

NAVIGATING New Horizons: Life Narratives of Women Scholar-Cadettes in Maritime EDUCATION

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ABSTRACT

In many parts of the world, discrimination against women in education continues to persist. The present study tells stories of the experiences of women scholar-cadettes navigating in a male-dominated field. Using narratology as research design, this explored the narratives of women pursuing careers in maritime education, their educational and professional journeys within a male-dominated field, and how their narratives reflect broader societal changes in gender roles in education in maritime. The participants of the present study were five second year female students enrolled in a maritime program in one of the maritime schools in Davao City. The participants were selected through purposive sampling with ages ranging from 20-21 years old. Their stories highlight narratives of discrimination, resilience, support systems, and the balancing of personal and professional aspirations. Despite facing gender biases and physical demands, these women demonstrate determination and adaptability, driven by financial practicality and personal ambition. Moreover, findings of this study have shown that the increasing presence of women in maritime industry, as perceived by the participants, resonates positively to their reflections in the way society views the capacity of women to thrive in various workplaces, even those that are traditionally male dominated.

KEYWORDS: *Sociology, Maritime Education, Scholar-Cadettes, Women, Philippines*

INTRODUCTION

Maritime education involves exploring the practical and theoretical aspects of ship sailing, including sail handling, rigging, ship navigation, team building, character development, cultural history, and related topics (Johansen, 2022). Access to maritime education has been a major problem for female students who seek to become maritime professionals (Ozdemir, 2023). The

stereotyping that women experience in maritime education institutions is one of the biggest barriers for women to finish a maritime program (McClellan, 2020). Women comprise less than one percent of the graduates both in the marine transportation program and marine engineering program from 2008 to 2011 (Kitada, 2020).

A study conducted on the gender equality policies in Maritime Education Institutions (MET) in European and Non-European countries, it was found out that there has been an inadequate effective gender policies being instituted which results in significant gender gaps (Barahona-Fuentes et al., 2020). The lack of comprehensive policies worsens the cases of unfair treatments toward female students in maritime institutions (Ong, 2019).

In the Philippines, governance is cited as one of the major barriers why there is a low completion rate among maritime education students due to high matriculation fees since majority of maritime higher education institutions in the Philippines are privately owned (Del Rosario et al., 2020), which makes it harder for women to enter or thrive in the maritime education sector. Moreover, in a study conducted in one of the maritime higher education institutions in the Philippines, the majority of women reported to have experienced gender inequality in their academic journey (Taberdo et al., 2021).

The current study aimed to do a narrative inquiry on the life of scholar-cadettes housed in a dormitory of a maritime education institution. The study fills various gaps in the literature exploring women in maritime education. Ultimately, no study has been conducted regarding female scholar-cadettes in Davao City. This study addresses various research agenda to improve the lives of women. This helps the achievement of United Nations Sustainable Development Goals. This helps achieve Goal 4 (Quality Education), broadening access to educational opportunities for women, and Goal 5 (Gender Equality), empowering women to take on male-dominated professions.

Research Questions

1. How do women scholar-cadettes in maritime education narrate their experiences of pursuing a career in a male-dominated field?
2. In what ways do they perceive their educational journey and professional aspirations within the traditionally male-dominated maritime field?
3. How do the life narratives of these participants reflect broader societal changes regarding gender roles in education in the maritime industry?

Theoretical Lens

The present study is anchored on the radical feminist theory by Firestone (1970). The theory aims to understand the experiences of women scholar-cadettes navigating their academic and professional journeys in a male-dominated maritime education institution. This theoretical lens emphasizes that issues surrounding gender inequality are systemic. Specifically, the radical feminist theory will be used as a lens to analyze how patriarchal structures and expectations in the society transcend to the maritime education sector and how these influence the experiences of scholar-cadettes in their academic journey and in the dormitory. Using this lens, this research aims to unfold the distinct challenges faced by women scholar-cadettes in the maritime education sector.

