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**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH  
TECHNOLOGY****REASONS OF STUDENTS FOR TAKING MARITIME EDUCATION AT THE  
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**ABSTRACT**

This study sought to find out the profile of students and their reasons for taking maritime education at NSU. The BSMarE and BSMT students served as respondents of the study of which the former comprised 48 of them and; the latter, 52 of them constituting an aggregate number of 100 respondents. The data were gathered with the use of a questionnaire and the same were analyzed with the use of descriptive statistics such as frequency counts, percentages, means and rank to describe the findings. Results revealed that the average age of respondents was almost 20 years old, predominantly males and single with a great number of them residing in boarding houses in Naval town. Their parents were the source of their financial support for their education. The respondents reasoned out that they were persuaded to take maritime education because it is an “in demand course”, among other reasons.

**KEYWORDS:** Course Preference, Bachelor of Science in Marine Transportation, Bachelor of Science in Marine Engineering.

**1. INTRODUCTION**

It is essential to investigate what is attracting and what is frightening the young generation in a seafaring profession. Recently several surveys were conducted in Latvia on youngsters' opinions about seafaring profession by the Latvian Maritime Administration and the Latvian Maritime Academy (Berzins & Barbare, 2013). In Lithuania, recent research has been conducted about the relationship between motives of choosing maritime professions and students' approaches to learning (Kalvaitiene, Bartusevičienė & Sencila, 2011). These researches addressed a large public, including any secondary education students (with and without interest in the seafaring profession) as well as higher education students already involved in maritime education. For enhancing the quality of career promotion campaigns, it seemed important to the authors of this study to focus exclusively on high-school students who were already familiar with maritime profession, in order to efface more accurately their doubts and correct their false perceptions, thus facilitating their choice of this profession.

Indicative estimates suggest that there were approximately 38,000 students/cadets in maritime academy – type training in 2012, an 11 percent increase from 2004 (Oxford economics, 2014). In spite of these figures, as per latest statistic from World Maritime administrations, the average age of acting seafarers is growing. The latest Baltic and International Maritime Council (BIMCO) and the International Shipping Federation (ISF) report suggests that the current shortage of officers corresponds to 12% of the total workforce (46,000 officers) by the year 2010 (IER, 2000). As stated in a recent document on mapping maritime career path, Dearsley (2013).

*The European maritime community faces a major challenge in training sufficient numbers of young people to adequately supply the current and future needs of European Union Member States commercial trading fleets. There is also a huge, and growing, demand for European trained and qualified seafarers, both officers and ratings, to work in the numerous and varied industrial sectors that to some extent rely on a steady stream of seafarers qualified in accordance with the IMO Standards of Training, Certification and Watchkeeping Convention (STCW).*





### Framework of the Study

**Theoretical.** This study is supported by the Social Cognitive Career Theory (SCCT) advocated by Lent and Brown and Hackett, (1994). The theory emphasizes cognitive-person variables that enable people to influence their own career development, as well as extra person (e.g. contextual) variables that enhance or constrain personal agency.

Social Cognitive Career Theory extends Bandura's (1986) Social Cognitive Theory (SCT) to academic and career behavior. According to SCT, peoples' level of motivation and actions depend more on what they believe that on what is objectively the case.

The perspective on SCCT is based on three main components: self - efficacy (beliefs about own ability to successfully complete a task), outcome expectations (beliefs related to the consequences of a specific behavior), and life goals, which include both intrinsic (meaningful relationships, personal growth, contribution to the community) and extrinsic (wealth, fame, and image) aspirations.

**Conceptual.** The entry of students to the college of Maritime Education of NSU for reason of their career choice has relevance to Social Cognitive Career Theory emphasizing the perspectives above-explained.

When the students decided to take maritime course, they had the will and were determined to successfully finish the program (self-efficacy) despite barriers (outcome expectations) because they were certain of the rewards (life goals) when employed.

As conceptualized in Figure 1, the schema explains that when the students finish the course and absorbed in maritime or shipping companies, especially if the vessel is "globally-bound", life is going to be certainly change (intrinsic and extrinsic benefits). A part from being known in the community because of their professional and social status, accumulation of considerable wealth derived from decent pay is of paramount consideration.

The saying "from rags to riches" aptly applies to the students' choice of maritime profession.

The concept of this study is diagrammatically schematized in Figure 1 below.



