

Maritime Management students 2011

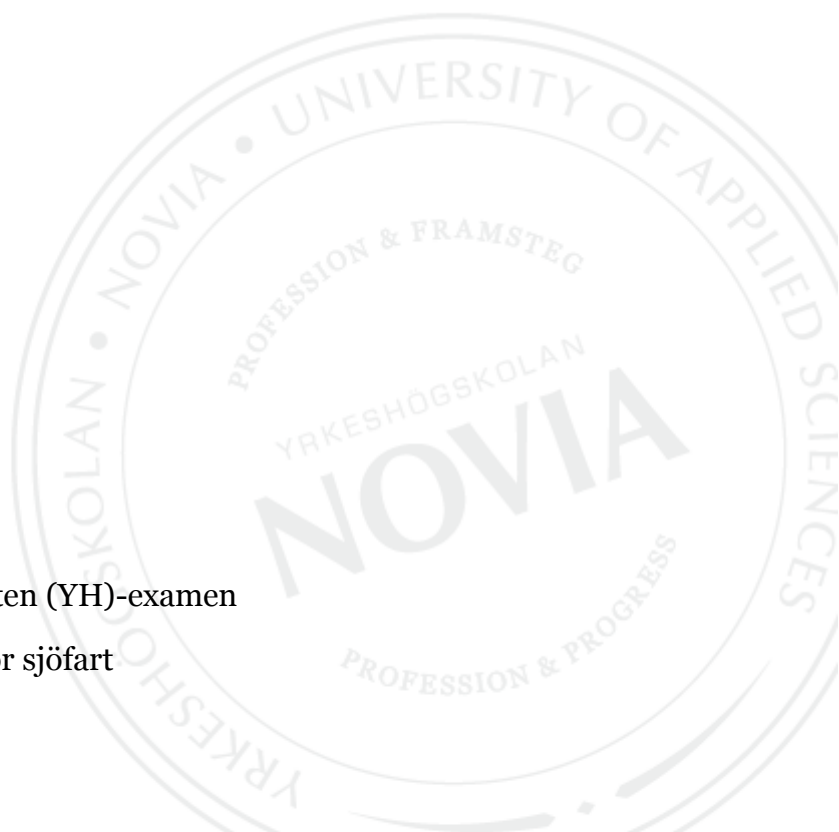
The image of maritime industry as seen by new maritime management students.

Nico Soukka

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Author: Nico Soukka

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Supervisors: Esa Lapela

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Summary

The purpose of this thesis was to find out the profile of the new Maritime Management students and what they think about the maritime industry. The work was done by making a survey which was then given to the class to fill on their first school day.

This thesis consists of 3 parts; first I explain the backgrounds that lead me to select the questions into the survey. Then I describe how the survey was made and used. Lastly I explain the results collected with the survey.

The thesis succeeds in forming a profile of the new Maritime Management students and gathers some insight into how the new students see the maritime industry and what they expect from it in the future.

This Thesis was commissioned by the Finnish Shipowners' Association due to their interest in the notability of the seaventures.fi portal amongst the new students.

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Sammanfattning

Syftet med detta examensarbete är att bilda en profil av första årets Maritime Management studerande, samt att undersöka deras förhandsåsikter om sjöfartsbranschen. Undersökningen utfördes med en frågeenkät, som tilldelades åt klassen under deras första skoldag.

Examensarbetet består av tre delar; först behandlas bakgrundsfaktorerna som ledde till utformandet av frågorna i undersökningen. I den andra delen beskrivs hur undersökningen gjordes och användes. Till sist analyseras och förklaras resultaten av undersökningen.

Examensarbetet lyckades bilda en profil av de nya Maritime Management studerandena och ger en bild av hur studerandena ser på sjöfartsbranschen samt vad de förväntar sig av den i framtiden.

Detta examensarbete är beställt av Rederierna i Finland, för att ge dem en uppfattning om användningen av portalen seaventures.fi bland nya studenter.

Språk: Engelska Nyckelord: studerande, sjökapten, rekrytering,
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1 Introduction

Onboard ships new students entering their training period always hear discussion about the young trainees seeing themselves as only a few years short of being competent master mariners. Whether this is just legend or a sad circumstance that takes place on numerous ships annually, is investigated in this study. It is common belief among more experienced maritime professionals that many new students in the maritime schools are not fully aware of what work environment and career prospects they are truly entering. Lacking more reliable sources of information, new students might base their perceptions about a captain's career path on hearsay or the degree's official length of 4.5 years of study time.

There are multiple reasons why it is difficult to form a clear image of the profession: the lack of reliable information sources, the abundance of misleading information and the legendry circulating amongst seafarers and wannabe seafarers. The subscriber of this thesis, Finnish Shipowners' Association, has interest in the awareness of the Seaventures-portal amongst the new students. So I have included it as a part of my work when looking for the information sources the new students have used to gain knowledge of the profession and maritime industry.

Lately I have been intrigued by what is the general perception of the maritime profession amongst those seeking to become maritime professionals. Does it coincide more with reality or a romanticized image based on popular culture. Do the students arriving from foreign countries have a similar perception as those from Finland?

There have been relatively few studies made in Finland about maritime students and their knowledge and vision of the profession. My study is focusing on the maritime management students who began their studies in fall of 2011 in Turku. Due to the substantially small population of this study, the conclusions to be made of the questionnaire results are unfortunately quite narrow. I have high hopes that if the questionnaire is done annually, follow up studies with more interesting conclusions can be made.

The questionnaire and the theory it is based on was done in cooperation with Bernt Lindell who studies the national maritime students who began their studies in the fall of 2011.

1.1 Goals of the Study

The aim of this thesis is to find out the social background of new Maritime Management students and where they got the information about the industry. Also it is good to know what kind of image the students get from the information sources as a result. With the social background I mean where the students are from, what age they are, their mother tongue, their parents' education, occupation and more. Further objectives of this study is to find out how many of the new students have sailors in the family and whether it has affected the new student's educational choices. Are there students that expect to be sea captains after four and a half years of studying; this is to be determined. The subscriber of the thesis is interested if the new maritime management students are aware of the Seaventures-portal and if they have used it for information seeking. For this reason the respondents were asked a few questions about it.

1.2 Problem Formulation

New student's background: Age, hometown, educational level, social background and are there any relatives as seamen. What kind of image do the new students have of the seaman's profession? What made them to select the maritime education? What career prospects are the students expecting?

How well do the new students know the seaman's profession? Where did they get information about the seaman's profession? Are the new students familiar with the Seaventures-portal? Have they used it to find information of the profession? Do the results to these questions differ between foreign and Finnish students?

1.3 Demarcation

This study is limited to apply to students who began their Maritime Management studies in autumn 2011 at Novia University of Applied Sciences (henceforth Novia). All students who had begun their studies earlier were demarcated out. The study was limited even further by carrying it out at the earliest possible stage of the new stu-

dents' studies, on the beginning of the students' first school day. I considered it important that their thoughts and beliefs don't get influenced by older students' thoughts about this occupation and their opinions of the Finnish maritime future.

1.4 Previous studies of subject

Previous researches and studies concerning precisely this subject and ones that relate to seafaring are rare if not downright nonexistent. However, there are studies and researches related to maritime training, student's social background and what kind / where to find information of the maritime industry. Below I list some of the most central studies I use in this thesis.

Leena Rossi "Koulun kautta merille" (1994) is a study of maritime training in Finland from 1813 to 1988. The survey is very comprehensive and includes title divisions by subjects, students' social backgrounds and more. From this work I have concentrated on maritime students' background on the postwar period between the years 1944 and 1988.

MKK / Centre for Maritime Studies (2004) have made a study of the student councilors' knowledge of the maritime industry. The study also included research of the image of maritime profession amongst ninth graders. From this work I've focused on the information sources that potential students have about the maritime profession.