METHODOLOGY

Research Design. This study utilized a qualitative research method particularly, narratology design. Qualitative research assumes that there will be various understanding of reality and that it does not aim to measure anything so that assumptions of theoretical objectivity do not apply (Creswell & Poth, 2017). Specifically, the current study used narratology as its specific design. Narratology delves deeper on how a person constructs their identity and their internalized view of their life experiences (Gholami et al., 2021).

Research Participants. The participants of the present study were five second year female students enrolled in a maritime program in one of the maritime schools in Davao City, fully sponsored students by the Norwegian Shipowners' Association (NSA). These participants were chosen because they have a unique experience since they are housed in a dormitory and that their classrooms are isolated from the classrooms of regular-paying students at the college. The participants of this study were not considered vulnerable because they were of legal age ranging from 20-21 years old.

Data Collection. Permission was secured from the Office of the Dean of the Graduate School of the University of the Immaculate Conception (UIC) to conduct the interview for data gathering. Moreover, the proposal of the study was subjected to a research ethics review by the UIC-Research Ethics Committee before the researcher gathered the data. Upon the release of the ethical clearance from the UIC-REC, the researcher then sent a letter to the President of DMMA College of Southern Philippines asking permission to

conduct the study. An interview guide with a general script was developed in English as the medium. There was a minimum of 36 questions to make sure that the narratives of the participants were exhausted.

Data Sources. The data collected through the in-depth interview (IDI) served as the primary source of data used in this study. The researcher meticulously documented each response by thoroughly transcribing them. Moreover, the researcher used relevant documents provided by the participants that supported their narratives such as photos, portfolios, scholastic information, social media updates, etcetera.

Data Analysis. This research employed the data analysis methods of narrative research, as suggested by Clandinin and Connelly (2000). The researcher organized the narratives of the participants in chronological order for a more cohesive discussion guided by the research questions.

Trustworthiness of the Study. To ensure credibility, peer debriefing was done with a fellow faculty member exposed to the same participants (Hancock, Algozzine, & Lim, 2021). Member checking was also performed by providing a copy of the transcription to the participants for verification. To make sure that the present study is transferrable, the researcher meticulously described the participants, carefully outlining the inclusion and exclusion criteria that were used to select the best suited participants who would be able to provide the data required for the fulfillment of the research purpose. The researcher also provided an exhaustive justification as to the number of participants ensuring that data would be saturated. Additionally, to create a clear audit trail, the researcher recorded raw data, field notes, transcripts, and a reflective journal to systematize, relate, and cross-reference data for dependability (Gliklich, Leavy, & Dreyer, 2020). To address the confirmability of the study, the researcher included raw data, such as direct quotes, gathered from the interviews in the presentation of findings.

Ethical Considerations. This study was submitted to the Research Ethics Committee of the University of the Immaculate Conception. Upon careful consideration, the study was deemed ethically sound and received ethical clearance. This exploration will contribute to the attainment of the Sustainable Development Goals of the United Nations, specifically SDG #4 Quality Education and SDG #5 Gender Equality. Informed consent was secured by the researcher. Moreover, the anonymity and confidentiality of the identities of the

participants remained protected throughout the research process.

RESULTS

The participants in this study narrated their experiences of pursuing a career in a male-dominated field, their educational journey and career aspirations, and their reflections toward broader societal changes in gender roles in education in maritime. Their stories highlight narratives on discrimination, resilience, support systems, and the balancing of personal and professional aspirations.

The participants shared that they were introduced to maritime through male family members already in the industry, sparking their initial curiosity. Financial practicality, particularly through scholarships, played a significant role in their decision-making, especially for those from economically constrained backgrounds. Some were drawn by the rarity of women in the field. They reported to have received little discouragement and resistance from their family by convincing them that they are capable of thriving in a male-dominated world that is maritime. These motivations reflect both personal determination and external influences, highlighting the multifaceted reasons women choose this unconventional path.

