THE CAREER MATURITY OF GRADE 9 LEARNERS IN SELECTED SCHOOLS AT KEETMANSHOOP, NAMIBIA

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ABSTRACT

Career maturity is an individual's ability to make proper career choices and includes awareness of what is required to make career decisions, as well as the extent to which one's choices are both realistic and consistent over time. The first aim of the present study was to obtain information regarding career maturity. Secondly, it aimed at establishing whether there were differences in career maturity between the genders, types of school and school performance. Cluster sampling was employed to identify natural occurring schools, followed by random sampling to select the schools and the learners who participated in the study. The total sampled population consisted of 138 Grade 9 junior secondary school learners in Keetmanshoop, Namibia, comprising of 22 private school learners and 116 government school learners. Langley's Career Development Questionnaire (CDQ) (1990) was employed to assess the career maturity of the learners. Descriptive statistics (median, mode, means and standard deviations) and inferential statistics (t-test) that included the CDQ five dimensions was utilised to analyse data. A t-test measured the statistical differences in the career maturity of the respondents across gender and the two educational settings. To investigate school performance, a correlation study was conducted to assess the relationship between career maturity and academic Grade average. Results revealed an average level of career maturity for learners in all CDQ dimensions. A significant difference for gender was found, with males exhibiting a higher-level of career maturity than females. A significant difference for school type between private and government schools was found, with private schools indicating a higher-level career maturity than government schools. Findings

revealed that Grade point average was a relevant factor to predict career maturity due to the positive relationship between the two variables. Counsellors should thus pay additional attention to the career guidance of low performing learners by assisting them to reach higher levels of career maturity. Similarly, girls should be encouraged to think more about their future careers, as results revealed that they were even less career mature than boys were.

Keywords: Career, career maturity, career stages, career development, career decision, career choice, adolescents, Namibia

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DEDICATIONS

I would like to dedicate this thesis to all my family members who had faith in my talents and abilities. Your unconditional love and support encouraged me to work hard towards success! I do not have words to express my deepest appreciation to all of you!

DECLARATIONS

I, Bianca Yolandi de Koe, declare hereby that this study is a true reflection of my own research and that this work, or part thereof, has not been submitted for a degree in any other institution of higher education.

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Date: 14 April 2021

Bianca Yolandi de Koe

CHAPTER 1: INTRODUCTION

One of the most important decisions that adolescents ever have to make in their lives is choosing the career they want to follow (Barendse, 2015). The readiness of adolescents to make appropriate career choices relative to their developmental stage has been defined as career maturity (Super, 1957). Career maturity is thus of vital importance in terms of the readiness of adolescents to make career choices.

An appropriate career choice is valuable for an individual to experience future work satisfaction and stability of employment (Barendse, 2015). Aspects, such as the changing work environment where new career opportunities develop and others decline, should be taken into consideration before making a career choice. Furthermore, due to technological advances, work environments have become increasingly competitive (Barendse, 2015). Therefore, learners should be adequately equipped with the necessary knowledge and skills to make the right career choices that will fit the changing world of work.

This introductory chapter provides an overview of the study, the statement of the problem, research objectives and an explanation of the significance of this particular study, as well as its limitations and delimitations. The chapter concludes with the definition of relevant terms applied in this study.

1.1 ORIENTATION OF THE STUDY

The task of choosing, preparing and entering a career has existed since the acknowledgement of the concept, career development (Super, 1957). The career development process can contribute to the selection of an appropriate career if an

individual has mastered specific skills (Katoch, 2016). Super et al. (1996) propose a set of skills that an individual should develop. It includes knowledge of self-attributes (such as interests, skills/abilities and work-related values), a well-defined self-concept, broad knowledge of different careers, reality testing of the occupations under consideration, awareness of the need to plan ahead, decision-making skills and the use of appropriate resources for career decision-making. This set of skills is indicative of career maturity and can be utilised repeatedly in changing work environments around the globe (Katoch, 2016). Career maturity is applicable to all age ranges, and it is one of the outcome measures for career development (Themba et al., 2012). The process of career development consists of psychological, sociological, cultural and economic ingredients across time that result in outcomes that have effects on career maturity (Katoch, 2016).

To select a suitable career, a learner needs a certain level of career maturity. Career maturity is when the individual has reached a certain state of readiness in terms of development, in order to make an appropriate career choice (Barendse, 2015; Lal, 2014; Super, 1957; Themba et al., 2012). Such choices are critically important during secondary education when learners are challenged by academic and career decisions they have to make (Lim & You, 2017). Individuals are more ready to make appropriate career choices when they go through carefully planned exploration, for example, by acquiring appropriate career information, self-information and decision-making knowledge (Super, 1957).

Available career options have increased substantially, and many professions require specialised knowledge and skills (Savikumar & Sridhar, 2016). Individuals receive

information via career education about the different career requirements, the path they have to take to attain these requirements and the abilities and personality traits that they will need to follow a specific career (Barendse, 2015). Thus, the fast changing world of work and specialised job requirements create a challenge for career educators because learners rely on support from parents and guidance teachers when choosing their school subjects and possible future careers (Gupta & Bashir, 2017; Mbongo, 2013). When early choices are not in line with self-attributes, such as interests, skills, abilities and work-related values, it may cause a mismatch later with the career they wish to follow (Gupta & Bashir, 2017). Many learners have not received sufficient career education, and they are not aware of the variety of career options available (Barendse, 2015). Thus, they enter wrong programmes or careers that might not be related to their interests and abilities. They either continue with their initial choices, and become frustrated, unfulfilled adults or they may decide to start all over again, taking up a new programme or career that may cost them much in time and money (Pieterse, as cited in Barendse, 2015). Consequently, the development of learners' career maturity is important in order to assist them in making career choices that are parallel to self-attributes.

One way in which learners' career maturity could be developed is in Life Skills classes in school. In Namibia, Life Skills is taught as a subject and, under the domain "career development", learners can acquire career knowledge (Gruttemeyer, 2018). Apart from this, parents, family and the community also contribute to learners' career maturity by providing them with useful career information.

Career guidance and counseling programmes play an important role. Firstly, learners become aware of self-attributes. Secondly, they can match self-attributes with a number of desired careers, if the knowledge about different careers and the requirements to enter a specific career are explained to them (Gruttemeyer, 2018; Shafie et al., 2019).

Furthermore, individual differences that include factors, such as gender, mental ability, economic status and the school environment, may influence the nature of career maturity and the career decisions a learner make (Ismail et al., 2018; Sivakumar & Sridhar, 2016). Schmitt-Wilson and Welsh (2012) report that several learners lacked knowledge about careers and were unaware of the requirements and duties expected in these occupations. If learners are not mature enough to make career decisions, they will not be able to make proper career decisions (Barendse, 2015). Thus, it is important to assist learners in the development of career maturity.

1.2 STATEMENT OF THE PROBLEM

Many Namibian secondary school learners lack information on career choices and have little knowledge of possible future jobs (Isak, 2018). From the researcher's experience as a teacher, it is evident that Grade 9 learners in Keetmanshoop experience a variety of challenges when they have to make subject and career choices.

Firstly, it appears that they do not yet know what they want to become after school. They are not fully aware of their strengths, weaknesses, interests, abilities and personalities, as well as what would fit the specific career to which they aspire

(Gruttemeyer, 2018). At the early age of 14 to 15 years, when most learners in Namibia are in Grade 9, they still have to go through careful exploration. They have to explore themselves in order to know what their strengths and weaknesses are before they can decide what they want to become.

Secondly, they seem to be oblivious to the fact that their academic performance should be aligned to career requirements before entering a particular career path. According to Gruttemeyer (2018), individuals who aspire to specific careers must make sure there is a realistic fit between their academic performance and their chosen careers. Many of the Grade 9 learners do not aspire to specific careers at their age, and they end up making subject and career choices that do not match their academic abilities realistically.

Thirdly, they are unaware of the career options available to them (Cloete et al., 2019). Learners first have to aspire to careers in order to evaluate different possible desirable career options in order to make career decisions (Gruttemeyer, 2018). As some Grade 9 learners do not have specific career aspirations at their age, they are not motivated to explore different career options on their own.

The challenges discussed above make it difficult for Grade 9 learners to make appropriate subject and career choices. Their career choices are based on their current knowledge of themselves and possible careers. Among others, it seems that they may not have the required career maturity to make wise, individual career choices. This motivated the researcher to investigate the career maturity of Grade 9 learners in Keetmanshoop, Namibia. It appears that little research has been conducted on the

career maturity of Namibian learners; therefore, this study aims to fill part of this gap in the literature.

1.3 OBJECTIVES OF THE STUDY

The objectives of this study are:

1) To determine the career maturity levels of Namibian Grade 9 learners at Keetmanshoop, Namibia.

2) To compare the career maturity levels of selected Grade 9 learners according to the following variables: gender, school type and school performance.

1.4 SIGNIFICANCE OF THE STUDY

Findings of this study may provide information regarding the way in which the career maturity of Grade 9 learners is related to their gender, school type and school performance. An evaluation of career maturity levels would allow insight into, and provide guidelines for, intervention and improvements in this area. For example, it may encourage Life Skills teachers to assist learners when making subject choices in line with their potential future careers.

The researcher envisages that the results of this study would benefit the Ministry of Education by emphasising the career development domain of Life Skills to ensure a more successful implementation of the curriculum in the Keetmanshoop schools and Namibia as a whole. A better understanding of career maturity can assist curriculum developers and teachers to facilitate more informed career decision of school learners, especially Grade 9 learners. The purpose of investigating career maturity amongst Grade 9 learners was to identify whether these learners are mature enough to make

career decisions, as well as whether gender, school type and school performance may have an influence on career maturity levels.

1.5 LIMITATIONS OF THE STUDY

Information of the career maturity of Namibian learners is limited, resulting in the adoption of findings from international research on this topic. In addition, the research instrument, the Career Development Questionnaire (CDQ), was developed for South Africa and it is not standardised for the Namibian situation. However, due to similar conditions, the researcher believes that it can be employed successfully in Namibia.

1.6 DELIMITATIONS OF THE STUDY

The study was limited to one private and three government Secondary schools Grade 9 learners in Keetmanshoop, Namibia.

1.7 DEFINITION OF TERMS

Adolescence describes the transitional phase of growth and development that occurs in the transformation of a child to an adult. This transformation occurs between the ages of 10 to 24 years (Csikszenmihlyi, 2019).

Career is a profession in which a person is trained for a permanent calling (Webster, 2019).

Career maturity is the readiness of an individual to make informed career choices because he or she possesses the knowledge, skills, identifiable characteristics and traits that are important in career development (Zunker, 2012).

Career development is the process that continues when an individual moves successfully through a set of stages where each stage is characterised by a set of distinct tasks (Schreuder & Coetzee, 2014).

Career stages are the occupational stages an individual passes through. However, each stage has its unique tasks to be mastered by the individual (Dries, 2013).

Career decision is the process by which an individual makes informed career choices that are based on personal experiences (IGI Global, 2019).

Career choice is a process by which an individual chooses a career path that involves the choices concerning education and training for a particular career (IGI Global, 2019).

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The purpose of reviewing literature is to determine what has been researched previously, as well as identify the limitations and needs that relate to the present study. A considerable number of studies on Career maturity have been conducted internationally.

This chapter will present a detailed discussion of the theoretical framework employed as point of departure for this study. Secondly, the researcher defines the construct, career maturity, and the way in which it can be developed. Previous findings related to career maturity are also highlighted. This is followed by a discussion of factors that predict the career maturity of learners according to gender, school type and school performance. Finally, the chapter concludes with a focus on career education in the Namibian context.

2.2 THEORETICAL FRAMEWORK

This study is based on the Career Development Theory of Super (1957). It recognises the selection of an occupation as a process that runs over several years. Super's theory implies that the development of an individual's career choices is directly related to the development of the individual him- or herself (Super, 1953). To make a career choice is the most important event that happens in a person's life (Bae, 2017). Super (1957) was the pioneer who proposed the term, "career maturity", which originated as a concept in the Career Development Theory.

Career maturity consists of five dimensions that a person comes across during career development; they are career attitude, self-appraisal, occupational information, goal selection, planning and problem solving (Super, 1980). These five dimensions develop via five activities that Super (1980) labels career developmental tasks. The career developmental tasks are accomplished during each of the following different stages: Firstly, the growth stage (childhood, ages 4 to 13 years) includes the tasks where children become concerned about their future and convince themselves to achieve in school and to acquire work habits and attitudes. Secondly, during the exploration stage (adolescents, ages 14 to 24 years), the adolescents and young adults are faced with the task to crystallise, specify and implement a career choice. Thirdly, during the establishment stage (young adulthood, ages 25 to 44 years), the mature adults are confronted with the task to stabilise, consolidate and advance in their careers. Fourthly, during the maintenance stage (middle adulthood, ages 45 to 65 years), the tasks are to hold on, keep up and innovate their careers. Lastly, the withdrawal or disengagement stage (retirement, ages 65 onwards) takes place when adults' work activities decelerate and they start planning for retirement (Stead &Watson, 2017).

