career and skill development opportunities in order to provide the maritime sector with a stable and a competent workforce. The national policies will allow the country to have a strong maritime education and training, which will help seafarers to be more competent, have the right qualifications, and be employable. Consultation with ship owners, seafarers' organization and all the stakeholders need to be established and sustained and then establish clear goals that will enhance and govern the education and training of seafarers including ongoing training and funding opportunities.

The reality is change is life, and in order to deal with change successfully, seafarers need to choose to develop and upgrade themselves professionally and academically throughout life. It is indisputable that seafarers cannot control much of the world, but they have control over how they respond. Nowadays, "It is vital for people to upgrade their skills throughout life considering the globalization and the growth of the fast-changing knowledge economy and also for them to be able to cope with modern life, both in their work and in their private lives" (OECD, 2007 as cited in Laal & Laal, 2012, p. 937).

This dissertation aims to assess how lifelong learning enhance the seafarer's career development. The study will identify the methods that can be used in order for all seafarers to be involved and remain motivated at all time during their learning process. The study will identify the gaps that are within the industry concerning lifelong learning and make proper recommendations as to how seafarer's career can be developed effectively. The outcome of this study will help Namibia introduce better learning techniques for seafarers continuous learning, implement them, monitor continuously, and measure their competencies for better improvements.

1.2 Statement of the problem

Namibia has long realized the need of seafarer's career development, but there are challenges such as the shortage of skills and resources in achieving this goal. There is a need to develop professional education and expand the technical institutions that are available to ensure that the country provide quality education and training to seafarers. Now, Namibia has limited certified institutions to fulfil this need. However, there is a need to make provision for all seafarers that are able to continue learning through short courses or any other form of education. Many seafarers have taken it upon themselves to partake in training programs, learn from others by chance or through itinerant opportunities, and in most cases it is not part of their personal development plan nor in line with their career needs.

One of the main challenge Namibia is facing is attracting young seafarers, therefore, the current pool consist of older seafarers who are not willing to take up continuous education. Hence, there is a need to develop mechanisms to attract both young and old seafarers to continuous education and training so that they are able to grow and advance their career. There is no doubt that the maritime industry is unique and with all the changes that are happening around the globe, it is expected to open up more possibility to have diverse career paths either operational or professional. Having an educated pool of seafarers is the only way Namibia will be able to eliminate or minimize accidents within the industry and improve its services. However, lack of knowledge management is another key issue that the country is facing. It is for this reason that it is important for the industry to have knowledge retention mechanism because seafaring career ought to learn from experiences. A need to develop a system in which seafarers learn from each other most specifically from those who have been in service for quite a long time is vital. Given all that, the success of the Namibian maritime industry depends on the seafarers who are committed, competent enough and have potential to make a significant difference to the entire industry.

Although career development has a direct impact on employment, it can be either negative or positive depending on the quality of knowledge provided and how an individual learn. Lifelong learning empower the seafarers to excel at what they do and makes their career more attractive hence it open up new doors for them to grow and it provide multiple choices for them either to work at sea or ashore. Despite the challenges to develop a learning culture, Namibia has limited qualified maritime instructors or trainers to provide quality education and training. So far, the seafarers are obtaining their training in South Africa, which is costly for the country, especially when the country have to send more seafarers in one year. This has limited the optimization of the seafarer's career development and reduced the number of seafarers to be trained in a particular year. Thus, a need to address this holistically will assist the country to achieve its capacity building goals. Given all the issues, there is a need to make proper lifelong learning recommendations that will help the country enhance the seafarer's career development.

1.3 Purpose and objectives

The purpose of this study is to assess and look at possible ways as to how the seafarer's career development through lifelong learning can be enhanced in Namibia in order to improve job performance, retention and engagement of high potential seafarers with critical skills. The specific objectives of this study are:

- To evaluate and discuss the need of lifelong learning techniques in Namibia
- To identify the methods used to enhance seafarer's career development
- To measure and assess the readiness of employees to participate in lifelong learning programs
- Examine the challenges faced with seafarer's career development and how they can be improved
- To make recommendations and identify strategies that will contribute to the enhancement of seafarer's career development through lifelong learning

1.4 Research Questions

The study assessed how seafarer's career development enhanced through lifelong learning. In order to meet the research objectives, the study was driven by the following questions to obtain data;

- What are the methods used to enhance seafarers career development in Namibia?
- What are the benefits of lifelong learning on seafarer's career development?
- How effective and relevant are the technique used to ensure that seafarer's career development is enhanced?
- What are the challenges Namibia is facing with the seafarers career development and how can they be improved?
- How to optimize the current lifelong learning methods?

1.5 Significance of the study

Seafarer's career development is a concern in many countries considering the fact that the maritime industry continue to change. With all the technological changes, there is a need to assess as to what will happen to seafarer's career path, and if their jobs are affected. This study is fundamental to conduct hence it will assess how the seafarers career development can be enhanced. Besides education and training, there is a need to make sure that they are motivated to learn continuously and independently. Therefore, maritime organizations need to work together to ensure that they provide excellent education and training to all seafarers. Further, the need to establish knowledge management systems such as the E-learning systems will assist seafarers to learn by themselves and at any time convenient to them.

Many seafarers would like to take up senior positions such as Capitan or Chief engineer, but there is a need to ensure that they are given opportunities and get adequate support to pursue their studies. The digital revolution has brought about options to evolve. Therefore, Namibia should encourage innovation and new

initiatives that promote an enabling environment for continuous training and development. It is important to take advantage of technology and go beyond the classroom walls to deliver online programs and courses to seafarers while at home, on-board or travelling.

The study will benefit the seafarers, maritime organizations, the port and the country at large. The results of this study will be used to make recommendations in order for Namibia to plan the career development matrixes and programmes for the Namibian seafarers. The information obtained can be used as the basis for future research.

1.6 Research methodology

The study aim to gain in-depth knowledge and understanding on the enhancement of seafarer's career development through lifelong learning in Namibia. The study employed a mixed method of qualitative and quantitative to meet the objectives successfully. The combination of these methods is beneficial because besides the approach, the methods provide a complete understanding of a research problem (Creswell, 2014, p. 4). The study targeted the Namibian seafarers and collected data through open and closed questionnaires. Provision of an open questionnaire drawn in-depth information from the participants, which allowed them to add their views independently. Moreover, the study conducted semi-structured interviews with some seafarers to draw more information. The researcher sent the electronic questionnaires to participants in Namibia and received them back for analysing.

In order to ensure that the study is feasible, the study conducted a pilot study with the seafarers studying at the World Maritime University (WMU). Students were selected randomly using the snowball method to answer the questions developed in assessing the enhancement of seafarer's career development through lifelong learning. The pilot study conducted helped to test if the questions developed were suitable and accurate

in achieving the objectives of the study. Therefore, the methods used ensured that all seafarers at all level partake and provide their views on seafarer's career development. Upon completion of data collection process, all findings were gathered, presented, analysed, and discussed. Before recommendations were made, all data were scrutinized since there are always possibilities for human error and information can be misinterpreted.

1.7 Use of words/Definitions

1.7.1 Seafarer

Seafarer means, “any person who is employed or engaged or works in any capacity on board a ship” (International Labour Organization, 2006).

1.7.2 Career Development

Niles, Bowlsbey, & Corso (2013, p. 10) referred to career development as “a lifelong psychological and behavioural processes intertwined with contextual influences that shape an employee's career over a lifetime.”

1.7.3 Lifelong learning

Lifelong Learning means “the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment through formal and informal learning opportunities. Learning is therefore part of life which takes place at all times and in all places” (Chitiba, 2012, p. 1944). “It is an ongoing process of learning and development of an individual, which does not have a clear beginning and end; however, at the end it has to benefit the individuals' professional career and/or the organization” (Jain & Martindale , 2012, p. 290).

1.7.4 Training

Buckley & Caple (2000, p. 1) defined training as a “planned and systematic effort to modify or develop knowledge/skills/attitude through learning experience, to achieve affective performance in an activity or range of activities.” They further, stated that training should enable an individual to acquire abilities to perform a given task adequately.

1.7.5 Education

Education is “a system which aim to develop people’s intellectual capability, conceptual and social understating and work performance through the learning process” (Marchington & Wilkinson , 2002, p. 382).

1.8 Organisation of the dissertation Structure

This dissertation is structured in six chapters. The first chapter provides an introduction, overview of the seafarer’s career development and the importance of lifelong learning. It includes the problem statement, research aims and objectives, significance of the study, the research methodology and definition of terms. The second chapter reviewed the literature related to the study, chapter three provided the information on the methodology used in the study, methods used to collect data, and how the study reviewed the data. Chapter four presents and analyses the data. Chapter five discussed the findings of the study while chapter six provide the study conclusion and recommendations.

CHAPTER 2

2.0 LITERATURE RIVIEW

2.1 Introduction

In today's world, career development is about lifelong learning whereby seafarers need to manage their own competencies and development proactively. Now, the concern is no longer about those "who cannot read and write rather, those who cannot learn, unlearn and relearn" (Soni, 2012, p. 1). The necessity to promote this concept is vital to ensure that seafarers are able to survive the dynamic and ever changing industry. This is supported by Laal & Salamati (2011, p. 1) that it is important to sharpen the skills and keep them up to date continuously, be able to adapt to change, be enriched and have a fulfilled life.

In order to appreciate this study essence and its influence to the maritime industry, this chapter present literature on lifelong learning and its contribution to seafarer's career development as viewed by many authors. It will specifically discuss the concept of lifelong learning, provide the contemporary overview in Namibia, and recognize the benefits and challenges of lifelong learning on seafarer's career development. In addition, this chapter promotes the concept of lifelong learning, examine the literature on the impact of technology on career development and lifelong learning and explore the theories of adult learning and motivation.

2.2 Historical and contemporary overview of lifelong learning in Namibia

Namibia became independent in 1990. Since then, the Government of the Republic of Namibia (GRN) has been working closely together to ensure that all Namibians are educated and encouraged to develop their career in all possible ways. Namibia understands the value of lifelong learning, which is learning from cradle to grave or from womb to tomb. However, this does not necessarily mean that there is a common understanding of the term lifelong learning. Since then, comprehensive education systems have been developed to ensure that everyone receives quality education while promoting the notion of lifelong learning as the principle means of human capital development. In addition, to encourage learning at work and for work. Later, after independence, Namibia adopted vision 2030 in 2004 with the aim of transforming its people's lives through education. Therefore, Namibia is committed to fulfil its plans towards vision 2030 and that of the sustainable development goal (SDG) 4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

Amongst other industries, the maritime industry is vital to the Namibian economy. However, the industry can only be productive by having a workforce of competent and professional seafarers. With all the changes happening within the industry, the demand to promote lifelong learning for seafarers has increased. Hence, provision of flexible learning pathways has to be encouraged, recognized to ensure that, the knowledge and skills made available through non-formal and informal education are validated (UNESCO, 2015). Other organizations such as the Namibian Port Authority (Namport)³, University of Namibia (Unam) and other maritime organizations remain committed to ensure that the development of seafarer's career is in line with the industry needs. So far, Namibia relies more on South Africa in terms of maritime education and training, however, the government has recently approved the

³ Namport employs over 50 seafarers ashore, hence its involvement

establishment the new maritime institute in Namibia as from 2018⁴. Despite its national obligations, it is also within the interest of the International Maritime Organization (IMO) goal to ensure that “all seafarers are appropriately trained and qualified”.

2.3 Benefits of lifelong learning

Throughout life, it is vital for seafarers to adopt the concept of continuous learning in order for them to have a wide understanding of information, be able to interpret and effectively process them. It is more productive to have a workforce that understands the impact and benefits of lifelong learning towards their career path. Lifelong learning sharpens the mind, improve memory and build confidence and interpersonal skills (Hilderbrand in 2008 as cited by Laal, 2012, p. 2). Moreover, it allows people to accept new challenges and reach for new horizons. With lifelong learning, adults have the freedom to learn from one another, share ideas and teach one another based on their experiences (Masle in 2007 as cited by Laal, 2012, p. 2). Thus, it is about providing a second chance to seafarers to update what they already know and offer advanced learning opportunities (European Commission, 2007). Lifelong learning provide individuals to learn about their culture and other cultures in the continuum of the individual's learning throughout the lifespan (UNESCO Institute for Education, 2001).

Lifelong learning takes place beyond the initial phase of formal education and it has the acquisition of new skills and knowledge (Biesta, 2006, p. 5). Based on that statement, he argued that lifelong learning is elusive and can mean many things such as personal development and fulfilment. However, what is necessary is to ensure that, it's through learning that seafarers are able to pick up in-depth knowledge and gain more insight on how to manage cultural diversity and have excellent communication skills. Further, this will not only benefit them on how to run the day-to-day businesses

⁴ See <https://www.nbc.na/news/unam-build-school-marine-engineering-and-maritime-studies-walvis-bay.7410>

rather to enhance their career progression (The Nautical Institute, 2015, p. 6). Having an elderly workforce is an advantage considering the fact that the transfer of knowledge to the youngsters bridge the gap in terms of understanding and bring a positive social impact (Kovacs, 2014, p. 79). This will allow seafarers to have a common understanding and improve their abilities to execute their duties exceptionally. Lifelong learning will help the industry to be more proactive, productive and innovative hence seafarers continue to develop new ideas and abilities (Laal & Salamati, 2011, p. 400). In addition, lifelong learning is significant for both individuals and organizations for their short and long-term success (Jain & Martindale, 2012, p. 288).

Lifelong learning is essential because it is concerned with promotions of competencies required to develop capabilities for great job performance, which is vital for adaptability to new tasks and tackling job responsibilities (Aspin, 2001, p. 1). However, among other benefits, lifelong learning “help individuals to learn new things, be more competitive in the job market and in expanding global economy and enhance their ability to meet organizational goals and objectives” (Jain & Martindale, 2012, p. 288).