Opiskelijatutkimus 2010 – Korkeakouluopiskelijoiden toimeentulo ja opiskelu -report deals with factors affecting Finnish college students' living and studying. This study is part of the pan-European research project Euro Student IV. Euro Student IV compares students' social and economic status in 26 countries. The study included about 4,000 university students in Finland and it was carried out in autumn 2009 in the form of a web questionnaire. (Saarenmaa, Saari & Virtanen, 2010)

Katja Nurmio's master's thesis "Merimiehen Blues" describes the changes in the seaman's life from the end of 1950's to 2004. This source I've used to form a picture how seamen are seen universally in Finland.

Jan Tarpila from KyAMK has made a thesis of impressions about the maritime professions, even though the topic suggests it would relate to my thesis I've disregarded it due to its inferior quality and questionable source references.

2 Background

In this chapter I deal with sea captains'/maritime students base education level since the Second World War, Finnish university students' social background and seaman's professions and maritime industry's image in Finland. Since World War II, the general level of education has increased in Finland, which was also visible in the students applying to maritime education. (Rossi 1994, page 319) The time period also includes significant changes in basic schools due to the school reform in 1970s and in the maritime schools during early 1990s when the universities of applied sciences (UAS) were formed. (Rossi 1994, page 82; Anttila & Salmenhaara 2011, page 26; personal interview with Karlsson P-O, 14.2.2012) The formation of universities of applied sciences meant a total change in maritime education. The change from the old education system in which studies went on gradually in three different degree steps between school and work on board, into a single degree at a polytechnic meant that the officer programme was no longer divided into mate and captain -lines, but pooled into a master line which contains both studies and practical training. (personal interview with Karlsson P-O, 14.2.2012)

2.1 Maritime students in Finland

The rise in the general level of education also elevated the percentage of students in maritime schools who had a high school diploma. In maritime schools in the mainland there have been a few students with high school diplomas since the mid-1940s. The proportion of students with high school diplomas increased sharply in the 1960s and 1970s; at the end of 1970s the rate was up to 40% of students in maritime schools in Turku and Rauma. At the end of the 1980s about half of the students in maritime schools in mainland Finland had a high school diploma as base education. (Rossi 1994, pages 319-322) 16 students (69,6%) of the first class in Sydväst University of Applied Sciences in 1996 had high school diplomas and 7 pieces had vocational school as base education. (Åbo Navigationsinstitut)

Since the mid-1940s to the late 1980s, four fifths of maritime students come from South-Western and Southern Finland. The main recruitment area for maritime schools in Finland has been Finland Proper and Satakunta (together one third of students) and Uusimaa (one third of students). The most common places of origin for

maritime students were the four maritime school cities, Turku, Rauma, Kotka and Maarianhamina, together with Helsinki. These cities accounted for two fifths of the students. Maritime school in Turku had over half of its students from Finland Proper. Other major recruitment areas for maritime school in Turku were Uusimaa (about one third of students) and Ahvenanmaa (about one tenth of the students). Maritime schools in Rauma and Kotka had similar trends as the school in Turku. The most important recruitment for both schools was their own province. Over half of the maritime education students in Rauma was from Satakunta, while just under half of the students at Kotka maritime school were from Kymi. Both schools had one fifth of their students from Uusimaa. (Rossi 1994, pages 328-329) Of the students who began their seacaptain studies in Sydväst University of Applied Sciences in Turku during the fall of 1996, nearly half were from Finland Proper, about one sixth from Uusimaa and one eighth from rest of Finland. (Åbo Navigationsinstitut)

2.2 Foreign students in Finnish universities of applied sciences

In recent years, globalization has become an increasingly important part of higher education policy. At the same time the focus has shifted from organizing student exchange to recruiting degree students from abroad. High quality education, which is capable of attracting foreign talent, is seen as essential to the country's competitiveness. (Garam 2009, page 2)

Even though the absolute number of foreign degree students has increased throughout the 2000s, their relative share of students in higher education (4%) is by international standards still below the OECD average (6,9%). (Garam 2009, page 2)

Finnish UAS-system's development in the 1990s had internationality as a central objective in new degree programmes. In the 90s plenty of degree programmes in foreign languages were founded especially in universities of applied sciences. (Garam 2009, page 4)

At the turn of the millennium the focus in internationalizing shifted even more to the recruitment of degree students. The strategy for international operation, published in the 2001, was the first time when national objectives for the amount of foreign degree students were set. Together with the recruitment of degree students also the focus for

development of studies in foreign languages shifted towards degree oriented education. (Garam 2009, pages 4-5)

Also a new area is the domestic internationalization which means to create an international atmosphere domestically. It's been under discussion previously, but in practice the share of Finnish students in foreign language based programs has grown rapidly only in the last few years. One factor influencing this might have been the unrealistic expectations about the popularity of foreign exchange among students. Now that the reality is recognized, possibilities for internationalization domestically are searched. Additionally the quality of the Finnish students' English skills is nowadays generally quite good, so the foreign language is no longer a threshold. (Lahtonen & Pyykkö 2005, page 13)

In Finland Novia is the only school that offers sea captain's degree in a foreign language. (National Board of Education)

Currently 133 degrees in a foreign language are offered in Finnish Universities of applied sciences. (Study in Finland) During summer 2008 the number was only 79. (Garam 2009, page17) The amount of foreign language programs has almost doubled in 4 years as a result of the internationalization strategy.

A foreign student that comes to Finland expects from his international studies clear added value to his degree, something that can't be obtained from his home university and can be used as a career speeding factor. Due to the fact that English language has become the lingua franca of business and science, the demand for especially English language based education is largest. Of course the student can be attracted by various other reasons as well. For example the image of the exchange destinations interesting way of life or other social factors can influence the decision. (Lahtonen & Pyykkö 2005, page 15)

Clearly the most important recruitment channels for foreign students are the program's webpages in English. The results confirm the perception obtained from previous studies that the internet and different kinds of personal acquaintances are the most important information and recruitment channels. The superiority of the webpages as a recruitment channel implies also that systematic and targeted marketing in the programs has only a small influence. (Garam 2009, page 41)

The foreign language degree programs' link to worklife has proved to be problematic in several reports. Particularly foreign students' step to worklife in Finland has proved difficult, problems have risen even with finding the necessary practical training positions. (Garam 2009, page 58)

Foreign language degree programs are not designed with a view that they would give readiness to find employment primarily in Finland. Only a fifth of the programs aim at this. In addition according to those responsible for the programs, fewer than half of the programs provide readiness to find employment in Finland or both to Finland and abroad. The rest of the programs prepare students primarily to foreign labour markets or they didn't take a stance on the issue. (Garam 2009, page 81)

In many programs it is also not clear to which labor market the students are being trained – or at least this is not defined as destination countries. Just under half of the programs did not know how to define if the degree gives readiness for employment in Finland or abroad. (Garam 2009, page 81)

Mandatory practical training is included in most of the university of applied sciences' programs and approximately every fourth university program. Generally organizing a practical training position to a foreigner is not seen as a very large problem, however in universities of applied sciences it is seen as a significantly larger than in universities. (Garam 2009, page 82)

2.3 University students' social background in Finland

Median age of the Finnish university students as they begin their studies is 21 years, while the average of age is 23 years. The average is greater than the median because it is sensitive to extreme values, in this case old students. (Saarenmaa, Saari & Virtanen 2010, page 17) In technology, communication and transport field's, in which the captain's program belongs to, as with the natural science fields at the Finnish universities of applied sciences the male students represent 80% of the total amount of students. In comparison, generally in Finnish universities only 45% of the students are male while 55% are female. (Saarenmaa, Saari & Virtanen 2010, pages 16-17)

Almost two thirds of the Finnish university of applied sciences students has a high school diploma, while three tenths have completed a vocational degree and three percent have completed another university degree prior to their studies. (Saarenmaa,

Saari & Virtanen 2010, page 19) When looking generally at Finnish university students' parents, mothers are slightly more educated than the fathers. 23% of university of applied sciences' students' fathers have a folks'-, middle- or elementary school background, while 15% of mother have similar educational backgrounds. 46% of fathers and 54% of mothers have a vocational education. University degree or higher is possessed by one fourth of fathers and more than one fourth of the mothers. (Saarenmaa, Saari & Virtanen 2010, pages 25-26)

