

Professionalization of the Maritime Industries and the Growth of Postgraduate Programmes in Maritime Studies: A Survey of Student Perceptions

Adolf K.Y. Ng¹, Anita C. Koo², Anthanasios A. Pallis³

¹Dept of Logistics & Maritime Studies, The HK Polytechnic University

²Dept of Applied Social Sciences, The HK Polytechnic University

³Dept of Shipping, Trade & Transport, University of the Aegean

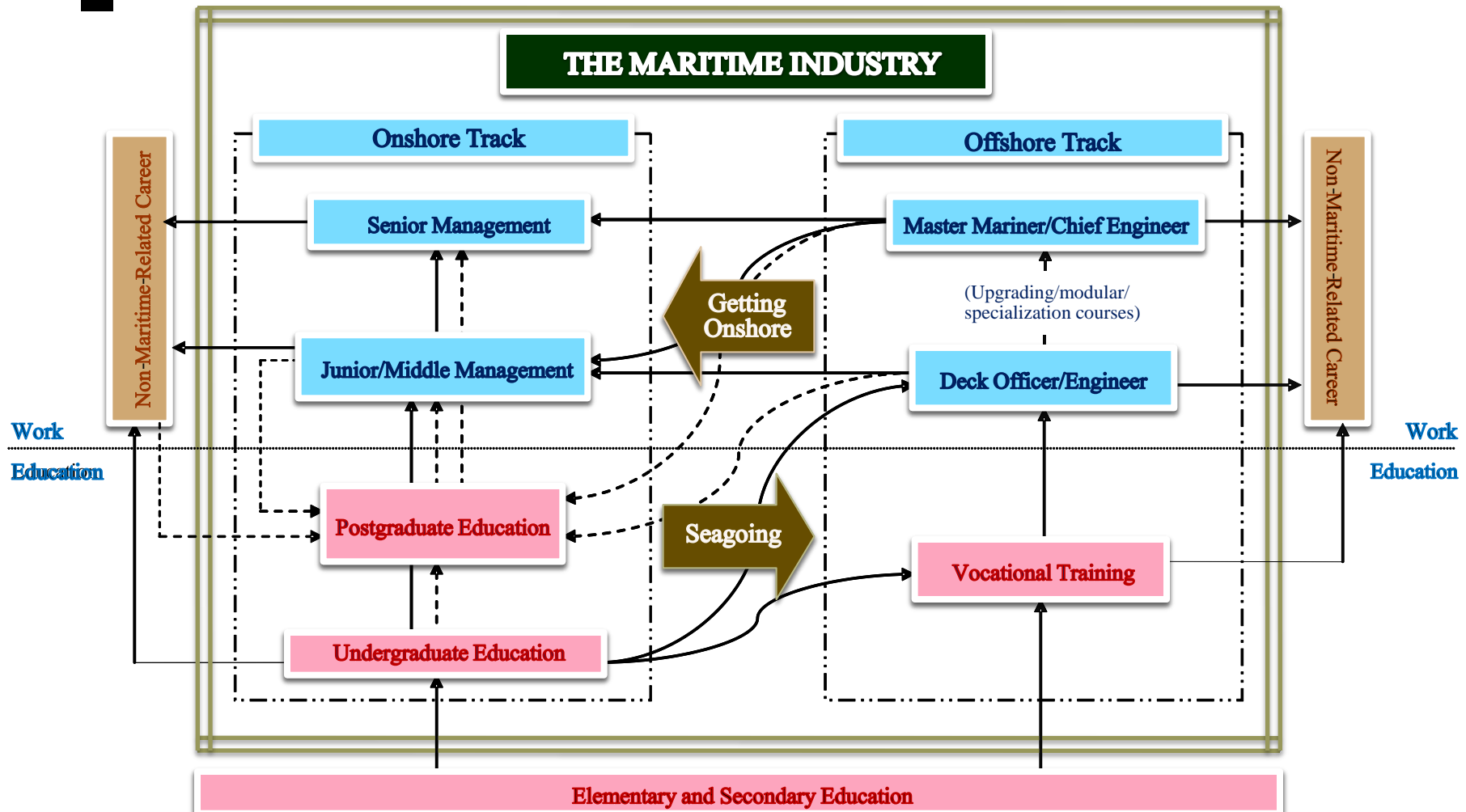


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Background



Keys: \longrightarrow Conventional maritime career path \dashrightarrow Influences of postgraduate education on maritime career path

[Background]

- H_1 The motivation of students embarking on postgraduate maritime education is mainly driven by the actions and/or working practices of the particular professional group, rather than the inspirations of prospective students.
- H_2 The motivation of students in pursuing postgraduate maritime education is mostly inspired by economic rewards rather than self-personal development.
- H_3 The perceptions of students are not uniform, as students from different work experiences, or cultural backgrounds, have diversified motivations and attitudes when making the decision to pursue a postgraduate maritime programme.