The future of any successful industry relies on employees that are lifelong learners and continuously upgrading their competencies (Eggelmeyer, S. 2010 as cited by Laal, 2012, p. 3). Lifelong learning enhances self-fulfilment through academic learning or lifetime exposure. It increases wisdom, allow people to adapt to change and actively contribute to the industry (Nordstrom and his son 2006 as cited by Laal, 2012, p.3). Altogether, lifelong learning “creates the challenge to understand, explore, and support new essential dimensions of learning such as self-directed learning, learning on demand, collaborative learning, and organizational learning” (Fischer, 2000, p. 265). Lifelong learning promotes innovation and responsiveness in people in order to adapt

and manage uncertainty, therefore, the emphasis is on learning throughout life and learning to learn (Chitiba, 2012, p. 1944).

2.4 Challenges of lifelong learning

There is always a need for one to learn considering the modern technology, knowledge explosion, demand for new skills, and interest and promotion of cooperation for lifelong learning among all stakeholders (UNESCO, 2002, p. 35). Rapid change around the globe require a society that learn continuously, to upgrade the knowledge, skills and stay sharp mentally. Chitiba (2012, p. 1944) pointed out some main challenges for lifelong learning:

- Inducement of informal learning opportunities
- Stimulation of self-motivated learning
- Acceptance of self-funded learning
- Stimulation of universal participation in the learning process

Another challenge with lifelong learning is to learn about diversity (Clements & Jones, 2006, p. 9). Further, it is a challenge to attract and motivate seafarers to partake in lifelong learning programs and be able to understand the value and impact lifelong learning has on their career.

Cross K. P. (1981), identifies three main barriers to adult participation, which are:

- Situational – “those that arise from one’s situation or environment at a given point”;
- Institutional – “those practices and procedures that exclude or discourage adults from participating in organized learning activities;” and

- Dispositional – “those related to the attitudes and self-perceptions about one-self as a learner”

Moreover, challenges to lifelong learning can be funding, “low aspiration and less self-esteem,” provision of inadequate information to make the learning process more attractive and failure monitor and ensure that there are coaching methods available for learners to gain good-quality advice about learning opportunities throughout their lives (Laal, 2011, p. 614). In addition, time, adequate support, exploring the continuum and engaging with the possibilities of change are also challenges to lifelong learning (Day, 1999, pp. 37-41).

2.5 Promotion of lifelong learning in Namibia

Lifelong learning is an old concept, endorsed by many organizations such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD). Countries internationally have adopted the concept to keep up with professional development and opportunities that might arise, and take hold of the benefits entailed to span the entire career path. The necessity of lifelong learning in Namibia is emphasized by change. This entails change in the information domain, technological, social, economic, and cultural change (Knapper & Cropley, 2000, p. 13). Amongst other factors, what drive change is technological development, customer demand and expectations, innovation, global competition, skills demand and change in demographics (Jain & Martindale, 2012, p. 290). Many seafarers are still doing their best to ensure that they learn and upgrade specifically their theoretical knowledge. This has become a norm, but there is a need to ensure that all seafarers learn the right way and in a uniform and a structured manner. However, what is required is to have a strong leadership that is strategic oriented at all organizational levels to develop a culture of learning amongst all seafarers.

In order to have strong human capital development programs, universities and other higher education institutions are key and fundamental to innovate and ensure that success is attained. Thus, besides education and research, they must do more and provide vast opportunities for lifelong learning (Chitiba, 2012, p. 1943). According to the Nautical Institute (2015, p. 6) STCW requirements are just minimum. There is a need to expand seafarer's career for them to learn and develop the skills that are required for day-to-day operations with the support of their respective organizations. Further, "for seafarers to be suitably qualified for a type-specific ship or any shipping organization, they must have the right qualifications, appropriate training and possess necessary experience to hone their knowledge and practical skill."

With all the interest in lifelong learning, Namibian universities and training institutes have to play a significant role by promoting lifelong learning across the board. This is supported by Cropley & Knapper (1983, p. 15) that promotion of lifelong learning in educational institutes require a change in teaching methods to accommodate all learners at all levels. It is essential to ensure that they are motivated, have the right attitude and skills set that will help them to be excellent lifelong learners. Although many will be interested in learning, there is a need to have a strong support and adequate resources to ensure the process of lifelong learning is successful. In order to promote the concept of learning effectively, Devici (2013, p. 10) indicated that it is important to recognize that individuals need to have strong curiosity and a fully understanding of lifelong learning. This will also close the gaps in terms of skills because although the number of seafarers continues to increase, their career development and progress continue to decrease. According to Gvaramadze (2007, p. 1) Lifelong learning create a strong employability pool of seafarers hence they learn and upgrade their knowledge which also helps them to be more competent at what they do and be able to meet the labour market demand and by increasing international competitiveness. While the Nautical Institute (2015, p. 6) stated, "the need of the hour is to keep updated with changes affecting the work environment, primarily including

new regulations and latest technology.” The institute added that, there are so many factors to consider, such as global warming, protection of the environment, sustainability etc. Therefore, seafarers should be aware and continue to keep up with all the trends within the industry in order to have an understanding of all the global and operational challenges facing them. Further, there are four pillars as to why they should continue learning.

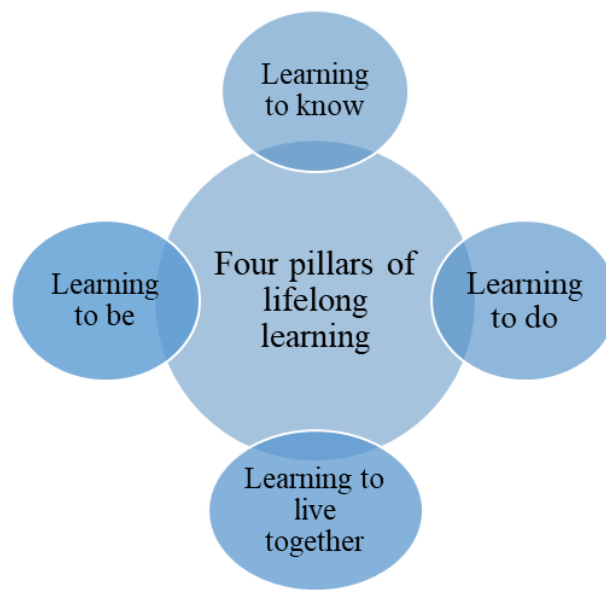


Figure 1: Four pillars of lifelong learning

(Laal, Benefits of lifelong learning, 2012)

Namibia recognize that older seafarers have a lot to contribute by sharing their experiences and exposure of all kinds. Measures to manage their knowledge are required to ensure there is transmission of that knowledge to the young seafarers that are entering the industry. Besides age or gender, seafarers should have equal opportunity to learn. It is for this reason that “lifelong learning should be embedded in education systems through institutional strategies and policies, adequately resourced programs, and robust partnerships at the local, regional, national and international levels” (UNESCO, 2015, p. 9).

2.6 Methods of enhancing career development

Following the new trends in technology and change in business conduct, a need to enhance and develop the seafarer's career has evolved. Career development has been defined "as an ongoing, lifelong process and that involves work related activities to enhance employee's knowledge on topics related to their work" Hall, (2002) Omair (2010) as cited by (Khan, Rajasekar, & Al-Asfour, 2015, p. 89). While career is defined as "a process of development of the employee along a path of experience and jobs in one or more organizations" (Baruch, 2006, p. 125).

2.6.1 Training

Employee training is one of the essential factor organizations invest in not only to retain their employees but also to develop their career. Training is a narrower concept therefore besides the involvement of planned activities; it entails other developmental activities and process (Harrison, 2000 as cited by Marchington & Wilkinson, 2002, p. 382). Training is critical in every person's career development. However, to ensure that training is effective, below are the initial stages of identifying the learning requirements (Leigh, 1991, p. 15).

- Identifying the problem
- Seeking a solution
- Applying training
- Setting objectives

In general, adults learn by building on their current knowledge (Leigh, 1991, p. 30).

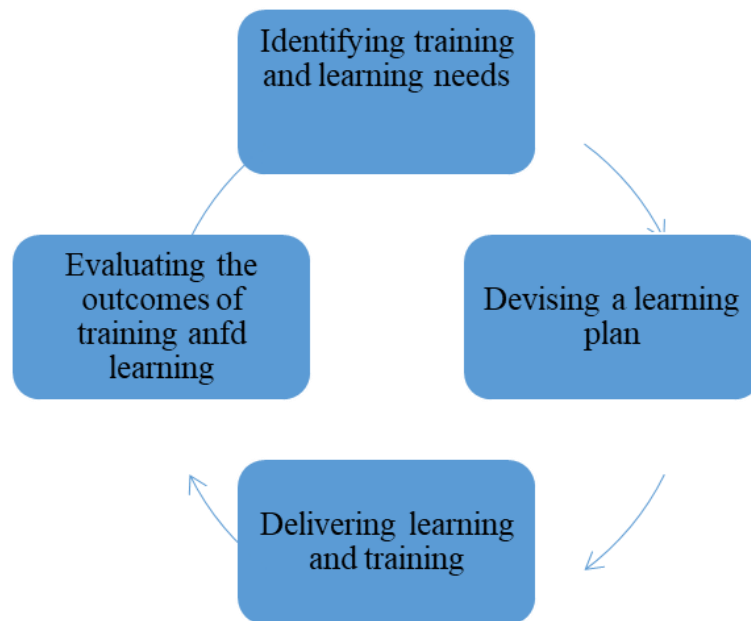


Figure 2: Training need process model

Adopted from (Marchington & Wilkinson, 2002, p. 394)

Seafarers can be either trained through e-learning platforms or face to face. Moreover, E-learning is more advantageous because it is accessible at any time, consistent, methodical and does not rely on variation between trainers (Marchington & Wilkinson, 2002, p. 407). Despite its importance, the quality of previous educational experiences has a direct or indirect ability on individuals to acquire knowledge, skills and attitudes (Buckley & Caple, 2000, p. 3). They added that, besides training and education, the knowledge and skills gained through experience should not be overlooked.

Training is vital not only to individuals, but also to the organizations. Figure 3 below provides the concept of business strategy and how it is supported by training. Having a clear mission, values and goals helps the organization to align the training activities and metrics required for the organizational success. Further, it will help employees to have a clear picture of how their future looks like and be able to identify areas of focus for their career path and development.



Figure 3: The strategic training and development process

https://www.google.se/search?q=the+strategic+training+and+development+process&rlz=1C1CHZL_enSE710SE711&source=lnms&tbn=isch&sa=X&ved=0ahUKEwj_t6uypgKLWAhULmrQKHYYkCCnAQ_AUICigB#imgsrc=Yod0H1_8FFZcMM:

Moreover, Table 1 below shows strategic training and development initiatives and their implications for training practices. It is vital to diversify the learning portfolio in order for organizations to avoid and move away from providing traditional training programs rather than to provide more learning opportunities that suits more seafarers. Further, opportunities can be such as, “informal learning that occurs on the job through interactions with peers, use of technology, including web-based training, new job experiences, personalized learning opportunities using mentors, coaching, and feedback customized to the employee needs” (Noe, 2010, p. 69). Organizations require well-trained employees in order for them to gain and maintain competitive advantage.

Table 1: Strategic training and development initiatives and implications

Strategic Training and Development Initiatives	Implications
Diversify the Learning Portfolio	<ul style="list-style-type: none"> • Use new technology such as the Internet for training • Facilitate informal learning
Expand Who Is Trained	<ul style="list-style-type: none"> • Provide more personalized learning opportunities • Train customers, suppliers, and employees
Accelerate the Pace of Employee Learning	<ul style="list-style-type: none"> • Offer more learning opportunities to nonmanagerial employees • Quickly identify needs and provide a high-quality learning solution • Reduce the time to develop training programs
Improve Customer Service	<ul style="list-style-type: none"> • Facilitate access to learning resources on an as-needed basis • Ensure that employees have product and service knowledge • Ensure that employees have skills needed to interact with customers • Ensure that employees understand their roles and decision-making authority
Provide Development Opportunities and Communicate to Employees	<ul style="list-style-type: none"> • Ensure that employees have opportunities to develop • Ensure that employees understand career opportunities and personal growth opportunities • Ensure that training and development addresses employees' needs in current job as well as growth opportunities
Capture and Share Knowledge	<ul style="list-style-type: none"> • Capture insight and information from knowledgeable employees • Logically organize and store information • Provide methods to make information available (e.g., resource guides, Web Sites)
Align Training and Development with the Company's Strategic Direction	<ul style="list-style-type: none"> • Identify needed knowledge, skills, abilities, or competencies • Ensure that current training and development programs support the company's strategic needs
Ensure that the Work Environment Supports Learning and Transfer of Training	<ul style="list-style-type: none"> • Remove constraints to learning, such as lack of time, resources, and equipment • Dedicate physical space to encourage teamwork, collaboration, creativity, and knowledge sharing • Ensure that employees understand the importance of learning • Ensure that managers and peers are supportive of training, development, and learning

(Noe, 2010, p. 70)

https://www.google.se/search?rlz=1C1CHZL_enSE710SE711&tbm=isch&sa=1&q=Strategic+training+and+development+initiatives+and+implications&oq=Strategic+training+and+development+initiatives+and+implications&gs_l=psy-ab.3...321008.321008.0.321875.1.1.0.0.0.105.105.0j1.1.0...0...1.2.64.psy-ab..0.0.0.Po_PdxUP_CI#imgsrc=kd0eh2MYhUloCM:

2.6.2 Succession planning

Mehrabani & Mohamad (2011, p. 371) acknowledged that, today's world is dynamic where competition continue to increase, unpredictable environment and work is fluid. They pointed out that organizations need high potential employees at all levels, develop more competencies and empower employees for leadership positions. Further, Robb (2005) as cited by Mehrabani & Mohamad (2011, p. 371) stated that

“organization are using succession planning more as a development tool for employees.” Organization should identify potential employees with the skills for the future roles, however, this should not neglect those that are still learning and acquiring knowledge rather be an opportunity to develop them (Estedadi, Shahhoseini, & Hamidi, 2015, pp. 41-42). Succession planning has a greater impact on seafarer’s career development if implemented correctly. This will serve as a motivation tool for seafarers to work harder at ensuring that they will be potential candidates for the positions they are shadowing. Succession planning has to be applied to all positions irrespective of the level. It is now vital to have a successor for each job to empower all employees rather than limiting it to top positions only (Barzinpour, Jafari, & Biuki, 2014).