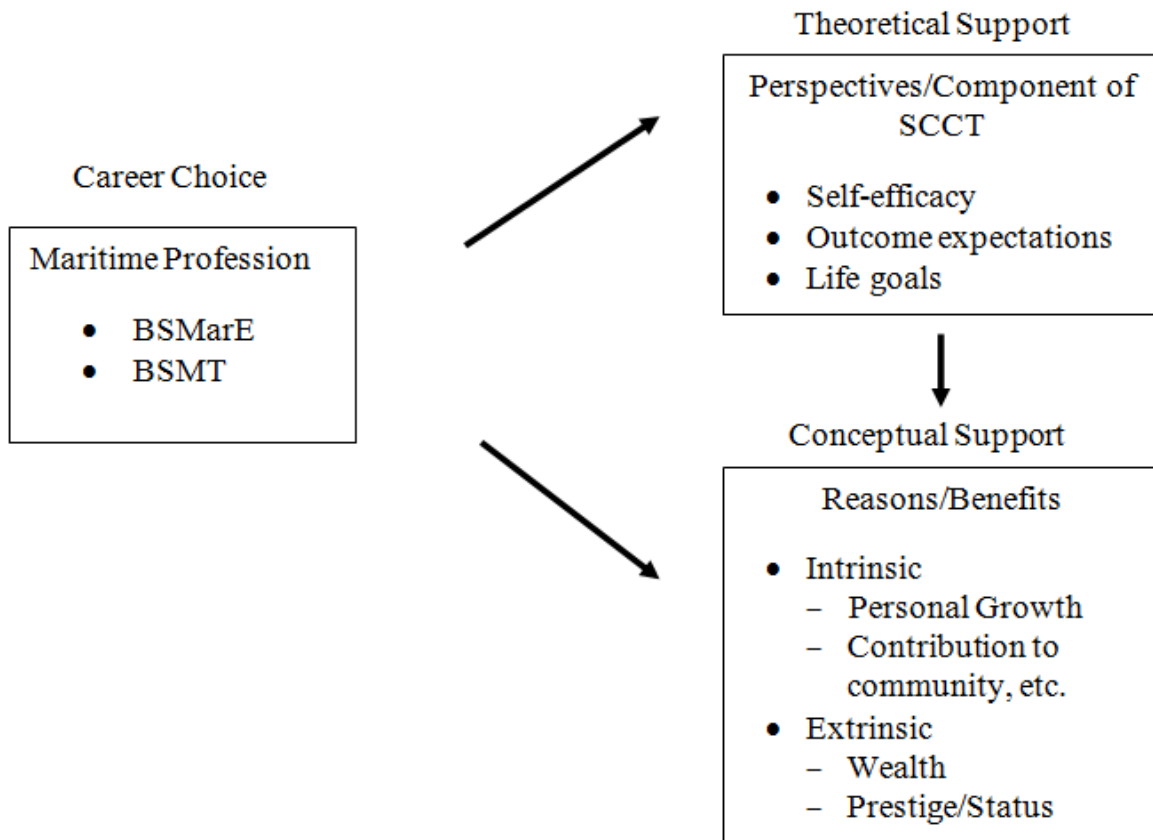


Figure 1. Diagrammatic concept of the study

## 2. METHODOLOGY

### Objectives of the study

To find out the reasons of the students taking maritime education at NSU.

### Research Design

The descriptive method was used because it was suited for this type of work. By the nature of the variables of interest, it is obvious that this work is descriptive in character because it was concerned on opinions or conditions anent the respondents' profile and their reasons for taking maritime education.

### Research Respondents

There were two groups of respondents involved in this study. Those who took BS Marine Engineering (BSMarE) and those who took BS Marine Transportation (BSMT).

In view of the university of these groups of respondents combined, a sample by way of a convenience sampling method, was done comprising of 48 BSMarE and 52 BSMT students constituting an aggregate number of 100 (Table III)

### Research Instrument

The questionnaire was the lone data gathering tool used in this study comprising of two parts. Part I was concerned with the profile of the respondents and Part II was designed to gather information about their reasons for taking maritime education.

### Data Gathering Procedure

Prior to actual data gathering, a letter was sent to the dean of the College of Maritime Education (COME) to ensure full support and cooperation of those involved. When approved, data collection proceeded as scheduled which lasted for two weeks which included the retrieval of the questionnaires the respondents. The complete names of the respondents were obtained from the office of the Dean of COME.

### Statistical Treatment of Data

The data were analyzed with the use of descriptive statistics such as frequency, percentage, means and rank to describe the findings.

## 3. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

*Table I. Age of the Respondents*

Age (Years)	Frequency	Percent
18	22	22
19	34	34
20	19	19
21	9	9
22	8	8
23	6	6
24	1	1
25	1	1
Total	100	100
Mean	19.74	

The age of respondents ranged from 18 to 25 years old with an average of nearly 20 years old (Table 1). Those who were at the age of 19 and 18 comprised 34 percent and 22 percent, respectively, followed by those who were at the age of 20 years old (19 percent), 22 (8 percent) and 23 years old (6 percent). The same numbers of respondents were at the age of 24 and 25 years old (1 percent).

The finding suggests that the respondents were in their late teens- young and able- bodied to do the rigors of seafaring.