The developmental tasks assist individuals in progressing sequentially through the five stages of career development. They can move between these stages as they adjust to changes in themselves as well as changes in the external world (Super, 1990). According to Zunker (2012), these career development stages provide a framework for career behaviour and attitudes. A study by Van Reenen (2010)

indicates that these stages have a significant impact on individuals' levels of career maturity, and eventually have an impact on their levels of career decision-making.

The concept of career maturity may or may not relate to chronological age because people cycle through each of these stages as they go through career transitions. The completion of the task at each stage of career development will allow the adolescents to achieve optimal career maturity in the future (Dodd, 2013).

Grade 9 learners were selected for the present study, and their ages ranged from 14 to 18 years. Based on Super's theory (Super, 1980), they fell in the exploration stage. The focus on the exploration stage highlights the tasks of crystallisation, specification and the implementation of a career choice. Firstly, crystallisation occurs at the ages of 14 to 18 years when it is of vital importance for adolescents to learn about themselves, as well as gain information about possible and suitable future careers (Savickas et al., 2018). During the early years of crystallisation, starting at the age of 14, adolescents are more impractical and imaginative compared to later years when they are more motivated to reach a final goal (Super, 1980). They move into a deeper exploration of self in order to discover the career choices that are appropriate for them. Thus, adolescents should make decisions on existing career choices while considering their interests, values and abilities (Bae, 2017; Eliana et al., 2016; Katoch, 2016; Lal, 2014; Medina, 2010).

Secondly, specification occurs at the ages of 18 to 21 years when they start to solidify their career goals and put their action steps in place. Lastly, the implementation of a career choice occurs at the ages of 21 to 24 years. At this stage, the adolescents

receive the necessary training and education to fulfil their goal and obtain employment in the appropriate field (Super, 1975).

The present study focuses on the career maturity of learners at the exploration stage. These learners can be considered career mature when they have accomplished each developmental task for the exploration stage (at the age levels 14 to 18 years; 18 to 21 years and 21 to 24 years). If they are not able to complete these tasks, they are not career mature (Lal, 2014). If they are career mature, they will be more likely to move into a successful transition from school to higher education or work.

2.3 DEFINING CAREER MATURITY

Career maturity is defined as a process by which a person tries to understand his or her aptitude and explore possible careers. It also refers to the degree of readiness to cope with, and choose, a career (Buys, 2014; Langley, 1990; Super, 1990; Vondracek & Reitzle, 1998). The readiness to cope involves a person's biological and social development, as well as the expectations of society for people who have reached that specific stage of career development (Super, 1990).

A career-mature person has more career information (Bin Rosdi et al., 2016). He or she does well in school, and becomes aware of own talents, skills, interests, abilities and personality (Bae, 2017; Katoch, 2016; Medina, 2010). A career-immature person falls at the opposite end of these traits (Katoch, 2016; Ӧzkamali et al., 2013; Themba et al., 2012). A career-immature person lacks information on career choices; thus, he or she does not have knowledge regarding their future career paths (Katoch, 2016; Ӧzkamali et al., 2013; Themba et al., 2012). The person ends up choosing subjects in

which he or she is not interested or enthusiastic about; the person does not perform well and, eventually, drops out of his or her studies (Isak, 2018). Consequently, the career-immature person may experience career dissatisfaction and unemployment.

2.3.1 The development of career maturity

Identifying a person's level of career maturity is imperative (Hoorn, 2013) in order to provide effective career guidance and counselling (Mbongo, 2013). Super (1969) believes that a young person should be mature enough to benefit from career counselling. Thus, career education is a very important first step. Career education refers to an organised programme of training or instruction designed to reach higher levels of career maturity (Muhammad & Asmadi, 2018).

Firstly, it should increase career self-knowledge when the person obtains information about him- or herself (this includes work values, occupational interests, personality, aptitude and family functioning), and converting this information to self-knowledge (Bae, 2017; Buys, 2014). Self-knowledge assists an individual in getting to know him- or herself better and to identify specific career needs (Raouna, 2017). Secondly, career education should teach the person effective decision-making skills, as well as ways in which to apply these skills in effective decision-making (Barendse, 2015). Thirdly, it aims at teaching him or her how to gather career information (information on different occupations, training facilities and financial support for further studies), and convert this information into knowledge of the occupational world (Themba et al., 2012). Fourthly, it teaches the person how to integrate self-knowledge and the knowledge of the occupational world to facilitate career decision-making (Buys,

2014; Themba et al., 2012). Lastly, it should help the individual to implement knowledge, such as self- and career-information, in career planning and decision-making (Barendse, 2015; Buys, 2014). These are part of the five common dimensions critical in the development of career maturity (Barendse, 2015; Buys, 2014, Themba et al., 2012).

2.4 RESEARCH FINDINGS RELATED TO CAREER MATURITY

The Grade 9 Junior Secondary school learners fall in the age category of 14 to 18 years that forms part of the exploration stage, as defined by Super (1957). A number of studies exploring the level of career maturity of adolescents have been conducted.

A study by Sivakumar and Sridhar (2016) in the Erode district, India, employed the Career Maturity Inventory Scale (CMI) and found that the level of career maturity of Grade 8 to 12 students (aged 14 to 18 years) was below average (below 30 percent). The findings of a study conducted in Medan City, Indonesia, based on this same age group, indicate that the career maturity of learners was average (between 31 to 70 percent) (Eliana et al., 2016). This study also employed the Career Maturity Inventory Form C on a sample of 206 learners who were selected by means of random cluster sampling from three secondary schools in Medan City, Indonesia.

The results of yet another study conducted in Medan City by Istiana (2017), including 86 learners, showed that their career maturity was relatively high (between 71 to 100 percent). The latter study comprised learners from only one school where they had access to the best educational facilities. Higher levels of career maturity could be expected because the learners were exposed to an environment that

stimulated career maturity. This study shows a gap in the literature since the career maturity of learners from schools with limited or no educational resources remains under-researched. In addition, in a study conducted in the Rohtak district of India by Lal (2014) who employed the Vocational Attitude Maturity Scale, 120 learners were randomly selected from both rural and urban senior secondary schools, to measure their career maturity. The sample comprised equal numbers of boys and girls. The findings showed that only 11.67% learners had high levels (between 71 to 100 percent) of career maturity, 70.83% learners had average levels (between 31 to 70 percent) and 17.5 % had low levels (below 30 percent) of career maturity.

A study was conducted by Buys (2014) in the Loreto Convent School in Gauteng, South Africa, to establish career maturity dimensions. It administered the Career Development Questionnaire (CDQ) to female learners in Grades 10, 11 and 12. The aim was to measure the stability of the construct, career maturity, as the learners progressed from one Grade to the next without any guidance. The results revealed that those learners who had chosen science-orientated subjects (Mathematics and Physical Science) scored higher in the career maturity dimensions, such as self-information, decision-making and career planning, when compared to their non-science oriented counterparts. The two groups did not differ in the career maturity dimensions of career-information and integration. Other findings by Barendse (2015), based on the same questionnaire (CDQ), included university adolescents in the Western Cape. These results indicate that participants' scored higher in the dimensions of both career information and the integration of self-information and career information when compared to the other dimensions.

Only one of the studies discussed has found low career maturity levels; another study found that the career maturity levels were average and one more study found that they were high. The findings regarding career maturity levels, therefore, remain inconclusive, which indicates that much more research in this area is necessary.

2.5. FACTORS THAT MAY PREDICT CAREER MATURITY

2.5.1. Gender

According to the reviewed literature, gender seems to be an important predictor of career maturity (Sirohi, 2013), and it correlates with career maturity (Barendse, 2015). However, research shows contradictory results regarding the levels of career maturity when related to gender.

A study conducted by Hoorn (2013) in the Western Cape of South Africa, found no statistically significant differences between males and females in their levels of career maturity. These results are consistent with other studies (Istiana, 2017; Jawarneh, 2016, Katoch, 2016; Sivakumar & Sridhar, 2016), based on their conclusion that gender does not play a significant role in the differences in the levels of career maturity between male and female adolescents. Istiana (2017), Katoch (2016), Sivakumar and Sridhar (2016) targeted secondary school learners as the population, while a study conducted in Australia by Jawarneh (2016) targeted university students as the population from which their sample was drawn.

Contrary to the studies mentioned above, a study conducted by Bae (2017) reports that the level of career maturity of female adolescents was generally higher than that of male adolescents. These results are consistent with other studies (Barendse, 2015;

Lal, 2014; Sirohi, 2013; Tekke & Ghani, 2013) based on their conclusion that gender does play a significant role in the differences in the levels of career maturity between male and female adolescents. Lal's study (2014) found that more female adolescents fell in the category of high career maturity while more male adolescents fell in the categories of average to low career maturity. The study by Sirohi (2013) reveals that females' level of career maturity was higher than that of males while the study by Tekke and Ghani (2013) displays females' level of career maturity as fairly higher than that of males.

On the other hand, some studies indicate males to be more career mature than females. For example, in the study by Barendse (2015), 149 university participants completed the Career Development Questionnaire (CDQ). The participants comprised 104 females and 45 males ranging from 18 to 28 years who were supposed to have received career counselling. Five sub-scales of career maturity of the CDQ (self-information, decision-making, career information, integration of self-information and career information, as well as career planning) were tested. It was found that males had scored higher than females on all five CDQ dimensions of the instrument. There were several limitations in this study. Firstly, the method of convenience sampling could have had an impact on the results, because not all the respondents had been exposed to career counselling. Secondly, the disproportionate representation of gender in the study might have given results that were gender biased.

2.5.2. School type

The environment to which adolescents are exposed may determine their levels of career maturity (Jakhar, 2014). Jakhar (2014) found that there was a positive correlation between career maturity and school environment. The study also observed that, in a healthy school environment, adolescents became more mature and could choose their careers more wisely. These findings are consistent with other research findings (Sharma & Ahuja, 2017; Sirohi, 2013) that investigated government and private school adolescents' career maturity. The career maturity of adolescents can increase when they are exposed to an environment that stimulates them to strive towards career maturity (Medina, 2010).

The type of school is also an important predictor of career maturity (Sirohi, 2013), and it correlates with career maturity (Katoch, 2016). Some studies (Jakhar, 2014; Sirohi, 2013; Sivakumar & Sridhar, 2016) have confirmed the effect of school type on career maturity. Sharma and Ahuja (2017) included 100 adolescents from both government and private schools in their study on career maturity, and concluded that private school adolescents scored better on career maturity than government school adolescents.

Sirohi (2013) applied the Indian-adapted Career Maturity Inventory Attitude Scale (CMI) to a sample of 160 class X (Grades 8 to 12 class groups). Learners were randomly selected from eight secondary schools in the South and South West Districts of Delhi. The study determined the level of career maturity of males and females on each scale of the CMI according to the characteristics of the school that

they attended. Vocational guidance was part of the school curriculum in both government and private schools. The results indicated that in the government and private schools, 80% of males and 60% of females showed average levels of career maturity in the decisiveness, involvement, independence, orientation and compromise components of making career decisions. It was also reported that the private school learners scored better on every scale of career maturity when compared to the government school learners.

The findings from the above study are contrary to the findings of Sivakumar and Sridhar (2016) since they report no significant difference in career maturity of government and private senior secondary school adolescents. Their study employed a sample of 200 adolescent students selected randomly from eight senior secondary schools in the Erode district of India (Sivakumar & Sridhar, 2016).

2.5.3. School performance

School performance is another important predictor of career maturity (Bae, 2017; Tekke & Ghani, 2013; Yon et al., 2012). Research also found that school performance correlated with career maturity. For example, Tekke and Ghani (2013) found a moderate correlation (r= .207) between Grade point average and career maturity of Asian youth. This is an indication that Grade point average has a significant and positive relationship with career maturity.

A longitudinal study by Bae (2017) employed stratified sampling to select 9000 Korean learners in the age range of 17 to 25 years. The sample included 36.8% learners who were in the second and 36.1% in the third Grade of secondary school

while 27.1% attended college or university. Academic performance was measured by means of self-report by the respondents and was categorised in five levels of performance (1 to 5) based on comparisons with other class learners. The study established that the academic performance of Korean youth related closely to their career maturity. Learners with high academic performance tended to be more interested in their future careers. Furthermore, they actively sought information of possible careers, and took concrete steps to make career choices. Bae (2017) also reports that students exhibiting low academic performance had low self-esteem and low self-efficacy, and tended to avoid activities related to career exploration and preparation. These findings are consistent with those of Yon et al. (2012) who report that adolescents with low academic performance showed a lower level of career maturity when compared to adolescents exhibiting high academic performance.

2.6 CAREER EDUCATION IN THE NAMIBIAN CONTEXT

Many Namibian learners do not receive sufficient career education at home and at school (Isak, 2018). This may have an effect on their career maturity and ability to make wise subject and career choices (Themba et al., 2012). Some parents and teachers lack the skills to provide emotional support and do not understand the emotions that learners experience when faced with difficult educational and vocational challenges. Parents sometimes impose their own goals on their children, instead of acting as guides who enable their children themselves to discover who they are.