2.6.3 Mentorship

According to Hunt & Michael (1983, p. 476) mentorship is one of the useful tool for training and development of individuals to enhance their performance. Further, mentoring in reality should be about helping, coaching and empowering rather than supervising, assessing and managing (Braumoh, 2008, p. 5). For a number of years, the experiential knowledge has not been transferred between seafarers on board, but today’s merchant ships are using mentoring as a tool to transmit the knowledge (Goubin, 2012, p. 1). He further noted that, if experiential knowledge is not transferred appropriately, it could form one of the contributing factor to marine accidents. The concern with mentoring is about time, but (Goubin, 2012) emphasized that the time it takes to drink a cup of coffee or smoke a cigarette should be the same time used to mentor the team. This form as a good method for seafarers to learn on the job.

2.6.4 Job Rotation

Job rotation foster employee learning and increases employee exposure to different tasks, it enhance curiosity to learn, build a mutual bond amongst employees to work together and help the learning process to be more open (Arya & Mittendorf, 2004, p.

400). Job rotation is used as a mechanism to reduce the employee's boredom and ensure that their job is active and interesting. Moreover, it helps employees with learning and for them to remain motivated at what they do (Ortega, 2001, p. 1363). Considering the fact, that career recognize the value of work experience, job rotation is essential to career development, hence, it increases working experience and provide individuals with adequate exposure (Campion, Cheraskin , & Stevens, 1994, p. 1518). There is a strong relationship between job rotation and career development. Figure 4 below illustrate the conceptual framework for job rotation and career development relationships.

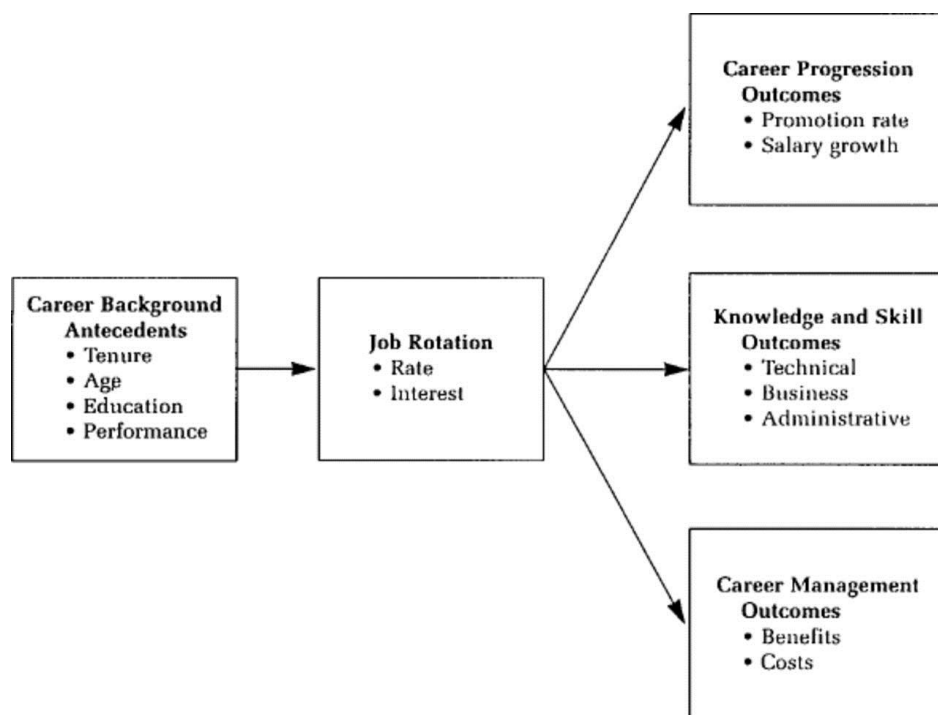


Figure 4: Conceptual framework for job rotation and career development relationships

https://www.google.se/search?q=Conceptual+framework+for+job+rotation+and+career+development+relationships&rlz=1C1CHZL_enSE710SE711&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj6_MTppYbWAhWMIpoKHTLyCigQ_AUICigB&biw=1366&bih=662#imgsrc=vNF2C9YUAsAfDM:

2.7 Impact of technology on career development

It is undeniable that technology is changing things globally and all the changes have implications on career development, specifically the seafaring career. It has become crucial to ensure the development of each person's career considering the "rapid change, emergence of new technologies, and an increasing rate of knowledge acquisition" (Baruch, 2006 as cited by Khan, Rajasekar, & Al-Asfour, 2015, p. 88). Technological changes such as the introduction of unmanned ships has an impact on seafarer's career development. This will have an effect on most of the jobs, some might be eliminated, such as the technical work and some will completely change the usual way of doing things. A change in how seafarers are trained is required and to introduce developmental programs that align with such changes. Developing employee career promotes human capital of any organization. Therefore, organisations should build talent by employing the right kind of career development practices in order to provide opportunity for employees to learn and grow (Baruch, 2006).

2.8 Impact of technology on lifelong learning

The influence of technology on lifelong learning enhance creativity, empower and create a strong support in learning, teaching, and research (Laal, 2013, p. 980). It's more effective and efficient to transfer knowledge, be able to collaborate with the others and dissemination of information. Technology promotes efficiency and allows organizations to retain the knowledge when they have the right tools. Lifelong learning become more active with the technology whereby people can learn at any time and make use of electronic tools and remain engaged. Moreover, technology makes learning a private and personal experience and seems to motivate learners" (Edward, 1997 as cited by Laal, 2011, p. 441).

2.9 Theories of adult learning

Learning is vital to every individual, but the process of learning differ from childhood to adults and in order for seafarers to acquire and deploy skills and knowledge, they

need theories to describe their learning principles and process. This section discusses some of the adult education theories. The theories below are selected because they are suitable and serve as a base of adult learning and it is vital to ensure that they are considered at all time. The section could not consider more theories due to word limitation.

2.9.1 Constructivism learning theory

Constructivism learning theory is about self-construction of knowledge (Hein, 1991). Learners can learn by themselves based on their prior knowledge (Huang, 2002). This theory allows learners to engage with the environment and build their knowledge on what they have experienced. It allows them to be open-minded and have more interest in discovering new ideas. Instead of acquiring the knowledge, the learners have an opportunity to create the knowledge they consider best for their interest. Besides, this serve as a motive, retain, and engage the learners. Huang (2002, p.29) noted, “knowledge is dynamic and is built around the process of discovery”. Vygotsky believed that individual mental structures and processes can be traced to our interactions with others and create our thinking processes (Froholdt, 2017). Bruner believed that learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so (Froholdt, 2017).

Limitations to this theory is that not every learner is good at making and assessing conclusions or reflection. Some experts suggest that humans aren’t naturally disposed to think critically, and high achievers often think more critically than low achievers (Macpherson and Stanovich, 2007 as cited by Froholdt, 2017).

2.9.2 Experiential learning theory

Experiential learning theory provides a “holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we

know about how people learn, grow, and develop” (Kolb, Boyatzis, & Mainemelis, 1999, p. 2). Fundamentally, lifelong learning require learning from experiences. Kolb & Kolb (2005, p. 194) supported the theory, adding that learning is rather a process than an outcome, therefore, the primary focus should be engaging them and providing feedback on their effectiveness of learning to enhance their learning process. Although people do not learn the same way, this theory is applicable to adult learning (Marchington & Wilkinson, 2002, p. 390). They further stated that this theory will require skillful management of learning while citing Mumford (1998, p. 2) that experiential learning can be ineffective, therefore there is a need to have proper guidance to ensure that the process is quicker and easier (Marchington & Wilkinson , 2002, p. 390)

Many factors can influence learning. Kolb, Boyatzis, & Mainemelis (1999, p. 7) pointed out the following:

- Personality
- Educational specialisation
- Extraverted sensing type
- Professional career choice
- Adaptive competencies
- Current job role

Although the theory encourage learning by experience, this theory is limited hence not all experiences are advantageous for learning and there are possibilities for learners to learn the wrong way. Further, some learners might underestimate to learn from the others.

2.9.3 Kolb's learning cycle

This is the learning cycle, which “reflect the reality of the complex social process of human learning” (Illeris, 2009, p. 223). Kolb , Boyatzis , & Mainemelis (1999, p. 228) indicated that, there is a need to have abilities that are polar opposite for learners to choose which set of learning abilities to use in a specific learning situation.

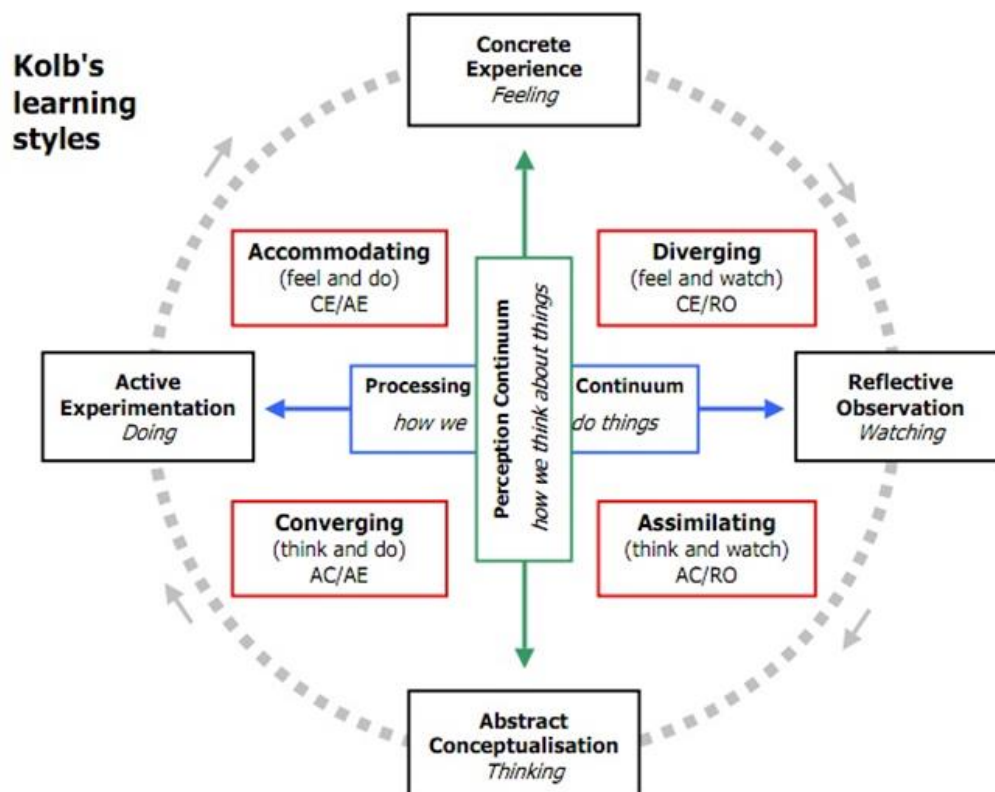


Figure 5: Kolb's Learning styles

Source: (Illeris, 2009, p. 23)

During this process, “learners touch all the bases experiencing, reflecting, thinking, and acting in a recursive process that is responsive to the learning situation and what is being learned” (Kolb & Kolb, 2005, p. 194). In addition, the experience learning

theory posits, “learning is the major determinant of human development, and how individuals learn shapes the course of their personal development” (Kolb & Kolb, 2005, p. 194). According to them, learning is more dynamic than fixed. Limitations to this theory is that the learners have to rate themselves for their results but does not rate the learning styles preferences through standards and behaviours, it only give strength to individuals and not to a group (Kelly, 1997).

2.10 Theories of Motivation

Dixon (2003, p.115) as cited by Manuel (2005, p.25) described motivation as “the total propensity or level of desire of an individual to behave in a certain manner at a certain time.” Motivation is “the psychological and social process that starts and maintains goal directed performance” (Pershing, 2006, p. 480). He further stated that it is motivation that help us generate a mental effort to seek for opportunity. For learning to take place, mostly specifically adult learning, it is vital to ensure that learners are motivated to be more self-driven and determined.

2.10.1 Maslow’s Hierarchy of needs

Lifelong learning cause learners to become preoccupied and began to worry about their psychological needs, and until their needs are met, they remain concerned and their behaviour remains centered on meeting those needs and sometimes it affect their attitudes (Burlison & Thoron, 2013, p. 1). Further, Maslow's (1943, 1954) five stage model has been expanded to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b).