2.4 The image of shipping in Finland

The word seaman consists of the words, sea and man and tells in itself the essential, a man that works at sea. Terminology is also similar in many other languages and consists of the same parts, such as in Finnish merimies (sea and man), Swedish sjöman (sjö and man), and German seeman (see and man). Seaman's job description varies greatly depending on the ship type and traffic area in question. There are also persons that judicially are categorized as seamen, but in fact have nothing to do with shipping, such as service personnel on passenger ships; they are a category of their own and outside the scope of this study. The only thing in common with these groups is their migratory work. (Vartiainen 1995, page 27; Anttila & Salmenhaara 2011, page 114)

Seaman's profession has changed significantly since World War II. In the first half of the 20th century the last sail ships were superseded by first steam and then motor driven vessels. In the 1960s and 1970s ro-ro ships and container ships became more common. Development led to reduced port times and more urgency in ports, which meant that there was hardly time to go ashore. (Pietikäinen 1994, pages 208-209; Sipilä & Wirrankoski 1994, pages 313-315; Vartiainen 1995, pages 24-25) Due to the ships' technological development crew sizes decreased and job assignments were reorganized. Today's ships with high level of technology and automation are planned for smaller crews. This means that high professional skills, extensive technical knowledge and good social qualities are required from seamen today. The small crews also leads to much shift work that makes the seaman's profession physically demanding. (Vartiainen 1995, pages 24-25; Anttila & Salmenhaara 2011, pages 112 and 114) This conception is also popular amongst ninth graders, guidance counselors and employment office educational counselors. However according to MKK is faulty

due to modern day technical equipment which make the work physically less demanding. MKK though admits that due to smaller manning and increased hurry has added the mental pressure on seamen. (Helminen & Aaltonen 2004, page 22)

According to the Finnish shipping companies the shipping industry's image is currently moderately good and better than elsewhere in Europe (Anttila & Salmenhaara 2011, pages 96, 101-102). However Anttila and Salmenhaara (2011, page 105) are of the opinion that currently the shipping industry's image is not very good in Finland partly due to outflagging in recent years. Interest groups in the maritime sector believe that the sector will not attract new students due to wage development and work characteristics such as long periods away from home. (Anttila & Salmenhaara 2011, page 95)

The image of seafaring and maritime industry is diverse. The romanticized image of the seaman has its origins in the sailing time, and it was largely created on land. In the romanticized image of the seaman his escapades and misfortunes change to adventure and romance, which rarely have anything to do with reality. (Riimala 1995, page 15; Vartiainen 1995, page 27) This romanticized image of the seamen has lived among the Finnish people and even among members of Parliament, who have at least on two occasions tried to make seamen pay pleasure tax on the basis that they get to travel so much abroad through their work. (Vartiainen 1995, page 33; Sylvänne 2011, page 39) These days also popular culture influences the romantic image of the seaman. Finnish schlager music, such as Juha Vainio's Albatrossi, and contemporary television shows from cruise ships, such as Love Boat, affects to some extent to the image of seafaring profession that the students who apply to maritime education have. (personal interview with Uola K., 20.3.2012) Romantic seamans notions such as yearning for freedom, dreams, demanding work, foreign lands and the sea are according to Salmenhaara and Uola (personal interview with Uola, 20.3.2012) factors that lead young people today to apply for this occupation. (Joki 2011)

The perceptions of family and friends about universities affect the potential new students' choice of university and education. However, also the image and reputation of the universities affects somewhat the potential new student's choice of education/university. Therefore the families and friends' support influences the new students' courage to apply to another location for education. (Tuominen 2011, page 99) The parents' position and background/education and occupation affects children's

choice of education. Parents' education and occupation do not affect children's university education as much as in several other European countries. (Saarenmaa, Saari & Virtanen 2010, page 24)

MKK's report from 2005 considers that the best sources of information for teens and young adults on seaman's profession and maritime education is expert presentations and internet pages. Internet is especially suitable as an information source since it's independent of geographic position. However it is important that the information on the web pages are current and up-to-date. Information on maritime education and maritime profession should be addressed to potential new students, guidance counselors in middle schools and highschools. (Helminen & Aaltonen 2004, page 20; Kauppi, Suotmaa, & Haikka 2005, page 13 and 15)

All four Finnish universities of applied sciences that offer captain's education announce the study time length to be 4,5 years. (Högskolan på Åland; KyAMK; SAMK; Yrkeshögskolan Novia) Of the schools only Novia informs potential students that in addition to a captain's degree, also work experience as an officer on ships in international traffic is needed to get a master mariner's certificate. (Yrkeshögskolan Novia)

For those who began their studies in autumn 2011, it takes at least 10 years until they receive their master mariner's certificate. Of this time it takes the studies themselves about five years. (Anttila & Salmenhaara 2011, pages 99 and 114) In addition to a captain's degree and master mariner's certificate, general work experience in deck officer's duties is expected before employed as master of a ship in international traffic. This will more than likely prolong the time before the new student gets his first captain's job. There are certain exceptions in regard to the requirements to be captain, for example in small tonnage ships on the Baltic Sea traffic area where the chief officer certificate and statutory work experience is enough to hold captain's position (Valtioneuvoston asetus aluksen miehityksestä ja laivaväen pätevyydestä, 2010). Today increasingly many graduates seek employment directly on land instead of seagoing work onboard ships (Anttila & Salmenhaara 2011, page 99). This phenomenon is supported by one third of students at maritime universities of applied sciences that say they tried shipping and that their goal is occupation on land (Anttila & Salmenhaara 2011, page 106). However it seems that maritime students are aware that Nordic seafarers are highly appreciated and that there is especially demand for officers on international markets. (Anttila & Salmenhaara 2011, page 102)

2.5 Seaventures.fi

Seaventures is a web-portal for recruitment and educational purposes founded by the Finnish Shipowners' Association in 2009. Seaventures.fi is a recruitment and education portal targeted at teenagers and young adults where they can find information on the maritime industry and the various careers within, direct links to maritime schools' web pages that have information about the contents and requirements of the degrees. On the Seaventures -portal also the maritime professions are presented. (Anttila & Salmenhaara 2011, page 85; Suomen Varustamot RY, 2011)

3 Survey

The population of this study is the new Maritime Management students who began their studies in autumn 2011. Nationally speaking the amount of maritime students is small (Anttila & Salmenhaara 2011, page 118). From this we can deduce that the amount of Maritime Management students who began their studies this autumn is so small, that it is practically possible to make a total survey and take a sample which includes the whole class. Another option could've been to make a sample survey, where I would've taken a sample of the population. The sample would've then represented the whole population (Körner & Wahlgren 2002, pages 28-30). I decided it is more convenient to make a total survey.

For the study of this thesis, I have chosen to use a questionnaire in which I combined multiple choice questions, likert scaled questions and open questions. In the likert scaled questions I used a scale of one (1) to five (5). Where number one (1) accounted for very poor and hardly, while number five (5) accounted for very good and definitely. The multiple choice questions were chosen in order to be able to make statistical comparison of the answers. The acquired answers were examined in accordance with statistical key figures. I favored open questions in order to minimize the chance of steering the respondents' answers and to gain deeper insight into the respondents' choice of maritime training and beliefs about the seafaring profession. The open answers were examined through qualitative substance analysis. All questions in the survey are based on my own perceptions and source theories that allow adequate comparison between their results and mine. The source theories I mostly used consists of former researches and studies.

The questionnaire was tested with the first class of watchkeeping officer students at Axxell vocational school in August 2011, after which it was revised slightly. Some of the questions were more detailed, so that the respondents could better understand them and more detailed response could be achieved. The questionnaires last two questions are developed together with the subscriber of the thesis. These questions concern the training and recruitment portal Seaventures.fi

The questionnaire was distributed in Novia to the entire present Maritime Management class during a supervised time at the end of August 2011. This was the group's first day of school and they were given 45 minutes to answer the survey in the morning. After the respondents returned the surveys I separated the answer sheets from the sheets that contained the respondents' contact details. Later turned out that the total amount of new students who began their studies that fall rose up to 14 and thus the response rate fell to 85,7%. Response rate is high enough to make conclusions of the specific maritime management class in question but since the overall population of Maritime Management students is so small that it is not fertile ground for large scale academic conclusions.