[Methodology]

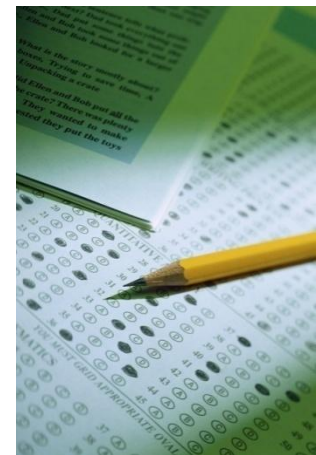
- Surveyed 227 students (24 nationalities) who are pursuing/pursued master programme in maritime studies (Oct 2008 – Feb 2009):
 - The Hong Kong Polytechnic University (Hong Kong)
 - Inha University (South Korea)
 - Nanyang Technological University (Singapore)

 - Erasmus University Rotterdam (The Netherlands)
 - University of the Aegean (Greece)
 - University of Piraeus (Greece)

[Methodology]

- “Yes”/“No” to various statements

- Statistical tests: ANOVA; χ^2 ; t -tests (unequal var.)



[Methodology]

- **Work Experiences in the Maritime Industries** (have: 135 vs. have not 47)
 - China (Mainland); ROC (Taiwan); Indonesia; Malaysia, Myanmar; Singapore; South Korea
- **Cultural Backgrounds** (East Asia: 101 vs. European Union: 102)
 - Belgium; Great Britain; Greece; Poland; Portugal; The Netherlands

Empirical Results

Students' motivations to pursue a specific maritime postgraduate programme

Motivations	Overall	Work experience (n 182)		Cultural background (n = 203)		Two-Sample T-Test (unequal var)		Two-Sample Test for prop.	
		Have Not (n=47)	Have (n=135)	EA (n=101)	EU (n=102)	HN - H < 0	HN - H > 0	EA - EU < 0	EA - EU > 0
D: This programme's courses would increase my knowledge of the industry	n=201 96.48%	97.87%	97.04%	98.02%	94.12%				0.077*
F: This programme would provide me a valuable opportunity to meet more people within the same industry	85.02%	78.72%	85.93%	91.09%	77.45%				0.0037***
B: I would have better chances to get promoted to a higher position after graduating from this programme	81.94%	87.23%	82.22%	78.22%	83.33%				
I: Own aspiration -- I always aim to obtain a postgraduate degree	79.30%	74.47%	81.48%	75.25%	80.39%				
C: This programme would help me to change my career path	75.33%	61.70%	76.30%	69.31%	78.43%	0.0371*		0.0703*	
A: My income would likely increase after graduating from this programme	72.69%	82.98%	71.11%	67.33%	76.47%		0.0417**	0.0744*	
E: This programme's courses would enhance my general performance in my current position	66.52%	44.68%	74.81%	71.29%	60.78%	0.0002***			0.0576*
H: My employer or company encourages me to pursue further education	26.43%	8.51%	28.15%	21.78%	29.41%	0.0004***			
G: Peer pressure -- most of my friends or colleagues already have a master degree/ are pursuing for a postgraduate programme	24.67%	21.28%	22.96%	21.78%	24.51%				