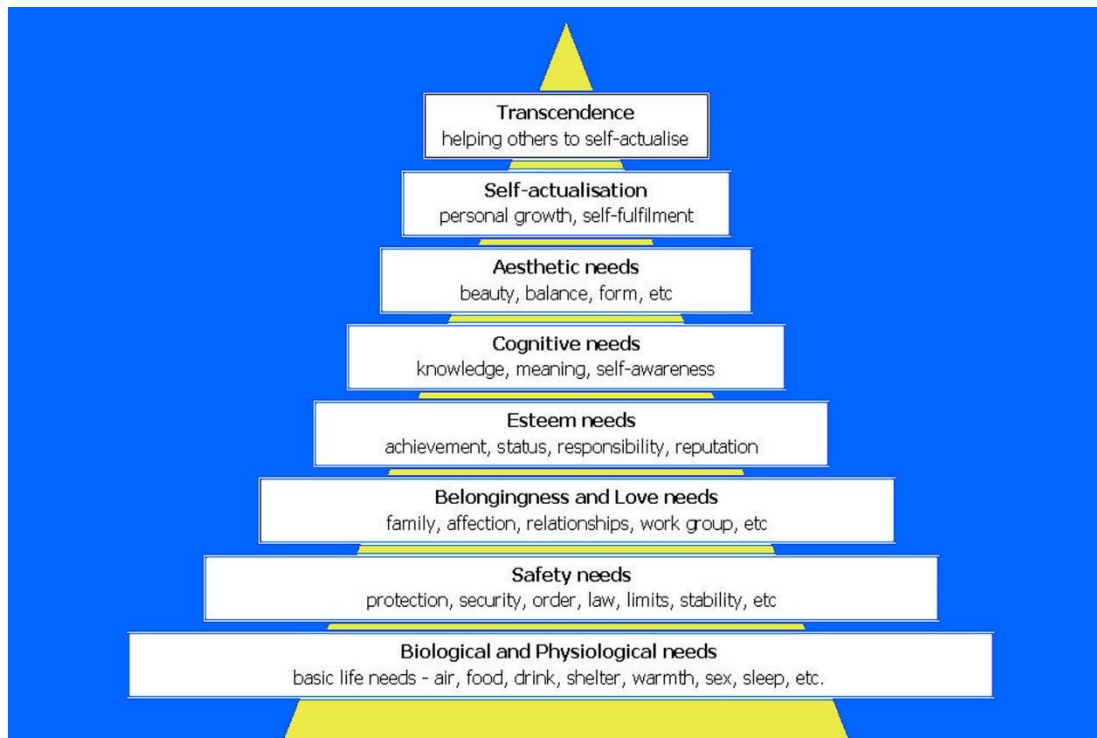


Figure 6: Maslow's hierarchy of needs

Source:

https://www.google.se/search?q=the+expanded+hierarchy+of+needs&rlz=1C1CHZL_enSE710SE711&source=lnms&tbn=isch&sa=X&ved=0ahUKEwiVipjkhHWAhVIG5oKHcmdB_UQ_AUICigB#imgsrc=awhFikGIzZbIM:

In general, individuals are motivated differently, thus, seafarers can only take up the lifelong learning concept when they are motivated to do so, further they will be more committed if there are benefits to it. What motivates seafarers in their career is different from that of other professionals. “Adults are goal-oriented and they like to know how the educational activity will help them reach their goals” (Collins, 2004, p. 1487).

2.10.2 Self-determination theory

According to Ryan & Deci (2000, p. 68) “Human beings can be proactive and engaged or, alternatively, passive and alienated, largely as a function of the social conditions in which they develop and function.” They further noted that, self-determination theory

motivate human, particularly their personality and behaviour. Seafarers can be motivated either intrinsic or extrinsic. This theory is useful especially when learners try to avoid some academic activities, it helps them to remain driven, committed and work to get a reward or to avoid punishment further as skills develop and learners believe they are becoming more competent, “they perceive a sense of control and self-determination over learning” (Schunk, 2012, p. 389). In maritime, seafarers would want to abandon learning, but the fact that the industry is changing, they would have to participate in lifelong learning.

2.11 Sub-conclusion

The literature review acknowledged that lifelong learning is vital to all seafarers. The maritime industry is changing and continue to change; therefore considering the concept of lifelong learning would help the industry to have seafarers that are knowledgeable and skilled. Maritime organisation can consider developing programs or methods that will assist the seafarers to learn independently and effectively.

Furthermore, cooperation between the maritime institutes and industry can enhance the process of lifelong learning, accommodating all the seafarers and motivating them equally to take up their learning process seriously despite the level of profession or age. This will contribute to their career development and minimise the number of accidents and incidents. More review is required to identify and design specific programs that will assist seafarers to acquire what is relevant and critical to their career. The next chapter discusses the research methodology of the research.

CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter introduces the methodology used to answer the research questions of this study. The study employed the quantitative and qualitative research method to collect data. The chapter discusses and justifies the method used. The chapter further goes to describe the sources of data, the methods of data analysis and presentation, pilot study, targeted population, limitation of the study and ethical considerations that the research addressed.

3.2 Sources of data

In research, data means those facts collected for further investigation (Iro Sani Cln, 2013, p. 40). This study relied on primary data as a source of data collection because primary data enable the researcher to obtain data from the experts in the field, hence they are well exposed to the environment and understand the business fully. The study constructed open-ended questionnaires, which were sent to Namibia and semi-structured interviews conducted telephonically to gain information on the seafarer's career development through lifelong learning in Namibia.

3.2.1 Questionnaires

The study has developed an open-ended questionnaire that was sent to Namibia via email, printed, and then distributed for participant's completion because it was the

easiest way of getting more participants. Open-ended questions provided the respondents with the opportunity to explore their opinions or expertise in detail as identified by (Malcolm, 2012 as cited by Afful, 2016, p.36). The questionnaire developed was to accommodate seafarers who do not have access to the internet to be able to partake in the study. The questionnaires were presented to responders with clear instructions on how to complete. Further, the flow of questions is designed to keep the respondent moving toward completion of the questionnaire with interest.

All completed questionnaires were sent back to the researcher for research proceedings. The researcher captured all the received questionnaires on a google sheet to be able to put together all the findings and analyze the data. This instrument has been chosen because it was easier to obtain data from seafarers at all levels and be able to obtain views that have answered the research questions and met the study objectives. Using questionnaire is advantageous because it is cost effective in terms of money and time, and it is convenient hence, responders had to complete the questionnaire at their most suitable time, give less pressure for immediate response and reduce interviewer's bias (Gillham, 2008 as cited by Mabuti, 2013, p.57). Further, it is free from the bias of the researcher.

Responders had adequate time to provide answers within their own space, and those who are not easily approachable, we reached conveniently. Their feedback provided a greater view and understanding on how to enhance the seafarer's career development in Namibia. Therefore, the questionnaire was developed only to assess if Namibia seafarers accept the notion of lifelong learning, or propose new strategies to enhance their career development.

3.2.2 Interviews

The study conducted semi-structured interviews with seafarers from Namibia to draw more information about seafarer's career development and lifelong learning. A number of five seafarers were reached through WhatsApp video call to provide their views about seafarer's lifelong learning for their career development. The interview targeted senior seafarers because they have strong working experience and adequate exposure to the entire maritime industry. Therefore, they have more understanding of how the seafarer's career should be developed and enhanced for excellent performance. Semi-structured interviews, obtain in-depth information, hence they are personal and intimate encounters in which "open, direct, verbal questions are used to elicit detailed narratives and stories" (Whiting, 2008, p. 35). In addition, this data collection instrument was preferred for "its ability to provide opportunity for clarification as well as encouraging respondents to provide deeper responses to open questions" (Brace, 2004, p. 24 as cited by Mabuti, 2013, p. 45).

3.3 Method of Data Analysis

This study made use of a mixed method of quantitative and qualitative analysis. This was useful for the study to obtain the data. Mixed method "is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data" (Creswell, 2014, p. 4). In addition, this approach is beneficial hence, it provide a comprehensive understanding of the entire research problem. Mixed method approaches usually use closed-ended questionnaires and interviews to collect information (Zohrabi, 2013, p. 254). A snowball method was used to find participants for the study.

3.4 Methods of data presentation

The data collected for this study were prepared and presented by means of tables and figures to describe the data (Singh & Bajpai, 2009 as cited by Mabuti, 2013, p. 48). All the data were verified by the research to ensure that the research findings are valid.

3.5 Pilot study

This study conducted a pilot study as a mini version of a full research and a trial run to assess the feasibility of the study. Despite how careful a researcher would be, there would always be mistakes or errors and this was an opportunity for the researcher to validate the content and quality of the questionnaire developed. When designing a questionnaire, the researcher should ensure that it is “valid, reliable and unambiguous” (Zohrabi, 2013, p. 255). One of the advantages of conducting a pilot study is that “it might give advance warning about where the main research project could fail, were research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated” (Van Teijlingen & Hundley, 2001).

A pilot study was conducted with five seafarers at the WMU to test the study reliability and validity. This was conducted to identify mistakes and how long it could take to administer it on average. It further aimed at detecting logistical problems that might occur using the proposed mechanism. After the pilot study was conducted, there was no amendment done on the questionnaire, further, it was fit to obtain the required data from seafarers to meet the study objectives.

3.6 Targeted population

The study targeted the Namibian seafarers working at sea and ashore from different maritime organizations specifically, Namport, DeBeers Marine and Ministry of Fisheries. The three organization were chosen because they are the only ones that employ seafarers in Namibia considering the fact that the Namibian maritime sector is still small. The study had no specific group of seafarers it targeted rather than those that were available to partake in the study. Further, the concept of lifelong learning is beneficial to all seafarers at all level and it was important to ensure it obtains views of many seafarers as possible and seafarers employed at all level.

3.7 Limitation of the study

This study was limited to obtain data from some of the seafarers that were at sea hence, there was no mean of reaching them. In addition, the number of maritime organisations in Namibia are few, which has limited the study to obtain data from a large group. Some seafarers were not willing to share their views hence they felt they might be exposing the country that it has no career development programs for them. However, it was explained to them later that the information shared were merely for this study and no identity will be disclosed.

Another limitation is a delay in answering the questionnaire due to seafarers working schedules. Many of the seafarers work shift and the time the study was conducted, some were on leave, therefore the research had to wait for their return to obtain data for proceedings. The study was limited to obtain confidential information such the promotion and succession plan policies for the seafarers. Moreover, the interviews could not be recorded due to network barrier and interviewees had limited time to answer the questions but more insightful information could be drawn from the interviews conducted. The research had to follow up with organisations due to the given period to submit the dissertations. The period was short to gather more data and information for this study. Moreover, there are limited resources written specifically on seafarer's career development and lifelong learning.

3.8 Ethical consideration

The researcher has been granted permission by the WMU ethic board to conduct the research. In addition, permission to collect data from Namibia has been granted to collect data from the Namibia seafarers. Participants were issued with a letter of consent, explaining how the questionnaire should be answered and declaring that the information provided will not be disclosed but will be kept confidential. The study was conducted in a professional manner and were participants had questions, the researcher was willing to explain without influencing their answers nor forcing them to partake

in the study and ensure that the participant partakes in the study independently, avoid harm, and ensure that their information is kept confidential.

3.9 Sub-conclusion

This chapter provided detailed method used for this study. The structure of this chapter allowed the study to obtain data successfully. The next chapter present and analyse the data obtained.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents data obtained through interviews and questionnaire to assess the enhancement of seafarer's career development through lifelong learning in Namibia. This follows a need to educate the seafarers and promote the concept of lifelong learning considering the fact that the maritime industry continue to change.

4.2 Framework of the questionnaire and interview guide structure

In order for this study to achieve its objectives, the study developed a questionnaire and conducted semi structured interviews structured to ensure that it collect data that will meet and answer the following questions:

- What are the methods used to enhance seafarers career development in Namibia?
- What are the benefits of lifelong learning on seafarer's career development?
- How effective and relevant are the technique used to ensure that seafarer's career development is enhanced?
- What are the challenges Namibia is facing with the seafarers career development and how can they be improved?
- How to optimize the current lifelong learning methods?

4.3 Questionnaire data presentation

4.3.1 Factors influencing the seafarers career development

The data obtained indicates how the following factors has influence over seafarer's career development.

- Technological changes
- Continuous/lifelong learning
- In-depth knowledge and skills
- Job performance and skills
- Ability to adapt to change

The data indicate that a number of seafarers agreed that their career development could be affected directly or indirectly by the given factors. Technological changes and a need to have in-depth knowledge and skill is critical to their career therefore, there were no objections from participants. It is clear that technology changes how business is conducted. However, the study obtained minimum responses from those who believed that continuous/lifelong learning, job performance and ability to adapt to change is not that critical. A number of responses of those in agreement indicate how important it is and to ensure that each seafarers should take caution and ensure that they keep up with all the factors to ensure that they remain relevant to the industry. This is indicated in figure 7 below.

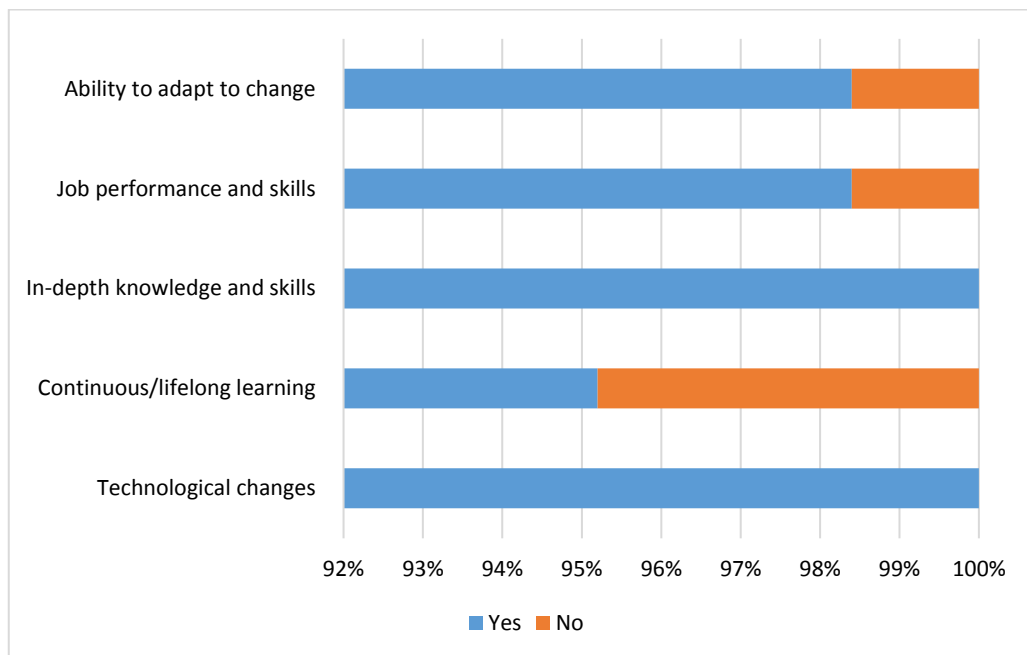


Figure 7: Factors that has influence over the seafarers career development

4.3.2 Method used in Namibia to enhance seafarer's career development

The study shows that 37% of responders agreed that the method that is commonly used in Namibia to enhance the seafarer's career development is the mandatory training provided by the Namibian Maritime Fisheries Institute (Namfi). In addition, 16 % of responders states that some organizations conduct on-job/in-house training to ensure that seafarers acquire the necessary knowledge and skills and learn as much as possible in order to be competent at what they do, while 21% of responders indicated that the organizations also provide short course for seafarers to upgrade their skills and knowledge. Only 7% of responders indicated that there is mentorship provided, whilst 8% state that they are being coached and consider it as a learning process. However, 11% of responders disagree that there are methods to enhance seafarer's career development. Figure 8 illustrates the details below.

