

MARITIME EDUCATION AND TRAINING: GENDER BIAS

By

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FACULTY OF MARITIME STUDY AND MARINE SCIENCE

UNIVERSITI MALAYSIA TERENGGANU 2012

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Fatin Syamimi Bt Che Menteri

**Final Year Research Project Report Submitted in
Partial Fulfillment of the Requirement for the
B. Sc. Of Nautical Science and Maritime Transportation
In the Faculty of Maritime Study and Marine Science**

**DEPARTMENT OF NAUTICAL SCIENCE AND MARITIME
TRANSPORTATION
FACULTY OF MARITIME STUDIES AND MARINE SCIENCE
UNIVERSITI MALAYSIA TERENGGANU**

2012



DEPARTMENT OF NAUTICAL SCIENCE AND MARITIME TRANSPORTATION

FACULTY OF MARITIME STUDIES AND MARINE SCIENCE

DECLARATION AND VERIFICATION REPORT

FINAL YEAR RESEARCH PROJECT

It is hereby declared and verified that this research report entitled:
A Study of the Maritime Education and Training: Gender Bias, by Fatin Syamimi bt Che Menteri, Student ID: UK 17146 has been examined and all errors identified have been corrected. This report is submitted to the Department of Nautical Science and Maritime Transportation as partial fulfilment towards obtaining the Degree of Bachelor of Science (Nautical Science and Maritime Transportation), Faculty of Maritime Studies and Marine Science, University of Malaysia, Terengganu (UMT).

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Date : *21/06/12*

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DECLARATION

I hereby declare that the Final Year Research Project is based on my original work except for quotations and citations, which have been duly acknowledge. I also declare that it has not been previously or concurrently submitted for any other degree at Universiti Malaysia Terengganu or other institutions.



(FATIN SYAMIMI BT CHE MENTERI)

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I would like to express my gratitude to my supervisor, Capt. Noor Apandi bin Osnin for opinion and knowledge shared besides his advice and motivation. Thank you for Capt. Mohd. Naim bin Fadzil, the Head of Department of Nautical Science and Maritime Transportation as guider for me to complete this Final Year Research Report. My special thanks from the bottom of my heart goes to my parents, brothers, friends, seniors and juniors for their understanding, encouragement, moral and financial support and emphasis on the value of education. Lastly, I would like to thanks those who are directly or indirectly helping me and contributing to run this project smoothly.

Fatin Syamimi bt Che Menteri

The Structure of the Final Year Project Report

This final year research project report is organized into five chapters. In Chapter 1, an introduction of project is presented along with the objectives of the study, scope of the project and expected outcome for the project. Following the introductory chapter, Chapter 2 provides a review of literature on the Gender Bias and Maritime Education and Training. The third chapter will be the details of research methodology and approach used to develop this study. Data analysis and research findings are laid out in Chapter 4. The last chapter will be the discussion of the limitation of the project and suggests possible future works.

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In Malaysia, there are many institutes that provide maritime education and training for the maritime industry. Most of the training institutes that are established and recognized by the Malaysian maritime industry are Universiti Malaysia Terengganu (Kuala Terengganu, Terengganu), Politeknik Ungku Omar (Ipoh, Perak) and Universiti Teknologi Malaysia (Skudai, Johor). However Maritime Academy of Malaysia (ALAM) in Sg. Udang, Melaka and Batu Rakit,

Terengganu; is the premier and established training institutes that provide numerous trainings which is a compulsory for any person that hopes to be onboard the ship. Besides that, Pelorus Intelligence & Technology Academy (PELITA) Malaysia in Kuala Kubu Bharu, Selangor is an institute that focuses on safety training and modular courses for those that are also going to be onboard ship. Another one is the Johor Port Training Centre in Johor which gives safety training and courses related to port and terminal operations.

The professional studies like physics, astronomy, engineering and nautical studies are dramatically underpopulated by women. While women represent over half of the general population, they represent only a tiny minority of professionals in MET field. Socialization, culture and tradition theories says that girls are directed away from MET by parents, teachers and peers (male and female) because such studies are considered to be unfeminine. Furthermore, the road to a career as seafarers is paved with courses dominated by male students and male instructors or lecturers. Taken together, these factors leave us with an underrepresentation of women in MET field. The problems encountered by seafarers, MET field and maritime industry go unsolved, and we face a critical shortfall of female seafarers and maritime executive in the near future. Yet, we allow ourselves to continue without the perspective of the majority gender in our search for solutions.

Research paper on "Maritime Education and Training: Gender Bias" provide the information about the obvious phenomenon of

gender discrimination in the Bachelor Science (B. Sc.) of Nautical Science and Maritime Transportation program at Universiti Malaysia Terengganu (UMT), Kuala Terengganu.

1.1.1 DEFINITION OF 'MARITIME EDUCATION AND TRAINING: GENDER BIAS'

Referring to the research title, 'maritime' can be defined regarding the ocean; marine; also pertaining to navigation and naval affairs, or to shipping and commerce by sea. While 'education' is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally preparing oneself or others intellectually for a matured life. For the term 'training', it refers to a learning process that involves acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors. While the term of gender explains about sexual identity, male or female, as it relates to culture and society. The key word for this research is the phrase, 'gender bias' that explains about the discrimination of gender; between male and female. So, the research title is about the discrimination of gender; between male and female during the process of acquiring knowledge and skills in the MET field.

1.1.2 PROBLEMS STATEMENT

Based on Berita Harian online, published on 25th of July 2010,

Female student continue to dominate entry in public university when control 64.8 percent or 26,229 from 40,506 places offered for first degree program for session academic 2010 / 2011 that will be registering on Saturday and this Sunday.

shows that the phenomenon of male students dominating program should not occur to any universities in Malaysia. However, the situation differs in the B. Sc. Of Nautical Science and Maritime Transportation in UMT, the female students are the minority group of the program. The sum of female students in the program is about 33 students, which are equal to 37.5% from the total number of students. The male students dominate the program with a total number of 88 students with a percentage of 62.5%, which is higher than the percentage of the female students.

From this research, the cause and effect due to this phenomenon can be identified. In addition, the strength of female students can also be distinguished in order to maximize their contribution towards the maritime industry especially in Malaysia.

1.2 OBJECTIVES

This research is divided into three major sections based on the objectives in doing this research. Firstly, is to identify factors that cause female students being the minority group in B. Sc. of Nautical Science and Maritime Transportation in UMT. This is due to the fact that female students that enrolled in this program are only 37.5% from the total students. This situation clearly shows that male students are dominating the B. Sc. of Nautical science and Maritime Transportation program. The second objective is to determine the causes of the factors existence. Theoretically, the psychology factor influences the environment and process of learning in maritime education and training itself. The third objective is to explore the differences of male and female students during learning session.

1.3 SIGNIFICANCE OF STUDY

The facts shows that the numbers of female students enroll high education institute are higher than male students. It is important to know what are the causes and impacts of B. Sc. of Nautical Science and Nautical Transportation program in UMT when dominated by male students. This is to increase the participation of female students in the maritime industry so that the female students could also contribute their strength in the maritime industry. Thus, this will increase the development rate of the maritime industry in Malaysia.

CHAPTER 2

LITERATURE REVIEW

2.1 THE IMO WOMEN IN DEVELOPMENT PROGRAM

Mainstream programs or projects - These projects seek to integrate women in mainstream sector initiatives of IMO. Integrated projects require gender-sensitive design in order to ensure the project's inception that women will be specific target groups both as participants and as beneficiaries in the formulation and impact of a program or project.

Gender-specific and promotional projects - Women-specific projects represent a phased approach to facilitate the integration of women into the mainstream sector development of the maritime industry: They represent an engine for change, through activities which include dedicated fellowship funding for technical training programs, which, in addition to improve specific maritime skills, that were designed to assist women in overcoming attitudinal and environmental constraints and ensure their access to training.

2.2 MARITIME EDUCATION AND TRAINING OF WOMEN: THEIR IMPACT ON THE PROGRAM AT THE UNITED STATES MERCHANT MARINE ACADEMY

In the United States Merchant Marine Academy, they faced the gender bias issue in 30 years before and they have tried so many solutions in order to help female student get their space and chance in the maritime education and training. Female student were having difficult to adapt in the environment which is dominated by male student as they encountered problems such as limited physical resilience, sexual harassment and different treatment they get. But, from time to time, female student learned to be strong as they having better mental fitness, the administration set up new recognition and new approach towards female student and also changes in the program. It looks like a wasting effort and money as responsible party need to change some of the training and education part, but actually entry of female student into

maritime education and training make competition become more positive because male student feel challenged as female can do exactly the same that male are doing besides fulfil the human's natural tendency making the finer educational and training institution.

2.3 WOMEN'S PARTICIPATION IN THE MARITIME/SHIPPING SECTOR

The challenges that need to be faced are lack of gender awareness among players in the industry, social & cultural expectations and norms that constrain women from exercising and developing their capabilities within the sector, social perceptions and constraints which adversely influence women's interaction within the maritime, gender-based division of labor/ occupational segregation, disparities in power and control of resources, gender biases in rights and entitlements, unequal access to resources and non-involvement/deliberate exclusion of women in critical decision making spheres of the industry. (WOMESA- A Case Study, 2011)

2.4 THE PLACE OF WOMEN IN A MEN'S WORLD FROM A MARITIME UNIVERSITY PERSPECTIVE

The nature perspective from million of women and men from over of the world is they tend to get job by not opposing the culture environment such as gender (this is still the case in maritime sector), skin color, ethnic

reasons or religion. They are still willing to take that job even though the job salary is quite low. People are refused to take into their accounts about their abilities or qualifications. Due to the nature of thinking and perspective, IMO produced the strategy in order to integrate the maritime sector by accepting women into the sector. The strategy is implementing the IMO Women In Development Program (WED) in 1989, concentrating on equal access to maritime training through both mainstream programs and gender specific project. The objectives of implementing the program are to integrate women into mainstream maritime activities; to improve women's access to maritime training and technology; to increase the percentage of women at the senior management level within the maritime sector, and to promote women's economic self-reliance, including access to employment. It should be no intrinsic reason why women are not encourage to participate and contributing benefits by being employed within the shipping industry. It is because nowadays, the problem of equal chances in the maritime field represents challenge towards obtaining human progress, respect and recognition of human rights. The MET system also has a moral responsibility in training the students to respect principles like tolerance, solidarity and respect for others. Socio-cultural being the factor behind the low proportion of women seafarers in some country. It is clear that if women are being accepted into the maritime sector, there is a need for changes on attitude towards employing women as seafarers, recruitment of women in the shipping sector generally and in the MET field, and increased training opportunities for women.