Further, the study unveiled how the participants defied stereotypes and discrimination in their academic pursuits. Furthermore, once enrolled, the participants encountered physical and social challenges. The rigorous physical requirements of maritime training pushed them to build endurance, while academic tasks often highlighted their strengths in communication and documentation. However, their gender made them hyper visible. They were scrutinized for mistakes or singled out in male-dominated spaces like the dormitory and laboratories. Despite these obstacles, they developed resilience through peer support and mentorship, leveraging their unique perspectives to excel. Their professional aspirations, such as becoming chief engineers or master mariners, were not just personal goals but acts of defiance against entrenched gender norms.

Stella's journey as a woman scholar-cadette in maritime education is one of resilience, determination, and courage. From her curiosity to machineries, to her determination to achieve her current aspirations of becoming a Chief Engineer, Stella's story reflects the evolving discourse on gender roles in the

maritime industry. Her experiences, both challenging and empowering, contribute to a broader understanding of the unique perspectives women bring to traditionally male-dominated fields. Through her story, Stella hopes to inspire other women to break barriers and ceilings to opportunities and pursue their dreams, regardless of societal expectations.

Luna hopes that her journey will contribute to the evolving discourse on gender roles in the maritime industry, showing that women are just as capable as men in this field. She acknowledges that there are remaining challenges that haunt women in the field of maritime since the industry is highly structured on masculinity. However, she also believes that her presence and the success stories of other women like the female captain from her company will eventually break the stereotypes against women in this male-dominated field. She further believes that more trainings should be provided not only for women, but also for men so that they finally stop giving women a hard time to have a career of their own choice.

Aurora's narrative reflects the struggles and resilience of women in male-dominated fields. Her journey, from being hesitant to entering the maritime world to adapting and developing coping mechanisms to fit in and thrive, highlights the barriers women face and the incremental progress toward gender inclusivity. While societal attitudes remain slow to change, her story underscores the need for systemic support and the courage to defy stereotypes. Her voice adds to the evolving discourse on gender roles, proving that women like her are not just navigating new horizons—they are charting them.

These life stories underscore broader societal shifts in gender roles within the maritime industry. While incremental progress is observed by the participants, deep-rooted stereotypes persist. They acknowledge that there is dual adjustment: women adapting to the industry's demands while the industry slowly accommodates their presence. The participants insisted that their visibility alone challenges traditional gender norms. Their narratives advocate for systemic changes, from gender-sensitive training to institutional accountability. Ultimately, these stories contribute to a growing discourse on gender equality, illustrating how women are reshaping maritime education and inspiring future generations to follow suit.

DISCUSSION

Experiences in Pursuing a Career in a Male-Dominated Field

This illustrates how familial connections within the maritime industry play a significant role in deciding for a career. This phenomenon coincides with the study of Dhawan (2020), who found that family members in similar fields provide aspirational pathways for women entering non-traditional careers. The influence of male relatives support the findings of Borna et al. (2022), who noted that mentorship and familial role models are vital in overcoming gender stereotypes in career selection. Moreover, this concept aligns with the study of Narayanan et al., (2023) who found that family influence, particularly from male relatives, is a primary factor in women's entry into maritime careers.

Stories of motivation to choose the rather unfamiliar career in the maritime industry emerged from the observation of the participants about companies that are actively seeking for female seafarers. This growing demand for gender diversity in maritime education aligns with institutional efforts to promote inclusion, as highlighted by Tcvetkova (2023), who found that scholarship programs and gender-targeted recruitment are effective strategies for increasing female participation in male-dominated professions. This observation from the cadets is backed by the news from World Maritime University that there are ongoing efforts to promote gender equality in the maritime sector which can be gleaned from the targeted recruitments for women (World Maritime University, 2024). However, Kataria and Verma (2024) have cautioned that tokenistic policies in diversity in the workplace might less likely to resolve deeper workplace inequalities and might cause women to leave early on in their careers.