Some parents and teachers find it difficult to respect learners' differences, which could have been enormously helpful in their career development. Parents and teachers sometimes lack the genuine interest to support learners' career plans. Thus, they sometimes do not encourage learners to explore career options. This situation has created a "gap" that encouraged the present research in this area because no specific information about learners' career maturity was available.

2.6.1 The Curriculum

The Namibian school curriculum is updated regularly to ensure that it remains relevant, and provide learners with a variety of opportunities to pursue areas of competence and interest (Tubaundula, 2014). The implementation of the curriculum for the Junior Secondary Phase (Grades 8 to 9) provides learners with opportunities to explore a wide range of subjects (Cloete et al., 2019). These school subjects become more diverse when a degree of choice is introduced. This degree of choice is outlined briefly.

2.6.1.1 *Compulsory promotional subjects and support subjects*

During the Junior Secondary Phase, learners continue to take compulsory promotional subjects, such as English, another language, Physical Science, Life Science, Geography, History and Mathematics (NIED, 2016b). They also take, together with a reading period, non-promotional support subjects, such as Arts, Life Skills, Physical Education, Religious and Moral Education and Information and Communication.

This phase builds upon learners' previous knowledge and those skills acquired in the Senior Primary Phase; their values and attitudes are strengthened and they are prepared for the continuation of their studies. It also allows them to make informed subject choices for future career opportunities (NIED, 2016b).

2.6.1.2 *Basic pre-vocational subjects*

The revised curriculum Basic, Pre-vocational Skills Course was piloted for two years at Resource Schools (Kapitako, 2019). The curriculum was implemented in 2018 in the mainstream schools. It gives learners an opportunity to choose two elective, pre-vocational subjects either from the academic stream or pre-vocational stream subjects. The academic stream subjects consist of Agricultural Science, Accounting, Office Practice, Entrepreneurship, Computer Studies, Design and Technology, Visual Arts and Integrated Performing Arts while the pre-vocational stream subjects consist of Home Economics, Fashion and Fabrics, Hospitality, Technical Drawing and Technical Studies A, B, or C.

The curriculum has been designed to assist learners to qualify in a trade and further their training by developing skills in woodwork, welding, motor mechanics, plumbing, office practice, practical edu-care, hairdressing, food preparation and housekeeping (Kapitako, 2019).

2.6.1.3 *Life Skills as a support subject*

Life Skills is considered important, but there are also challenges. In the Life Skills syllabus of Grades 8 and 9, many topics, comprising three domains, namely Holistic

Wellness, Civic Affairs and Career Guidance (NIED, 2016a) need to be discussed. The career domain is the focus point in this study because career education only forms part of the curriculum, thus, it does not provide enough opportunity for learners to develop career maturity. However, teachers, parents and the community are also important agents in the development of learners' career maturity.

The Career domain in the Grade 9 section of the JSC Life Skills syllabus (Grades 8 to 9) promotes the following aims in the curriculum (NIED, 2016a):

1) To develop skills: The career guidance teacher teaches learning styles, a positive attitude to study, study plan, concentration and competition. When implemented correctly, these topics provide the necessary skills for learners to succeed in each subject.

2) Emphasise career guidance: The career guidance teacher should assist learners with making choices regarding their future careers by providing them with information about different careers, the requirements for a specific career, the route they need to follow to obtain these requirements, as well as the personality traits and abilities they will need for a specific career (Hako & Mbango, 2018).

3) Provide orientation and exploration: The career guidance teacher should work closely with local businesses, industry and the community. The aim is to prepare learners for the world of work (Hako & Mbango, 2018) by making career fairs and career exhibitions available for learners.

2.6.2 Overall challenges

Every school should have at least one teacher with training in Life Skills or a teacher who has experience in this area (NIED, 2016a). The Life Skills teachers are not only responsible for teaching the Life Skills syllabus and providing guidance and counselling to learners; they are also full-time subject teachers (Mbongo, 2013). The guidance and counselling programme in schools is squeezed into the current academic timetable, so that it will not affect teachers' class time (Mbongo, 2013). However, the most important challenge that accompanies the above is the implementation of the curriculum (NIED, 2016b).

Only 2 periods (40 minutes each) in a 7-day cycle (NIED, 2016a) have been allocated to Life Skills. Teaching the different Life Skills domains takes up much of the class time. This makes it difficult for the Life Skills teacher to allocate enough time (one-on-one or in a group) for career guidance and counselling during school hours (Mbongo, 2013). Sometimes the Life Skills periods are utilised for promotional subject class teaching in order to finish the curriculum. Thus, Life Skills teachers have to create their own time for one-on-one career guidance and counselling outside school hours, a situation that is often impossible to negotiate (Mbongo, 2013).

2.7 CONCLUSION

Taken together, the Career Development Theory (Super, 1953) was developed in a western or high-income context; the researcher believes that it is also relevant in the Namibian context. Although the influences in the context may differ, the basic

dimensions, stages and career developmental tasks contributing to the development of the individual's career maturity would be very similar.

Reviewing the literature has indicated that gender, school type and school performance are predictors of career maturity and correlate with career maturity. The literature reviewed also assisted the researcher to come to a better understanding of the way in which gender, school type and school performance affected career maturity, consequently, ameliorating her understanding of the development of career maturity among the Keetmanshoop youth with the help of the curriculum and Life Skills as a support subject.

In addition, most studies have sampled senior high-school adolescents (16-18 years) who were in the sub-crystallisation and later-crystallisation stages. Other studies sampled university or military adolescents (early adulthood) who were in the specification stage (Super, 1957). A limited number of studies sampled junior high-school adolescents (14-15 years) who were still in the beginning of the crystallisation stage, thus creating a gap in research. Unlike previous investigations, this research study examined the development of the career maturity of middle adolescents (14-18 years) who were in the Junior Secondary Phase of school in Keetmanshoop.

CHAPTER 3: RESEARCH METHODS

3.1 INTRODUCTION

This chapter explains the research methodology of this study. Firstly, the research approach and design are explained, followed by a description of the population and the way in which the sample was selected.

Subsequently, the researcher elaborates on the research instruments and the data collecting procedures. Finally, the chapter concludes with detailed descriptions of the methods employed for data analysis, as well as the ethical considerations adhered to in this study.

3.2 RESEARCH DESIGN

The research is rooted in a quantitative research approach in the post-positivism research paradigm under which a researcher can study the social world in a similar way as the natural world (Mertens, 2015). It also suggests that the social world can be studied by employing a method in a value-free manner to arrive at explanations of a causal nature. Mertens (2015) advocates that the researcher should remain objective to prevent values and bias from influencing the work. This paradigm was suitable for this study as the research investigated the career maturity of learners in an objective way.

A quantitative approach to research is structured and controlled by a research method that answers specific research questions. Survey research use quantitative research where the researcher administers a survey to a sample or to the entire population of

people to describe the opinions, attitudes, behaviours or characteristics of the population (Tanny, 2018). In a survey, researchers collect quantitative numbered data using questionnaires or interviews. They statistically analyse the data to describe trends about responses to questions and to test research questions or hypotheses. Surveys also provide useful information to evaluate programs in schools (Tanny, 2018). Thus, this study employed a survey design to collect objective, numerical data without the researcher interacting and influencing participant outcomes. A valid and reliable, standardised, psychometric instrument (Career Development Questionnaire) was utilised to measure the levels of career maturity of learners.

3.3 POPULATION AND SAMPLE

A population is any group that forms the subject of research interest to whom the results can be applied to (Mertens, 2015). According to Sekaran and Bougie (2010), a single member of a population is called an element. At the time of the research, there were five secondary schools located in Keetmanshoop, and approximately 1527 elements made up the population (MoE, 2019). When the population is very large, the study of all its elements is not always possible, thus employing a sampling technique makes it more practical to gather useful information (Sekaran & Bougie, 2010).

A sampling technique helps to generate a sample that is as far as possible representative of the entire population (Mertens, 2015). Cluster sampling is utilised with naturally occurring groups of individuals (Mertens, 2015). The researcher first identified all the schools that occurred naturally. Then random sampling was

employed to determine the schools from which to select specific learners as part of the sample. The names of the four natural-occurring, government secondary school names were placed in a bowl and the researcher picked three at random. The only private school in Keetmanshoop was also included in the sample. The main reason was to work toward the objectives of the study by drawing conclusions founded on the career maturity of Grade 9 learners based on school type and school performance. The sample thus consisted of four secondary schools (one private school and three government schools). The research study was limited to Keetmanshoop town only in order to minimise travelling costs.

The researcher decided that Grade 9 learners would be the preferred population for this study and, therefore, excluded all other Grades. It is assumed that these learners should have developed the required career maturity to be able to make subject choices and, to some extent, career choices (Buys, 2014).

Simple random sampling gives each member of the population an equal chance to be selected. This technique would have been utilised if the return of parent consent letters exceeded 200. Parent consent letters were handed to 70 learners at each of the three government schools, totalling 210 learners. All 22 learners in the private school took consent forms. The private school learners, together with the government school learners, made up 232 learners. However, after the distribution of 232 parent consent letters, only 138 were returned. There are three possible reasons for the poor response rate from parents: Firstly, the consent form was in English and many parents might have preferred Afrikaans. Secondly, the consent letter might have been too long and detailed for easy understanding. And thirdly, the research was done after school.

Parents might not have felt comfortable to let their child give up lunchtime, homework time or to be picked up later from school. Consequently, all participants whose parents gave consent were included in the sample.

Table 1

Number of government and private school learners

Respondents	(Government school A)	(Government school B)	(Government school C)	(Private school)	Total
Girls	41	11	22	8	82
Boys	9	19	14	14	56
Total	50	30	36	22	**138**

The final sample thus consisted of 138 Grade 9 learners from three government secondary schools and one private school. The sample consisted of 56 boys (42 boys from the government schools and 14 boys from the private school) and 82 girls (74 girls from the government schools and 8 girls from the private school) in the town of Keetmanshoop (see Table 1). Learners were on average 15.36 years old, with a standard deviation of 0.94 ranging from 14 to 18 years.

3.4 RESEARCH INSTRUMENT

The Career Development Questionnaire (CDQ) as an instrument developed by Langley (1990) is a self-rated, multifactorial measure, which determines the readiness of adolescents and young adults to make career decisions (Hoorn, 2013). The instrument was standardised for South African adolescents in the South African context (Langley, as cited in Themba et al., 2012). Based on the manual (Langley et

al., 1996) and recent research in career development and maturity, it can be assumed that the five dimensions (self-information, decision making, career information, integration of self-information with career information and career planning) are important stages in the development of career maturity. The five dimensions of the CDQ each contains 20 items, making up 100 items in total (Langley et al., 1996). The individual's response to the items in the CDQ is a forced choice between "True" and "False" (Langley et al., 1996; Themba et al., 2012). The CDQ requests the biographical information of learners, which provides information on gender and school characteristics. The mark schedule for the end of semester 1 for each Grade 9 class group was utilised to determine academic performance.

The Career Development Questionnaire (CDQ) was administered to determine the career maturity levels of Namibian Grade 9 learners. When reviewing literature on the studies on each dimension scale of this instrument, the following was found:

A number of studies (Barendse, 2015; Hoorn, 2013; Themba, 2010; Themba, et al., 2012) in which the Career Development Questionnaire (CDQ) was administered were conducted in South Africa. Langley et al. (1996) report that the CDQ was reliable and valid when the norms were set. The CDQ's internal consistency reliability coefficients for secondary school learners across language groups range from 0,66 to 0,82. This supports the CDQ's reliability when utilised with learners from different languages. High, internal consistency reliability coefficients that range between 0.45 and 1.00 for the CDQ was reported. This indicates that when the CDQ is repeatedly administered to the same person, similar results will be obtained. In

terms of validity, Langley et al. (1996) employed a content-related method to determine validity for the CDQ.

Themba et al. (2012) administered the CDQ to a sample of 333 military officers. A pilot study was conducted to confirm the reliability and validity of the instrument. This study found that the CDQ had high internal consistency, with a reliability coefficient ranging between 0.70 and 0.89. The participants' mean scores in all the CDQ dimension scales reflected a negative distribution in this study. This indicated that the participants' level of career maturity was relatively high on all the CDQ dimension scales. Themba et al. (2012) also found inter-correlation coefficients that existed between the five dimensions of the CDQ. This suggests that an individual who maintains a certain level of career maturity in one dimension is expected to maintain the same level in other dimensions. It provides further evidence of construct validity (that the five dimensions measure the same construct, namely career maturity) (Themba et al., 2012).

These findings are consistent with the findings of Hoorn (2013) who engaged a sample of 303 first year university students. Hoorn utilised the set norms for the CDQ, and found that a statistically significant relationship existed between career maturity and the five dimension scales of the Career Development Questionnaire (CDQ). Based on the above findings, the researcher considered the CDQ as a suitable and reliable instrument for the present study.