Table 1 Maritime Management 2011

	male	female	total	Percentage
Primary applicants	35	7	42	-
Starting positions	-	-	18	-
Starting students	13	1	14	100 %
Respondents	11	1	12	85,7 %

4 Results

In this chapter I take a look at the answers collected with the survey. I begin with the respondent backgrounds and dig in deeper to look at the foundations from where these respondents have climbed up to their present state as maritime management students. I then continue to look for their connection with maritime industry and what they think of it. I proceed to take a look at what expectations the respondents have from this new path they have taken. I also show the respondents' knowledge level of the profession and in the end I look from where they gathered their information from.

4.1 Students' background

The age profile shows that the average age of a new Maritime Management student is 21,58 years which is lower than the average new university student in Finland (23 years). The median age of the respondents was 22 years which is higher than the median of new university students in Finland (21 years). The average age is more susceptible to extreme values than the median. (Saarenmaa, Saari & Virtanen 2010, page 17) In the EU region the largest entry age to Higher Education is 19 years. (Bohonnek; Camilleri; Griga; Mühleck; Miklavic; & Orr 2010, page 33)

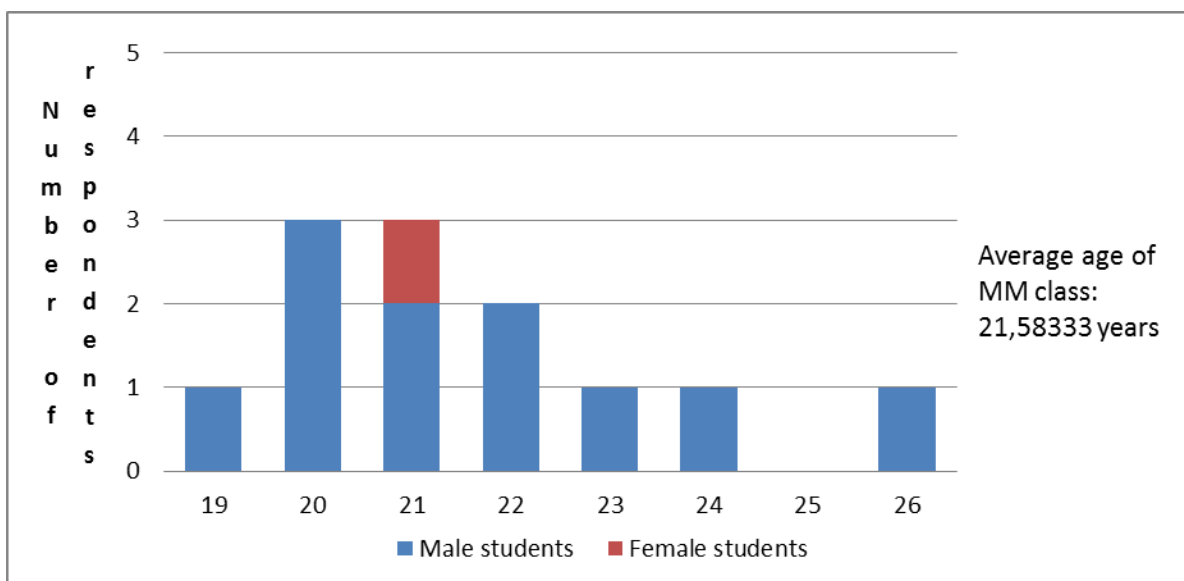


Diagram 1 Respondents' age profile

From Diagram 1 can also be seen that only one out of twelve students is female (8,33%), this is in line with the general technology, communication and transport

fields gender profile which composes of 80% male students and only 20% female. Generally Finnish universities have a gender distribution of 45% male and 55% female students. (Saarenmaa, Saari & Virtanen 2010, pages 16-17)

Nine of the maritime management students are from coastal regions (<50km to coastline) whereas three is from inland. This is in line with MKK's assumptions that generally people from coastal regions are more prompt to pursue a career at sea. (Helminen & Aaltonen 2004, page 7)

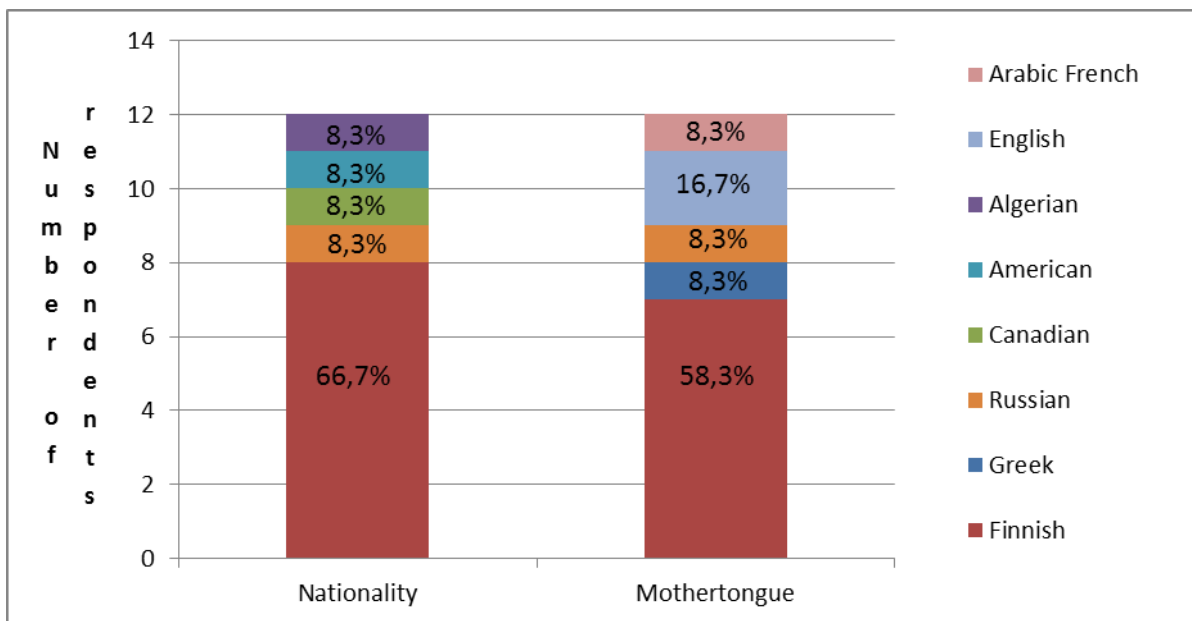


Diagram 2 Respondents' nationality and mother tongue profile

As can be seen on diagram 2 the population and henceforth the sample are very small and heterogeneous, thus they are very difficult to be compared as such to other student profiles in Finland. There are two respondents with dual citizenship which was not apparent from the survey answers, one with Canadian and Hungarian citizenship, and one with Finnish and Cypriot citizenship.