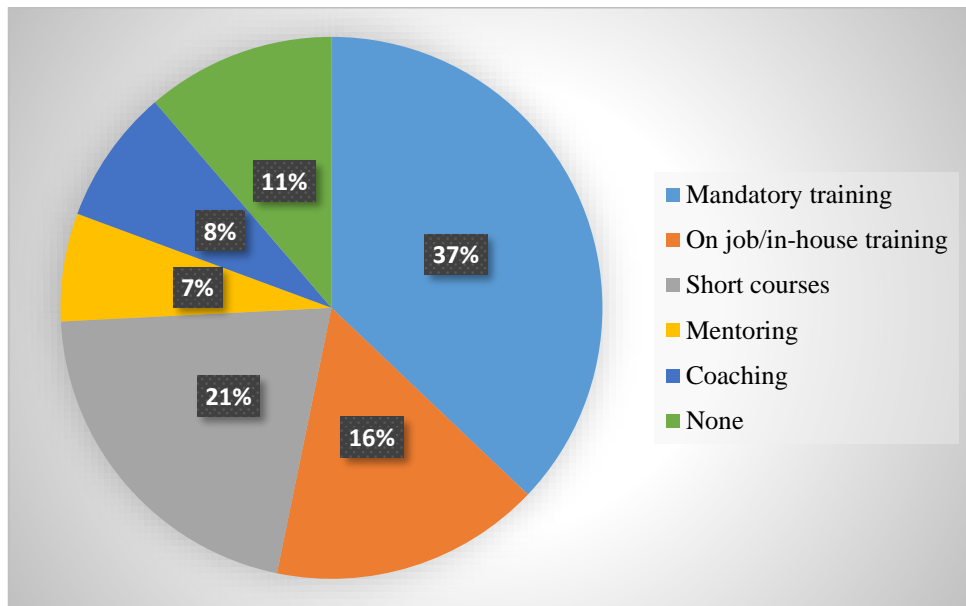


Figure 8: Methods used in Namibia to enhance the seafarer's career development

4.3.3 Challenges facing Namibia with the seafarers career development and how can they be improved.

One of the biggest challenge Namibia is facing is not having a maritime institute that is accredited and recognized internationally to meet the needs of the industry. The study has shown that the only institute that exist (Namfi) mainly focuses on the fishing industry with very few companies focusing on merchant navy. The responders indicated that there is minimal understanding when it comes to seafarer's career development. There is no adequate support to ensure that seafarers are motivated to continue with their career development, further, the industry is narrow, and there is no career path that will allow them to grow professionally even if they have to advance their career. Another challenge highlighted is funding their education and training which is critical. The government does not subsidies students to pursue their studies as it does with other professions. Further, there are limited instructors to run the training institute. The ministry of Fisheries and the Directorate of Maritime affairs through the fisheries and the merchant shipping acts enforce the country's maritime regulations and create awareness to managers of maritime companies to consider that

human resources are the most valuable assets and thus must consider establishing a training strategy for seafarer's career development in their respective companies.

4.3.4 Statements over seafarers career development in Namibia

Figure 9 below illustrates the statements made over seafarer's career development. The study found that only 12.9% of responders shows that Namibia has clear strategies, policies and methods that encourage seafarer's career growth and developmental opportunities, the rest of the responders were either neutral or disagreed with the statement. A group of 19.4% of responders agreed that organizations create a learning culture that makes seafarers want to stay and continue to learn, however, 35.5% were neutral while 42.9% disagree and 3.2% strongly disagreed with the statement. Another statement was assessing whether organizations identify the competence gaps of its seafarers and make provision to develop them, 22.6% of responders agreed with the statement, 51.6% were neutral about it while the rest has disagreed. The data obtained shows that only 14.5% of responders agreed that organizations enlighten the current seafarers on all changes facing the industry such as the use of technology, while 40.3% were neutral and the rest disagreed. The study shows that only 22.6% of responders agreed that organizations encourage and motivate seafarers to educate themselves independently throughout life, 43.5% were neutral and the rest disagreed.

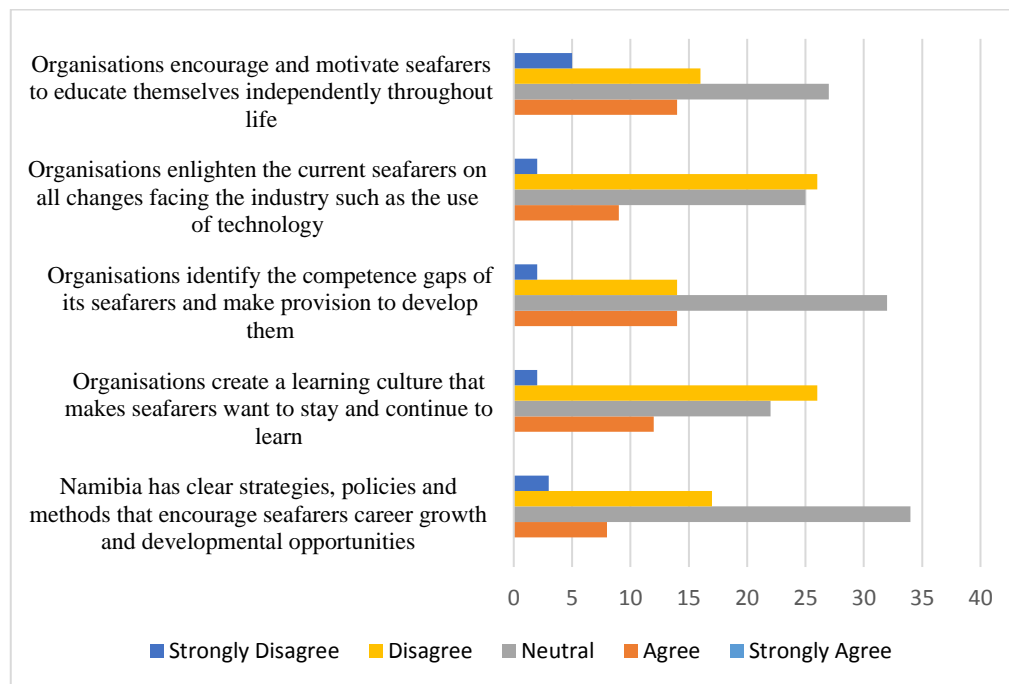


Figure 9: Statements over seafarer’s career development in Namibia

4.3.5 Career Development

The study assessed how organizations enhance their seafarer’s career development. Out of 62 responders, 36% agreed that organizations offer short courses and in house development programs to seafarers periodically. In addition, 19% of responders were neutral, while 45% disagreed as indicate in figure 10 below.

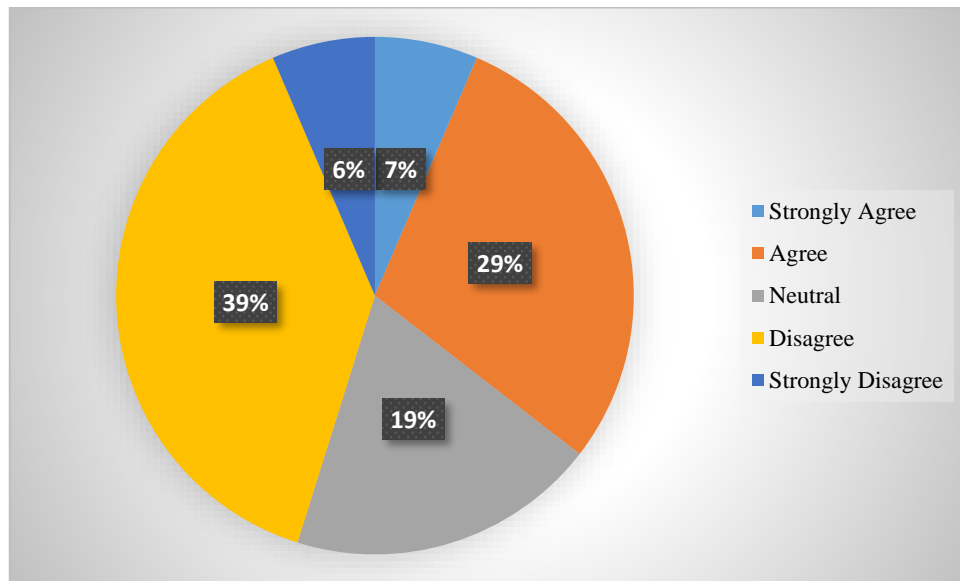


Figure 10: Short courses and in house development programmes for seafarers

Moreover, the study assessed if organizations provide adequate mentoring and coaching to seafarers at all times. The study shows that only 8.1% agreed that there is mentoring provided, 45.2% were neutral, which indicates that seafarers are uncertain whether it is provided or not, however, the rest of the respondents disagreed that there is mentoring and coaching provided. This is illustrated in figure 11 below.

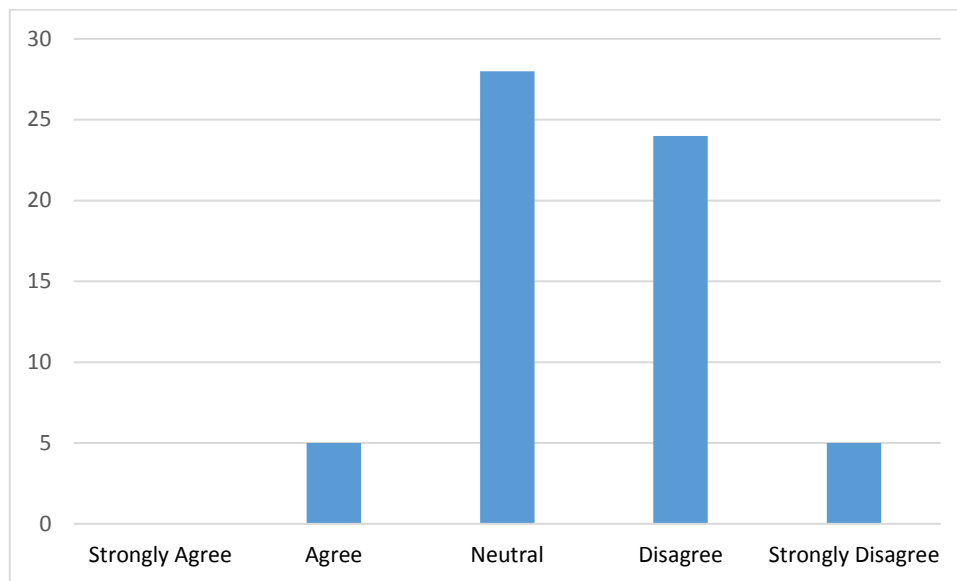


Figure 11: Mentoring and Coaching

The study findings illustrated in figure 12 claimed that 33.8% acknowledge that Namibian seafarers are continually acquiring new knowledge and skills, whereby 40.3% were neutral while the rest disagreed that they do not acquire knowledge. This is the proof that the concept of lifelong learning is not considered fundamental yet, there is the minimum motivation of seafarers to learn continuously.

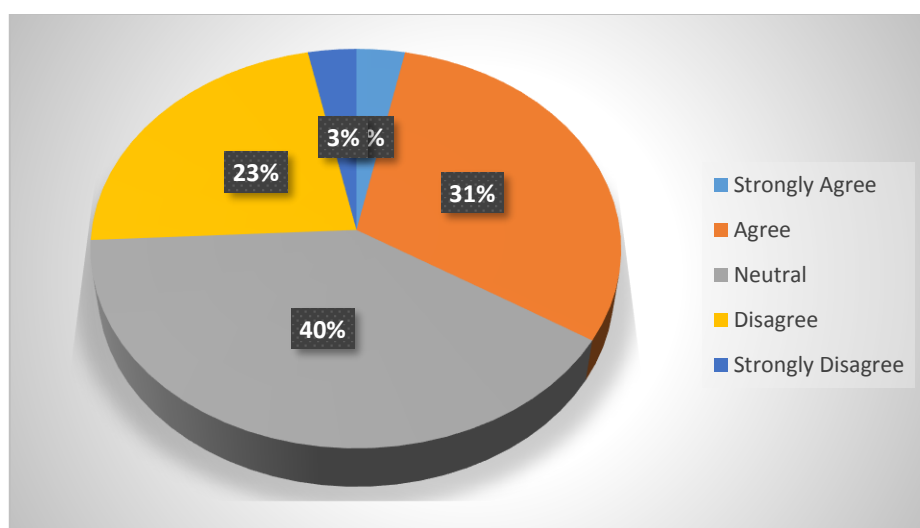


Figure 12: Acquiring of new knowledge and skills

Moreover, figure 13 illustrates the findings obtained when the study assessed if there is enough competent instructors and mentors to ensure seafarers are equipped with the right knowledge. The analysis of response shows that there is a shortage of competent instructors. Moreover, responders do not agree that seafarers are encouraged to take up professional education at tertiary universities. However, lifelong learning will only be maximized if seafarers remain encouraged and motivated.