2.5 FEMALE PSYCHOLOGY: IS THE PROBLEM ALL IN HER MIND?

Maccoby and Jacklin's 1974 book, *The Psychology of Sex Differences* remains a cornerstone of theory and research on the cognitive differences between males and females. Upon reviewing previous studies, the authors concluded the following were well-established sex differences:

1. Girls have better verbal ability.
2. Boys excel in visual-spatial abilities.
3. Boys excel in math.
4. Boys are more aggressive (Maccoby & Jacklin, 1974, as found in Fausto-Sterling, 1985, p. 25).

Fausto-Sterling (1985) makes thorough, compelling arguments against the validity and conclusiveness of these findings (pp. 25-36). One important detail is often forgotten in discussions of these ostensibly well-established sex differences.

A 1981 study by Janet Hyde pointed out that although those differences were present in the studies reviewed, their magnitude was very small. Sex accounted for only five percent of the differences between boys and girls in verbal, quantitative, and spatial-visualization abilities. In other words, the variation between individuals of either sex is greater than that between the sexes [emphasis added] (AAUW, 1989).

Yet these findings continue to appear in teacher education textbooks (Biehler & Snowman, 1982, ch. 3). Thus teachers enter the classroom believing them to be significant. Teachers of math and physical science often hold lower expectations for the girls in their classes. Teachers are more likely to (a) ask girls lower-order questions; (b) ask boys higher-order questions; (c) call on boys to answer specific questions; (d) respond to boys with precise praise, criticism, or remediation; and (e) respond to girls with simple acceptances, such as "okay" and "uh-huh" (Crossman, 1987; Leach, 1994; Jones & Wheatley, 1990). Such teacher behaviors could be justified by the findings of Maccoby and Jacklin. It should be noted that Hacker's (1991) research contradicts some of the findings of Crossman, et al.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter will explain further about the methodology that will be used to achieve the objectives of this research. In this study, both methods have been used, which are primary and secondary data collection. Primary data collection includes the survey using the questionnaires that has been done, while the secondary data is obtained from reading, includes journals and books.

Primary data collection is the main methodology in this research study, it is because limited of published information within this scope of title. The data that have been collected were analyzed using the SPSS software. SPSS

software is as statistic software and the data can be summarized directly into tables, charts or summary.

On the other hand, the secondary data was obtained from journals and books reading, through the steps of doing literature review based on this scope of title. The secondary data (journals, books and etc.) are used to collect data in order to achieve the second and third objective of this study. It is also presented in the Chapter 2; Literature Review. For journals, most of the journals are e-journals, which are get through via online search and search engine on the internet.

3.2 DESIGNATION OF QUESTIONNAIRE

The questionnaire that has been designed is to achieve the first objective, which is to identify factors that caused female students being the minority group in B. Sc. of Nautical Science and Maritime Transportation in UMT. Factors that relevant to be discussed are family obstacles, mentality, media & advertising, tradition & culture and career environment perspective. These factors are obviously logic to create the phenomenon of lack of female student in Nautical Science and Maritime Transportation program in UMT.

3.3 PARTICIPANT SELECTION

Besides that, the survey was conducted on samples based on cluster, stratified and randomization technique. The cluster technique has been

chosen because students from Department of Nautical Science and Maritime Transportation have been chosen to be the sample of answering the questionnaires. Other than that, one more technique is using stratified sample, which is dividing quota to answer questionnaire based on some criteria such as gender, age, race and marital status. It is because the result of the research study will end up with different type of answers and different views of perspective. Randomization sample technique gives free from sampling bias, because each unit in the population has an equal chance of being selected.

Formula for determining needed sample sizes that was used in this study is;

$$SAMPLE\ SIZE = \frac{x^2 NP (1 - P)}{d^2 (n - 1) + x^2 P (1 - P)}$$

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

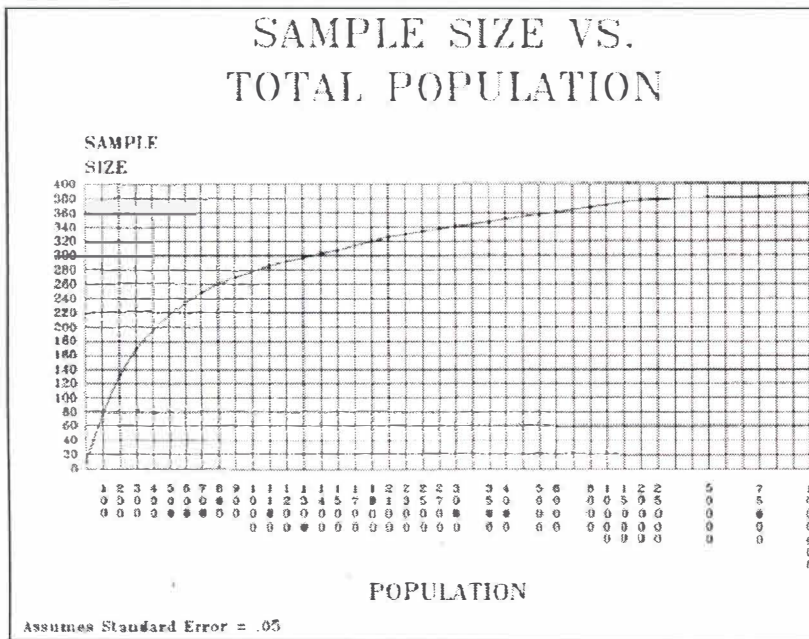


Figure 1: Graph for Determining Sample Size for a Given Population.

3.4 INTERVIEW SESSION

This method is been used in order to achieve the second and third objectives, which are determine the effects due to lack of female students joining the B. Sc. of Nautical Science and Maritime Transportation program and to explore the strength in female students in order to contribute to the maritime industry for the future. The interview session been done to the respondents that answering the questionnaires. In between respondents answering, there was a question and answer session, and the answers were recorded to include into the discussion.

CHAPTER 4

RESULT & DISCUSSION

4.1 RESULT

The data collected was analyzed using SPSS statistic software. Most of the analysis consisted of frequency distributions to determine the commonality of responses and to get through the impact of knowledge and experience towards the respondents.

The research study has been conducted towards four years of students in Nautical Science and Maritime Transportation in UMT. Total of students are 121 students; 24 students for 4th year, 33 students for 3rd year, 30 students for 2nd year and 34 students for 1st year, but the only 65 students are giving positive feedback of answering the questionnaires. It is about 53.7% out of

total students. This is by using the cluster and stratified sample towards respondents.

Scope of distributing questionnaire has been widened towards society, and the technique that has been chosen is randomization sample. The questionnaires answered by any people in society, without any bias conducted.

4.2 QUESTIONNAIRE ANALYSIS

This part will elaborate more about details and elements in questionnaire, besides discussing the result from respondents from the data analyzed using SPSS statistic software.

4.2.1 Demographic Profile

Elements that have been inserted in this part are gender, age, race and marital status. It is because different type of gender and age gives different view of perspective. Besides that, Malaysia is a multi racial country, and of course each race has its own different tradition and culture of believing. Marital status will explain further about what actually will happen towards MET field in the future.

4.2.1.1 GENDER

Male respondents are 51 persons, equal to 52.6%, while female respondents are 46 persons; 47.4%. Total of respondent are 97 persons. It is because, through the conducted survey, most respondent will agree that female students are more focus during class session and mastering the theory of learning or subjects. On the other hand, male students less of paying attention in class but will be excited only when the subjects are interesting and they are dominating the practical session on learning. This statement proved that different gender will has different view of perspective.

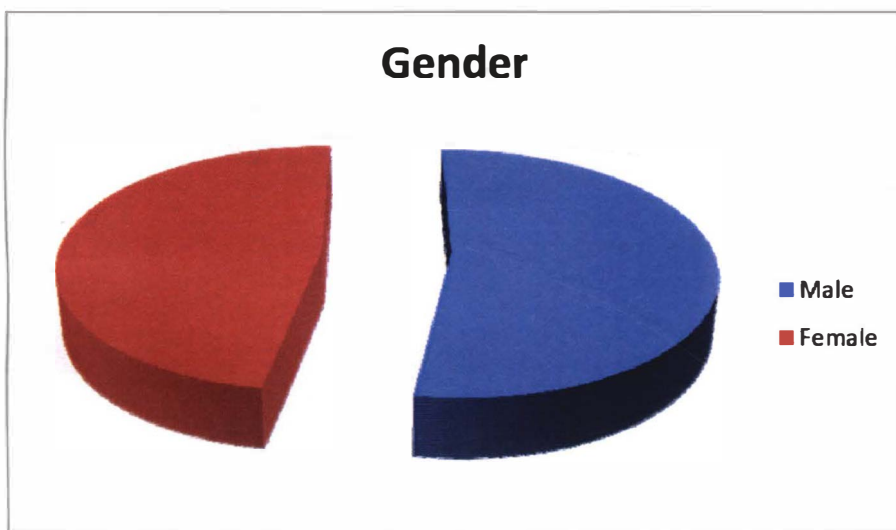


Chart 25: Gender

4.2.1.2 AGE

Majority of the respondents are persons that aged between 21 until 30 years old. It is about 76.3%, followed by persons aged less than 20; 19.6% and aged 31 to 40; 2.1%. While the minority groups are persons aged 41-50 and over 50 percentage is 1.0% each.

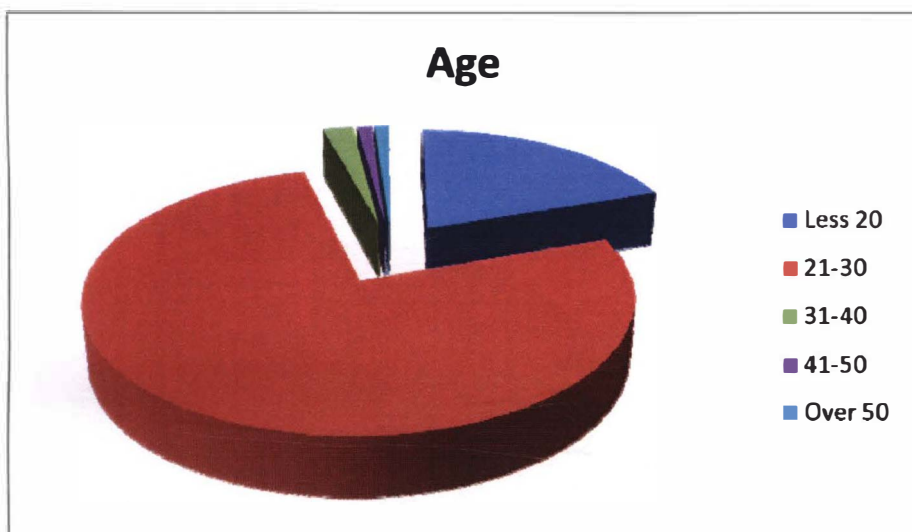


Chart 26: Age

4.2.1.3 RACE

Respondents are based on different races, all races have representative. Majority is Malay; 92.8% as Nautical Science and Maritime Transportation students dominated by Malay. But, there are also other races in the program which is Chinese; 3.1%, Indian; 2.1% and others (bumiputera from Sabah and Sarawak); 2.1%.