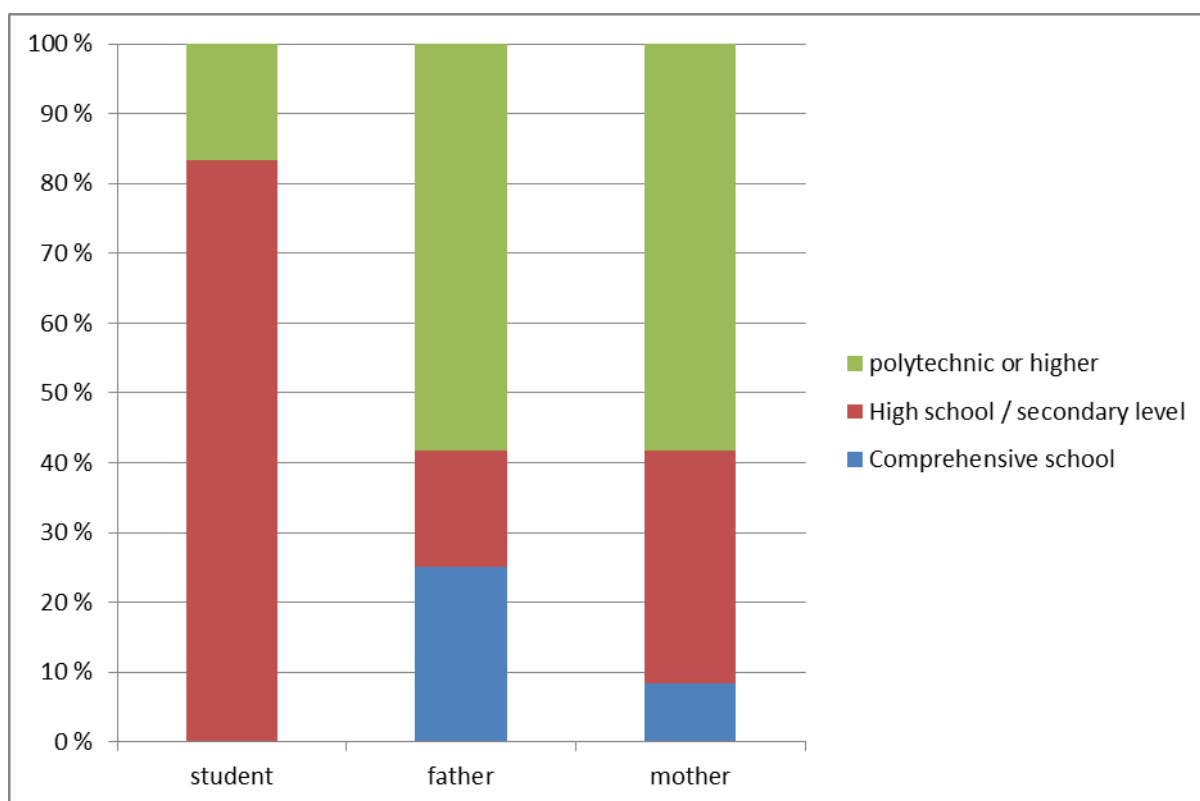


Diagram 3 *Educational levels*

In diagram 3 can be seen that all of the maritime management students have at least high school studies prior to the maritime school. Two foreign students had done university studies before beginning the maritime school. All of the students have reached the educational level their parents have and some have even exceeded them, this is in line with the general progress in Europe. (Orr;Gwosc;& Netz 2011, page 47)

With most of the students' parents the profession correlated with the educational level. The parents' professions varied greatly and can also be called heterogeneous. In Finland different socioeconomic backgrounds are well represented among higher education students. (Bohonnek; Camilleri; Griga; Mühleck; Miklavic & Orr 2010, page 48)

There was only one student whose parent also worked at sea: his father works as a pilot. Two students had other relatives at sea: one grandfather and an uncle. All in all, 25% of the students had relatives at sea.

4.1.1 Motivation for maritime career

In the questionnaire the respondents were asked this question: "Describe shortly, what kind of image do you have of the seaman's profession." Most often mentioned adjective was tough which was answered four (4) times. Then came demanding

which was mentioned twice. Also answers that imply the complete opposite of those previously mentioned did come up. One respondent answered “peaceful profession” and another answered “feet on the radar and a coffee cup in hand”. One respondent also described his image of the seaman’s profession as complex due to odd working hours.

The respondents were asked for reasons why they applied to maritime education and later what affected their choice about the seaman’s profession. The answers to these two questions combined gave a quite good picture of the motivators driving those respondents to begin studying in Novia Maritime Management.

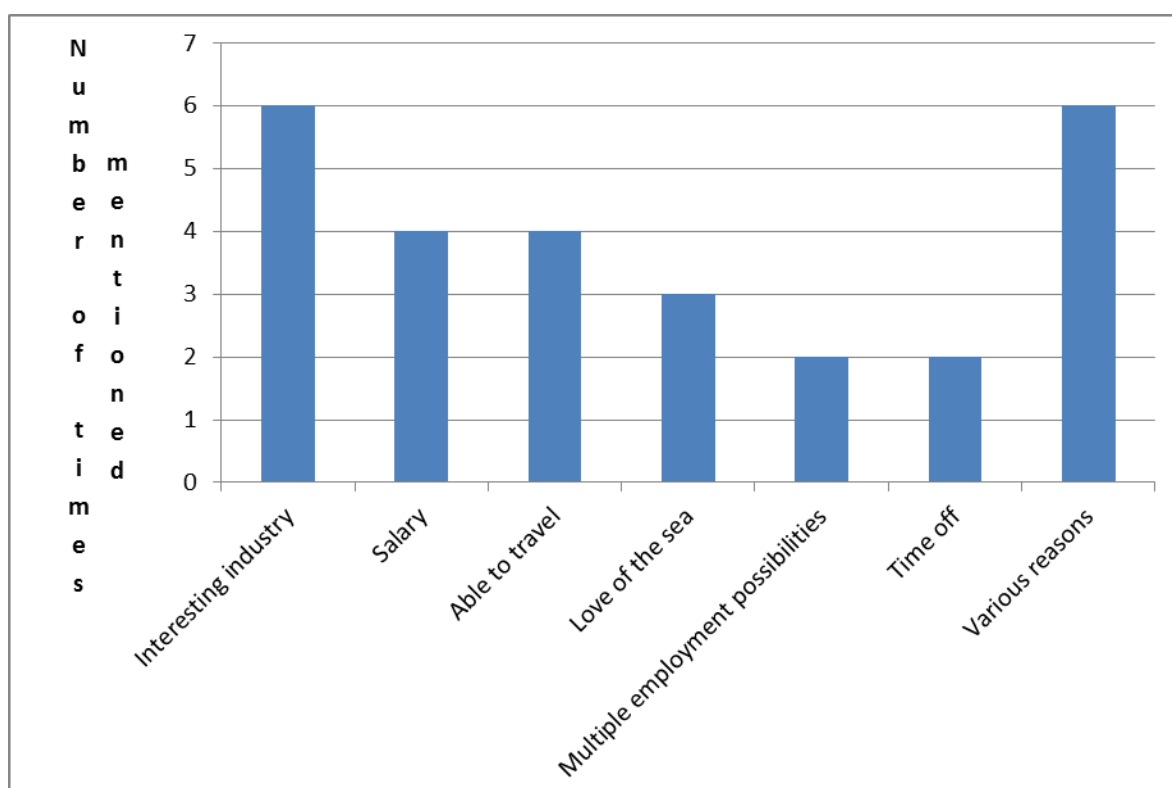


Diagram 4 *Most common reasons for interest in profession and education*

The other reasons mentioned included these:

- work conditions
- location of school
- boating
- respected profession
- want to be captain
- vocational career selection test results

These questions were followed by: “Did your family or friends contribute to your interest of going out at sea? If so in which way?” Most of the respondents declared

that their parents and friends had not influenced their interest towards going out at sea. Four (4) of the respondents' parents and friends had influenced by suggesting it, supporting it or by giving information about it. One respondent: "My parents influenced by giving me information about the industry". This respondent's father is a pilot.

4.1.2 Future expectations: imminent to 20 years

The respondents were asked about their expectations about the maritime education. Four of them answered that they expect to receive the education they need to become captains, another four emphasized the practical side of the studies over theoretical. Three of the respondents expect the maritime education to be versatile and two of them expect to gain knowledge of the profession. One respondent mentioned he is expecting "versatility and high quality teaching".

The respondents were asked to evaluate their employment probabilities post-graduation and they saw their chances quite good since they averaged 3,9 on a likert scale from very bad (1) to very good (5).

The respondents were asked where they think they'll be working 15 years from the moment they answered the survey. Ten (10) of them answered they hope they are working on some type of ship and one respondent wishes to have his own company by then.