The biographical information of the respondents, such as Grade, gender, age, home language and type of secondary school, was also collected. This enabled the

researcher to compare the most prominent findings on career maturity with respect to selected variables.

3.5 PROCEDURES

The researcher sought permission from the University of Namibia (see Appendix A), the Ministry of Education Arts and Culture, the Executive Director (see Appendix B), the Director (see Appendix C) and the principals to conduct the study.

After receiving ethical clearance from the University of Namibia, the selected schools were approached. The researcher made individual appointments with the principals of the selected schools to explain the research in order to obtain their co-operation. The Life Skills teachers assisted the researcher by distributing and collecting parent consent forms from the learners, and they provided the opportunity for the researcher to administer the questionnaires. The questionnaires were administered immediately after school. The researcher collected the questionnaires as soon as the learners had completed them. Furthermore, the End of Term 1 Mark Schedule for the learners' academic performance was collected and stored safely by the researcher for data analysis purposes.

3.6 DATA ANALYSIS

The researcher employed the Statistical Package for the Social Sciences (SPSS) to analyse the specific scores and test scores for the five CDQ dimensions for this study. Descriptive statistics, such as mean, median, mode and standard deviations, were utilised to determine the levels of career maturity of the learners. Differences for

gender and school characteristic were determined by conducting the t-test. A Pearson correlation was employed to determine the correlation between career maturity and school performance. The total career maturity scores of learners' were compared to their academic scores. The t-test and Pearson correlation formed part of the inferential statistics.

3.7 RESEARCH ETHICS

The researcher obtained permission from the school principals, and then informed all relevant parties regarding the purpose of the research. It was important that the participants returned the informed parental consent letters prior to the administration of the questionnaire (see Appendix D). Before the administration of the questionnaire, the researcher invited the participants to participate voluntarily in the research study. The researcher explained the purpose of the research, and assured anonymity. After signing the informed assent letter, the researcher personally administered the questionnaire to the Grade 9 learners.

The participants were reminded that they could withdraw without any consequences. The researcher continuously ensured confidentiality as the completed questionnaires contained the learners' names. Questionnaires were coded and no names were revealed at any stage of the research process. Data, including hard copies and electronic data, will be stored securely in a safe place for a year so that educational departments can have access to results. Afterwards, manual data will be burned and electronic data will be deleted.

3.8 CONCLUSION

This chapter addressed the research methods employed and outlined the research design, selection of the population and sample. It also described the research instrument employed, as well as discussed the reliability and validity of the instrument.

It also presented the procedures employed and the research ethics to which the researcher adhered. Additionally, the data analysis techniques, comprising descriptive and inferential statistical techniques, were discussed.

CHAPTER 4: RESULTS

4.1 INTRODUCTION

This chapter presents the results of the study. The data pertaining to descriptive statistics include the exploration of the five dimensions of career maturity, namely self-knowledge, career knowledge, career decision-making, career planning and the integration of self-information with career information.

The biographical section of the questionnaire collected data related to gender and school type whereas the mark schedule collected data related to school performance. Subsequently, career maturity is presented by means of inferential statistics.

4.2 BIOGRAPHICAL INFORMATION

The biographical questionnaire was administered to 138 Grade 9 learners with an average age of 15.36 years and a standard deviation of 0.94, ranging from 14 to 18 years. These learners were from Keetmanshoop, a town in the //Kharas region in the southern part of Namibia.

Of the 138 participants in this study, 82 (59%) were female and 56 (41%) were male. The majority of the respondents attended public schools 116 (84%) while 22 (16%) attended a private school.

4.3. CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS

Research objective 1 was to determine the career maturity levels of Namibian Grade 9 learners in selected schools in Keetmanshoop. Table 2 reflects some of the norms

for each CDQ dimension as derived from the manual (Langley, 1990). Super (1980) proposed five dimensions (career attitude, self-appraisal, occupational information, goal selection, planning and problem solving) that a person comes across during career development. Langley (1990) included five CDQ dimensions grounded on Super's theory and considered socioeconomic factors as prominent in the South Africa context. All five CDQ dimensions comprised 20 items and thus a minimum score of 0 and a maximum score of 20 could be recorded. The researcher employed Langley's manual (1990) to calculate the percentages in order to determine four categories, namely high, average, low and very low, for each of the five dimensions.

With regards to self-information, integration of self-information and career information, as well as decision-making, a score of 15-20 (75-100%) indicates high or adequate maturity levels; a score of 11-14 (55-70%) indicates average or improved maturity levels; a score of 7-10 (35-50%) indicates low or inadequate maturity; a score of 0-6 (0-30%) indicates very low maturity or little knowledge. With respect to career planning, a score of 13-20 (65-100%) indicates high or adequate maturity levels; a score of 9-12 (45-60%) indicates average or improved maturity levels; a score of 5-8 (25-40%) indicates low or inadequate maturity; a score of 0-4 (0-20%) indicates very low maturity or little knowledge. With regards to career information, a score of 12-20 (60-100%) indicates high or adequate maturity levels; a score of 8-11 (40-55%) indicates average or improved maturity levels; a score of 4-7 (20-35%) indicates low or inadequate maturity; a score of 0-3 (0-15%) indicates very low maturity or little knowledge (see Table 2).

Table 2

Learners' career maturity levels for each of the five CDQ dimensions

	High maturity (adequate)		**Average maturity (improved)**		**Low maturity (inadequate)**		**Very low maturity (little knowledge)**		**Median score**	**Mean score**	**Score SD**
Percentage %	**75-100**		**55-70**		**35-50**		**0-30**				
Normed score Indication	**15-20**		**11-14**		**7-10**		**0-6**				
	f	**%**	***f***	**%**	***f***	**%**	***f***	**%**			
Dimensions											
Self-information	44	32	75	54	19	14	0	0	13	13.3	2.86
Integration (self and career)	45	33	60	43	33	24	0	0	15	13.0	2.99
Decision making	38	28	54	39	37	27	9	6	15	12.3	3.82
Percentage %	**65-100**		**45-60**		**25-40**		**0-20**				
Normed score indication	**13-20**		**9-12**		**5-8**		**0-4**				
Career planning	45	33	55	40	32	23	6	4	15.5	10.9	3.97
Percentage %	**60-100**		**40-55**		**20-35**		**0-15**				
Normed Score indication	**12-20**		**8-11**		**4-7**		**0-3**				
Career information	51	37	46	33	31	23	10	7	17.5	10.1	4.39
Average all dimensions	**44.6**	**32.6**	**78**	**41.8**	**30.42**	**22.2**	**5**	**3.4**	**15**	**11.9**	

N=138

Table 2 shows that the mode score for the dimensions self-information (12), integration (12), decision-making (13) falls in the category 55-70%, indicating average maturity, and career planning (10) falls in the category 45-60%, which also indicates average maturity. This indicates average levels of career maturity for these four dimensions, while career information (12) falls in the category (60-100%) that indicates high levels of career maturity. Table 2 also presents means and standard deviations for each CDQ dimension.

Langley's manual (1990) was also utilised to compare the mean scores for each of the five dimensions to the norm group based on secondary school Grade. It was found that the mean score for self-information (13.34 sampled; 14.52 normed), integration of self-information and career information (13.01 sampled; 14.41 normed) and decision-making (12.28 sampled; 14.55 normed) fell in the category of 55-70% which indicates average career maturity. Career information showed the highest SD (4.39). In terms of career planning, the mean score (10.93 sampled; 12.66 normed) falls in the category of 45-60% which also indicates average career maturity. For career information, the mean score (10.06 sampled; 11.96 normed) falls in the category of 40-55 percent which indicates, once again, average career maturity. In all cases, the mean scores for the sampled group were below the normed group and, thus, fell in the category of average career maturity.

Relatively low numbers of learners demonstrated high levels of career maturity in all five dimensions as these percentages ranged between 28% and 37% with a mean of 32.6% of learners showing high levels of career maturity. Equal numbers of learners (33%) showed high levels of career maturity for integration of self and career information (75-100%), as well as for career planning (65-100%). On the other hand, on average, only 3.4 % of learners demonstrated very low levels of career maturity (0 to 30%). Only two dimensions (self-information and integration) recorded no scores for the category "very low career maturity" (0-30%). When one looks at the average scores, it appears that, even though 22.2% presented low levels (35-50%) of career maturity, 41.8% demonstrated average levels (55-70%) and 32.6% demonstrated high levels of career maturity.

4.4 DIFFERENCES IN CAREER MATURITY BY GENDER, SCHOOL TYPE AND PERFORMANCE

Research objective 2 was to compare career maturity levels of Grade 9 learners according to the following variables: gender, school type and school performance. A Levene test was conducted to determine whether the groups were similar enough to continue with the t-test. The test revealed similarity between all groups. The t-test was employed to study the differences for gender and school type while Pearson correlation was utilised to study the relationship between career maturity and school performance. The total career maturity score of learners was compared with their academic Grade average.

4.4.1 Gender differences in career maturity

Table 3

Differences in career maturity by gender

Independent Samples t-test						
	Gender	N	Mean	Mean difference	Sig	T
Self- Information	Female	82	12.85	-1.2	0.015*	-2.5
	Male	56	14.05			
Decision- Making	Female	82	11.43	-2.1	0.001*	-3.3
	Male	56	13.54			
Career information	Female	82	8.79	-3.1	0.000*	-4.4
	Male	56	11.91			
Integration of SI with CI	Female	82	12.59	-1.0	0.044*	-2.0
	Male	56	13.63			
Career planning	Female	82	10.07	-2.1	0.002*	-3.2
	Male	56	12.20			
Mean all CDQ Dimensions	Female	82	11.09	-1.9	0.000*	-3.9
	Male	56	12.98			

*p<0.05 – Statistical significant difference

Table 3 reflects the results that indicate statistical significant ($p<0.05$) differences for the total career maturity and for all CDQ dimensions based on gender. In all five dimensions of the CDQ males obtained higher career maturity levels than their female counterparts. These differences ranged from 1.2 to 3.1 points (out of a possible 20 points). The biggest difference in mean scores was for career information (-3.1) and for integration of self-information with career information (1.0). As far as the average for all five dimensions is concerned, males scored 12.98 and females 11.09 (mean difference of -1.89). All these differences were found to be statistically significant ($p<0.05$). This implies that the differences in career maturity between males and females can be generalised to the population of this study, which are Grade 9 learners in Keetmanshoop, Namibia.

4.4.2 School type differences in career maturity

Table 4

Differences in career maturity by school type

Independent samples t-test						
	Type of school	N	Mean	Mean Difference	Sig	t
Self-information	Government	116	12.69	-4.0	0.000*	-6.6
	Private	22	16.74			
Decision-making	Government	116	11.65	-4.0	0.000*	-4.5
	Private	22	15.63			
Career information	Government	116	9.22	-5.3	0.000*	-5.3
	Private	22	14.47			
Integration of SI with CI	Government	116	12.47	-3.4	0.000*	-5.0
	Private	22	15.89			
Career planning	Government	116	10.18	-4.8	0.000*	-5.3
	Private	22	14.95			
Mean all CDQ Dimensions	Government	116	11.2	-3.5	0.000*	-6.3
	Private	22	15.5			

**p<0.01 – Statistical significant difference

Table 4 reflects the results of the study regarding differences in career maturity based on school type. Learners from the private school demonstrated substantially higher career maturity levels in all five CDQ dimensions when compared to those from government schools. These differences ranged from 3.4 to 5.3 points (out of a possible 20 points), with the biggest difference in the dimension of career information (5.3 points). The smallest difference in mean scores was for the dimension of integration of self-information and career information (3.4). As far as the average of all five dimensions is concerned, government school learners scored 11.21 and private school learners scored 15.23 (mean difference of 4.0). All of these differences were found to be statistically significant ($p<0.01$). This implies that the differences in career maturity between learners at government schools and those at private schools can be generalised to the population of this study, which are Grade 9 learners in Keetmanshoop, Namibia.

4.4.3 Correlation between participants' academic Grade average and CDQ scores

Table 5

Correlation between participants' academic Grade average and CDQ scores

Correlation			
		Learner academic grade average	**Total CDQ**
Learner academic grade average	R	1	**.431****
	Sig. (2-tailed)	.000	.000
	N	138	138
Total CDQ	R	**.431****	1
	Sig. (2-tailed)	.000	.000

**Correlation is significant at the 0.01 level.

Pearson correlation measures the degree and direction of a linear relationship that exists between two variables (Mertens, 2015). The results indicate a moderate positive relationship ($r = 0.431$) between academic Grade average and career maturity for the sampled group. The relationship between the two variables was also statistically significant ($p < 0.01$). This is actually quite a high positive correlation, which implies that, as Grade point average increased, the career maturity of learners also increased. It, furthermore, indicates that this finding can be generalised to the entire population of all Grade 9 learners in Keetmanshoop.