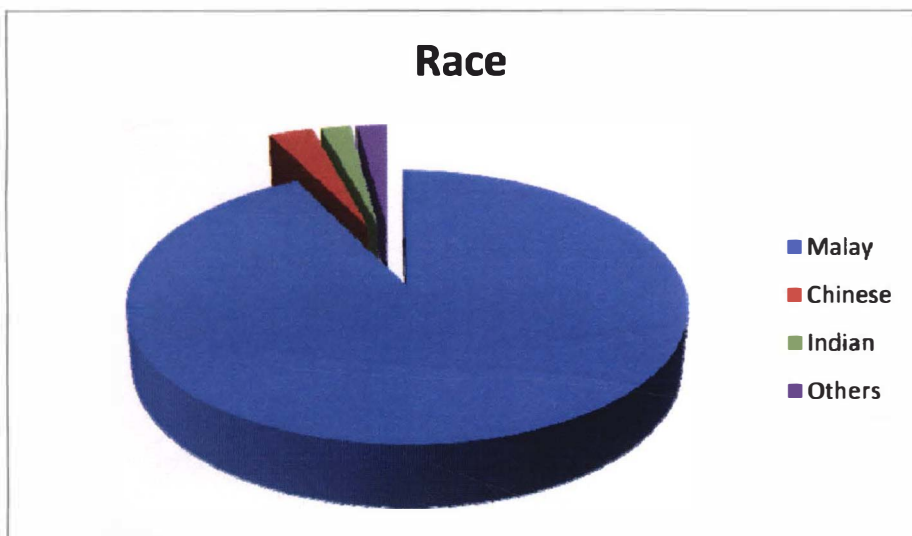


Chart 27: Race

4.2.1.4 MARITAL STATUS

In early of this chapter has been mentioned that marital status of respondents will give impact toward MET field in the future. It is because the majority of respondents are single (not married yet) with percentage 97.9%, while married respondents are only 2.1%. It shows that, in future, there are no more family obstacles towards younger generation to join and involve in MET field because in the conducted survey, the result toward family obstacle shows positive view. For sure the single respondent, in future will support their children to involve in this field.



Chart 28: Marital Status

4.3 ELEMENTS IN QUESTIONNAIRE

These elements will be used as the way to analysis the factors that cause lack of female students in Nautical Science and maritime transportation program.

4.3.1 FAMILY OBSTACLES

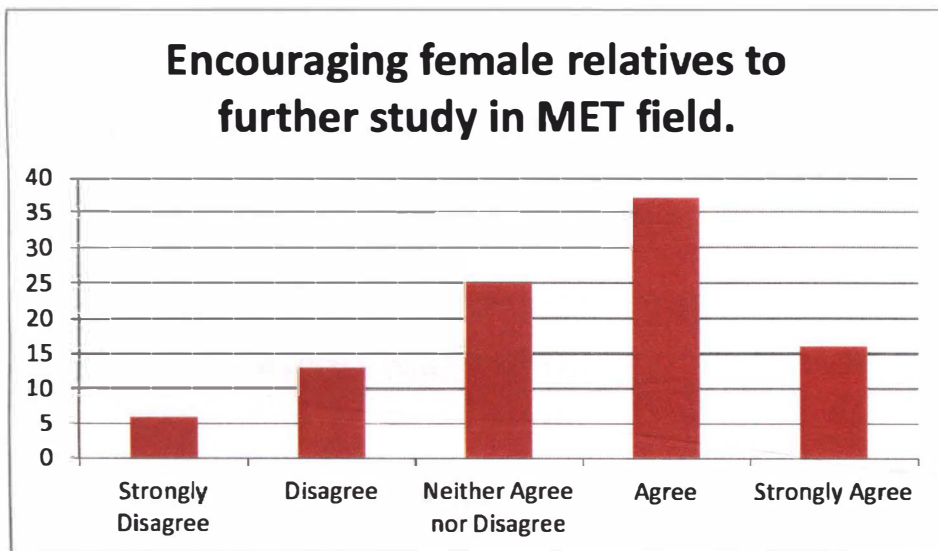


Chart 29: Encouraging female relatives to further study in MET field

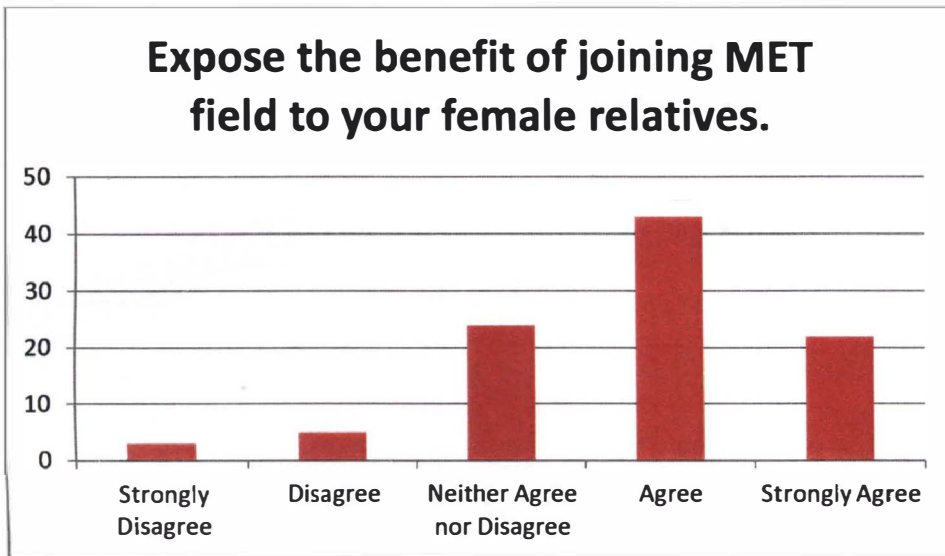


Chart 30: Expose the benefit of joining MET field to your female relatives

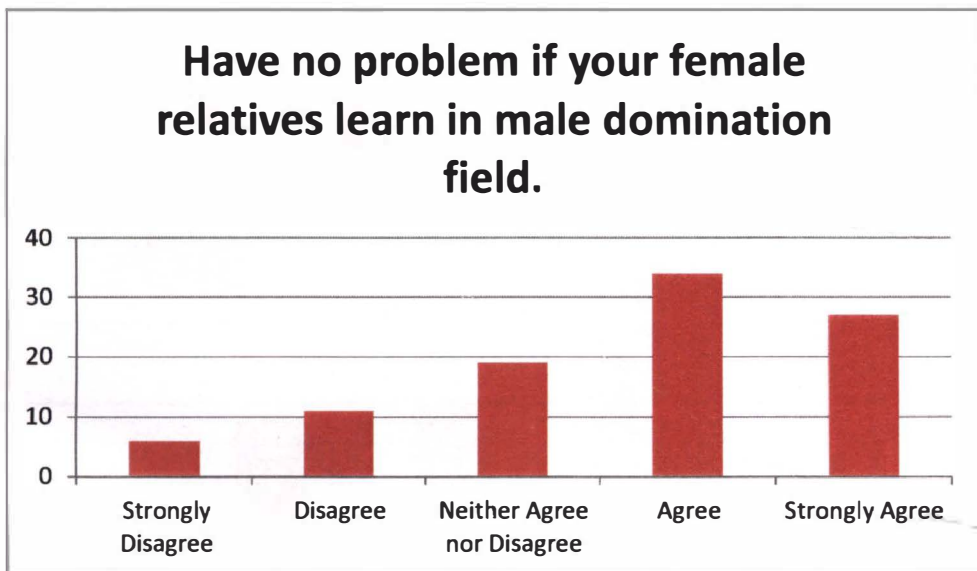


Chart 31: Have no problem if your female relatives learn in male domination field

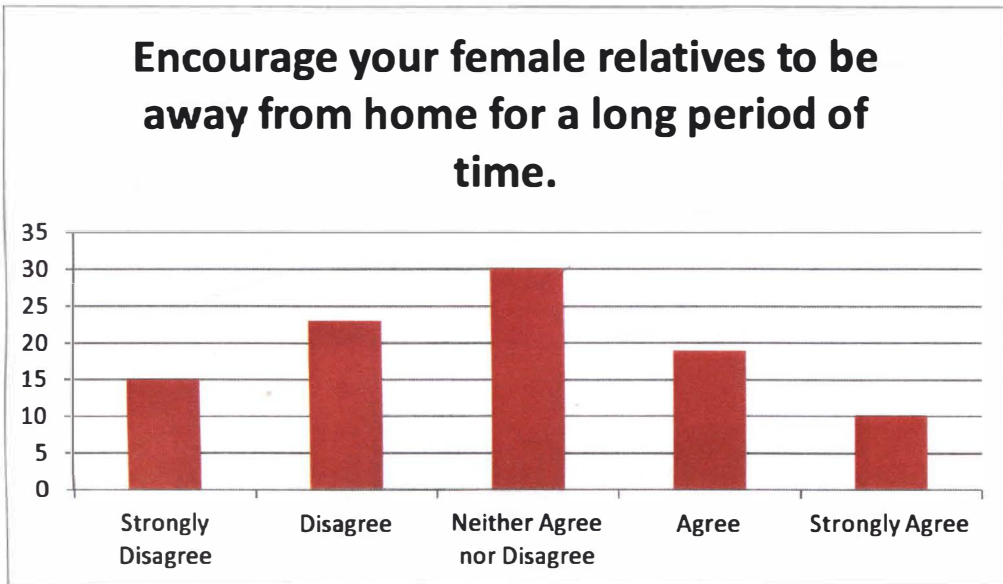


Chart 32: Encourage your female relatives to be away from home for a long period of time