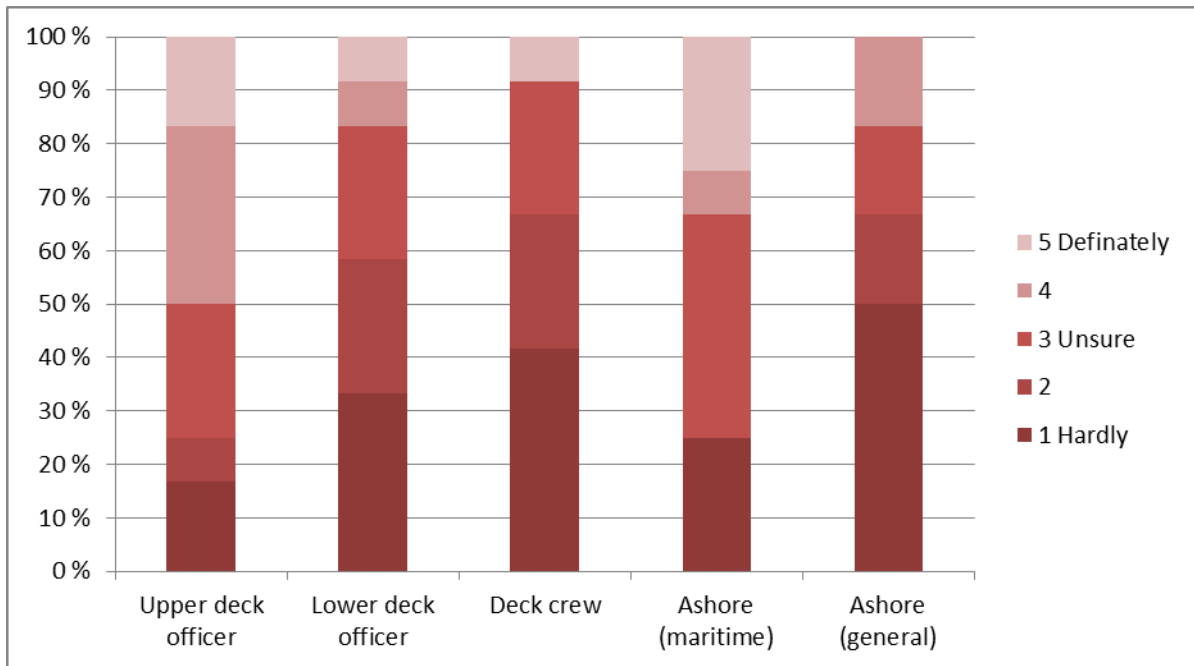


Diagram 5 *Rank expectations in 20 years*

The answer frequency indicates that in 20 years majority of the respondents expect to be working as upper deck officers. With the other ranks the answers spread so much that with such a small sample it is not very clear what career paths these respondents would prefer. The next most expected rank would be work ashore within the maritime domain, but with this survey there were 3 students who don't see themselves as working ashore in this time. Most undesirable rank to work would be generally ashore in some position unrelated to maritime domain.

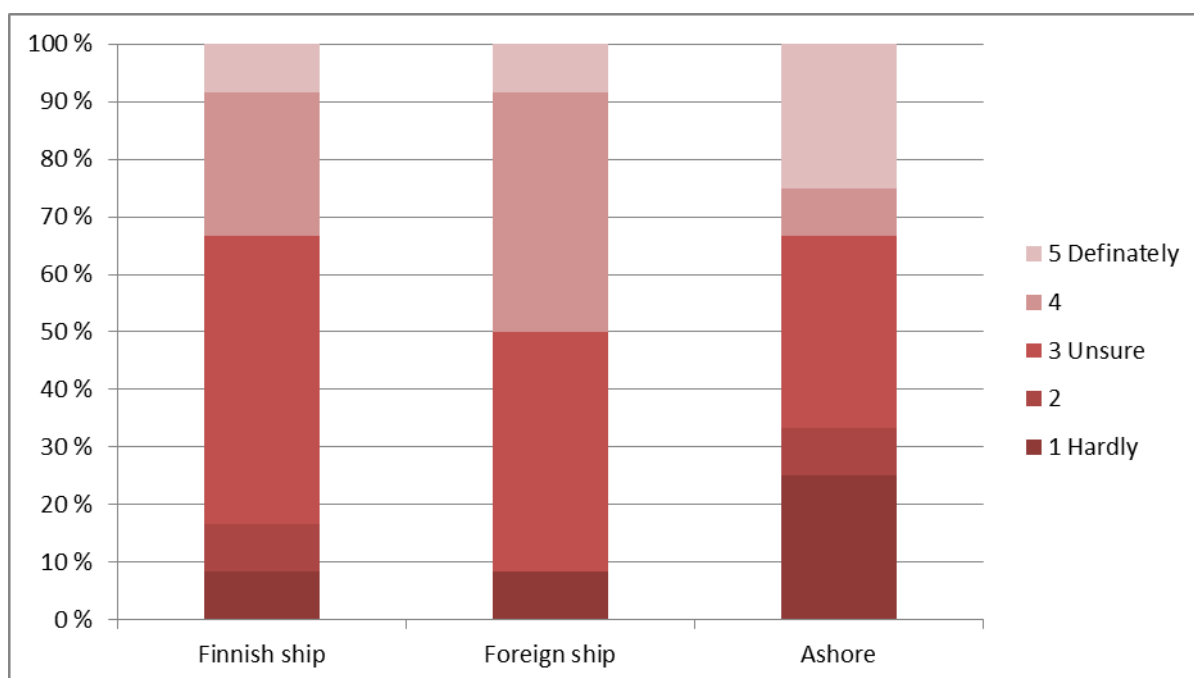


Diagram 6 *Employment expectations in 20 years*

The respondents saw foreign ships as the most probable workplace when compared with Finnish ships and shore based employment. Working ashore was seen with three students as a definite means of employment whereas other three respondents don't see themselves working ashore.

4.2 Knowledge level

The respondents had gained information about the seaman's profession from some acquaintances that worked at sea, or they had searched information on the internet, some cases they had done both as a way to find information. Two Finnish respondents had gained information about the seaman's profession during their compulsory military service in the navy. In addition on some cases the respondents had gained information from television, library or from a guidance counselor.

The respondents were asked to evaluate their knowledge about the seaman's profession and they averaged three (3) on a likert scale from very bad (1) to very good (5). Since half of the respondents answered three (3) which indicates moderate, it seems most of them were unsure of their knowledge level.