Squaring the CDQ-Grade average correlation coefficient of 0.431 produced an r-squared of 0.186, or 18.6%. In other words, Grade average explains about 18% of the variability of career maturity. It is important to note that the existence of a correlation between two variables indicates that changes in one variable are associated with changes in the other variable. However, correlation does not mean that the changes in one variable actually cause the changes in the other variable.

4.5 CONCLUSION

This chapter provided a detailed description of the results of the study. A holistic picture of the learners' career maturity, determined under five dimensions (self-information, career information, integration of self and career information, career planning and decision-making), was given. The chapter also included differences in gender and school type. A correlation study was conducted to establish the relationship between learners' academic Grade average and CDQ scores. The next chapter will be a discussion of the results in more depth.

CHAPTER 5: DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The final chapter presents a discussion to highlight the findings as presented in Chapter 4. References are made to relevant research studies in relation to the findings of the current study. The discussion, furthermore, includes results of the levels of career maturity obtained from the measures of central tendency related to the questionnaire, a t-test and Pearson correlations between the variables.

The research objectives will guide the discussion. Firstly, the researcher set out to determine the career maturity levels of Grade 9 learners in Keetmanshoop, Namibia. Secondly, the career maturity levels of Grade 9 learners were compared according to the following variables: gender, school type and school performance. Furthermore, educational implications, as well as conclusions derived from this research study, are stated. Lastly, the chapter ends with recommendations.

5.2 DISCUSSION OF THE CAREER MATURITY LEVELS OF GRADE 9 LEARNERS

Based on the mean scores of the CDQ, Grade 9 Junior Secondary School learners in this study attained lower means when compared to the norm group in all five CDQ dimensions (Langley, 1990). The mean scores for the current study ranged from 10.1 to 13.3 for all dimensions, which indicates average levels of career maturity. Buys (2014) administered the same questionnaire that showed higher mean scores in a

range from 14.3 to 15.9 for the science-oriented field and 13.2 to 15.4 in the non-science oriented field. This indicates that the level of career maturity for the science, as well as the non-science, oriented fields in that study (2014) was generally higher than that of the present Namibian sample. Learners in the current study showed the highest mean levels of career maturity in self-information (13.34), integration of self and career information (13.01) and decision-making (12.28). These results support Buys (2014) and Jawarneh (2016) who report that participants scored higher in career maturity dimensions, such as self-information, decision-making and integration, than in other dimensions. It partially supports the study of Barendse (2015) which found participants level of career maturity to be average, with higher mean scores in two dimensions (self-information and integration). Contrary to the present study, Barendse's results (2015) show the lowest mean scores (9.95) in decision-making, and this indicates low maturity. According to Super (1990) the individual is said to be ready to make a career decision if his/her existing knowledge assists him/her to make a career decision and is supported by adequate information collected about the career through exploration.

Despite having equipped himself/herself with the required career information and explored different careers, it is not worth much when a learner does not have the necessary decision-making skills (Super, 1990). The results of the current study in the three dimensions revealed that in the self-information dimension, learners were able to identify the strengths and weaknesses related to their future careers. With regard to career decision-making, learners thus showed average abilities to make career decisions that matched their abilities. Under integration of self and career

information, learners had some ideas of the ways in which to match their abilities and potential with the occupations considered.

On the other hand, the current study refutes findings by Barendse (2015) that indicate the highest mean scores in career planning (12.15). In the current study, the lowest mean (10.93) was in this dimension. In order to score high on career planning, learners have to consult pamphlets, books and the internet to remain up to date with professions that interest them. They make use of career information to explore different careers in order to plan for a career (Super, 1990). The results of the present study give an indication that learners were not able to keep up with the latest information to explore careers in order to plan for a career. This might be due to the fluctuating economic changes in current job developments. Learners have to make a bigger effort to plan for their careers. However, the results for career information and career planning in this study are consistent with the findings of Jawarneh (2016) who also found career maturity to be moderate in these dimensions.

The current study indicated that the overall career maturity mean (11.9) of learners falls in the average category (55-70 percent). It refutes the study of Sivakumar and Sridhar (2016) that found that learners' level of career maturity was below average (30 percent). The findings in the study by Lal (2014) show that only 11.67% of learners had high levels (between 71 to 100 percent), 70.83% learners had average levels (between 31 to 70 percent) and 17.5 % had low levels (below 30 percent) of career maturity. These findings are refuted by the fact that learners' scores were average in the current study.

5.3 GENDER DIFFERENCES IN CAREER MATURITY

The results relating to the second research objective indicate that significant differences were present in the five dimensions of the CDQ based on gender. The present study indicates that in all five dimensions of the CDQ males obtained higher career maturity levels than their female counterparts, these findings were similar to those of Super (1990). This finding is contradictory to other research that found females to outperform males (Bae, 2017; Tekke & Ghani, 2013; Sirohi, 2013) and to studies that found no difference between males and females with regards to career maturity (Hoorn, 2013; Istiana, 2017; Jawarneh, 2016).

A significant difference in career maturity based on gender was found in the current study as it indicates that males scored significantly higher in decision-making and career information than females. This finding supports the study of Themba et al. (2012) who found matric males and candidate male officers to score significantly higher in career information, decision-making and overall career maturity than matric females and candidate female officers. The results also support the study by Barendse (2015) which found males scoring significantly higher in decision-making than their female counterparts. On the other hand, an inconsistency exists between the results of the current study and that of Barendse (2015) who found no significant difference with respect to gender when integrating self-information with career information. Furthermore, the current findings contradict the results of Seabi (2012) who found no significant difference in gender in the process of making a career decision.

Research has indicated that men, when compared to women, were traditionally more

career-oriented (Sullivan & Crocitto, as cited in Themba et al., 2012). Women are traditionally seen as dependent on men and that the career aspect is new to them. Thus, males are expected to score higher on career maturity than females (Watson et al., 1995, as cited in Barendse, 2015; Super, 1990). The study by Bosch et al. (2012) indicates that females, when compared to males, experienced more complications in their career choices because of the need to balance their roles at work and with their families.

The educational implications of the findings are as follows: Girls should be encouraged to think more about their future careers, as it seems they are even less career mature than boys are.

5.4 SCHOOL TYPE DIFFERENCES IN CAREER MATURITY

The results also indicate that significant differences were present in the five dimensions of the CDQ based on school characteristics. Learners from private schools demonstrated substantially higher career maturity levels in all five CDQ dimensions when compared to those in government schools. The biggest difference in mean scores was for the dimension of career information (5.25). The smallest difference in mean scores was for the dimension of integration of self-information and career information (3.4). These results are consistent with previous research that indicates that private school students showed higher career maturity when compared to their counterparts in government schools (Istiana, 2017; Katoch, 2016).

Research has indicated that private school learners were more career-oriented when compared to government school learners (Sharma & Ahuja, 2017). Private school

learners are expected to score higher in career maturity dimensions than government school learners do. A study by Sharma and Ahuja (2017) indicates that private school students achieved high scores in every component of career maturity, and this is consistent with the results of the present study. This might be due to the economic stability of private school learners as they typically come from homes with higher socio-economic status and their parents normally have higher-level education. These factors contribute to the finding; thus, school type cannot be regarded as the only contributing factor. These factors enabled them to connect with the modern educational environment of work that promotes awareness of future career choice (Sharma & Ahuja, 2017). Contrary to the present study, Barendse (2015) found no difference in all of the five CDQ dimensions based on the type of school students attended. Another study (Sivakumar & Sridhar, 2016) also indicates no significant difference between government school and private school learners' levels of career maturity. It suggests that school characteristics have no effect on the process when learners in the government school or private school make career choices. A possible explanation for this might be that, in some countries, both private and government schools receive similar opportunities with regard to the provision of career counselling, which in turn gives them more equality in terms of career maturity (Katoch, 2016).

We should keep in mind the differences in educational and social environments of schools. Research has indicated that students in schools that provide vocational guidance and counselling showed high career maturity in self-awareness and occupational information when compared to those schools where these services were

lacking (Katoch, 2016).

In some government schools where counselling services existed, it seemed that students were not satisfied with the quality of the services offered. It is also evident that at schools where counselling services did not exist as a regular programme of the school curriculum, little effort was made to invite experts to address students (Katoch, 2016). The lack of invitation to experts might be due to financial constraints at government schools where the payment for expertise might not be afforded. Furthermore, Super (1990) emphasised the importance of cultural and contextual factors on the process of career development. Career maturity as a construct was mainly criticised in terms of its failure to accommodate different cultural contexts (Stead & Watson, 2017). This also includes the different cultures in schools.

5.5 CORRELATION BETWEEN PARTICIPANTS' ACADEMIC GRADE AVERAGE AND CDQ SCORES

The third variable that was investigated under the second research objective was the correlation between academic Grade average and the career maturity level of Grade 9 learners. Different types of positive relationships were determined by the following r-values. 0 shows zero relationship; +0.1 to +0.3 or -0.1 to -0.3 indicates a weak relationship; +0.4 to +0.6 or -0.4 to -0.6 shows a moderate relationship; +0.7 to +0.9 or -0.7 to -0.9 indicates a strong relationship whereas +1 or -1 indicates a perfect relationship (Dancey & Reidy, as cited in Haldun, 2018). A moderate positive correlation of 0.431 ($p < 0.01$) was found between Grade average and career maturity. It revealed that Keetmanshoop Grade 9 learners who had higher Grade

point averages also exhibited higher career maturity. The findings can be generalised to the entire population, namely all Grade 9 learners in Keetmanshoop. These results are consistent with previous research where the correlation scores $r = 0.207$ as $p < 0.008$ indicated that a positive relationship existed between the academic Grade point average and career maturity levels of international undergraduate students (Tekke & Ghani, 2013).

A higher grade point can predict higher career maturity since a positive relationship was found between the two variables. However, the variable of Grade point average for Grade 9 learners in the present study might be viewed as a good predictor of their actual career maturity because of the moderate positive relationship. This suggestion is contrary to suggestions by Tekke and Ghani (2013) who argue that Grade point average might not be the best predictor of career maturity because the calculated correlation score in their study did not show a strong relationship ($r = 0.207$).

The educational implications of the findings are as follows: With regard to career guidance counselling, counsellors should pay extra attention to the career guidance of low performing learners by assisting them to reach higher levels of career maturity as it seems that career maturity comes more naturally for better performers.

5.6 CONCLUSION

The results of the present study for all the dimensions indicate that Keetmanshoop Grade 9 learners show a lower mean in all the five dimensions when related to the norm group. An average career maturity was found in all dimensions that provide baseline information to schools to inform them that improvements and adjustments

must be implemented (see Table 2). However, the results indicate a significant difference in career maturity based on gender, school type and academic performance. This study found that male Grade 9 learners scored higher than female Grade 9 learners in career maturity in all five dimensions of the CDQ. Private school learners also scored higher in career maturity in all dimensions than government school learners. In addition, the results also indicate a moderate positive relationship between Grade point average and level of career maturity.

These findings were all statistically significant which indicates that they can be generalised to the entire population. One can thus assume that the findings are true for all Grade 9 learners in Keetmanshoop and not only for the sample. It can be concluded that this study represents original research that brings new knowledge to the field of career psychology that can be utilised to guide career development practices in the Keetmanshoop secondary schools of Namibia.

5.7 RECOMMENDATIONS

Based on the research findings the following recommendations are made:

- Many learners showed low levels of career maturity and, therefore, career development programmes should be strengthened at school as well as at community level.
- Girls should be encouraged to think more about their future careers, as it seems they were even less career mature than boys were.
- Counsellors should give extra attention to the career guidance of low performing learners by assisting them to reach higher levels of career maturity as it seems that career maturity comes more naturally to better performers.
- To obtain comprehensive information related to the level of career maturity for Grade 9 learners, a comparative investigation with Grade 9 learners studying in various constituencies, towns, regions or countries can be conducted.

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APPENDIX A: ETHICAL CLEARANCE CERTIFICATE OF THE UNIVERSITY OF NAMIBIA

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /468/2019 **Date: 24 June, 2019**

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Factors Related To Career Maturity Of Namibian Grade 9 Learners Within Selected Schools Of Keetmanshoop

Researcher: BIANCA YOLANDI DE KOE

Student Number: 200501551

Supervisor(s): *Prof M. L. Mostert (Main) Prof C Wilders (Co)*

Take note of the following:

(a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
(b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
(c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
(d) The UREC retains the right to:
(i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
(ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. E. de Villiers: HREC Chairperson

Ms. P. Claassen: HREC Secretary

APPENDIX B: PERMISSION LETTER OF THE EXECUTIVE DIRECTOR

REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: *+264 61 -2933202*
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Enquiries: G. Munene
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Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Ms Bianca Y. de Koe
Windhoek
biancadekoe@gmial.com

Dear Ms de Koe,

SUBJECT: PERMISSION TO CONDUCT RESEARCH IN //KHARAS REGION

Kindly be informed that permission to conduct an academic research for your Master's Degree in Educational Psychology (Guidance and Counselling) in *"Factors Related to Career Maturity of Namibia Grade 9 Learners within Selected Schools of Keetmanshoop in //Kharas Region"* in Namibia, is here with granted. You are requested to present this letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

Furthermore, we humbly request you to share your research findings with the Ministry. You may contact Mr G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for submission of a summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Sincerely yours

10/7/19

SANET L. STEENKAMP
EXECUTIVE DIRECTOR

Ministry of Education, Arts and Culture
Office of the Executive Director
2019 -07- 10
Tel: 061-2933523/4
Fax: 061-253671
Private Bag 13186, Windhoek, Namibia

All official correspondences must be addressed to the Executive Director.