Financial stability and scholarship opportunities were also significant motivators since the participants were not coming from relatively privileged families. This is corroborated by the research of Galos and Strauss (2023), which emphasizes how economic incentives drive women to enter male-dominated fields. In addition, it has been reported that scholarship grants are extremely helpful for women to confidently pursue a male-dominated field (UN Women, 2024). Furthermore, a study focusing on the motivations of female trainees at the National Maritime Polytechnic revealed that the prospect of high salary/income was a significant factor influencing their decision to pursue a maritime career, as they see it as offering them economic security, despite its male-dominated nature (Pailago, 2019).

The support system described by the cadettes such as their family varies with the gender of the support network with majority of the participants revealing that the support they got were from male family members, while the hesitation and discouragement that they received were from female family members. The findings of Lagunay et al. (2024) complements this, where their research found out that the women in the family are usually the first ones to disagree when a female chooses a career that is uncommon for women. Moreover, Oweini (2024) has revealed the complex dynamics of the influence of family members in shaping the career choice of young members in the family where fathers more likely support career pursuit perceived to have high monetary value while mothers more likely discourage those that pose high risks for women. Ultimately, however, this account reinforces the importance of social support networks in challenging traditional gender expectations, as outlined by Bamberry et al., (2023) who emphasized that positive reinforcement from close networks fosters resilience in women navigating male-dominated fields.

Educational Journey and Career Aspirations

This theme is congruent with the findings of Berro et al. (2024) who found that the physically demanding activities in the engine laboratories, bridge simulators, and seamanship laboratories affect the academic performance and overall wellbeing of the cadettes. However, according to the study of Alday and Paet (2025), many maritime students report to manifest musculoskeletal disorders during their onboard training due to extreme heat and vibration onboard. Hence, the rigorous physical activities of the female maritime cadettes in the dormitory may just be appropriate for them to prepare themselves better for life onboard ships.

To cope with the physical demands, the cadettes adapted physical activities such as jogging and other exercises, including joining recreational activities in school events. This finding strengthens the claim of Simanjuntak et al. (2025) that integrating structured physical activities into the routine of female maritime cadettes will contribute to their professional readiness and will help them cope more with the physical demands of their laboratory classes and other related training that are physically taxing. Additionally, participation in recreational physical activities and proactively following a fitness routine help the cadettes to become more agile and resilient (Maravilla et al., 2023).

There are, however, aspects in their educational journey where the

women scholar- cadettes feel like they are at an advantage compared to the male cadets. According to their narratives, the participants were proud to say that they are more capable than men in tasks that involve creating deck slide presentations and document preparations and in communication skills. This supports the findings of Salde (2024) that women employ various language learning strategies that strongly correlate with better communication skills. Moreover, this study resonates to a broader social context in the Philippines. According to the study of Parangan and Buslon (2020), it was found out that a gender gap in language proficiency exists favoring females among Filipino ESL learners in the post-colonial period in the Philippines. This contradicts with the study of Dashela and Mustika (2022), conducted at a university in Indonesia, where women were found to have hesitation to speak in English hindering their path towards language proficiency.

The female cadettes shared that because they are the obvious minority in the classroom, their mistakes are easily magnified by their male classmates. Moreover, they shared that their instructors notice them easily, which makes them feel that they need to prepare all the time before entering the classroom. The latter narrative exposes them to both positive and negative experiences since this puts them in a position of strict scrutiny. This key concept aligns with the study of Heikkilä et al. (2020) who found out that female students usually get negative attention in gender segregated educational programs because there is an expectation to be smart as a woman pursuing a higher degree in education. In addition, the propensity of male instructors, in male-dominated programs, to give female students unnecessary attention gives an impression to male students that it is normal to criticize women in the things they do (Davidovitz & Cinamon, 2024).