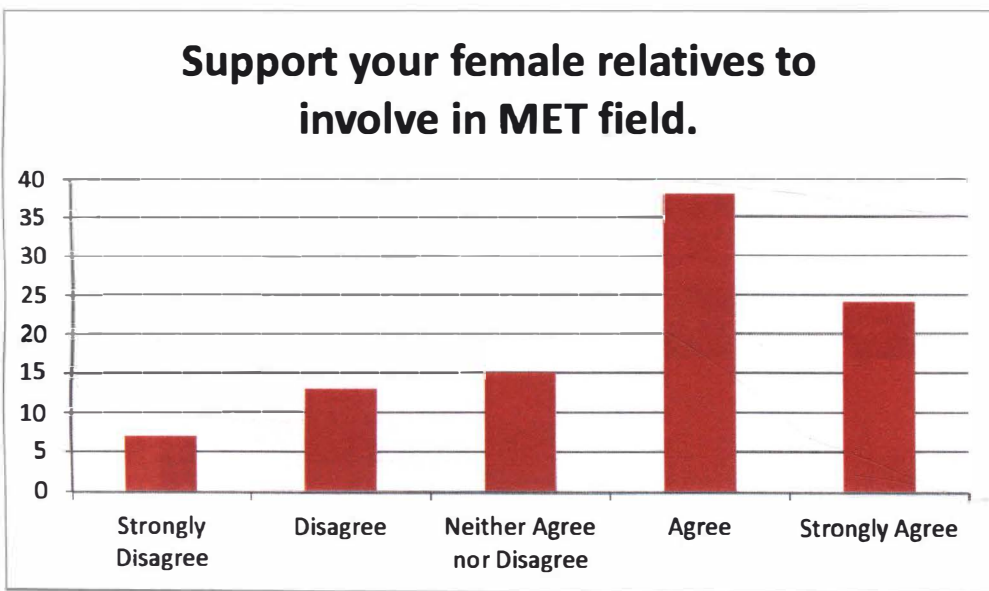


Chart 33: Support your female relatives to involve in MET field

4.3.2 MENTALITY

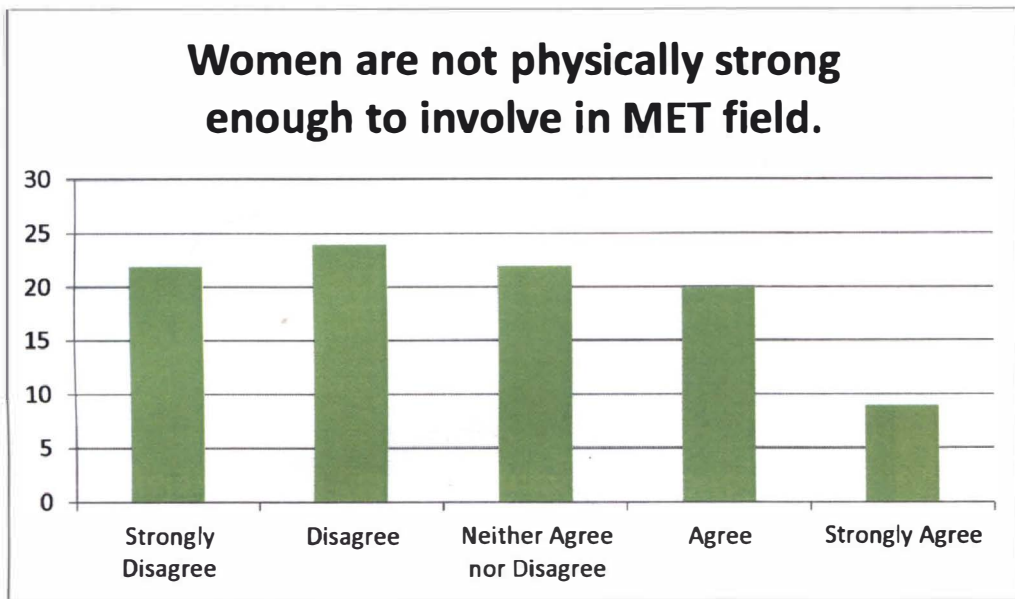


Chart 34: Women are not physically strong enough to involve in MET field

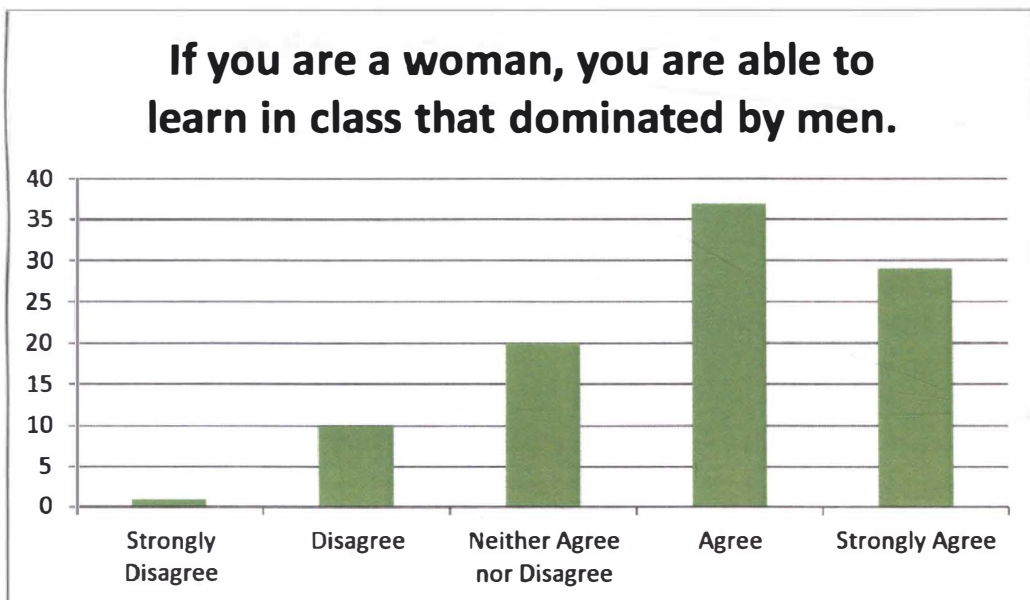


Chart 35: If you are a woman, you are able to learn in class that dominated by men

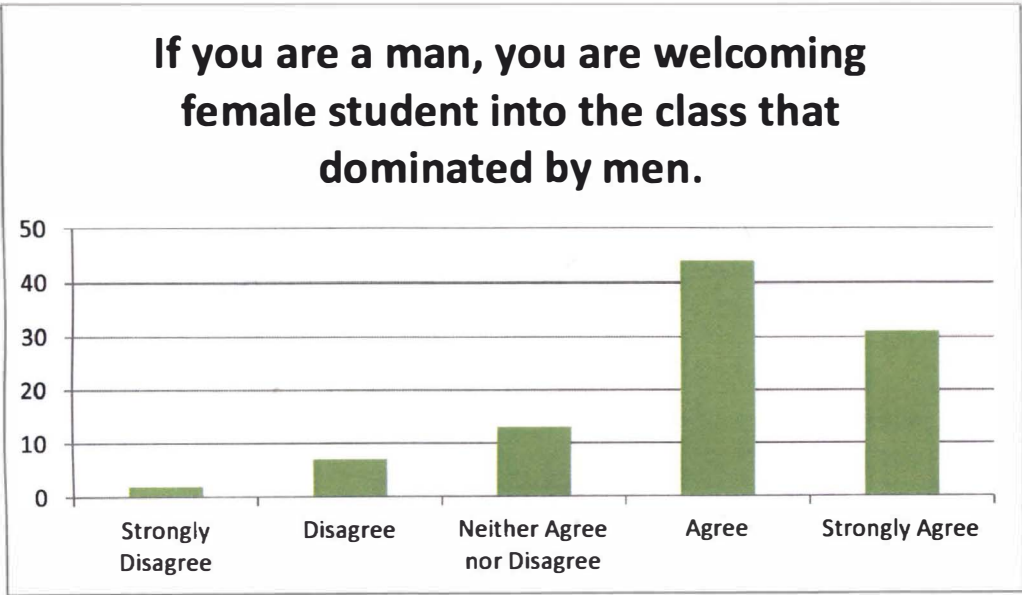


Chart 36: If you are a man, you are welcoming female student into the class that dominated by men