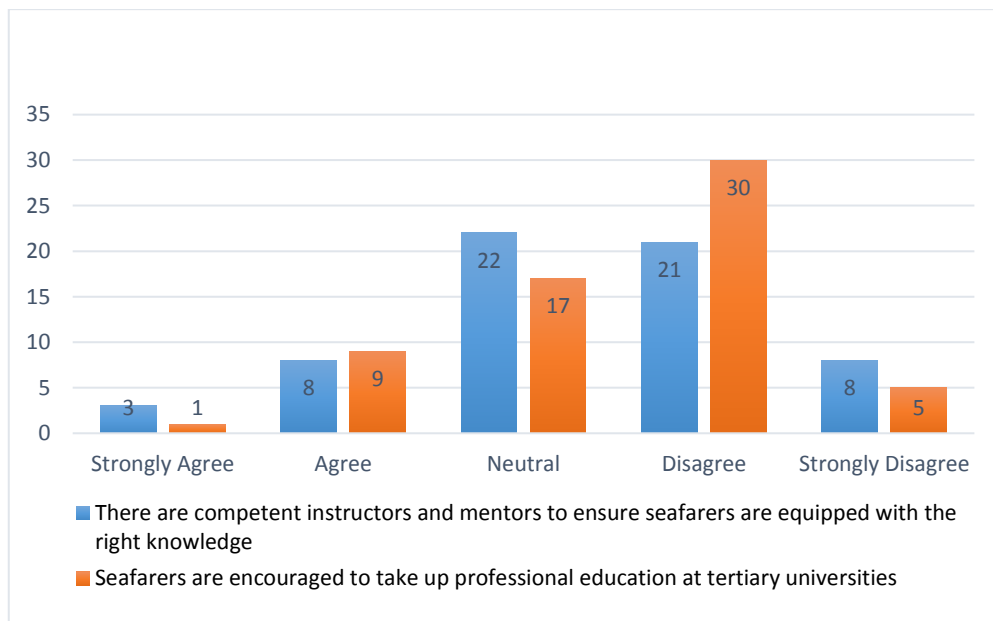


Figure 13: Competent instructors and mentors available

Seafarer believes that E - learning is of great importance to acquire knowledge. The responses confirm that e-learning will allow them to learn at their own pace considering the fact that seafaring career require working shifts and sometimes, time to be in class is never available. The study further assessed if the seafarer career path is well determined where by the analysis acknowledge that their career is determined, but given the challenges it is a problem to ensure that the upgrade their skills for career growth.

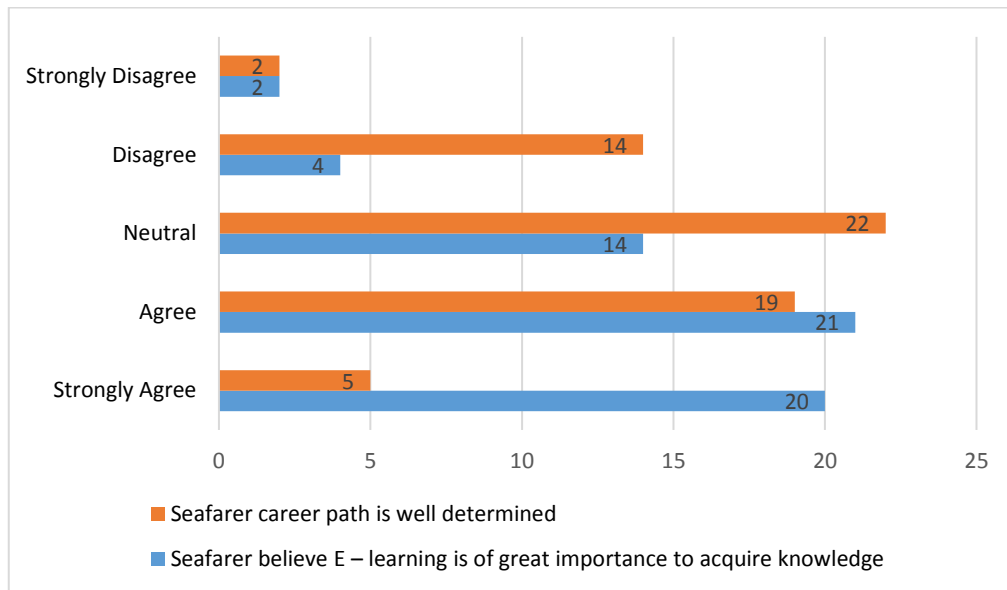


Figure 14: Determination of seafarer’s career path and use of E-learning

4.3.6 Lifelong learning

According to the responses received, Namibia has no career centers where employees can access useful information for learning. The majority of the responders disagreed with the statement. However, there is interest that seafarers would like to learn but in order for Namibia to address this need, they should reassess the industry need and establish something new from scratch. However, although 47% of responders were neutral, it is evident from other findings that Namibia in general has no proper maritime institutes to support the seafarers to increase their knowledge and upgrading their skills. This is illustrated in figure 15 below.

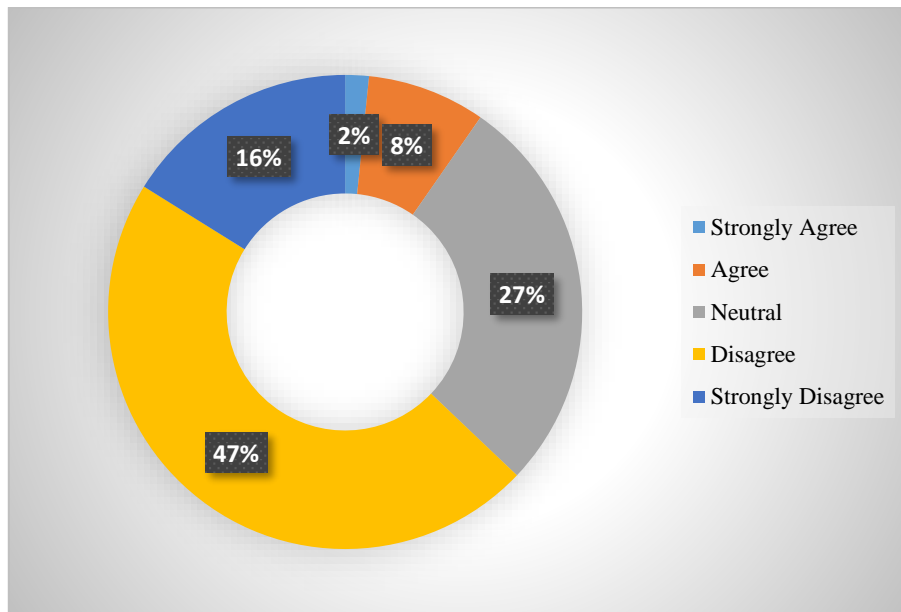


Figure 15: Establishment of career centers where employees can access useful materials

The study further assessed the promotion of adult education in Namibia as illustrated in figure 16, if seafarers make use of their time to read and explore new things. Out of 62 responders only 10 agreed that there is promotion of adult education, 12 responders were neutral while the rest disagree. If this is considered, an organization could perform better. The responders also indicated that the long serving seafarers share their experiences with the subordinates which is the best ways, especially for the new seafarers to learn from their past success and failure. There were few responders who could not agree better, but it is a notion that need to be promoted by all organizations.

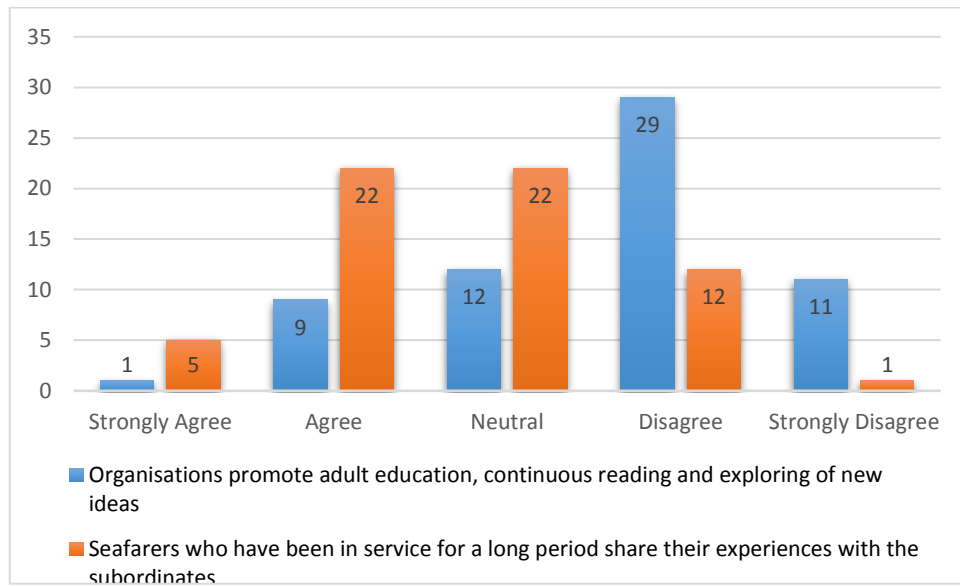


Figure 16: Promotion of adult education

Figure 17 below provides that the findings indicated that organizations do provide job rotation and succession planning to increase the seafarer's value and expand their experience. These opportunities allow seafarers to acquire knowledge from different roles and be able to work as a shadow for the next positions. Out of 62 responders, 24 acknowledge that seafarers are motivated to learn. Job rotation and success planning on its own motivate individuals to learn more so that they can take up senior positions.

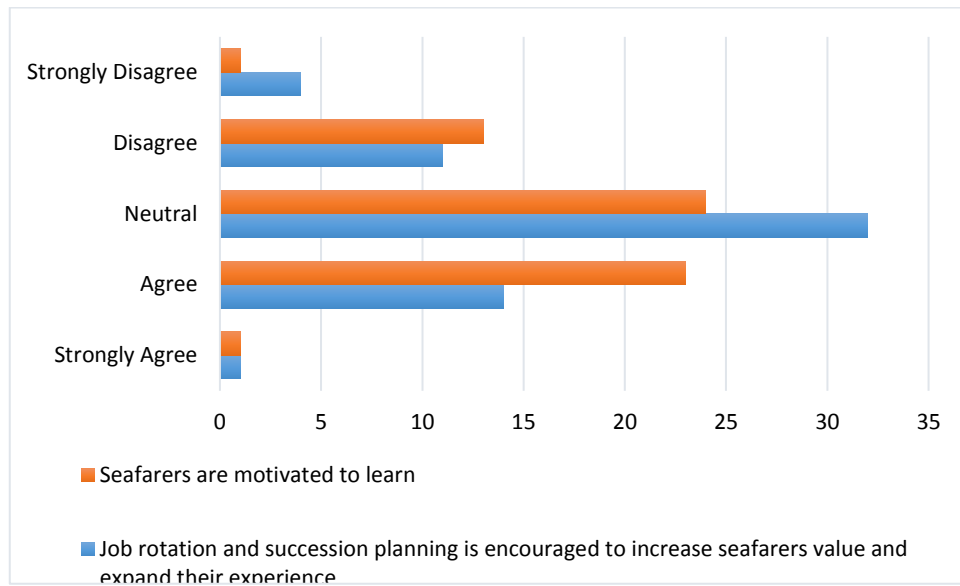


Figure 17: Motivation and succession planning

Figure 18 below illustrates that the study does not acknowledge that organizations share their failures with all the seafarers and manage their knowledge. Having knowledge management mechanisms, which allow transfer of knowledge to all the seafarers. In addition, the data present that seafarers are not willing to learn continuously, this could be a factor of lack of motivation and not being correctly guided by their superior. However, 20 responders agreed that despite the age, seafarers are willing to learn continuously.

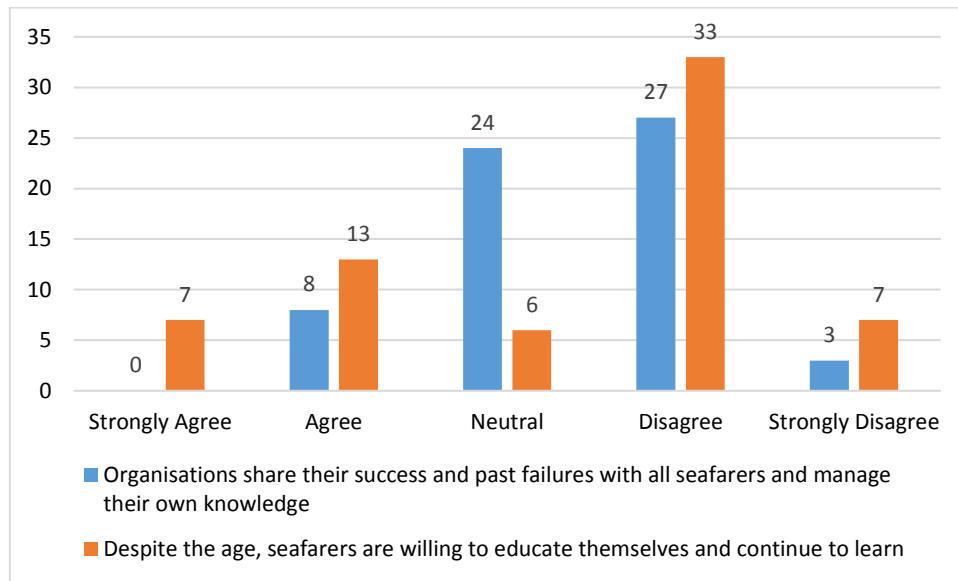


Figure 18: Knowledge management

4.4 Interview Data presentation

4.4.1 Methods used in Namibia to enhance seafarers career development

The interviewees provided their views and their responses are quoted and presented below:

Captain

“Mandatory training”

Senior Navigation Officer

“Well, the method used differ from organization to organization, but I believe that they both provide what they feel is beneficial for their seafarers to gain the knowledge and skills required.”