Moreover, the narratives of the participants show that the dormitory is a space where their privacy is not fully secure. All of them shared that they took issue on the incidents of intrusions into the female quarters by a male dorm master, which had since been resolved by the institution. This issue on privacy aligns with the study of Lee (2024) that female students in Taiwan Universities show lesser interest in living in a gender-inclusive housing because of their traditional feminine needs and privacy. According to Yousfani et al. (2024), inadequate privacy, unmet needs in terms of hygiene, and shortcomings from the school administration running the dormitory are linked to feelings of isolation experienced by female students in university hostels in Pakistan. However, in the study of Ghodrati and Maghsodzadeh (2019) in Iran, female students would

prefer to stay in university dormitories because it gives them some forms of freedom that they do not usually experience when they live with family.

The cadettes also narrated their experience of having a feeling of isolation. To counter this, the cadettes created a network of support systems within the highly male-dominated educational space and dormitory. This network is composed of female batchmates and seniors. This aligns with the study of Tokbaeva and Achtenhagen (2021) which found out that peer alliances, support networks, and mentors help develop resilience among women in spaces where they are underrepresented. Moreover, women enrolled as international students in a foreign university also connect with each other creating a community of resistance (Das et al., 2025). One best practice done by a university to promote mentorship and sense of community among female students is clustering them together in one quarter (Hanawalt, 2025), the same arrangement in the dormitory of the participants of the current study.

All the participants expressed their desire to take on the highest rank onboard such as being a captain and chief engineer despite knowing the challenges that may hinder them from achieving those ranks. This supports the narrative published by BW Epic Kosan (2024) about a woman aspiring to become a Chief Engineer in her company motivated by eagerness and passion amidst various challenges distinctly experienced by women in the field. Moreover, the cadettes emphasized how their seniors continued breaking the glass ceilings and went on to become officers in the field despite the numerous challenges and glaring inequalities in the maritime field. This aligns to the findings that women become very competitive in the jobs they put their efforts into (Williams, 2023; Casad et al., 2021; Kabeer, 2021). However, the aspirations of the female cadettes to attain the highest rank onboard is faced by the harsh reality that there are very few women holding managerial roles because of the 'broken rung' phenomenon, a barrier in the transition of women from non-managerial to managerial position (safety4sea, 2024).

On the other hand, the majority of the participants expressed that they might not stay long in the profession and are, in fact, planning to stay only for ten years. This coincides with the study of the National Maritime Polytechnic (2022) that found that women are willing to stay onboard for 5 to 10 years. Conversely, this contradicts the report of the Baade (2025), where more than half of the female cadettes aspire to stay long in the profession despite facing barriers towards career advancement.

In all the narratives, education emerged not just as a means to a career but as a space for resistance and transformation. According to Laursen and Austin (2020), educational institutions can function as sites of empowerment when students are encouraged to question and reshape the gender dynamics that traditionally define their fields. This perspective reinforces the idea of women as agents of change, not just participants in a male-dominated field. Research by Robinson (2024) supports this sentiment, noting that women who take non-traditional academic paths often view their journeys as symbolically significant and socially transformative. This also aligns with findings from Amegah (2024), who emphasized that women in male-dominated academic tracks often express a heightened sense of purpose and goal orientation.

Reflections of Societal Change in Gender Roles

This finding aligns with the findings of Feniger, McDossi, and Ayalon (2022), who observed that increasing female enrollment in male-dominated academic programs is a clear indicator of changing gender norms in educational systems. Moreover, according to the report of BIMCO and the International Chamber of Shipping (ICS), there was a 45.8% increase of women seafarers from 2015 to 2021 (Riviera Maritime Media, 2022). Moreover, the National Maritime Polytechnic (2023) has been proactive in promoting women empowerment in the maritime industry by offering free training and by proposing provisions favoring women in the new magna carta for seafarers law in the Philippines.