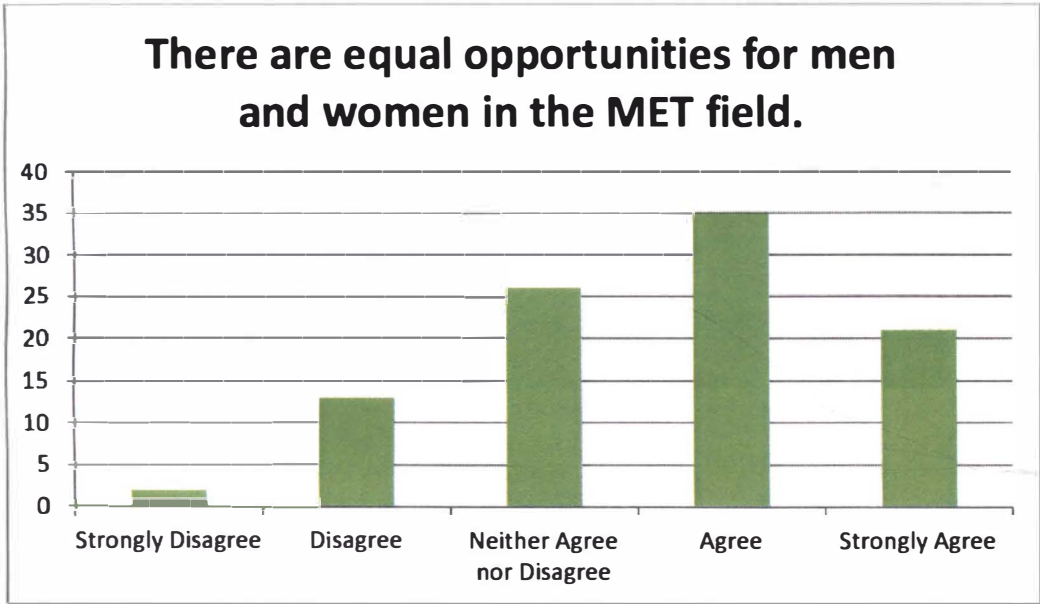


Chart 37: There are equal opportunities for men and women in the MET field

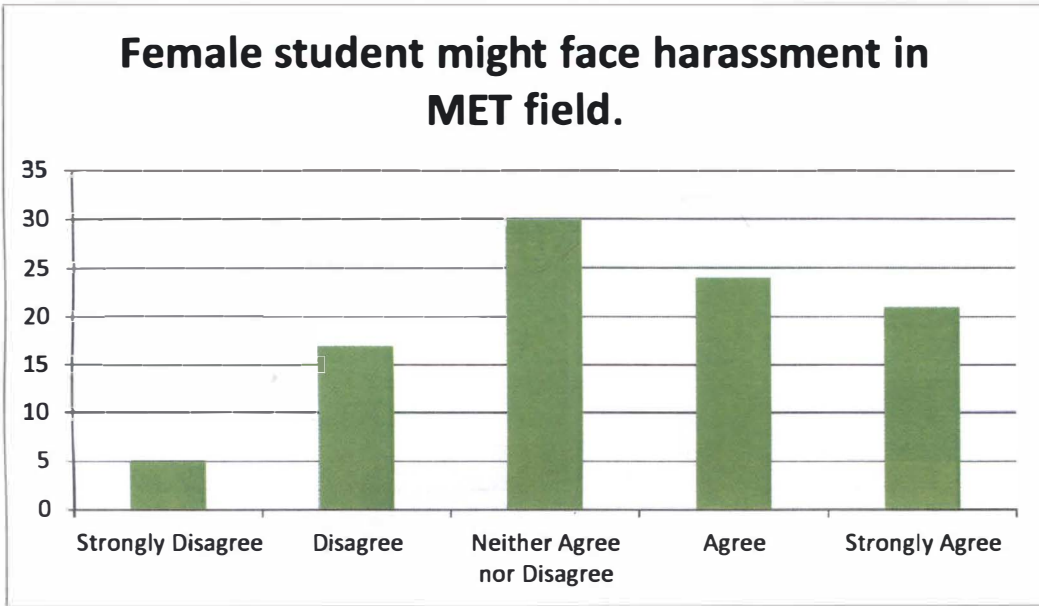


Chart 38: Female student might face harassment in MET field

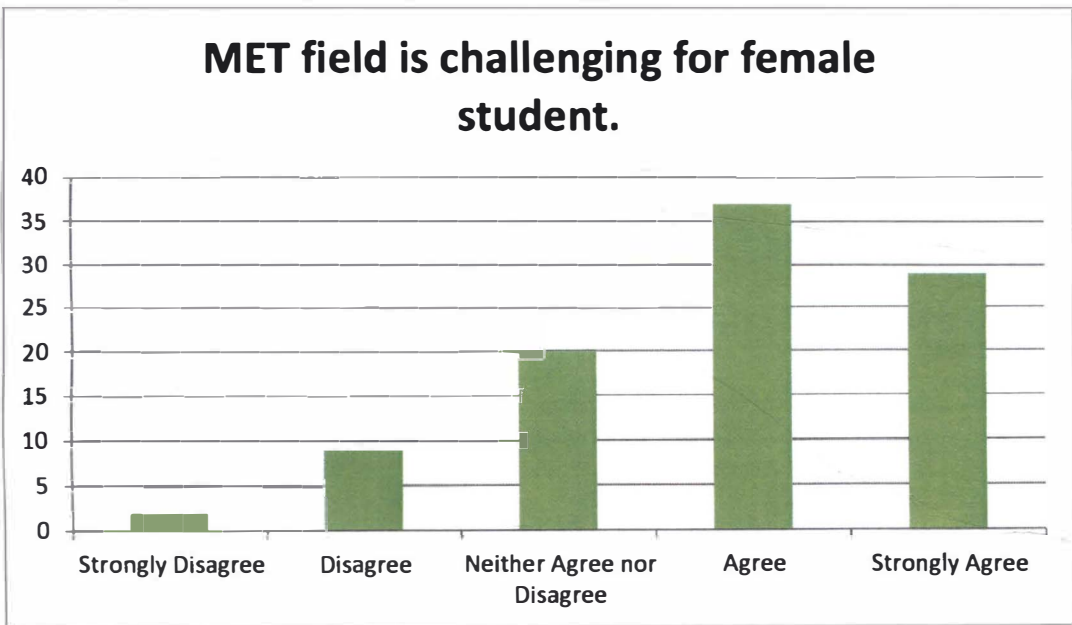


Chart 39: MET field is challenging for female student

4.3.3 MEDIA & ADVERTISING

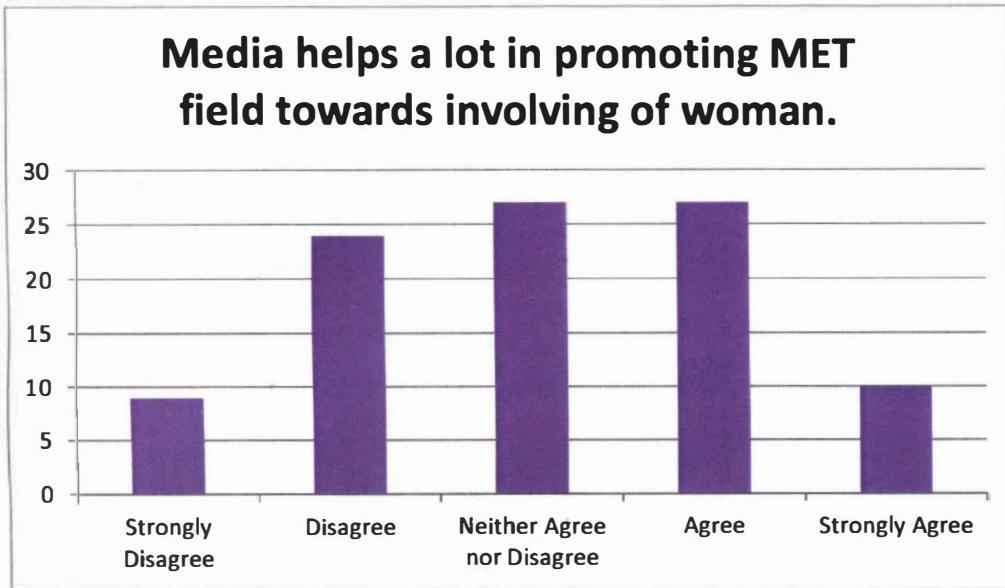


Chart 40: Media helps a lot in promoting MET field towards involving of woman

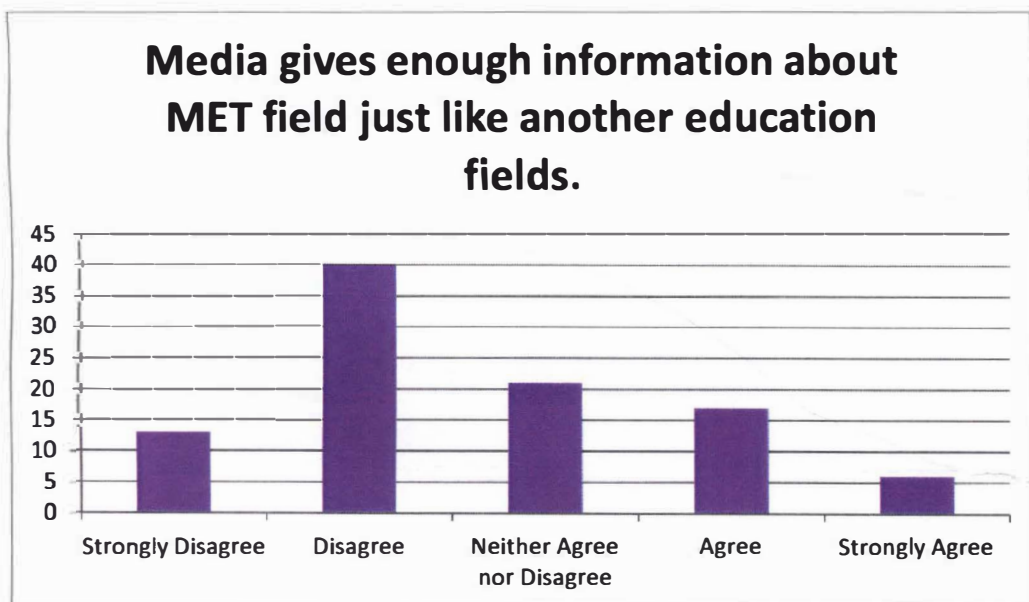


Chart 41: Media gives enough information about MET field just like another education fields

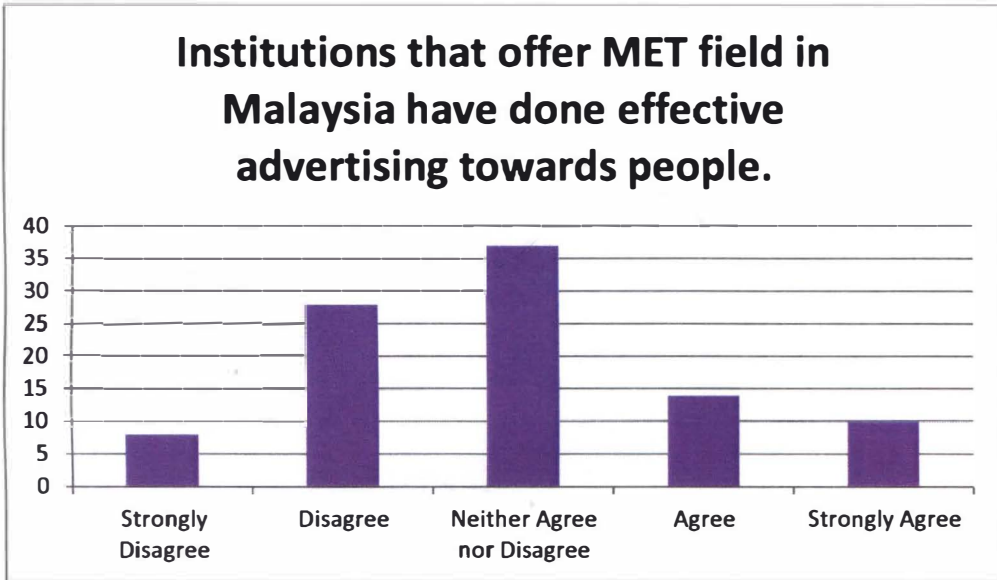


Chart 42: Institutions that offer MET field in Malaysia have done effective advertising towards people