*Table II. Sex and Civil Status of the Respondents*

Variable	Frequency	Percent
Sex		
Female	8	8
Male	92	92
Total	100	100
Civil Status		
Married	1	1
Single	99	99
Total	100	100

Ninety two percent of the respondents were males and the rest (8 percent) were females. As to their civil status, almost all of them (99 percent) were married. This finding implies that seafaring is traditionally a man's trade

and hence, dominated by male respondents and no family or marital obligations yet because they are still concentrating on their studies. Otherwise, they will have a divided attention focus.

*Table III. Degree Program Taken by the Respondents*

Degree Program	Frequency	Percent
BSMarE	48	48
BSMT	52	52
Total	100	100

Degree Program of the respondents who took maritime education, 52 percent comprised BSMT while 48 percent BSMarE students. Perhaps, this finding has something to do with the nature of work as graduates of BSMT are future ship captains, the highest post in the shipping organization.

*Table IV. Residence Status of the Respondents*

Residence Status	Frequency	Percent
Residing with family	25	25
Residing with relatives	5	5
Residing in boarding houses	70	70
Total	100	100

Residence Status of the Respondents indicates that most of the respondents have no relatives in Naval, hence, they reside in boarding houses.

**Table V.** Source of Financial Support of the Respondents

Source	Frequency*	Rank
Parent/Family	87	1
Government Scholar	28	2
Relatives	15	3
Self- supporting (working)	10	4
University Scholar	4	5
Private sector scholar	1	6

\*multiple response

Source of Financial Support. When asked about the source of financial support for their maritime education at NSU, the greatest number of respondents reported "parent/family" as their source (Table V). Some were supported by the government, university and private sector as scholars and; the rest, by their relatives. Emulatively, there were those who pursued their maritime education through "blood, sweat and tears" by working while studying. In other words, they were self- supporting students.

This finding implies that a lot of students are supported by their parents in view of the difficulty of availing scholarships due to many documentary and other pertinent requirements.

*Table VI. Reasons of the Respondents for Taking Maritime Education*

Resource	Frequency*	Rank
In demand course	41	1
Ideal profession in gaining wealth	39	3
Travel around the world	39	3
Personal choice	39	3
Family influence	37	5
Financier influence	36	6
Peer influence	35	7

\*multiple response

The very reason why the respondents took maritime education was because they know that the “course is in demand” (Table VI). The same number of respondents said that: (a) maritime is ideal in gaining wealth (b) opportunity to travel around the world and (c) personal choice. Others were influenced by their families, financiers and peers.

This finding has relevance to, and is established by the Social Cognitive Career Theory which emphasizes, among others, that a person is influenced by things beneficial to him such as intrinsic reward (personal growth, contribution to the family, etc.) and extrinsic reward as wealth, fame and image aspiration.

#### 4. SUMMARY

This study sought to find out the profile of students and their reasons for taking maritime education at NSU. There were two groups of respondents involved in this study, those who took BSMarE and BSMT comprising of 48 and 52 students, respectively, with an aggregate number of 100 respondents.

The data were gathered with the use of a questionnaire and the were analyzed with the use of descriptive statistics such as frequency counts, percentages, means and rank to describe the findings.

Results showed that the age of the respondents ranged from 18 to 25 years old with an average of almost 20 years old; predominantly males and single. A great number of respondents resided in boarding houses with their parents/families as the source of financial support for their education.

With regard to their reasons for taking maritime education, most of them said that the “course is in” and “ideal in gaining wealth”, among others.

#### 5. CONCLUSION

In the light of the findings of this study, the following conclusions are drawn:

1. The age of the respondents ranges from 18 to 25 years old with an average of almost 20 years old.
2. The respondents are predominantly males and single with a great number of them reside in boarding houses or they are from outside Naval with no family or relatives to stay with.
3. They pursue their maritime education at NSU with parents solely supporting them.
4. Among the reasons why the respondents take maritime education, “in demand course” is the persuading reason, the most of them say.

#### 6. RECOMMENDATION

On the basis of the foregoing findings, the following recommendations, although suggestive only, are hereby offered:

1. Dormitories within the campus should be built to address the housing needs of students from outside Naval who have no relatives to stay with.
2. The entry requirements, should be properly and honestly implemented with some necessary enrichment such as admitting only the most capable student- applicants who show promise of performing service on a high level of competency should they become seafarers in the near future.

3. The school should acquire state-of-the-art facilities for simulation that will allow students enough exposure to the training activities which is necessary in making them feel confident of their success in seafaring after graduation.
4. The school may establish linkages with the employment world to ensure absorption of graduate.
5. An updated placement and follow-up study of the graduate should be institutionalized to give motivation and encouragement to students seeking admission to the maritime education program.
6. Replication of the study in other maritime schools be conducted to provide a broader outlook on the reasons of the students pertinent to their career preference

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