APPENDIX C: PERMISSION LETTER OF THE //KHARAS REGIONAL OFFICE

||KHARAS REGIONAL COUNCIL
DIRECTORATE of EDUCATION, ARTS and CULTURE

Tel: (063) 227000
Fax: (063) 223800

Private Bag 2160
KEETMANSHOOP

Enquiries: |Awebahe J ||Hoeseb
Date: 27 June 2019
File Ref. No.: 15/1

Regional Director of Education, Arts and Culture: ||Kharas

Ms Bianca Y de Koe **+264 812399502**
M. Ed. Psychology and Counselling Student
Faculty of Education: University of Namibia
P O Box 474
KEETMANSHOOP

Dear Ms Bianca Y de Koe

SUBJECT: Approval to conduct research at public schools located in Keetmanshoop

1. Receipt of your letter dated 27 June 2019, Subject: **Request for permission to conduct an educational research project in ||Kharas Region**, bears reference.

2. Permission is hereby granted to you to conduct research on the topic "**Factors related to career maturity of Grade 9 learners within selected schools of Keetmanshoop**", using the Career Development Questionnaire (CDQ), at schools located in Keetmanshoop and which form part of the Kalahari Circuit and resorting under the Directorate of Education, Arts and Culture in the ||Kharas Regional Council.

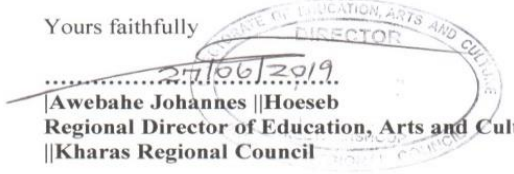
3. The aforementioned authorization is granted on condition that **only Grade 9 learners** will form part of the intended research sample and that the anonymity of those respondents from the selected public schools, thus the learners, would be guaranteed.

4. Please present this letter to the Principals of the selected schools offering Grade 9 in Keetmanshoop whenever you would visit a school and agree on suitable time-slots for research engagements with the aforesaid group of the learners with the Principals.

5. Note must however be taken of the limitation that the engagement with the Grade 9 learners is not supposed to lead to the disruption and or interruption of teaching and learning programmes and or processes, or discontinuation of teachers' teaching duties.

6. Lastly, the Regional Management Committee of the Directorate of Education, Arts and Culture in the ||Kharas Regional Council would like to request you to share the research findings with this directorate to be used for insightful planning purposes and for adding value to inputs geared towards policy-making and or policy review.

Yours faithfully



27/06/2019

|Awebahe Johannes ||Hoeseb
Regional Director of Education, Arts and Culture
||Kharas Regional Council

APPENIX D: CONSENT FORM TO PARENTS AND PARTICIPANTS

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM
ANNEX 5

UNAM
UNIVERSITY OF NAMIBIA

TITLE OF THE RESEARCH PROJECT: FACTORS RELATED TO CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS WITHIN SELECTED SCHOOLS OF KEETMANSHOOP.

REFERENCE NUMBER: 200501551

PRINCIPAL INVESTIGATOR: Ms. Bianca Yolandi de Koe

ADDRESS: 17th street, gate nr. 1, Westdene, Keetmanshoop

CONTACT NUMBER: 0812399502

Dear Parent

With your consent your child is invited to take part in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the study staff any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how your child could be involved. Also, your child's participation is **entirely voluntary** and you are free to decline his or her participation. If you say no, this will not affect your child negatively in any way whatsoever. Your child is also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

1. What is this research study all about?

a) This study will be conducted at your child's school in Keetmanshoop. There are 3 other schools also participating, with a total of 50 learners (25 girls and 25 boys) from your school and 200 learners overall.

b) To select a suitable career, a learner needs a certain level of career maturity. Career maturity is the individual's readiness to make career choices that is age appropriate. Thus, a girl or a boy should be aware of the requirements to make realistic career decisions that are consistent over time. Unfortunately, Grade 9 learners rely mostly on their peers, parents and their guidance teacher when choosing their school subjects and these choices have a direct influence on their potential career. Thus this project aims to test each learner's level of career maturity to see which learners and schools need more career assistance towards their potential career within Keetmanshoop.

c) The researcher has seeked permission from the University of Namibia, the Ministry of Education Arts and Culture, the Permanent Secretary, the Director and the principles to conduct the study. The Career Development Questionnaire (CDQ) will be administered personally by the researcher to the grade 9 learners. After the researcher has determined the career maturity level for each learner, the researcher will obtain each learner's latest exam results (either grade 8 results or the current exam results) from the Life Skills teacher's edlabs. This is to see if there is a relationship between the learner's career maturity and school performance.

d) 25 girls and 25 boys will be selected through random sampling (all girls and boys have an equal chance to be selected as a participant).

e) No medication will be used during the investigation.

2. Why are your child been invited to participate?

Your child are invited to participate as a grade 9 learner within this quantitative survey research because the grade 9 learners are required to select subjects that were previously (within the old curriculum) selected by the grade 10 learners. This will give the researcher a clear idea whether your child knew which subjects to choose and whether he or she knew which potential careers these subjects might lead him or her to.

3. What will your child's responsibilities be?

a) As a participant, your child will be responsible to complete the Career Development Questionnaire (CDQ). Firstly, he or she will be provided with the questionnaire and the answer sheet. Secondly, your child has to complete the information asked on the top half of the answer sheet. Afterwards, he or she will continue to answer 100 questions as honestly
b) as possible. These questions should be answered on the answer sheet that will be provided to him or her by the researcher. He or she will use a pencil to color in one of two choices, either True/Waar or False/Onwaar.

c) The Career Development Questionnaire (CDQ) will take 30-40 minutes to be completed by your child as the participant.

4. Will your child benefit from taking part in this research?

Your child might not gain any personal benefits for now when he or she is still in grade 9 because research takes time to generate enough data. The grade 9 learners that are still to come would benefit from the career developmental domain within Life skills as a subject. Corrective measures might take place within this domain when more emphasis will be put on this domain by the Ministry of Education, Arts and Culture. This is to ensure the successful implementation of career education within the Keetmanshoop schools.

5. Are there any risks involved in your child taking part in this research?

A possible risk might be as your child answer the Career Development Questionnaire, your child will find out more how much he or she knew about herself or himself and how much information he or she has about his or her future career. Your child will be challenged to be honest when answering how his or her significant others (like parents, teachers, etc.) are affecting his or her decisions to make career choices. These questions will drive him or her towards deeper self-exploration and becoming self-aware, this might cause some learners to experience distress.

6. If your child does not agree to take part, what alternatives does he or she have?

Your child has an alternative to get himself or herself tested at an Educational Psychologist who can administer the Career Development Questionnaire (CDQ) or the Ministry of Labor. However, this study is purely for research purposes

7. Who will have access to your child's records?

The researcher, supervisor, statistician and the educational departments will have access to the information for example: The school (Principles and Life Skills teachers) and the Ministry of Education, Arts and Culture.

8. What will happen in the unlikely event of some form of injury occurring as a direct result of your child taking part in this research study?

Your child will receive career counselling from his or her Life skills teacher if his or her self-exploration and self-awareness has drawn him or her towards becoming distress.

9. Will your child be paid to take part in this study and are there any costs involved?

Your child will not be paid to take part in this study and there are no costs involved when he or she participates.

10. Is there anything else that you should know or do?

a) *You can contact Professor M.L. Mostert at* ***+26461 206 3346*** *if you have any further queries or encounter any problems.*

b) *You can contact the Centre for Research and Publications* at **+264 061 2063061;** pclaassen@unam.na *if you have any concerns or complaints that have not been adequately addressed by the investigator.*

c) *You will receive a copy of this information and consent form for your own records.*

11. *PARENT /LEGAL GUARDIAN CONSENT

By signing below, I ....., the parent/legal guardian

of .....(name and surname of learner),
declare that I understand what the research entails and hereby give consent for my child to take part in this research study entitled "FACTORS RELATED TO CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS WITHIN SELECTED SCHOOLS OF KEETMANSHOOP".

Signed at (place).....on (date).....2019.

.....
Signature of parent/legal guardian

.....
Signature of witness

Declaration by participant (ASSENT FROM MINOR)

(Learner to sign this part on the day of the test)

By signing below, I ..... agree to take part in a research study entitled *(*FACTORS RELATED TO CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS WITHIN SELECTED SCHOOLS OF KEETMANSHOOP*)*.

I declare that:

a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.

b) I have had a chance to ask questions and all my questions have been adequately answered.

c) I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.

d) I may choose to leave the study at any time and will not be penalized or prejudiced in any way.

e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) ..... 2019.

....

Signature of participant Signature of witness

DECLARATION BY INVESTIGATOR

(Investigator to sign this declaration on the day of the test)

I, *Bianca de Koe* declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did not use an interpreter.

Signed at (*place*) ..... on (*date*) 2019

....

Signature of investigator Signature of witness

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

ANNEX 5

UNAM
UNIVERSITY OF NAMIBIA

TITLE OF THE RESEARCH PROJECT: FACTORS RELATED TO CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS WITHIN SELECTED SCHOOLS OF KEETMANSHOOP.

REFERENCE NUMBER: 200501551
PRINCIPAL INVESTIGATOR: Ms. Bianca Yolandi de Koe
ADDRESS: 17th street, gate nt 1, Westdene, Keetmanshoop
CONTACT NUMBER: 0812399502

Dear Participant

You are invited to take part in a research project. Please ask the study staff any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline your participation. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part now.

This study has been approved by the Research Ethics Committee at The University of Namibia and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and Namibian National Research Ethics Guidelines.

1. What is this research study all about?

a) This study will be conducted at your school in Keetmanshoop. There are 3 other schools also participating, with a total of 50 learners (25 girls and 25 boys) from your school and 200 learners overall.

b) To select a suitable career, a learner needs a certain level of career maturity. Career maturity is the individual's readiness to make career choices that is age appropriate. Thus, a girl or a boy should be aware of the requirements to make realistic career decisions that are consistent over time. Unfortunately, Grade 9 learners rely mostly on their peers, parents and their guidance teacher when choosing your school subjects and these choices have a direct

influence on their potential career. Thus this project aims to test each learner's level of career maturity to see which learners and schools need more career assistance towards their potential career within Keetmanshoop.

c) The researcher has seeked permission from the University of Namibia, the Ministry of Education Arts and Culture, the Permanent Secretary, the Director and the principles to conduct the study. The Career Development Questionnaire (CDQ) will be administered personally by the researcher to the grade 9 learners. After the researcher has determined the career maturity level for each learner, the researcher will obtain each learner's latest exam grade average (either grade 8 results or the current exam results) from the Life Skills teacher's edlabs. This is to see if there is a relationship between the learner's career maturity and school performance.

d) 25 girls and 25 boys will be selected through random sampling (all girls and boys have an equal chance to be selected as a participant).

e) No medication will be used during this investigation.

2. Why are you invited to participate?

You are invited to participate as a grade 9 learner within this quantitative survey research because the grade 9 learners are required to select subjects that were previously (within the old curriculum) selected by the grade 10 learners. This will give the researcher a clear idea whether you know which subjects to choose and whether you know which potential careers these subjects might lead you to.

3. What will your responsibilities be?

a) As a participant, you will be responsible to complete the Career Development Questionnaire (CDQ). Firstly, you will be provided with the questionnaire and the answer sheet. Secondly, you haeve to complete the information asked on the top half of the answer sheet. Afterwards, you will continue to answer 100 questions as honestly as possible. These questions should be answered on the answer sheet that will be provided to you by the researcher. You will use a pencil to color in one of two choices, either True/Waar or False/Onwaar.

b) The Career Development Questionnaire (CDQ) will take 30-40 minutes to be completed by you as the participant.

4. Will you benefit from taking part in this research?

You might not gain any personal benefits for now when you are still in grade 9 because research takes time to generate enough data. The grade 9 learners that are still to come would benefit from the career developmental domain within Life skills as a subject. Corrective measures might take place within this domain when more emphasis will be put on this domain

by the Ministry of Education, Arts and Culture. This is to ensure the successful implementation of career education within the Keetmanshoop schools.

5. Are there any risks involved in you taking part in this research?

A possible risk might be as you answer the Career Development Questionnaire, you will find out more how much you know about yourself and how much information you have about your future career. You will be challenged to be honest when answering how your significant others (like parents, teachers, etc.) are affecting your decision to make a career choice. These questions will drive you towards deeper self-exploration and becoming self-aware, this might cause some learners to experience distress.