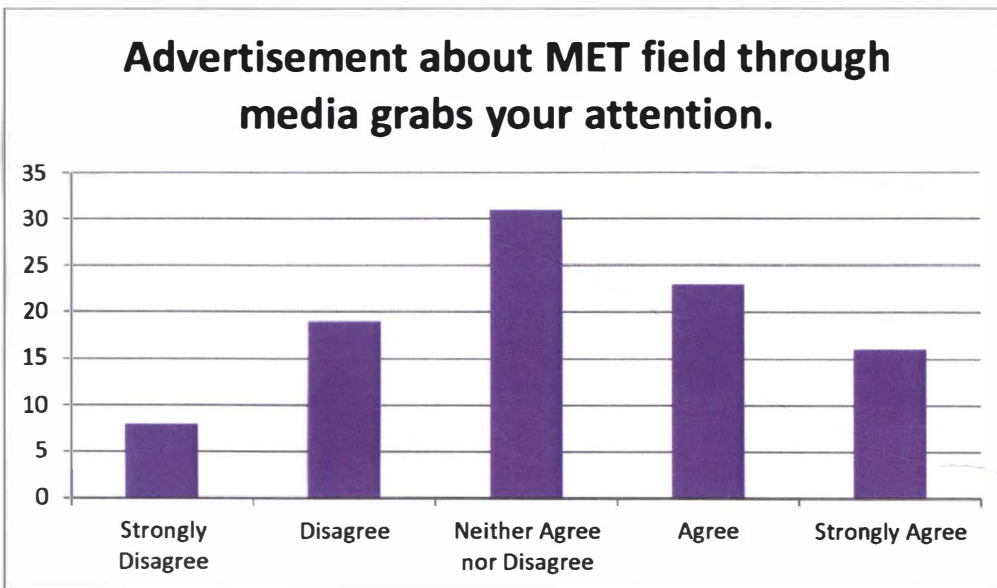


Chart 43: Advertisement about MET field through media grabs your attention

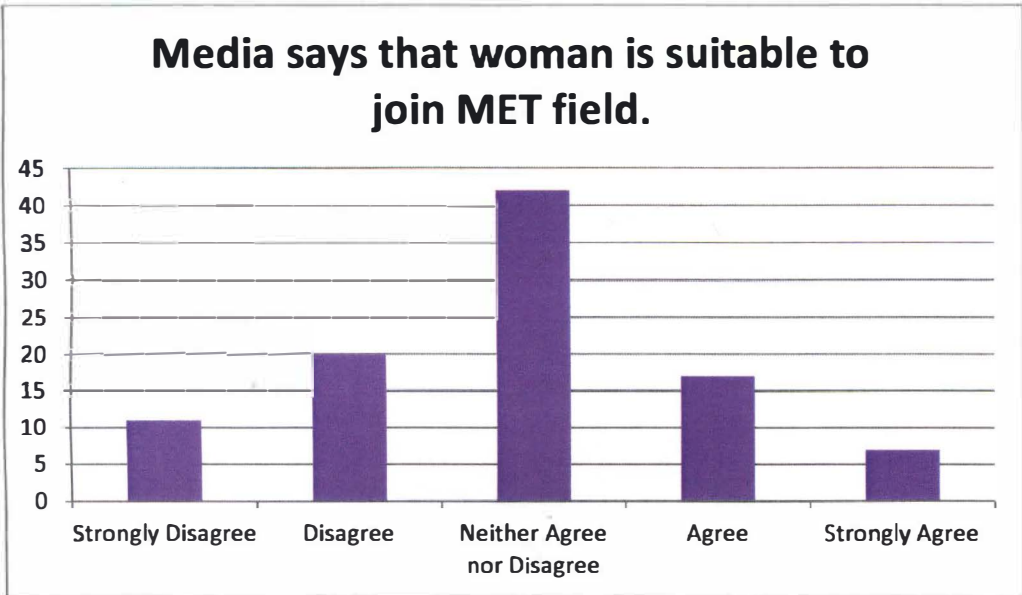


Chart 44: Media says that woman is suitable to join MET field

4.3.4 TRADITION & CULTURE

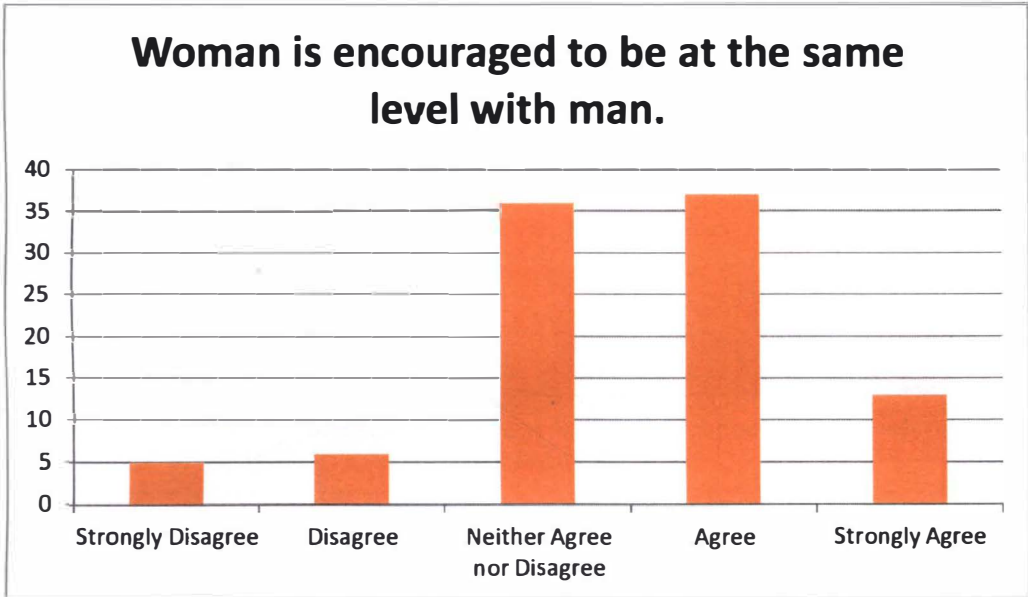


Chart 45: Woman is encouraged to be at the same level with man

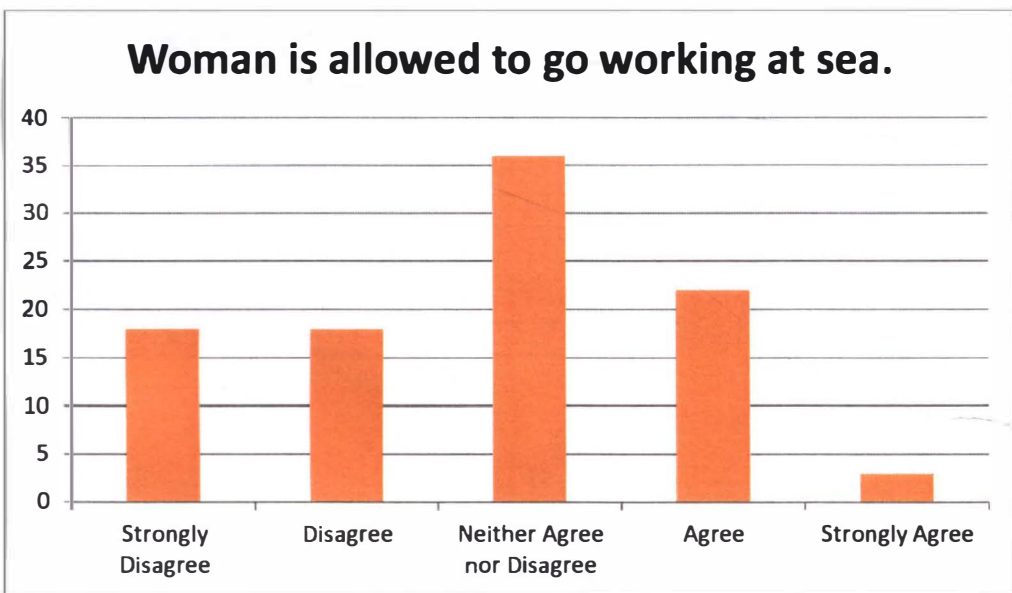


Chart 46: Woman is allowed to go working at sea

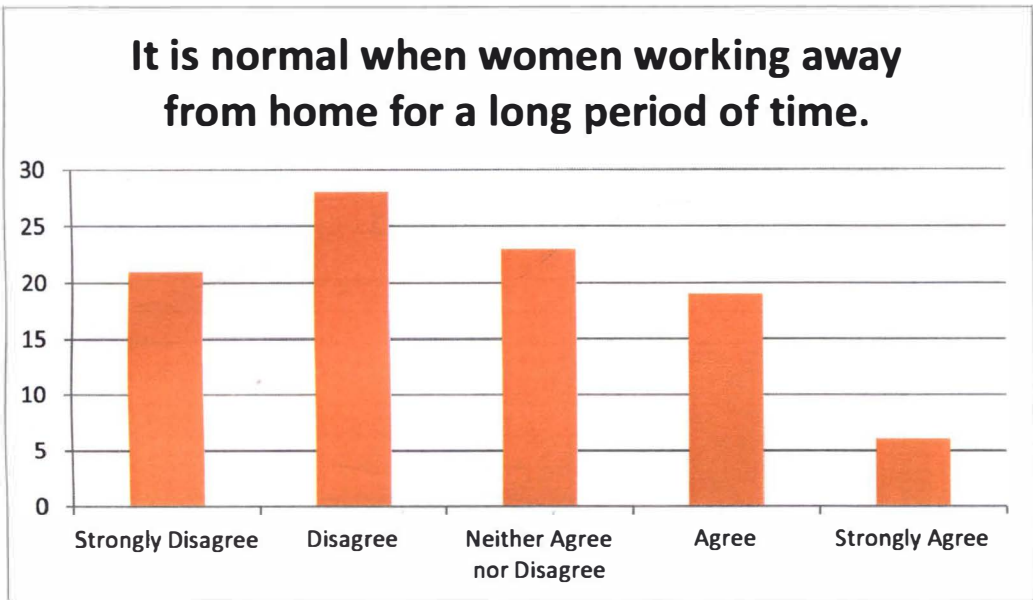


Chart 47: It is normal when women working away from home for a long period of time

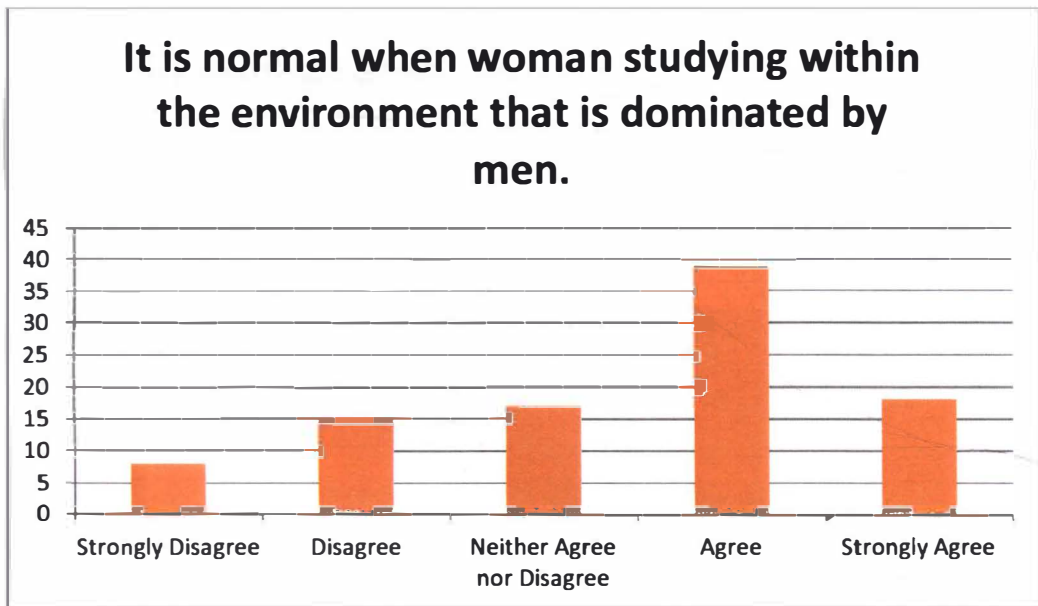


Chart 48: It is normal when woman studying within the environment that is dominated by men