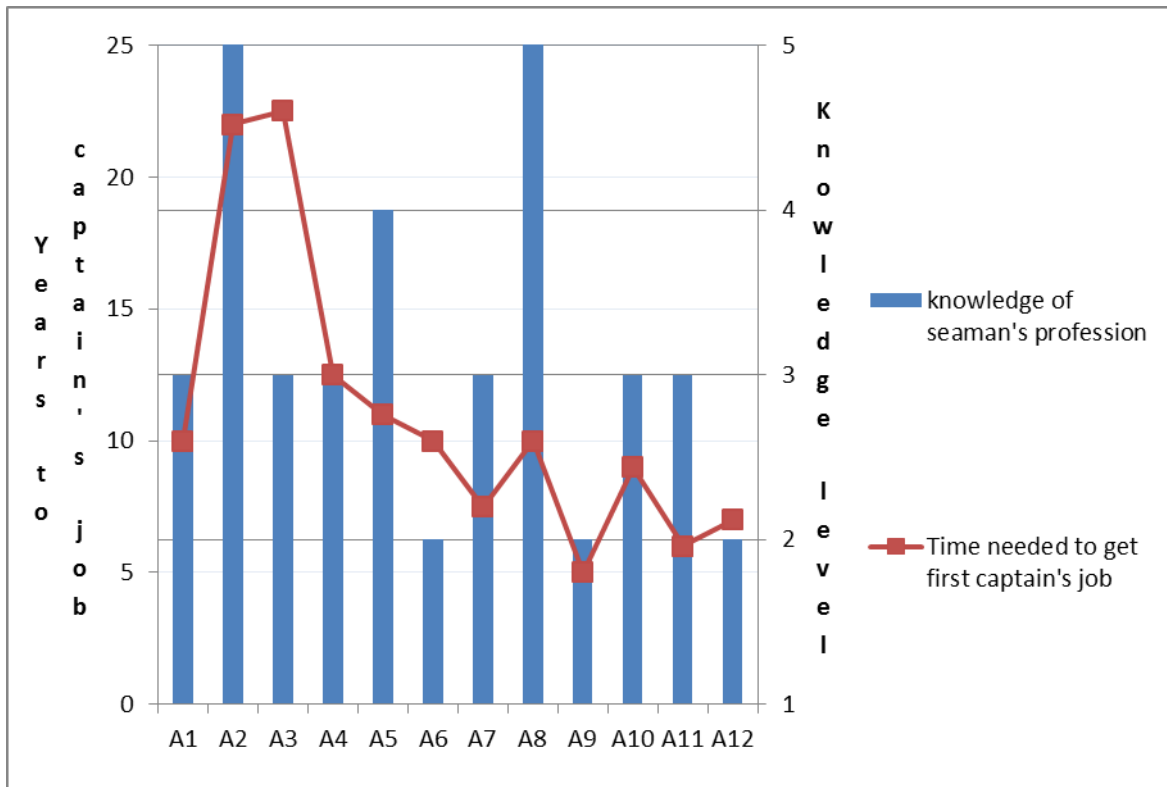


Diagram 7 Respondents' own estimates & evaluations

The next question was about how many years will it take to receive the first captain's job from the moment when the questionnaire was made. The idea was to see if the respondents had understood the idea of qualification certificates being separate from the school degree and how long it will take for them to get their first captain's job. The average of respondents' answers to this question was 11 years which is possible but it shows that half of the respondents were not aware that the degree is separate from certificate. The shortest estimate time was 5 years, median 10 years and longest estimate time was 22,5 years. A high estimate for getting the first captain's job does not necessarily mean the respondent is aware of the certificate requirements, a low estimate however proves the lack of knowledge.

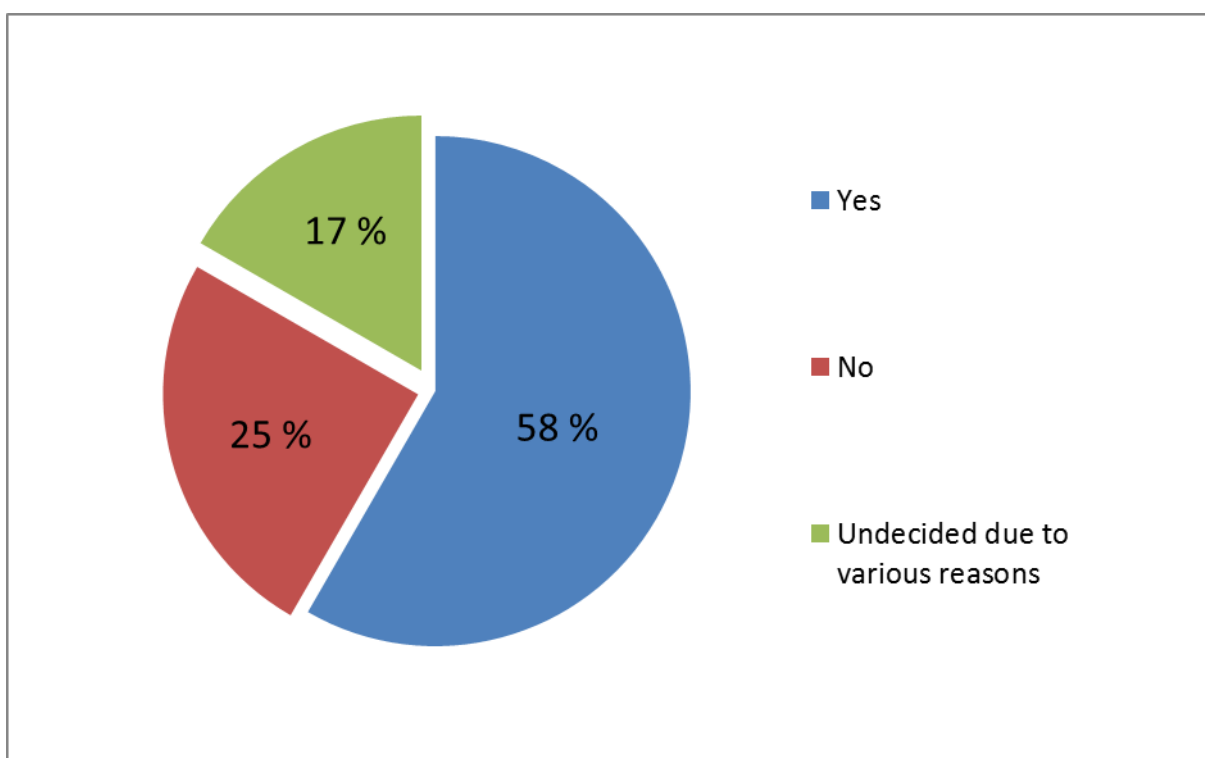


Diagram 8 Respondents who thought they had received enough information about the seaman's profession

Over half of the students thought to have received enough information about the seaman's profession. Those students who answered no, or were undecided had with one exception answered 10 or fewer years to their first captain's job.

4.3 Information sources

The last question regarding information sources was to determine what the respondents believe to be the best source for information about the seaman's profession. Based on the respondents' answers the best place to find information about the seaman's profession is work within the industry, either the information seekers own work or than some acquaintances work. The second next common information source was thought to be the internet in the form of websites and forums. Two respondents saw the library and books as good information sources and one respondent would seek information from school.

None of the respondents mentioned especially seaventures.fi as a good information source but in the internet it might be observed. The surveys last questions asked specifically if the respondents knew the seaventures.fi -portal, only one respondent acknowledged the website. When he was asked how he would improve the website

he answered that he only took a glance at it and that it was too little to give a statement about it.

4.4 Summary of survey results

The Maritime Management students are a very heterogeneous group of people and as such compose a vivid class profile. All of the respondents have at least a high school diploma prior to the maritime school and thus they surpass their parents' educational level. 25% of the respondents had relatives at sea. The seaman's profession was seen by most of the Maritime Management students as tough and demanding even though the opposite descriptions were also given.

Finnish students compose the largest nationality group within the Maritime Management students. Even though the Maritime Management students came from various parts of the globe, 75% of them came from coastal regions.

The biggest incentives to join the maritime profession is partially overlapping with the romantic seaman's notions such as ability to travel to foreign lands (mentioned by four respondents) and the love of the sea (described by three respondents).

The respondents expect from the education the necessary practical and theoretical skills needed to become captains, with the emphasis on the practical side.

The respondents evaluated their employment probabilities post graduation as quite good, even though long term labour force needs are poorly visible. (Anttila & Salmenhaara 2011, page 116) In 20 years majority of the respondents expect to be working as upper deck officers and not generally ashore. Foreign ships were seen as more probable workplaces than Finnish ships or shore based employment.

The respondents gathered information about the maritime industry from acquaintances that worked at sea and from the internet. Most of the respondents were unsure of their knowledge level. This was confirmed when half of the respondents didn't know about certificate requirements.

Work within the industry and the internet were seen as best sources of information about the maritime industry by the respondents. Seaventures.fi distinctively was not mentioned as an information source and when directly asked about, only one student knew the website.

When dividing the sample group results into Finnish and foreign groups, based on the answers to the survey there is no significant difference with the groups. Both groups gave similar answers to the questions dealt with in this survey.

Based on the survey results an average Maritime Management student is a 21 year old male from coastal regions in Finland with Finnish mother tongue. He has a high school diploma and has surpassed his parents' educational level. He thinks the maritime profession is a hard and interesting job where he gets to travel and enjoy the sea life. The average student expects the maritime education to be practical followed by good work opportunities. He expects to become captain after 10 years and he prefers foreign ships. He gathered his information from friends and relatives who worked at sea and then he did some research on the internet. However he is unsure of his own knowledge level and he doesn't know about the certificate requirements or Seaven-
tures.fi.

5 Conclusions

The purpose of this thesis was to find out the profile of the new Maritime Management students and what they think about the maritime industry. The work was done by making a survey which was then given to the class to fill on their first school day. The questions to the survey had been selected on the basis of my source theories and own perceptions.