Empirical Results

Students' considerations when choosing a maritime postgraduate programme

Considerations	Overall	Work experience (n = 182)		Cultural background (n = 203)		Two-Sample T Test (unequal var)		Two-Sample Test for prop.	
		Have Not (n=47)	Have (n=135)	EA (n=101)	EU (n=102)	HN - H < 0	HN - H > 0	EA - EU < 0	EA - EU > 0
C: My interests in the courses this programme is providing.	94.27%	93.62%	94.81%	95.05%	94.12%				
H: The reputation of the institution/ university.	86.34%	85.11%	87.41%	88.12%	82.35%				
B: My affordability of the programme's fees.	74.89%	68.09%	81.48%	82.18%	64.71%	0.0421**			0.0023***
F: The quality of this programme's teaching staff.	74.01%	89.36%	66.67%	67.33%	78.43%		0.0002***	0.038**	
D: My ability and/ or confidence to pass all examinations and get the degree.	69.16%	70.21%	65.93%	71.29%	69.61%				
E: Time management -- the flexibility of constructing my own timetable.	56.83%	59.57%	57.04%	63.37%	53.92%				0.0868*
A: The availability of scholarship and other subsidies to students.	54.63%	72.34%	47.41%	60.40%	43.14%		0.0011***		0.0069***
G: The quality of supporting facilities of the institution (e.g. library).	51.10%	61.70%	48.15%	56.44%	44.12%		0.0545*		0.04**

Empirical Results

Students' information channels for maritime postgraduate programmes

Knowing this programme	Overall	Work experience (n =182)		Cultural background (n = 203)		Two-Sample T Test (unequal var.)		Two-Sample Test for prop.	
		Have No (n=47)	Have (n=135)	EA (n=101)	EU (n=102)	HN - H < 0	HN - H > 0	EA - EU < 0	EA - EU > 0
H: I intentionally searched for the information of related programmes (e.g., Sources from the internet).	65.64%	65.96%	62.22%	64.36%	65.69%				
D: I knew someone who had enrolled in this programme before.	44.05%	51.06%	42.22%	41.58%	50.00%				
C: My friends or colleagues recommended this programme to me.	37.44%	48.94%	31.85%	34.65%	40.20%		0.0227**		
G: Learned form the mass media (e.g. advertisement on newspaper).	32.16%	34.04%	33.33%	48.51%	20.59%				0***
F: Learned from work-related/ professional magazines and newsletter.	27.75%	14.89%	31.11%	28.71%	29.41%	0.0078***			
E: I was a graduate of this institution/ university (in a different degree).	24.23%	40.43%	18.52%	12.87%	40.20%		0.0039***	0***	
B: My company regularity provided relevant information for further studies.	8.81%	6.38%	8.89%	7.92%	10.78%				
A: My employer or company suggested me to enrol in this programme.	7.49%	4.26%	5.93%	4.95%	9.80%				0.0938*

Empirical Results

Students' descriptions of maritime programmes features

Description of the Programme	Overall n=201	Work experience (n=181)		Cultural background (n=202)		Two-Sample T Test (unequal var.)		Two-Sample Test for prop.	
		Have No (n=47)	Have (n=134)	EA (n=101)	EU (n=101)	HN - H < 0	HN - H > 0	EA - EU < 0	EA - EU > 0
D: Increasing student's professional competence and skills.	86.73%	80.85%	88.81%	86.14%	87.13%				
E: Providing student updated information related to the industry's development.	84.51%	82.98%	85.07%	90.10%	76.24%				0.0042***
F: Possessing well-qualified teaching faculties/ staff.	79.65%	80.85%	76.12%	77.23%	81.19%				
I: In general, programme outcome fits with my initial expectation.	77.43%	74.47%	76.12%	73.27%	81.19%				0.0906*
G: Teaching student effectively.	76.55%	78.72%	75.37%	74.26%	79.21%				
A: Successfully transmitting job-relevant skills to students.	73.45%	74.47%	75.37%	67.33%	79.21%				0.0284**
C: Allowing students to build up networks with people within the industry.	69.47%	63.83%	72.39%	75.25%	57.43%				0.0036***
B: Courses being too academically-/ theoretically-based.	44.69%	48.94%	44.03%	48.51%	42.57%				
H: Workload being too heavy or cramped.	40.27%	31.91%	43.28%	37.62%	41.58%	0.0822*			

[Conclusions]

- Limited extent that maritime industries act as driving forces towards such prospective students' enrolments, thus rejecting H_1
- Partially confirm H_2 . While surveyed students are motivated by economic rewards, many also regard status, networking inspirations, or self-identification (via various sources of information) of the contemporary needs of the maritime industries as incentives which can't be overlooked.
- Concerning H_3 , the survey provided evidence that diversified working experiences and cultural backgrounds have impacts on the perceptions of student groups

[Future Research Agenda]

- Students from Marine/Maritime-dedicated Academies (e.g., Australian Maritime College)
- Undergraduate students (e.g., BBA in Int'l Shipping and Transport Logistics, PolyU)



Q & A



Thank You