Marine Engineer

“At the moment, there are no standard methods used, besides the mandatory training that is provided, but each organization makes use of what they could to ensure that their seafarers expand their knowledge.”

First Engineering Officer

“Mandatory training at Namfi”

Tug Master Unrestricted

“We use training and send some seafarers for refresher courses”

4.4.2 Benefits of lifelong learning on seafarers career development

Captain

“Lifelong learning, increase seafarer’s knowledge and promote harmony in organizations and serve as a motive for seafarers to be more productive.”

Senior Navigation Officer

“Lifelong learning is very beneficial, in fact to any other profession because it bridge the skill gaps.”

Marine Engineer

“Lifelong learning allows seafarers to be able to adapt to change, help them to be independent and have clear objectives hence learning enables them to be more knowledgeable and be able to solve problems that relates to work and this helps them to grow professionally.”

First Engineering Officer

“If I have to point out what I feel is beneficial is that a seafarer that continue learning is fulfilled and very knowledgeable.”

Tug Master Unrestricted

“I consider myself as a lifelong learner and it has helped me to have a better understanding of things. When you have the knowledge work become easier.”

4.4.3 How effective and relevant are the techniques used

Captain

“To be honest, all the methods that are used are outdated and not structured correctly. We should just develop or build what we have and establish new useful methods.”

Senior Navigation officer

“The method used is effective to an extent, equipment used are old and they will not meet the industry needs at all unless we upgrade them.”

Marine Engineer

“So far, organizations are managing with what they have, and yes, both methods are relevant, but need to be optimized, upgrade the vocational institute and come up with more schools that offer both technical and professional education.”

First Engineering Officer

“Looking at the size of our industry, I would say the method used is relevant because that is what we have been using but now that many seafarers are

getting old to be in class and things continue to change, we need to consider methods that are more flexible to accommodate all the seafarers.”

Tug Master Unrestricted

“The training that is provided does not address all the competencies; hence, it is only relevant to some seafarers especially the deck officials and fishing. Others are trained in Durban, South Africa.”

4.4.4 Challenges faced with lifelong learning in Namibia

Captain

“There is a limited budget, willingness for seafarers to go to school. In fact, older seafarers don’t want to go to sea anymore, I think we need to find ways to motivate reward and retain them.”

Senior Navigation Officer

“The biggest challenge we have is lack of resources and skills to manage and train.”

Marine Engineer

“There is a shortage of marine experts that will assist the government and organizations to improve the entire maritime sector in terms of having adequate resources and better regulations. Many seafarers are more technical and never attained professional education.”

First Engineering Officer

“The challenge we have is to attract young seafarers, maybe if we build a new school and market the seafaring career well, we will be able to address the issue of skill shortage.”

Tug Master Unrestricted

“There is a lack of creativity and innovation.”

4.4.5 Optimised methods for lifelong learning

Captain

“We need to standardize all the learning methods which every organization has to adopt, shift from a general competence base training and train the seafarers in line with what they are doing and could possibly become.”

Senior Navigation Officer

“Assess the needs of the industry as to what kind of skills they need, benchmark with other maritime institutes in other countries and implement new methods of training seafarers.”

Marine Engineer

“Namibia has to work together with other countries because maritime is a unique sector and diverse. This will enable them to understand how other countries are training their seafarers.”

First Engineering Officer

“Introduce more flexible methods and involve the experienced seafarers in decision makings because we understand the industry and know what could be useful.”

Tug Master Unrestricted

“We need to integrate the school and work learning methods and expose our seafarers to different environment so that they get to gain vast experience.”

CHAPTER 5

5.0 DISCUSSIONS OF FINDINGS

5.1 Introduction

This chapter provides an in-depth discussion and summary of the findings and synthesize it with the literature reviewed. The chapter will address each research question in line with the findings obtained and identify how best Namibia can enhance the seafarer's career development through lifelong learning.

5.2 What are the methods used to enhance seafarers career development in Namibia?

Based on the study finding, the method that is commonly used in Namibia is the mandatory training. Moreover, the data indicated that some organizations do provide short courses periodically and in-house training to seafarers in order for them to acquire and update their knowledge and skills. Although the data obtained indicate there is mentorship and coaching provided, it is not evident its adopted in all organizations. The interpretation justifies that there are no maritime schools to ensure that this is optimized and to utilize the best methods for seafarers to advance their career. Further, the data obtained indicates that, job rotation and succession planning is being used, although the response from those agreed were minimal.

In most cases, seafarers take it up upon themselves to learn and keep up with all the latest information that relates to their career. It is evident that although training is being

used, it is also not standardized to ensure that all seafarers are given equal opportunity to study further and upgrade their knowledge and skills. Further, seafarers who has been in service for a long time, sometimes do share their experiences with subordinates to ensure they learn from their past failure and success. Generally, the Namibian maritime industry has been neglected thus, it is only now that the government is working on improving the industry to ensure that it support the industry through capacity building. Despite the effort to promote and enhance seafarer's career development, the study shows that Namibia is still at its foundation stage in terms of maritime education and training. Therefore, it is vital to develop professional education schools and expand the technical institution that is available to ensure that the country provide quality education and training to seafarers.

5.3 What are the benefits of lifelong learning on seafarer's career development?

Prior the data analysis and the literatures reviewed, it is evident that lifelong learning is vital to seafarer's career development. Lifelong learning allows seafarers to open up their mind and be able to keep up with the latest information's or changes that are facing or within the industry. The study acknowledges the need to promote the concept of lifelong learning amongst all the seafarers because makes them curious and increases their wisdom. Another observation from the study findings is that, lifelong learning allows seafarers to take up better positions and grow professionally. Considering the fact that the maritime industry is changing rapidly, the study acknowledges that lifelong learning will help seafarers to adapt to those changes. Maritime is a unique industry and it require individuals with a better understanding and knowledge of how to address the challenges the industry is facing and meet its objectives and goals. "It enables the adults to improve and widen their knowledge and skills besides improving their academic qualification" (Salleha, Khalidb, Sulaimana, Mohamad, & Serna, 2015, p. 327).

The study noted that Namibian seafarers fully understand the need and the benefits of lifelong learning, however, a need to ensure that proper methods are fully developed and have adequate resources will allow seafarers to take advantage of it. Despite the knowledge and skills, lifelong learning leads to self-fulfilment. Lifelong learning creates the challenge to understand, explore, and support new essential dimensions of learning such as self-directed learning, learning on demand, collaborative learning, and organizational learning (Fischer, 2000, p. 265).

5.4 How effective and relevant are the technique used to ensure that seafarer's career development is enhanced?

Based on the study findings, the techniques used in Namibia are not very effective. The techniques or methods used are relevant but need great improvement to ensure that more methods are available to support seafarers of different age group and at all levels. In addition, the data analysis note that the identification of competence gaps of its seafarers in making sure that they develop them is weak. The analysis acknowledges the need to establish a maritime institute and identify more methods for seafarers to learn continuously. Further, the analysis noted that the methods used are not fully implemented in line with the needs of the industry.

5.5 What are the challenges Namibia is facing with the seafarers career development and how can they be improved?

The study revealed that the main challenge Namibia is facing is not having a well-established maritime school that is accredited and recognized at an international level. This has caused a huge gap in terms of skills and a shortage of maritime experts in the country. Now, organizations are hiring experts from other countries. In addition, there is a shortage of seafarers with technical and professional background. The study acknowledges that despite how much seafarers want to develop and advance their career, they are restricted due to limited methods available in the country. The analysis confirmed that there is a shortage of maritime experts hence there is no quality

education and training provided to them, further, the promotion of seafarer's career is weak. The study indicated the concern of having a deficit of seafarers sooner because the number of new entrants specifically the young seafarers is minimal.

The analysis pointed out that, another challenge that the seafarers are facing is funding to ensure that they continue with their education or advance their career through trainings. In addition, the seafarers career path is not well determined to ensure that seafarers remain motivated to continue learning, knowing that there is career growth. This is because the maritime industry is still small. The study confirmed that seafarers are aware that factors such as the technological changes, continuous learning, in-depth of knowledge and skills, job performance and the ability to adapt to change has direct influence on their career. In addition, the study finding pointed out that maritime organization has no cooperative agreements with technical colleges and the government to provide support for the development of maritime educational clusters and for establishment of maritime educational centers based on such cooperation between private maritime companies and maritime colleges. Thus, identification of the industry need is not being specified and it is the organizations that fully understand what the industry require.

Moreover, political interventions prevent the maritime cluster to speed up the establishment of the maritime school and upgrade the entire maritime industry like other countries. Most of the government officials have limited understanding of maritime issues and this has caused the use of power to be misused. The study pointed out that there is no budget allocated specifically for the maritime industry to expand the education of their seafarers. However, there is a need to train as soon as possible in order to have qualified instructors to deliver quality education and training to seafarers. Despite, another challenge is that the country lack resources and modern equipment's such as simulators to enhance their competencies.

5.6 How to optimize the current lifelong learning methods?

The analysis confirms that there is a strong need to establish a maritime institute in Namibia and career centers where seafarers will be able to access the resources and information. A need to evaluate the methods used and assess the business need is vital. Namibia should develop clear strategies, policies and regulations that will promote the seafarers education and training. In addition, the study acknowledges that Namibia should create a learning culture that will encourage seafarers to stay and continue to learn. It is important for the industry to have knowledge retention mechanisms because seafaring careers ought to learn from the experiences. Moreover, a need to establish knowledge management systems such as the E-learning systems will assist the seafarers to learn by themselves and at any time convenient to them.

CHAPTER 6

6.0 RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter summarizes the findings of this study and offers recommendations on how Namibia can enhance the seafarer's career development through lifelong learning. Vital to this chapter is the evaluation of the link between the literature reviewed and the research findings to come up with sound recommendations. Further, this study identified and proposed the area of future research.

6.2 Conclusion

This study was an exploration of how Namibia can enhance seafarer's career development through lifelong learning. The study findings demonstrated that there is a shortfall when it comes to seafarer's career development. The literature reviewed has proven that lifelong learning is vital to any career development and it is important for individuals to participate and take advantage of the concept and consider learning as a lifetime process.

Furthermore, the Namibian maritime industry mainly focuses on the fishing industry, making it difficult for other maritime institutes to get qualified seafarers that meets their business needs. However, organizations send their seafarers to South Africa for training and refresher courses, which is costly for organizations. The problem needs to be resolved and the government has commenced to make an effort to support the

maritime education in terms of funding. In addition, the study revealed that the country has a shortage of qualified seafarers, flexible methods and adequate resources. The study was significant for Namibia to improve its maritime education and training to enhance the career development of its seafarers.

6.3 Recommendations

Recommendations are made to assist Namibia to improve and enhance the seafarer's career development through lifelong learning and develop clear strategies to meet this need. Based on the findings, Namibia is recommended to:

- Establish a maritime education and training institute that is accredited and recognized at an international level. Namibian government and maritime companies should collaborate and look at possible ways of contributing and improving the maritime education system to meet the needs of the industry.
- Identify the future needs of the industry, make provision for seafarer's career and skills development by introducing relevant programs and ensuring that there is provision made for employment opportunities.
- Introduce policies to strengthen and support seafarer's career and skill development opportunities in order to provide the maritime sector with a stable and a competent workforce. The national policies will allow the country to have a strong maritime education and training, which will help seafarers to be more competent, have the right qualifications, and be employable.
- Have continuous consultations with ship owners, and all the stakeholders in order to establish clear goals that will govern the education and training of seafarers including ongoing training and funding opportunities.
- Create maritime awareness programs to attract both young and older seafarers to the industry and develop flexible lifelong learning programs to accommodate all age group.

- Maritime organizations should create a learning culture for all seafarers and make provision to motivate them continuously.
- Identify best methods that will improve the seafarer's career development and create a conducive learning environment. The country should have knowledge management system to retain the knowledge within the industry.
- Keep up with the industry changes (such as technological changes, climate change, and many more) happening around the globe in order to align all the programs curriculum and resources correctly.

6.4 Area of future research

The current study was exploratory and descriptive in nature, and therefore helped to assess the enhancement of seafarer's career development through lifelong learning in Namibia. A similar study should be conducted in other countries to allow a generalization of findings on seafarer's career development and lifelong learning. Further research should be conducted to identify and develop models of lifelong learning

Wisdom is not a product of schooling, but the lifelong attempt to acquire it. – Einstein

References

- Affu, P. A. (2016). *Private ownership of shipping lines in Ghana: the challenges and the way forward*. Malmö, Sweden : World Maritime University .
- Arya , A., & Mittendorf, B. (2004). Using Job Rotation to Extract Employee Information. *Oxford Journals*.
- Aspin, D. (2001). Lifelong learning: concepts, theories and values.
- Baruch, Y. (2006). Career development in organizations and beyond: Balancing traditional and contemporary viewpoints. *Human Resource Management Review*, 125–138.
- Barzinpour, F., Jafari , M., & Biuki, S. H. (2014). An integrated approach for succession planning and knowledge management. *International J. Soc. Sci. & Education Vol. 4*.
- Biesta, G. (2006). What’s the Point of Lifelong Learning if Lifelong Learning Has No Point? On the Democratic Deficit of Policies for Lifelong Learning . *European Educational Research*.
- Birzer, M. L. (2003). The theory of andragogy applied to police training. *An International Journal of Police Strategies & Management Vol 26 No 1*, pp 29-42.
- Braimoh, D. (2008). Lifelong learning through mentoring process and its operational dimensions in society . *Turkish Online Journal of Distance Education*.
- Buckley, R., & Caple, J. (2000). *The Theory and Practice of Training* . UK, USA: Kogan Page Limited, Stylus Publishing Inc.
- Burleson, S. E., & Thoron, A. C. (2013). *Maslow’s Hierarchy of Needs and Its Relation to Learning and Achievement*. University of Florida.
- Campion, M. A., Cheraskin , L., & Stevens, M. J. (1994). Career related antecedents and outcomes of job rotation. *Academy of Management*, 1518-1542.
- Chitiba, C. A. (2012). Lifelong learning challenges and opportunities for traditional universities. *Procedia - Social and Behavioral Sciences*, 1943 – 1947 .
- Clements , P., & Jones, J. (2006). *The Diversity Training Handbook: A practical Guide to Understanding and Changing Attitudes (2nd Edition)*. London, USA : Kogan Page.
- Collins, J. (2004). *Education Techniques for lifelong learning* .
- Collins, J. (2004). Principles of Adult Learning¹. *Education Techniques for Lifelong Learning*.
- Creswell, J. W. (2014). *Research Design (4th Edition)*. Los Angeles, London, New Delhi, Singapore, Washington DC: SAGE publications.