6. If you do not agree to take part, what alternatives do you have?

You have an alternative to get yourself tested at an Educational Psychologist who can administer the Career Development Questionnaire (CDQ) or the Ministry of Labor. However, this study is purely for research purposes

7. Who will have access to your records?

The researcher, supervisor, statistician and the educational departments will have access to the information for example: The school (Principles and Life Skills teachers) and the Ministry of Education, Arts and Culture.

8. What will happen in the unlikely event of some form of injury occurring as a direct result of you taking part in this research study?

You will receive career counselling from your Life skills teacher if your self-exploration and self-awareness has drawn you towards becoming distress.

9. Will you be paid to take part in this study and are there any costs involved?

You will not be paid to take part in this study and there are no costs involved when you participate.

10. Is there anything else that you should know or do?

a) *You can contact Professor M.L. Mostert at* ***+26461 206 3346*** *if you have any further queries or encounter any problems.*

b) *You can contact the Centre for Research and Publications* **at +264 061 2063061;** pclaassen@unam.na *if you have any concerns or complaints that have not been adequately addressed by the investigator.*

c) *You will receive a copy of this information and consent form for your own records.*

11. Declaration by participant (ASSENT FROM MINOR)

(Learner to sign this part on the day of the test)

By signing below, I ..... agree to take part in a research study entitled *(*FACTORS RELATED TO CAREER MATURITY OF NAMIBIAN GRADE 9 LEARNERS WITHIN SELECTED SCHOOLS OF KEETMANSHOOP*)*.

I declare that:

a) I have read or had read to me this information and consent form and it is written in a language with which I am fluent and comfortable.

b) I have had a chance to ask questions and all my questions have been adequately answered.

c) I understand that taking part in this study is **voluntary** and I have not been pressurized to take part.

d) I may choose to leave the study at any time and will not be penalized or prejudiced in any way.

e) I may be asked to leave the study before it has finished, if the study doctor or researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (*place*) ..... on (*date*) .....#.. 2019.

....

Signature of participant Signature of witness

12. DECLARATION BY INVESTIGATOR

(Investigator to sign this declaration on the day of the test)

I, *Bianca de Koe* declare that:

- I explained the information in this document to .....
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did not use an interpreter.

Signed at (*place*) ..... on (*date*) 2019

....

Signature of investigator Signature of witness

APPENDIX E: THE RESEARCH INSTRUMENT

LOOPBAANONTWIKKELINGSVRAELYS (LOV)

A. AANWYSINGS

Vul die volgende besonderhede met 'n HB-potlood op die toepaslike antwoordblad in.

(a) Jou VAN en VOORLETTERS.

(b) AREA.

(c) SKOOL.

(d) TOETSLINGNOMMER.

(e) OUDERDOM: Voltooide jare.

(f) TAAL (Huistaal): Kleur die toepaslike ovaal ruimte in (indien nie een van die genoemde tale van toepassing is nie kleur ANDER in).

(g) GESLAG: Kleur die toepaslike ovaal ruimte in.

(h) GRAAD: Die graad waarin jy nou is of die hoogste graad wat jy geslaag het indien jy reeds die skool verlaat het.

(i) TOETSAFNEMER: Van en voorletters van die toetsafnemer.

(j) DATUM: Dag van toetsing.

MAAK SEKER DAT ALLE GEGEWENS KORREK EN VOLLEDIG INGEVUL IS.

CAREER DEVELOPMENT QUESTIONAIRE (CDQ)

A. INSTRUCTIONS

Complete the following details on the appropriate answer sheet with a HB pencil.

(a) Your SURNAME and INITIALS.

(b) AREA.

(c) SCHOOL.

(d) TESTEE NUMBER.

(e) AGE: Completed years.

(f) LANGUAGE (Home language): Shade the appropriate oval space (if none of the mentioned languages apply, then shade OTHER).

(g) GENDER: Shade the appropriate oval space.

(h) GRADE: The grade in which you are at present or the highest grade that you have passed if you have left school.

(i) TESTER: Surname and initials of tester.

(j) DATE: Day of testing.

PLEASE MAKE SURE THAT ALL PARTICULARS ARE COMPLETED CORRECTLY AND IN FULL.

1

B. ALGEMENE INLIGTING

1. INLEIDING

Loopbaanbeplanning en die neem van beroepsbesluite lê op ons almal se weg. Indien ons doeltreffend in ons beroeps-besluitneming is, beteken dit dat ons tot beroepe toetree waarin ons kan presteer en waarin ons gelukkig kan wees. Die vraelys wat jy gaan voltooi, staan bekend as die Loopbaanontwikkelingsvraelys (LOV).

2. DOEL

Die doel met die LOV is om aan te dui ten opsigte van welke loopbaanontwikkeling-aspekte jy moontlik probleme mag ervaar. Deur hierdie inligting te bekom, kan die nodige regstellende stappe geneem word.

3. DIE VRAELYS

Hierdie is 'n vraelys en nie 'n toets nie. Daar is dus geen regte of verkeerde antwoorde nie. Hierdie vraelys bevat 'n aantal stellings wat verband hou met loopbaanontwikkeling. Lees elke stellling en besluit of jy daarmee saamstem of nie.

4. BEANTWOORDING VAN DIE VRAELYS

Beantwoord die vrae op die antwoordblad deur die spesifieke ovaal spasie van jou keuse in te kleur.

Jou antwoord op 'n stelling sal 'n keuse wees tussen: **True/Waar** en **False/Onwaar.**

B. GENERAL INFORMATION

1. INTRODUCTION

Everyone has to plan his career and make decisions concerning his occupation. If we make effective decisions, it means we enter occupations in which we can achieve and be happy. The questionnaire you are going to complete, is known as the Career Development Questionnaire (CDQ).

2. AIM

The aim of the CDQ is to indicate in what particular area of career development you might possibly experience problems. Obtaining this information makes corrective measures possible.

3. THE QUESTIONNAIRE

This is a questionnaire and not a test. Consequently there are no correct or incorrect answers. This questionnaire contains a number of statements related to career development. Read each statement carefully and decide whether you agree or disagree with it.

4. ANSWERING THE QUESTIONNAIRE

Answer the questions on the answer sheet by shading in the particular oval space of your choice.

Your response to a statement will be a choice between: **True/Waar** and **False/Onwaar**.

Merk True/Waar (**T/W**) indien jy met die stelling **saamstem** of **meestal saamstem.** (As dit **waar** is na jou mening.)

Merk False/Onwaar (**F/O**) indien jy van die stelling **verskil** of **meestal** daarvan **verskil.** (As dit **onwaar** is na jou mening.)

Voorbeelde:

a) Ek wil 'n beroep kies wat my in staat sal stel om eendag welsgesteld te wees.
T/W **F/O**

b) Ek dink gedurig aan die beroep wat ek wil volg.
T/W **F/O**

5. VERDERE INLIGTING

Werk vinnig, maar so netjies en akkuraat as moontlik. Indien enige vraag onduidelik is, mag jy jou hand opsteek om duidelikheid daaroor te verkry. Probeer om die vraelys binne sowat 30 tot 40 minute in te vul. Sorg dat jy **ELKE KEER DIE VRAAG LANGS DIE OOREENSTEMMENDE NOMMER OP DIE ANTWOORDBLAD BEANTWOORD.** Sorg dat jy elke vraag beantwoord. Jy mag nie merke in hierdie boekie of onnodige merke op die antwoordblad maak nie. Vee skoon uit wanneer jy 'n antwoord wil verander.

MOENIE OMBLAAI VOORDAT DIT AAN JOU GESê WORD NIE.

Mark True (**T/W**) if you **agree** or **mainly agree** with the statement. (If it is **true** in your opinion.)

Mark False/Onwaar (**F/O**) if you **disagree** or **mainly disagree** with the statement. (If it is **untrue** in your opinion.)

Examples:

a) I wish to choose an occupation which will make me well-to-do one day.
T/W **F/O**

b) I constantly think about the occupation that I intend entering.
T/W **F/O**

5. ADDITIONAL INFORMATION

Work quickly but as neatly and accurately as possible. If any question is not clear, you may raise your hand in order to obtain an explanation. Try to complete the questionnaire within 30 to 40 minutes. Make sure that you **ALWAYS ANSWER THE QUESTION NEXT TO THE NUMBER ON THE ANSWER SHEET THAT CORRESPONDS WITH IT.** Make sure you answer each question. You may not make any unnecessary marks on the booklet or on the answer sheet. Erase carefully when you want to change an answer

DO NOT TURN THE PAGE BEFORE YOU ARE TOLD TO DO SO.

A.	SELFINLIGTING (SI)	A.	SELF-INFORMATION (SI)
1.	Ek is tevrede met hoe ek my verantwoordelikhede tans nakom.	1.	I am satisfied with the way in which I am carrying out my responsibilities at present.
2.	Ek het 'n duidelike beeld in my gedagte van hoe dit in my toekomstige beroep sal wees.	2.	I have a clear mental picture of what it will be like in my future occupation.
3.	Ek ken my sterk en my swak punte.	3.	I know my strengths and weaknesses.
4.	Ek weet dat ek goed kan doen.	4.	I know the things I am good at.
5.	Ek voel dat ek dit wat vir my belangrik is in die lewe op die huidige tydstip kan uitleef.	5.	I feel that at present I can experience to the full those things which I regard as the most important in my life.
6.	Ek beskou dit as belangrik om my vermoëns ten volle in my toekomstige beroep uit te leef.	6.	I consider it important to use my abilities to the full in my future occupation.
7.	Ek wil graag 'n beroep kies waarin ek my oortuigings kan uitleef.	7.	I want to choose an occupation that allows me to do what I believe in.
8.	Ek voel dat ek my toekomstige beroep wil geniet.	8.	I feel that I want to enjoy my future occupation.
9.	Wanneer ek werklik belangstel in dit wat ek doen, kan ek ure daarmee voortgaan.	9.	When I am really interested in what I am doing, I can keep at it for hours.
10.	Ek glo 'n belangrike deel van werk is die bevrediging wat jy verkry deur dit te doen.	10.	I believe that an important part of work is the satisfaction one gets from doing it.
11.	My belangstelling verander voortdurend.	11.	My interests change all the time.
12.	Op die oomblik voel ek dat ander persone meer begaan is oor my toekoms as ek.	12.	At present I feel that other people are more concerned about my future plans than I am.
13.	Ek kan nie verstaan hoe party mense so seker kan wees van wat hulle eendag wil word nie.	13.	I cannot understand how some people can be so certain about what they want to become one day.
14.	Ek vind dat die eise wat aan my gestel word met mekaar bots (bv skool / universiteit, tuis, sport, die gemeenskap en vriende).	14.	I find that the demands made on me are in conflict with one another (e.g. school / university, home, sport, community and friends).
15.	Ek vind werk meestal vervelig en onaangenaam.	15.	I find most work dull and unpleasant.
16.	Ek voel daar is 'n groot verskil tussen wat ek tans is en wat ek graag wil wees.	16.	I feel that there is a great difference between what I am at present and what I would like to be.