Participants also recognized a gradual but noticeable improvement in how women are treated in educational institutions. The participants shared that their school and their sponsoring companies have been initiating training and other interventions to make women more visible. This narrative supports the claim of De Welde and Stepnick (2023) that higher education institutions have been adjusting policies and teaching practices to accommodate and support gender diversity. The positive impact of gender-focused intervention also manifested in Barcelona School of Nautical Studies with increased gender awareness and improved engagement in the classroom (Barahona Fuentes, 2023). Moreover, according to Sotes et al. (2024), in a study conducted in Caraga, Philippines, there is a growing awareness among students, including males, of the need for gender inclusivity in maritime.

The cadettes acknowledged that their mere presence in the maritime

field challenges traditional expectations. They believe that when they become successful in this field, they will be able to inspire younger women to pursue the same career. This reflects research by Chaudhary and Dutt (2022), who argued that women pursuing non-traditional careers often become symbols of progress in their communities. Moreover, the perception of being able to inspire younger women aligns with the study of Paculba and Taroc (2019) which highlights that success stories of women in the field convinces other women, especially the young ones, to take on the maritime profession. Additionally, as shown by Serra (2022), role modeling plays a pivotal role in encouraging young women to pursue non-traditional careers, reinforcing shifts in societal gender expectations.

Finally, participants reflected on the broader implications of their journey. The cadettes are hopeful that the maritime-related sectors can extend more support to better protect women. This hopeful vision resonates with the findings of Barker and Tofts-Len (2023), who emphasized that visible gender diversity in male-dominated professions helps dismantle long-standing stereotypes and encourages institutional reform. There have been steps taken by regulating bodies like the International Labor Organization and the International Maritime Organization to counter harassment and other forms of violence against women onboard (International Labour Organization, 2024). One of the reasons cited for the continued harassment experienced by females onboard ships is the lack of comprehensive legal protection available for them (LeClercq, 2024). According to Hand (2022), the percentage of women experiencing harassment onboard remains alarming at 50 percent. The persistence of these incidents require urgent actions.

The life-stories shared by women scholar-cadettes in this study as they navigated in a male-dominated environment that is the maritime education, critical gaps maritime institutions must address to create a more inclusive and supportive environment for women. Ultimately, the narratives of the female cadettes are a rich source of data on the experiences of women in a male-dominated field. This may be used by future researchers as reference to gain insights on how women navigated an educational landscape that is shaped by men.

The narratives of the scholar-cadettes in their pursuit of a career in maritime show that they had the initial idea of the industry through male family members who already have experience in seafaring and the scholarship opportunity available for them. Moreover, the cadettes also

shared that they did not experience much discouragement in their pursuit of a career in maritime because of show of confidence that they can do it. Furthermore, one of their major motivations in pursuing a career in a male-dominated field is the promise of financial stability. These accounts align with the Social Cognitive Career Theory (SCCT) of Lent, Brown, and Hackett (1994) which claims that that career choices are shaped by the interaction of personal factors (self-efficacy), external influences (support systems), and outcome expectations. The cadettes' narratives highlight external influences (scholarships and family) and a growing belief in their ability to succeed.

In their educational journey, the cadettes dealt with various forms of discrimination rooted from patriarchal beliefs which relate strongly to Radical Feminist Theory. Radical feminism proposes that the construct of the society that is based on the belief that males are dominant and females are in the margins, a major source of the oppression that women continue to experience, should be dismantled for women to enjoy equality (Firestone, 1970). This further assumes that patriarchy has already permeated in the fabrics of the society affecting many aspects of social and cultural life of a woman which includes her education. The experiences of the women scholar-cadettes in this study strongly align with this perspective, as their narratives reveal pervasive gender discrimination, sexual harassment risks, and the pressure to conform to masculine norms in maritime education. Moreover, this is evident in the participants' accounts of their educational journey, where male instructors and cadets perpetuated stereotypes in gendered roles such as questioning capabilities of women in performing tasks that are originally held by men.