- Cropley, A. J., & Knapper, C. K. (1983). Higher Education and the Promotion of Lifelong Learning. *Studies in Higher Education* (Vol 8 No. 1).
- Cross, K. P. (1981). Adults as Learners: Increasing Participation and Facilitating Learning.
- Day, C. (1999). *Developing Teachers: The Challenges of Lifelong Learning*. London, USA.
- Devici, T. (2013). Promoting lifelong learning. *The Asian EFL Journal* .
- Estedadi, E., Shahhoseini, R., & Hamidi, K. (2015). The importance of succession planning in organizations. *Advanced Social Humanities and Management* 7, 41-47.
- European Commission . (2000). A Memorandum on Lifelong Learning. *COMMISSION STAFFWORKING PAPER*.
- Fischer, G. (2000). Lifelong Learning: More than Training. *Interactive Learning Research* .
- Forrest III , S. P., & Peterson, T. O. (2006). It's Called Andragogy. *Academy of Management Learning & Education*, Vol. 5, No. 1, pp. 113-122.
- Fosnot, C. T. (2005). Constructivism: A Psychological Theory of Learning . In *Constructivism: Theory, Perspectives, and Practice* (pp. 8-38). New York and London : Teachers College, Columbia University .
- Froholdt, L. (2017). *EDU 102 Educational Psychology and Sociology*. Malmo, Sweden .
- Goubin, A. L. (2012). Mentoring at Sea The 10 Minute Challenge. *The Nautical Insitute publish* .
- Government of Namibia: Hosted by the Office of the Prime Minister. (n.d.). *Vision 2030 Overview*. Retrieved from Government of Namibia Portal: <http://www.gov.na/vision-2030>
- Gvaramadze, I. (2007, July). Lifelong Learning (LLL): "It is never too soon or too late for learning". Retrieved from http://www.projects.aegee.org/educationunlimited/files/Lifelong_Learning_brief.pdf
- Hein, G. E. (1991, October 15-22). Retrieved from Google scholar: http://beta.edtechpolicy.org/AAASGW/Session2/const_inquiry_paper.pdf
- Huang, H.-M. (2002). Toward constructivism for adult learners in online learning environments. *British Journal of Educational Technology*, 27-37.
- Hunt, D. M., & Michael , C. (1983). Mentorship: A Career Training and Development Tool. *Academy of Management Review*, Vol. 8, No. 3,, 475-485.

- Illeris, K. (2009). *Contemporary Theories of Learning*. USA, Canada: Routledge.
- International Labour Organization. (2006). *Maritime Labour Convention*. Retrieved from http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@normes/documents/normativeinstrument/wcms_090250.pdf
- Iro Sani Cln, L. (2013). Data collection techniques a guide for researchers in humanities and education. *International Research Journal of Computer Science and Information Systems*, 40-44.
- Jain, S., & Martindale, E. T. (2012). *Facilitating Continuous Learning: A Review of Research and Practice on Individual Learning Capabilities and Organizational Learning Environments*. Retrieved from http://www.aect.org/pdf/proceedings12/2012i/12_09.pdf
- Kelly, C. (1997). David Kolb, The Theory of Experiential Learning and ESL. *The Internet TESL Journal*.
- Kessels, J. W., & Poell, R. F. (2006). Andragogy and Social Capital Theory: The Implications for Human Resource Development. *Advances in Developing Human Resources*, 1-12.
- Khan, S. A., Rajasekar, J., & Al-Asfour, A. (2015). Organizational Career Development Practices: Learning from an Omani Company. *International Journal of Business and Management; Vol. 10, No. 9*.
- Knapper, C., & Cropley, A. J. (2000). *Lifelong Learning in Higher Education (3rd Edition)*. London, USA: Kogan Page Limited, Stylus Publishing Inc.
- Kolb, D. A., Boyatzis, R. E., & Mainemelis, C. (1999). Experiential Learning Theory: Previous Research and New Directions.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy of Management Learning & Education*, Vol. 4, No. 2, 193-212.
- Kolb, D. A. (1984). In D. A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development* (pp. 19-38). Prentice Hall.
- Kolb, D., & Richard, E. B. (2014). The Experiential Learning Model and Learning Styles. In R. J. Sternberg, & L.-f. Zhang, *Perspectives on Thinking, Learning, and Cognitive Styles*. New York: Lawrence Erlbaum Associates.
- Kovács, I. K. (2014). Lifelong learning in Europe and its appearance in public education.
- Laal, M. (2011). Barriers to lifelong learning. *Procedia - Social and Behavioral Sciences*, 612 – 615.

- Laal, M. (2011). Impact of Technology on lifelong learning. *Procedia - Social and Behavioral Sciences*, 439 – 443.
- Laal, M. (2012). Benefits of lifelong learning. *Procedia - Social and Behavioral Sciences*.
- Laal, M. (2013). Key necessities for lifelong learning. *Procedia, social and behavioral science* , 1.
- Laal, M. (2013). Lifelong Learning and technology. *Procedia - Social and Behavioral Sciences*, 980 – 984.
- Laal, M., & Laal, A. (2012). Challenges for lifelong learning. *Procedia - Social and Behavioral Sciences*, 1539 – 1544 .
- Laal, M., & Salamati, P. (2011). Lifelong learning; why do we need it? *Procedia: Social and Behavioral Sciences*.
- Leigh, A. (1991). *A practical Approach to Group Training* . London: Kogan Page Limited .
- Mabuti, N. J. (2013). *Implementation of maritime education and training (MET) : an exploration of human and technological resources challenges facing MET in Kenya*. Malmo, Sweden : World Maritime University .
- Manuel, M. E. (2005). *Beyond rules, skills and knowledge: Maritime Education and Training for Optimise Behaviour*. Malmo, Sweden .
- Marchington, M., & Wilkinson , A. (2002). *People Management and Development: Human Resources at Work* .
- Mehrabani, S. E., & Mohamad, N. A. (2011). Succession Planning: A Necessary Process in Today's organisation. *International Journal of e-Education, e-Business, e-Management and e-Learning*, Vol. 1, No. 5.
- Nautical Institute. (2009). *Education, training & career development crucial for safe operations*.
- Niles, S. G., Bowlsbey, J. H., & Corso, J. D. (2013). *Career Development Interventions in the 21st Century 4th Edition*. USA: Pearson Education.
- Noe, R. A. (2010). *Employee Training and Development* . United States: McGraw-Hill.
- Ortega, J. (2001). Job Rotation as a Learning Mechanism. *Management Science* .
- Pershing, J. A. (2006). *Handbook of Human Performance Technology*. USA.
- Ryan , R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation Social Development, and Well-Being.

- Salleha, K. M., Khalidb, N. H., Sulaimana,, N. L., Mohamad, M. M., & Serna, L. C. (2015). Competency of adult learners in learning: Application of the Iceberg Competency Model. *Procedia - Social and Behavioral Sciences* , 326-334.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students 5th edition*. England : Pearson Education Limited.
- Schunk, D. H. (2012). *Learning Theories: An Educational Perspective* . Pearson Education.
- Sharan, M. B. (2001). Andragogy and Self-Directed Learning:Pillars of Adult Learning Theory.
- Soni, S. (2012). Lifelong Learning: Education and Training. *Learning and Teaching Methodology*.
- The Nautical Institute . (2015). *The Navigator* . London: Nautical Institute.
- UNESCO. (2002). *Intergrating Lifelong Learning Perspective* . Hamburg, Germany: UNESCO Institute for Education.
- UNESCO. (2015). *Education 2030: Towards inclusive and equitable quality education and lifelong learning for all*. Republic of Korea.
- UNESCO Institute for Education. (2001). Retrieved from Google Scholar : <http://files.eric.ed.gov/fulltext/ED469790.pdf>
- Van Teijlingen, E. R., & Hundley, V. (2001). *University of Surrey*. Retrieved from Google Scholar: <http://aura.abdn.ac.uk/bitstream/handle/2164/157/SRU35%20pilot%20studies.pdf?sequence=1&isAllowed=y>
- Weinstein, L. B. (2004). Lifelong Learning Benefits Older Adults.
- Whiting , L. S. (2008). Semi-structured interviews: guidance for novice researchers. *Art & science*, 22, 23, 35-40.
- Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, Vol. 3, No. 2, 254-262.
- Župarić, J. (n.d.). *The role of universities in promoting lifelong learning: European experience and croatian perspective*. Retrieved from <ftp://ftp.repec.org/opt/ReDIF/RePEc/osi/journal/PDF/InterdisciplinaryManagementResearchV/IMR5a24.pdf>

Appendix 1- Research questionnaire

Dear responders

I invite you to participate in a research study titled **“Enhancement of seafarer’s career development through lifelong learning: A case study of Namibia”**.

The aim of this questionnaire is to collect data for a Master of Science Dissertation at the World Maritime University (WMU). Given the title of the study, and the fact that the maritime industry is changing rapidly, there is a need to ensure that the seafarers are equipped with the right knowledge and skills in accordance with the maritime industry needs. Upon completion, the study will make recommendations to develop clear lifelong learning strategies for seafarer’s career development. Therefore, it is important to ensure the success of this study.

Data obtained is only for this study. Thus, all information will remain confidential and will only be shared with those involved in this study. Should there be any breach of confidentiality, I will be accountable.

Once you have completed this questionnaire, kindly send it back to the email provided below. Should you have any questions regarding this research, feel free to contact me.

Email address: s17066@wmu.se

Your participation will be highly valued.

Section: A (Background Information)

Job title	
Age	
Organisation/Employer	
Sea Service years of experience	
Ashore years of experience	

Section: B (In-depth questions/statements)

1. Do you agree that the following has direct influence on career development?

- | | | |
|------------------------------------|------------------------------|-----------------------------|
| 1.1. Technological changes | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.2. Continuous/lifelong learning | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3. In-depth Knowledge and Skills | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.4. Job performance | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.5. Ability to adapt to change | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

2. In your opinion, what methods are used in Namibia to enhance seafarer's career development?

.....

.....

.....

.....

3. What are the challenges Namibia is facing with the seafarers career development and how can they be improved?

.....

.....

.....

.....

4.	For the following statements, please indicate your response by placing a cross (x) in the relevant column.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4.1.	To what extent do you agree or disagree with the following statements? (Check one per statement)					
4.1.1	Namibia has clear strategies, policies and methods that encourage seafarers career growth and developmental opportunities					
4.1.2	Organisations create a learning culture that makes seafarers want to stay and continue to learn					
4.1.3	Organisations identify the competence gaps of its seafarers and make provision to develop them					
4.1.4	Organisations enlighten the current seafarers on all changes facing the industry such as the use of technology					
4.1.5	Organisations encourage and motivate seafarers to educate themselves independently throughout life					
4.2	Career Development					
4.2.1	Organisations offer short courses and in house development programmes to seafarers periodically					

4.2.2	Organisations provide adequate mentoring and coaching to seafarers at all times					
4.2.3	Namibian seafarers are continuously acquiring new knowledge and skills					
4.2.4	There are competent instructors and mentors to ensure seafarers are equipped with the right knowledge					
4.2.5	Seafarers are encouraged to take up professional education at tertiary universities					
4.2.5	Seafarer believe E – learning is of great importance to acquire knowledge					
4.2.6	Seafarer career path is well determined					
4.3	Lifelong learning					
4.3.1	Namibia has established career centers where employees can access useful materials					
4.3.2	Organisations promote adult education, continuous reading and exploring of new ideas					
4.3.3	Seafarers who have been in service for a long period share their experiences with the subordinates					
4.3.4	Job rotation and succession planning is encouraged to increase seafarers value and expand their experience					
4.3.5	Seafarers are motivated to learn					
4.3.6	Organisations share their success and past failures with all seafarers and manage their own knowledge					

4.3.7	Despite the age, seafarers are willing to educate themselves and continue to learn					
-------	--	--	--	--	--	--

5. Apart from the statements given above, is there any comment that you would like to contribute?

.....

.....

.....

Thank you for completing this questionnaire, your participation is highly value!

Appendix 2- Interview questionnaire

I am a student at the World Maritime University in Malmö, Sweden, pursuing a Master of Science in Maritime Affairs: Maritime Education and Training. I am conducting a dissertation titled “Enhancement of seafarer’s career development through lifelong learning” as part of my course. For me to obtain data for my study, I am kindly asking you to answer a few questions. Data obtained is only for this study. Thus, all information will remain confidential and will only be shared with those involved in this study. Should there be any breach of confidentiality, I will be accountable.

Impact

Job title

Organisation/Employer

1. What are the methods used to enhance seafarers career development in Namibia?

.....

.....

.....

.....

.....

.....

2. What are the benefits of lifelong learning on seafarer’s career development?

.....

.....

.....

.....

.....

.....

3. How effective and relevant are the technique used to ensure that seafarer's career development is enhanced?

.....

.....

.....

.....

.....

.....

4. What are the challenges Namibia is facing with the seafarers career development and how can they be improved?

.....

.....

.....

.....

.....

.....

5. How to optimize the current lifelong learning methods?

.....

.....

.....

.....

.....

.....