17. Dit maak nie saak watter beroep ek kies nie, solank die betaling goed is.

18. Ek veronderstel almal moet seker vroeër of later gaan werk, maar ek sien nie daarna uit nie.

19. Ek is tans meer idealisties as realisties wanneer ek aan 'n toekomstige beroep dink.

20. Ek wil graag 'n beroep kies waarin ek eendag beroemd kan word.

17. It does not matter what occupation I choose so long as it pays well.

18. I suppose everybody has to go to work sooner or later, but I do not look forward to it.

19. At present I am more idealistic than realistic when I think of a future occupation.

20. I want to choose an occupation in which I can become famous one day.

B. BESLUITNEMING (B)

21. Ek het 'n duidelike doel wanneer ek aan my toekomstige beroep dink.

22. Ek is 'n effektiewe besluitnemer.

23. Wanneer ek met iets begin, voer ek dit gewoonlik deur.

24. Ek is bewus van moontlike alternatiewe wat ek in die beroepsveld van my keuse kan oorweeg.

25. Wanneer dit by beroepskeuse kom, sal ek my eie besluite neem.

26. Ek kan gewoonlik aan maniere dink om belangrike probleme in my lewe op te los.

27. Ek is gemotiveerd om die nodige loopbaanbesluite te neem wat in hierdie stadium van my verwag word.

28. Daar is meer as een wyse om die doel te bereik wat ek vir myself gestel het.

29. Ek weet nie regtig hoe om planmatig 'n besluit te neem nie.

30. Ek verander dikwels van beroepskeuse.

31. Ek dagdroom dikwels oor wat ek wil word, maar het nog nie 'n beroepsbesluit geneem nie.

32. Ek vind dit moeilik om prioriteite te bepaal ten opsigte van dit wat vir my belangrik is.

B. DECISION MAKING (DM)

21. I have a clear goal in mind when I think about my future occupation.

22. I am an effective decision maker.

23. When I start something, I can usually see it through.

24. I am aware of possible alternatives which I can consider in my chosen occupational field.

25. When I come to choosing an occupation, I'll make up my own mind.

26. I can usually think of ways to solve important problems in my daily life.

27. I am motivated to take the necessary career decisions that are expected of me at this stage.

28. There is more than one way to go about reaching a goal I set for myself.

29. I do not really know how to make a planned decision.

30. I often change my mind about my choice of occupation.

31. I often daydream about what I want to be, but I really have not decided on an occupational choice yet.

32. I find it difficult to decide on priorities in respect of things that are important to me.

33.	Ek voel dikwels doelloos wanneer ek oor my toekomstige loopbaan dink.	33.	I frequently feel aimless when I think of my future career.
34.	Dit is vir my moeilik om besluite oor belangrike sake te neem.	34.	I find it hard to make up my mind about important matters.
35.	Ek verkies dat ander besluite namens my neem as dit by gewigtige sake soos 'n beroepskeuse kom.	35.	I prefer others to make decisions for me concerning important matters such as choosing an occupation.
36.	Ek is geneig om impulsief besluite te neem.	36.	I am inclined to make impulsive decisions.
37.	Dit is wenslik om verskeie beroepe op die proef te stel en dan die een te kies waarvan ek die meeste hou.	37.	It is sensible to try out several occupations, and then choose the one I like best.
38.	Ek sal moontlik 'n beroep moet kies waarin ek nie regtig belangstel nie.	38.	I may possibly have to decide on an occupation that I am not really interested in.
39.	Ek sien beroepskeuse as 'n probeer-en-trefaksie erder as 'n planmatige besluitnemingsproses.	39.	I see choosing an occupation as a trial-and-error action rather than as a planned decision-making process.
40.	Dit is onnodig om te veel aandag aan die keuse van 'n beroep te bestee, aangesien iets wel vroeër of later sal opduik.	40.	It is unnecessary to spend too much effort on the choice of an occupation; something will turn up sooner or later.
C.	**LOOPBAANINLIGTING (LI)**	**C.**	**CAREER INFORMATION (CI)**
41.	Ek dra kennis van verwante beroepe in die beroepsveld waarin ek belangstel.	41.	I am aware of related occupations in the occupational field I am interested in.
42.	Ek het alreeds met persone gesels wat in die praktyk staan in die beroep wat ek tans oorweeg.	42.	I have already spoken to people who are employed in the occupation that I am considering at present.
43.	Ek weet hoe 'n tipiese werksdag sal wees in die beroep wat ek beoog.	43.	I know what a typical workday will be like in the occupation I am considering.
44.	Ek weet hoe om meer inligting in te win oor moontlike beroepe wat ek in gedagte het.	44.	I know what to do to obtain more information on possible occupations I have in mind.
45.	Ek het reeds pamflette en boeke geraadpleeg om meer inliging oor toekomstige beroepe te verkry.	45.	I have already consulted pamphlets and books about future occupations.
46.	Ek weet watter opleiding as die geskikste beskou word vir die beroep waarin ek belangstel.	46.	I know what the most suitable training would be for the occupation that I am interested in.

47.	Ek het meer uitgevind omtrent loopbaanmoontlikhede by 'n biblioteek of ander bron van inligting.	47.	I obtained more information about career possibilities by using a library or other source of information.
48.	Ek dra kennis van alternatiewe maniere waarop ek opgelei kan word vir 'n toekomstige beroep.	48.	I am aware of alternative ways in which I can obtain training for a future occupation.
49.	Ek het 'n idee van watter salaris persone ontvang in die beroep waarin ek belangstel.	49.	I have an idea what salaries people earn in the occupational field I am interested in.
50.	Ek het 'n spesiale poging aangewend (bv. navrae, leeswerk) om meer inligting in te win oor die beroepe waarin ek belangstel.	50.	I made a special effort (e.g. enquiries, reading relevant literature) to obtain more information on the careers I am interested in.
51.	Ek weet wat die vooruitsigte is om werk te vind in die loopbaanbeplanning waarin ek belangstel.	51.	I know what the future outlook is for employment in the occupational field I am interested in.
52.	Ek weet wat die vraag na persone is in die beroep wat ek beoog.	52.	I know what the demand is for people in the occupation I have in mind.
53.	Ek is onseker of my vakkeuse korrek is vir die beroep wat ek tans oorweeg.	53.	I am not sure if my choice of subjects is suitable for the occupation I have in mind.
54.	Ek weet nie watter kursusse om te neem om voor te berei vir my toekomstige beroep nie.	54.	I do not know what study courses to take to prepare for my future occupation.
55.	Ek het min of geen idee hoe dit sal voel om voltyds te werk nie.	55.	I have little or no idea of what working full time will be like.
56.	Ek weet baie min van die werksvereistes van verskillende beroepe.	56.	I know very little about the working requirements of various occupations.
57.	Ek dink selde na oor die beroep wat ek wil volg.	57.	I seldom think about the occupation that suits me.
58.	Ek kan regtig nie aan 'n beroep dink wat vir my geskik is nie.	58.	I really cannot think of any occupation that suits me.
59.	Die enigste manier om uit te vind of ek van 'n beroep sal hou, is om dit eers te beoefen.	59.	Entering an occupation is the only way in which I can learn whether I might like it.
60.	Dit is nie vir my so belangrik om iets omtrent die werksomstandighede van 'n spesifieke pos te weet nie (bv. werk met mense/dinge, binnenshuis/buitenshuis).	60.	Knowing about the work conditions of a job is not that important to me (e.g. working with people/things, indoors/outdoors).

D.	INTEGRERING VAN SELFINLIGTING MET LOOPBAANINLIGTING (I)	D.	INTEGRATION OF SELF-INFORMATION WITH CAREER INFORMATION (I)
61.	Ek dink ek verstaan hoe om eie vermoëns en potensiaal te benut in die beroep wat ek oorweeg.	61.	I think I understand how to apply my own abilities and potential in the occupation I am considering.
62.	Ek weet hoe my belangstellings en vermoëns by verskillende beroepe sal aanpas.	62.	I know how my interests and abilities might relate to different kinds of jobs.
63.	Ek behoort te kan identifiseer met die beleid van die organisasie waarby ek om 'n betrekking aansoek doen.	63.	I should be able to identify with the policy of the organization to which I am applying for a job.
64.	Ek beskik oor die persoonlikheids-eienskappe wat nodig is vir die beroep wat ek oorweeg.	64.	I have the personal qualities that are needed for the career I am considering.
65.	Dit is belangrik om te weet hoe 'n sekere beroep my lewenswyse sal raak.	65.	It is important to know how a certain occupation will affect my lifestyle.
66.	Hoe beter my persoonlikheid by my werksomgewing pas, hoe meer werkstevredenheid behoort ek te ervaar.	66.	The closer my personality and working environment relate to each other, the more job satisfaction I should experience.
67.	Voordat ek 'n beroepsbesluit neem, sal ek eers inligting oor verskillende beroepe inwin en 'n vergelyking tref van hoe tevrede ek met elkeen sal wees.	67.	Before making a career decision, I will obtain information about different jobs, and compare how satisfied I would be in each.
68.	Dit is belangrik om te weet watter soort persoon ek is voordat ek 'n beroep kies.	68.	In making an occupational choice, I need to know what kind of person I am.
69.	Dis is belangrik om my eie vermoëns en belangstellings in 'n verskeidenheid situaies en aktiwiteite uit te toets.	69.	It is important that I try out my own abilities and interests in a variety of activities and situations.
70.	Ek wil graag in 'n beroepsomgewing werk waarin ek myself kan wees.	70.	I would very much like to work in an occupational environment in which I can be myself.
71.	Ek weet nie of ek oor die persoonlike eienskappe beskik wat my beoogde beroep vereis nie.	71.	I do not know if I have the personal qualities which are required in my planned occupation.
72.	Ek is nog nie gereed om 'n beroepsbesluit te neem nie aangesien selfkennis en of kennis omtrent beroepe ontbreek.	72.	I am not ready to choose an occupation yet as I do not have enough knowledge about myself or about occupations.
73.	Ek weet nie of ek realisties is in terme van hoe ek my in 'n bepaalde beroep sien nie.	73.	I do not know if I am realistic in terms of the way in which I see myself in a specific occupation.

74. Ek ken my vermoëns en die wêreld van werk nog nie goed genoeg om te weet hoe dit bymekaar inpas nie.

74. I do not yet know my abilities and the world-of-work well enough to know how they can best fit together.

75. Ek het nie die intellektuele vermoë om 'n sukses te maak van die beroep waarin ek belangstel nie.

75. I lack the intellectual ability to make a success of the career I am interested in.

76. Ek weet nie of my toekomstige beroep my die geleentheid sal gee om die soort persoon te wees wat ek graag wil wees nie.

76. I am unsure that my future occupation will provide me with the opportunity of being the person I would like to be.

77. Ek wens dikwels dat ek 'n werk kan doen wat ek vermoed buite my vermoëns val.

77. I spend a lot of time wishing I could do work that I know I probably cannot do.

78. Ek sal waarkynlik weens omstandighede gedwing word om 'n betrekking te aanvaar waarin ek nie sal pas nie.

78. It seems probable that circumstances will force me to accept a job to which I am not suited.

79. Ek dink die meeste mense het die vermoë om in enige tipe werk goed te doen.

79. I think most people have the ability to do well in any kind of job.

80. Volgens 'n persoon se vermoëns is daar slegs een regte werk vir hom of haar.

80. In the light of his or her abilities there is only one right job for a person.

E. LOOPBAANBEPLANNING (LB)

E. CAREER PLANNING (CP)

81. Ek het 'n duidelike idee van watter stappe ek moet volg om my loopbaan te beplan.

81. I have a clear idea of what steps to take to plan my career.

82. Ek het duidelikheid oor wat my te doen staan om my loopbaandoelwitte te bereik.

82. It is very clear to me what I have to do to reach my career goals.

83. Ek weet waar om 'n opgeleide professionele persoon (soos 'n beroepsvoorligter) te raadpleeg as ek probleme in verband met my loopbaanplanne wil bespreek.

83. I know where to contact a trained professional (such as a guidance counsellor) if I have a career problem that I wish to discuss.

84. Ek het al planne uitgewerk om my loopbaandoelwitte te bereik.

84. I have already made plans to reach my career goals.

85. Ek ken die basiese prosedure wat gevolg moet word om aansoek te doen om 'n pos.

85. I know the basic procedure for applying for a job.

86. Ek het al met 'n volwasse persoon wat ek goed ken, oor my loopbaanplanne gesels.

86. I have already discussed my career plans with an adult whom I know very well.

87. Ek het al stappe gedoen om my beter toe te rus as 'n goeie werker.

87. I have already taken steps to better equip myself as a good worker.

88.	Ek gesels dikwels oor my toekomsplanne met persone wie se mening ek van waarde ag.	88. I often discuss my future plans with people whose opinion I value.
89.	Ek het vorige ondervinding van vakansie of deeltydse werk.	89. I have previous experience of holiday or part-time work.
90.	Ek voel in staat om al die nodige opleiding te voltooi vir die beroep wat ek oorweeg.	90. I feel capable of completing all the necessary training for the career I am considering.
91.	Ek sien loopbaanbeplanning as 'n proses wat lewenslank duur.	91. I regard career planning as a process that continues throughout life.
92.	Ek vind dit moeilik om my voor te berei vir die beroep wat ek wil volg.	92. I have difficulty in preparing myself for the occupation I want to enter.
93.	Daar is niks wat ek daaraan kan doen as my ouers nie die finansiële vermoë het om my verder te laat studeer nie.	93. There is nothing I can do if my parents do not have the financial means to provide for my further education.
94.	Ek het 'n baie goeie idee van watter beroep ek wil volg, maar ek weet nie hoe om te werk te gaan om daarby uit te kom nie.	94. I have a pretty good idea of the occupation I want to enter, but I do not know how to go about it.
95.	Ek is onseker oor watter studiekursusse of beroep om te volg.	95. I am uncertain about what study courses to take or what occupation to choose.
96.	Ek het geen spesifieke beroep in gedagte met die kursus wat ek tans volg nie.	96. I do not have any specific career in mind with the course I am taking at the moment.
97.	Ek beskou dit as onnodig om 'n loopbaan te beplan aangesien daar niks is wat ek daaraan kan doen om iets te laat gebeur nie.	97. I think it is unnecessary to plan a career as there is nothing I can do to make things happen.
98.	Slegs die tyd kan leer hoe ek my loopbaandoelstelling moet verwesenlik en daarom bekommer ek my nie daaroor nie.	98. Only time can tell how I can reach my career goals, therefore I shall not worry about them now.
99.	Wanneer ek 'n nuwe pos aanvaar, sal die belangrikste wees om aan almal duidelik te stel oor hoe ek oor sake voel.	99. When I accept a new job the most important thing will be to let everyone know exactly what my opinion is.
100.	Ek het 'n behoefte om meer omtrent loopbaanbeplanning te leer.	100. I have a need to learn more about career planning.