Amidst the experiences of discrimination, the women scholar-cadettes shared that they continue to resist the patriarchal notions surrounding maritime. They feel pressure due to expectations of conforming to patriarchal norms, with some facing bullying and discrimination, but they shared that they continued to persist through resilience, support from family, peers, and mentors. The cadettes noted that they were able to develop strategies and mechanisms to pass through the gendered barriers within the field. Feminist Standpoint Theory

perfectly characterized these phenomena concerning women navigating in a male-dominated space. Feminist Standpoint Theory suggests that marginalized individuals, in the context of this study women, have a unique epistemic advantage in understanding and challenging dominant power structures since their experiences provide them wisdom on how to deal with these power structures (Harding, 1991).

Furthermore, despite various challenges, the female maritime cadettes exhibit strong internal motivation and a sense of responsibility to prove themselves, especially as scholars and representatives of women in maritime. They shared that they want to succeed because they want to pave way for other women to also pursue a career in the maritime industry. Another source of motivation of the cadettes is their personal ambition to become financially stable and to attain the highest rank onboard. These narratives align with Possible Selves Theory of Markus & Nurius (1986) which proposes that the behavior of people is influenced by the visions of who they might become, hope to become, or fear becoming.

Reflecting on the broader context of gender roles in the maritime industry, the participants of this study have observed that the maritime industry has gradually become more welcoming to them. This observation stemmed from the growing number of women who pass the scholarship exam annually. Additionally, the female cadettes are aware of the ongoing efforts to protect and promote women in the industry. Gender Role Theory would perfectly describe the observation of the cadettes to the broader positive shifts towards inclusivity. This theory posits that gender roles are socially constructed and subject to change over time based on evolving social norms (Eagly, 1987). The participants are hopeful that more tangible and impactful steps be taken for the promotion of women in the industry.

Implications for Educational Practice. The life-stories shared by women scholar-cadettes in this study as they navigated in a male-dominated environment, reveal critical gaps maritime institutions must address to create a more inclusive and supportive environment for women. Based on their direct feedback, several key improvements may

be implemented to foster gender equality and enhance professional development for female students.

First, the cadettes' reports of discriminatory remarks from both instructors, classmates, and schoolmates highlight the urgent need for gender sensitivity training for those who perpetrate discrimination. This demonstrates how unconscious biases persist in maritime education and are even ingrained in the consciousness of the students themselves. To combat this, the school administration may create policies that will strengthen anti-discriminatory practices. It may also initiate inclusivity workshops for faculty and students. In addition, schools may also create a mechanism to effectively and easily report sexist remarks and behaviors.

Second, privacy emerged as a significant issue, particularly in shared living spaces. This incident highlights the urgent need for changes in the procedure of inspections by the dorm masters. Additionally, the school may consider recruiting female dorm in-charge and enforcing strict policies against behaviors that invade privacy of women.

Third, many cadettes felt disadvantaged in practical training due to lack of prior technical experience. To bridge this gap, the college may offer preparatory workshops specifically for female cadettes before major lab courses. Moreover, the Office of Student Affairs, together with the Alumni Office, may establish mentorship programs pairing students with senior cadettes for them to learn more comfortably.

Fourth, the emotional toll of discrimination and isolation emerged as a recurring theme. These accounts reveal the importance of implementing comprehensive mental health programs for women. The Guidance Office and the Gender and Development Office may create institutionalized activities that will allow for a regular mental health consultation with female maritime cadettes.

Ultimately, the narratives of the female cadettes are a rich source of data on the experiences of women in a male-dominated field. This may be used by future researchers as reference to gain insights on how women

navigated an educational landscape that is shaped by men. Moreover, the Office of the Academic Research Director may also use this study as reference in creating research priority areas for the college.

By implementing these changes, maritime institutions will be able to create an environment where women cadettes who could break glass ceilings are molded and eventually succeed in the field. These improvements would not only benefit female students and maritime institutions, but they also help address global agenda such as UN Sustainable Development Goals.

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