4.3.5 CAREER ENVIRONMENT PERSPECTIVE

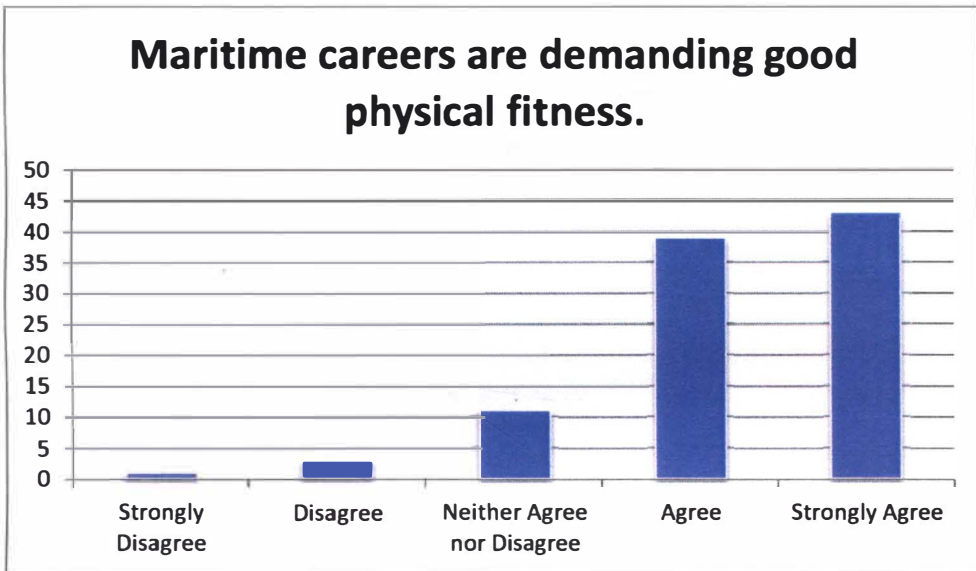


Chart 49: Maritime careers are demanding good physical fitness

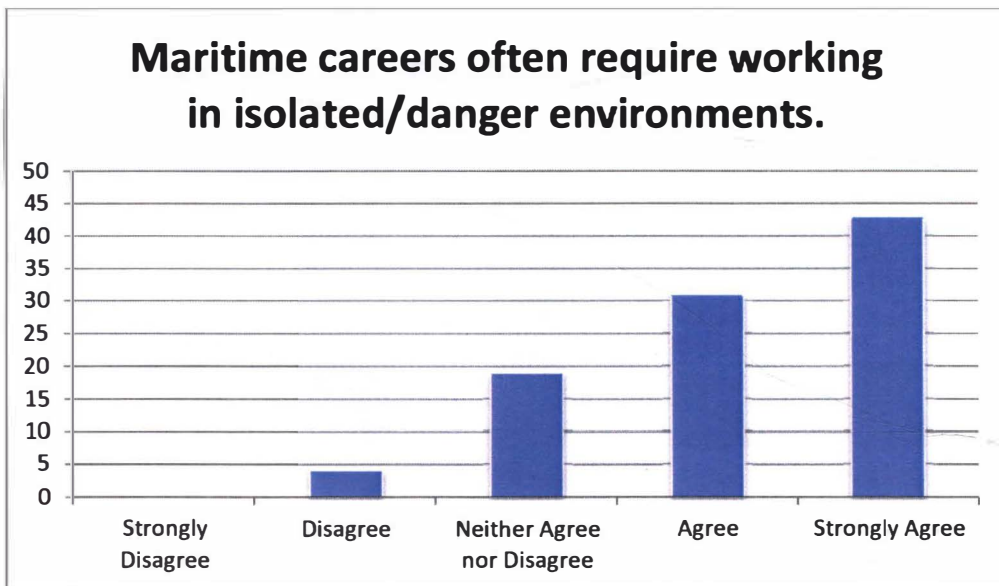


Chart 50: Maritime careers often require working in isolated/danger environments

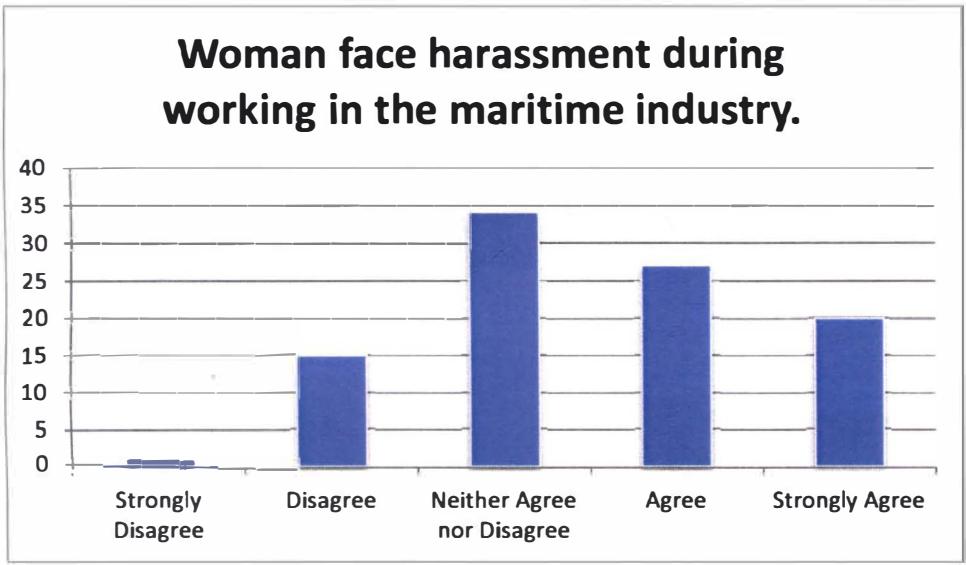


Chart 51: Woman face harassment during working in the maritime industry

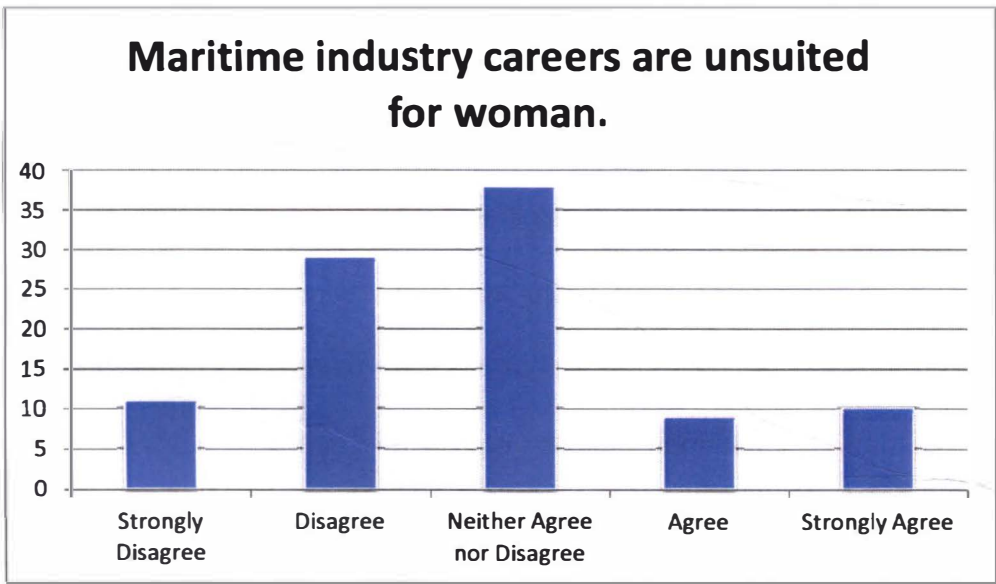


Chart 52: Maritime industry careers are unsuited for woman



Chart 53: Ships are not built to properly accommodate woman

4.4 DISCUSSION

The expectation for this research study is why lack of female students joining Nautical Science and Maritime Transportation program in UMT because of family obstacle. As Malaysia is an Asian country, bounded by many tradition and culture, family would not allow their daughter, sister, auntie, female cousin or other female relatives to join MET field, as in future they will end up studying and working in the environment dominated by man. Besides that, woman also not allowed to be away from home in the long period of time. The expectation was totally wrong. Nowadays, parents and family are being open-minded and they encouraged their female relatives to think out of the box and explore the other side of world to gain success.

Based on the result, the top ranking of the causes of lacking female students in MET field is the element of Career Environment Perspective. Two questions from that element got the highest rate from respondents, which are;

1. Career environment perspective; and
2. Media and advertising.

Thinking of the job opportunities, challenging in current development and life survival, nowadays family obstacle does not being the main factor of choosing the education or career path. Besides that, mentality of Malaysians are changing towards education path that are rare towards them such as MET, by give accepting it with good respond, and thus, it would not be the factor of female students being the minority group in B. Sc. Of Nautical Science and Maritime Transportation. Tradition and culture also not being the obstacle for female student to involve in MET. As people are aware, challenge is everywhere, anywhere and anytime.

The second objective also achieved. Evaluation through the data collected, the causes of existence for those early factors are:

1. Maritime careers are demanding good physical fitness;
2. Maritime careers often require working in isolated / danger environments; and
3. Media gives enough information about maritime education and training just like another education fields.

Majority of the respondents disagree with the statement and from the observation during conducting the survey, respondents gave these reasons:

1. In Malaysia, people will do filming especially about love story, ghost, etc. and include some of medical industry (doctor) and business empires (businessman/woman). What about maritime movies?
2. Television program will be busy promoting about actress and modelling and singing, but are they put less effort on advertising about what kind of opportunities that people will gained by joining maritime industry.
3. If there is documentary session, it will be about visit Malaysia and promoting the best place for vacation or best food to find in Malaysia.