The backgrounds of new maritime students has changed significantly since the times of the Second World War, this has been due to the reforms in Finnish basic schools and Finnish universities of applied sciences. The latter one has probably also influenced the new maritime students' perceptions and knowledge levels of the profession.

The latest new thing is this new program called Maritime Management which recruits part of its students from abroad. With these changes it is good to look at the backgrounds of the students, where they got the information about the industry, what kind of image they get from the information sources as a result, how many of them have relatives as seamen, if the relatives and friends affected the educational choice and are there students who expect to be sea captains after four and a half years of studying.

The survey which included the questions in hand was tested before it was used on the population under investigation. Unfortunately no deep analysis was made from the test results so during the composing of the survey results many of the answers were deemed too complicated to categorize for analysis. Regardless of the high reply rate, accurate academic conclusions cannot really be determined from the received answers due to the versatility of the answers. In retrospect, I would've changed many of the questions in the survey in order to facilitate analyzing the results. This way more definite results could have been achieved.

Personally the most interesting question on the survey was the question about the time needed to get the first captain's job. Judging by the answers I received I'd conclude that many of the Maritime Management students sees the sea captain's degree similar to that of a lawyer, engineer or even a physician. They earn their labor market qualification the day when they graduate whereas at sea it takes another five years on top of the study time to accomplish the certificates of competence. The students cannot be blamed for not knowing since none of the schools websites explain thoroughly the path to captain hood or very least the required amount of sea time to apply for the highest certificates. Trafi and Finlex are the only websites that explain the requirements; other sources for the information could be from relatives and friends who work on the profession. When school begins this information becomes apparent quite promptly and might shatter an image based on romantic or false information.

Based on feedback from students the maritime schools give an overly idealistic image of the maritime professions. During practical training the disappointment towards the choice reduces interest towards the industry. This composes a risk that might lead to students discontinuing their studies. (Anttila & Salmenhaara 2011, page 128)

I was surprised that based on the survey results the perception of the seaman's profession does not differ between foreign students and Finnish students. If this survey is done annually and follow-up research is conducted, more definitive conclusions could be drawn.

One interesting follow-up study could be after a few more years the integration of the foreign maritime management students. How many of them have learned the Finnish language at least tolerably, stayed in Finland after finishing their studies and how many of them found a satisfying job from Finnish ships.

Certain things about the survey results still circulate my mind but generally I'm pleased with the end result. The survey was the right length and the topic it covered has interested surprisingly many instances. I have high hopes that similar comparable data will continue to be collected from new students in the future and fruitful new studies will follow.

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Questionnaire

Information about this questionnaire

We are currently doing a thesis about the student profile of Maritime Management students and their previous knowledge about the maritime career. Please answer these following questions thoroughly and honestly, there are no wrong answers. We assure every questionnaire is handled anonymously and you are not obligated by it in any way. We collect your name and contact information solely for the purpose of possible further studies.

Information om enkäten

Vi gör vårt examensarbete om kaptenlinjens studerandes bakgrund och deras uppfattning om sjömansyrket. Vi ber Er svara på följande frågor utförligt och ärligt, det finns inga fel svar. Vi garanterar att varje svarsblankett behandlas anonymt och denna enkät binder Er inte på något sätt. Vi samlar in Era namn och kontaktuppgifter endast för möjliga fortsatta undersökningar.

Tietoa kyselykaavakkeesta

Teemme parhaillaan opinnäytetyötä merikapteeni opiskelijoiden opiskelijaprofiilista sekä heidän aiemmasta tietämyksestä merenkulku-urasta. Vastaathan seuraaviin kysymyksiin huolellisesti ja rehellisesti, vääriä vastauksia ei ole. Takaamme, että jokainen kyselykaavake käsitellään anonyymisti, eikä tämä kysely ei velvoita teitä mihinkään. Keräämme nimenne ja yhteystietonne vain mahdollisia seurantatutkimuksia varten.

Name/Namn/Nimi: _____

Student number/Studerandennummer/Opiskelijanumero: _____

Phone number/Telefonnummer/Puhelinnumero: _____

E-mail/E-post/Sähköposti: _____

Yours sincerely:

Bernt Lindell

Nico Soukka

12. Where did you get information about the seaman's profession?

13. What do you think is the best place to find information about the seaman's profession?

14. Do you think you received enough information about the seaman's profession?

15. Evaluate your employment probabilities post-graduation.

Very Poor		Moderate		Very Good
1	2	3	4	5

16. Where do you think you will be working 15 years from now?

17. Why did you apply to maritime education?

18. What do you expect from the maritime education?

19. What factors affected your choice about the seaman's profession?

20. Did your family or friends contribute to your interest of going out at sea? If so in which way?

21. 20 years from now I will be working as:

	Hardly		Unsure		Definitely
Upper deck officer	1	2	3	4	5
Lower deck officer	1	2	3	4	5
Deck crew	1	2	3	4	5
Ashore (within maritime domain)	1	2	3	4	5
Ashore (generally)	1	2	3	4	5

22. 20 years from now I will be working on:

A finnish ship	1	2	3	4	5
A foreign ship	1	2	3	4	5
Ashore	1	2	3	4	5

23. Are you familiar with the Seaventures portal?

24. In which way would you improve the Seaventures portal?

12. Var fick du information om sjömansyrket?

13. Var tycker du det vore bäst att få information om sjömansyrket?

14. Anser du att du fått tillräckligt med information om sjömansyrket?

15. Utvärdera dina arbetsutsikter efter din examen.

Mycket dåliga

Medelmåttig

Mycket goda

1

2

3

4

5

16. Vad tror du att du kommer att jobba med om 15 år?

17. Vad fick dig att söka till sjöfartsutbildningen?

18. Vad förväntar du dig av sjöfartsutbildningen?

19. Vilka faktorer inverkade på att du valde sjömansyrket?

20. Inverkade din familj, släktingar eller vänner på att du valde sjömansyrket? I så fall på vilket sätt?

21. Om 20 år kommer du att arbeta som:

	Högst osannolikt		Vet ej	Högst sannolikt	
Högre däcksofficer	1	2	3	4	5
Lägre däcksofficer	1	2	3	4	5
Däcksmanskap	1	2	3	4	5
I land (inom sjöfartsbranschen)	1	2	3	4	5
I land (generellt)	1	2	3	4	5

22. Om 20 år kommer du att arbeta:

Ombord på ett finskt fartyg	1	2	3	4	5
Ombord på ett utländskt fartyg	1	2	3	4	5
I land	1	2	3	4	5

23. Är du bekant med Seaventures -portalen?

24. På vilket sätt skulle du förbättra Seaventures -portalen?

12. Mistä sait tietoa merimiehen ammatista?

13. Mistä uskot löytäväsi parhaiten tietoa merimiehen ammatista?

14. Uskotko saaneesi tarpeeksi tietoa merimiehen ammatista?

15. Arvioi työllistymismahdollisuutesi valmistumisen jälkeen.

Erittäin huono

Kohtalainen

Erittäin hyvä

1

2

3

4

5

16. Missä uskot työskenteleväsi 15 vuoden päästä?

17. Miksi hait merenkulkualan koulutukseen?

18. Mitä odotat merenkulkualan koulutukselta?

19. Mitkä seikat vaikuttivat merimies ammatin valintaasi?

20. Vaikuttivatko vanhempasi tai ystäväsi valintaasi merille lähdöstä? Jos kyllä, niin miten?

21.20 vuoden kuluttua työskentelen:

	Tuskin	En Osaa Sanoa			Varmasti
Ylemmässä päällystössä	1	2	3	4	5
Alemmassa päällystössä	1	2	3	4	5
Kansimiehistössä	1	2	3	4	5
Maissa (Merenkulkualan piirissä)	1	2	3	4	5
Maissa (yleisesti)	1	2	3	4	5

22.20 vuoden kuluttua työskentelen:

Suomalaisella aluksella	1	2	3	4	5
Ulkomaisella aluksella	1	2	3	4	5
Maissa	1	2	3	4	5

23.Oletko tutustunut Seaventures -portaaliin?

24.Millä tavoin parantaisit Seaventures -portaalia?