Maybe there are advertisements about MET field, but usually not aggressive as other education field in Malaysia. If people aware, the advertisement board in Malaysia rarely to be found promoting MET field, except in Terengganu because UMT is located in Terengganu itself. Same thing happen in mass media; either electronic media or newspaper and magazine, lack of spreading news about MET field. As people can see, the column in magazine will be fulfill with people not from maritime field and they promoting their field of career for young generation to be inspired. There is almost zero probability for people in maritime field to inspire young generation to join MET field through mass media.

While result for the achieving the third objective; to explore the differences of male and female students during learning session are level of focus and

mastering of theoretical and practical lesson. Based on the interview session, majority of respondents are agreed that female students have high focus level in class or any learning session. Female student intend to jot down all the info, notes or tips taught by lecturers or demonstrator. They are able to create their own study notes based on their understanding. On the other hand, sometimes and some of male students skipped their class and do not take seriously what been taught in class. Most of lecturers or teachers might face the problems of late comers and those are male students. What is more, for theoretical, it always mastered by female students, while male students will have capability in practical session. It is proved in the Chart work and Navigation subject, which is female students are little bit slow in understanding plotting process of ship route while most of male students are capable to answer the question faster.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

This chapter will highlight the finding of the study. Besides that, a discussion on limitation and some suggestions on the direction for any future research attempt in the areas related to this study also provided.

5.2 FINDINGS OF THE RESEARCH STUDY

From the result of the study, there is no such thing like gender bias in MET field (Nautical Science and Maritime Transportation). Men and women are given the same opportunities in this field. The reason why are lacking of

female student in Nautical Science and Maritime Transportation student in UMT is because of career environment perspective. Agreed that working in maritime industry needs great physical fitness, comparing men and women, men are more aggressively work in that type of career. There is also female staff, but the nature of women is being feminine and obviously the physical fitness of women is lower compared to male. What is more, maritime careers also often require working in isolated/danger environment. Working in this industry, exposed women towards danger and hazardous cargo such as chemical substance and this is not good for health. As people aware, those chemical reaction might occur directly (touch) or indirectly (during inhale and exhale) and cause short-term; eg: erosion due to the chemical reaction, or long-term effect; eg: cancer and pregnancy period.

Besides that, media did not gives enough information about MET field just like another education fields. This are making female students are hesitate to join MET field; either this field is welcoming women, is the study of this field too challenging for them or what are the advantages for women by joining this field. The responsible party should take action in order to improve the MET field to the better level and be exposed at the same line with other educational field based on media and advertising aspect. Furthermore, Malaysia is the maritime nation, and maritime field should be powered by Malaysian itself, which are the young generations nowadays without depending on human resources from other country. Malaysians now are taking positive about woman can compete with man in anything.

5.3 LIMITATIONS OF THE RESEARCH STUDY

As in any other research project, there are some of the limitations while conducting this research study. Therefore, the findings should be interpreted with a proper degree of caution. First of all is the secondary data about this issue in Malaysia are not enough. It is because in Malaysia, there is no study about gender bias in MET field has been conduct yet. The secondary data of others country has been used as the reference for this research study. Besides that, the participant of respondents being the constraint of this study. The questionnaires should be distributed more than the numbers of targeted sample. It is because, some of the questionnaire might not been fully answered and it will cause invalid questionnaire papers and cannot be keyed in into the analysis software. However, due to the financial and time constraint, the size of sample to collect data has been reduced in this study.

5.4 SUGGESTION FOR THE FUTURE RESEARCH

The present research lends important and interesting findings into assessing the gender bias in MET field. Since the study is only focused on gender bias in Nautical Science and Maritime Transportation Program in UMT, further research should widened up the target. The new study can be enlarged towards gender bias in MET in Malaysia and getting more ideas on why is this phenomenon occur.

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2002 – 2006 : Tuanku Syed Putra Secondary Science School

APPENDICES



BACHELOR OF SCIENCE (NAUTICAL SCIENCE AND MARITIME TRANSPORTATION)

FACULTY OF MARITIME STUDY AND MARINE SCIENCE

UNIVERSITY MALAYSIA TERENGGANU

RESEARCH QUESTIONNAIRE FORM

MARITIME EDUCATION AND TRAINING: GENDER BIAS

(WHY IS FEMALE STUDENTS BE THE MINORITY GROUP IN MARITIME EDUCATION
AND TRAINING FIELD?)

Sir/Madam/Miss,

I am Fatin Syamimi bt Che Menteri, fourth year student of BSc. Of Nautical Science and Maritime Transportation in University Malaysia Terengganu. I am now conducting the study on why is lacking of female students in maritime education and training field. I hope you will help me out by responding to this questionnaire. I will ensure your response will keep strictly confidential. Your contribution is highly appreciated. Thank you very much for your time and cooperation. I greatly appreciate your help in furthering this research.

Sincerely,

Fatin Syamimi bt Che Menteri

SECTION A – Demographic Profile

Please tick (/) ONE option for the following questions.

1. Gender:

- Male
- Female

2. Age group:

- Less 20
- 21-30
- 31-40
- 41-50
- Over 50

3. Race

- Malay
- Chinese
- Indian
- Others (please specify): _____

4. Marital Status:

- Single
- Married
- Single parents

Please tick (/) on the scale of 1 to 5 the extent to which you agree for each statement. If you have any comments or suggestions, please write in the space provided at each subtopic.

1	2	3	4	5
Strongly Disagree <i>Sangat Tidak Bersetuju</i>	Disagree <i>Tidak Bersetuju</i>	Neither Agree nor Disagree <i>Tidak Bersetuju Mahupun Bersetuju</i>	Agree <i>Bersetuju</i>	Strongly Agree <i>Sangat Bersetuju</i>

No		1	2	3	4	5
Family Obstacles						
1.	Encourage your daughter/sister/female cousin/auntie to further their study in maritime education and training. <i>Menggalakkan saudara perempuan melanjutkan pelajaran dalam bidang maritim.</i>					
2.	Expose the benefit of joining maritime education and training to your daughter/sister/female cousin/auntie. <i>Mendedahkan kelebihan menyertai bidang pengajian maritim kepada saudara perempuan.</i>					
3.	Have no problem when your daughter/sister/female cousin/auntie learn in the field that dominate by male. <i>Tidak mempunyai masalah jika saudara perempuan belajar dalam bidang yang didominasi lelaki.</i>					
4.	Encourage your daughter/sister/female cousin/auntie to be away from home for long period of time. Eg: collecting sea time. <i>Menggalakkan saudara perempuan untuk berada jauh dari rumah dalam tempoh yang lama.</i>					
5.	Support your daughter/sister/female cousin/auntie to compete with male by involve in maritime education and training. <i>Menyokong saudara perempuan untuk bersaing dengan lelaki dalam bidang pengajian maritim.</i>					
Other comment:						
Mentality						
6.	Women are not physically strong enough to involve in maritime education and training. <i>Wanita secara fizikalnya tidak cukup kuat untuk terlibat dalam bidang pengajian maritim.</i>					
7.	If you are a woman, you are able to learn in class dominated by men. <i>Sekiranya anda seorang perempuan, anda mampu untuk belajar dalam kelas yang didominasi pelajar lelaki.</i>					
8.	If you are a man, you are welcoming women student into the					

	class dominated by men. <i>Sekiranya anda lelaki, anda mengalu-alukan pelajar perempuan ke dalam kelas yang didominasi pelajar lelaki.</i>					
9.	There are equal opportunities for men and women in the maritime education and training field. <i>Terdapat peluang yang sama rata untuk pelajar lelaki dan perempuan dalam bidang pengajian maritim.</i>					
10.	Women might face harassment in maritime and education and training. <i>Pelajar wanita berkemungkinan menghadapi gangguan dalam bidang pengajian maritim.</i>					
11.	Maritime education and training is challenging for women. <i>Pengajian dalam bidang maritim mencabar untuk wanita.</i>					
Other comment:						
Media & Advertisement						
12.	Media helps a lot in promoting maritime education and training in Malaysia towards women. <i>Media banyak membantu dalam mempromosikan bidang pengajian maritim terhadap wanita.</i>					
13.	Media gives enough information about maritime education and training just like another education fields. <i>Media memberikan maklumat yang mencukupi mengenai bidang pengajian maritim sama seperti bidang pengajian lain.</i>					
14.	Institutions that offer maritime education and training in Malaysia have done effective advertising towards people. <i>Institusi yang menawarkan bidang pengajian maritim telah melakukan pengiklanan yang berkesan.</i>					
15.	Advertisement about maritime education and training through media grab your attention. <i>Pengiklanan mengenai bidang pengajian maritim Berjaya menarik perhatian anda.</i>					
16.	Media says that women suitable to join maritime education and training field. <i>Media ada menyatakan wanita sesuai untuk menyertai bidang pengajian maritim.</i>					
Other comment:						
Tradition & Culture						
17.	Women are encouraged to be at the same level with men. <i>Wanita digalakkan untuk berada sama aras dengan lelaki.</i>					
18.	Women are allowed to work at sea. <i>Wanita digalakkan untuk bekerja di laut.</i>					
19.	It is normal when women working away from home for a long period of time. <i>Adalah perkara biasa jika wanita bekerja jauh dari rumah untuk tempoh yang lama.</i>					

20.	It is normal when women studying with the environment is dominated by men. <i>Adalah perkara biasa apabila wanita belajar dalam persekitaran yang didominasi oleh lelaki.</i>					
Other comment:						
Career Environment Perspective						
21.	Maritime careers are demanding good physical fitness. <i>Kerjaya dalam bidang maritime menuntut ketahanan fizikal yang tinggi.</i>					
22.	Maritime careers often require working in isolated/danger environments. <i>Kerjaya dalam bidang maritime banyak berkaitan dengan persekitaran berbahaya (keselamatan diri/kargo).</i>					
23.	Women face harassment working the maritime industry. <i>Wanita menghadapi gangguan ketika bekerja dalam bidang maritime.</i>					
24.	Maritime industry careers are unsuited for women. <i>Kerjaya dalam bidang maritime tidak sesuai untuk golongan wanita.</i>					
25.	Ships are not built to properly accommodate women. <i>Kapal tidak dibina untuk memenuhi keperluan asas untuk wanita.</i>					
Other comment:						

1- Strongly Disagree
Strongly Agree

2- Disagree

3- Neutral/Unsure

4- Agree

5-

26. Based on your own opinion, what are the differences between male and female student during learning session?
