

Development Needs Analysis on the Confidence and Leadership Capabilities of Maritime Students with High and Low Academic Performance

Asia Pacific Journal of
Maritime Education

Vol. 3 No. 1, 15-24

June 2017

P-ISSN: 2423-2033

E-ISSN: 2467-513X

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www.apjme.apjmr.com

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Abstract - *Students with different performance levels have varying degrees of development needs in order to discover their full potential as future leaders and professional. This study aims to determine the comparison between Maritime Students with high and low academic performance in developing their confidence in terms of social and personal needs; and leadership capabilities in terms of cognitive, affective and psychomotor domains. Descriptive type of research was utilized in the study with 150 sample population as respondents. Maritime students have higher development needs in terms of cognitive leadership capability as well as confidence for personal and social development. The low performing students have significantly higher needs in terms of developing their confidence compared to high performing students as well as in cognitive leadership capability. Allowing the maritime students to participate in the international academic activities like attending research conferences would provide them the exposure and experience to meet and communicate with various professionals from different nationalities. Giving them the chance to actively participate in the community extension activities as support to classroom instruction that will also provide a better view of the society on how they will apply the knowledge and theories they learned from the University and contribute to the welfare of the community and as part of their personal and social development.*

Keywords: *Development needs, Confidence, Leadership Capability, Maritime, social development*

INTRODUCTION

Shaping the minds and character of students is one of the major goals of every academic institution. Learning and developing confidence and leadership traits would help the students achieve and realize their full potentials and purpose as an individual, team member and responsible citizen of the country. Having self-confidence is necessary to achieve present goals and future accomplishments because it provides people the mindset of choosing the right directions and be assertive in making good judgment without hesitation and nobody's negative opinion can change one's decision. Most high levels of self-confidence come from past successes and also the ability to believe in oneself. In order to perform at the highest potential, high self confidence must be in place (Bashore, 2010).

Leadership is the art of motivating a group of people to act towards achieving a common goal. The leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and skills that makes others

want to follow his or her direction (Ward, 2010). Promoting the significance of possessing appropriate leadership capabilities to the Maritime students toward their future duties as Professional Mariners would help uplift their confidence, character, self-trust and sense of responsibility. Leadership consists of qualities with high qualifications, ability to make fair judgements based on knowledge, information and experience, communication skills, the capacity to multitask and interpersonal skills (Laguador, Velasquez & Florendo, 2013).

Fostering appropriate leadership capability with the right work values is necessary to achieve success in every field of endeavor. Developing the work values and leadership behavior of the Maritime students early in College would possibly help them create an ideal attitude and atmosphere towards their future employment. Preparing them to utilize and realize the importance of such values with the right confidence (Laguador, 2013) would equip them with proper

knowledge, values and skills ready to become Professional Mariners.

The need for the learners to realize certain outcomes focused on developing their self-confidence is necessary for them to perform numerous tasks independently or with the group. Part of the outcomes-based education implementation (Reyes, 2013; Macatangay et al., 2016; Laguador, 2014; An, 2014; Borsoto et al., 2014; Laguador & Dotong, 2014; Camello, 2014; Cabaces et al. 2014) is the honing of skills including communication and leadership capabilities of the learners through various academic activities which are student-centered to facilitate teaching and learning process (Caguimbal et al. 2013; Chavez et al., 2014; Abante et al., 2014) in a more suitable environment. English communicative competence is among the top determinants for seafarers to be employed on foreign ships (Fan, Fei, Schriever & Fan 2017).

Assessing the levels and needs for development in terms of confidence, leadership capabilities and work values of Maritime students enrolled at Lyceum of the Philippine University (LPU) in Lyceum International Maritime Academy (LIMA) campus is the focus of this study. The study would like to test the hypothesis of significant difference between the development needs of Maritime students with Low and High Academic performance as well as the level of the respondents' confidence and leadership capabilities.

This study is anchored in the Social Development Theory of Vygotsky which argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior (David, n.d.) while the leadership capability of the students is anchored in the three domains of learning wherein cognitive, affective and psychomotor are the basis for the identification of the development needs of the maritime students. This study was conceptualized to answer the growing needs of the maritime students to become active members of the society and academic community where they can participate productively in various activities. The results of the study would be beneficial to the LIMA administrators, faculty members and staff that they will be given insights on how to create their student development plan aligned to the development needs of their students. The needs must be addressed directly to enhance the students' confidence, leadership capabilities and work values in preparation for their future employment.

OBJECTIVES OF THE STUDY

This study aims to determine the comparison between Maritime Students with High and Low Academic performance in developing their confidence in terms of social and personal needs; and leadership capabilities in terms of cognitive, affective and psychomotor domains. It also aims to analyze the significant difference between the responses of Maritime Students with High and Low academic performance on their needs to develop confidence and Leadership capabilities.

METHODS

The descriptive type of research will be utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Zulueta & Costales Jr., 2006).

Participants

The researchers will only include those students with weighted average ranging from 1.00 – 2.00 for high academic performance and 2.50 and below for low academic performance from 1st and 2nd Semesters SY 2014-2015 taken as one grade point average. The respondents of the study are presently enrolled second year regular BS Marine Transportation and BS Marine Engineering students either at Lyceum International Maritime Academy during 1st Semester, SY 2015-2016.

Instrument

Data were collected using documentary analysis of the academic performance of the respondents during 1st and 2nd Semesters of School Year 2014-2015 and a survey questionnaire was used to determine the development needs of the respondents in terms of their confidence and leadership capabilities.

The survey instrument for assessing the development needs for leadership capabilities is taken from the list of leadership traits of Air University in Alabama (“Marine Corps Leadership Principles and Traits”) while the instrument for confidence is a researcher-made questionnaire. Both instruments were content validated and tested the reliability and initially administered to 20 engineering students from the same institution who were not included in the study. The instruments obtained a Cronbach Alpha value of 0.87 which is considered good for use.

Procedure

After identifying the participants based on the set criteria with the assistance of the LIMA Department where the grade point average of the students was taken from the Online viewing system of grades.

The students were first asked if they are willing to participate in the study and they were given an informed consent form. The questionnaire was personally administered to the participants who showed their interest to participate were invited and gathered in one location to answer simultaneously the questionnaire.

They were also informed that the result of the gathered data from the study will be treated with strict confidentiality and will solely be used for the purpose of that research. Their anonymity as participants will not be disclosed to anyone.

Strict confidentiality of the student records and responses was observed during the processing of data wherein after encoding all their grades and classifying them between with high or low academic performance with the corresponding responses in the survey, all their names or any identification from the records of the researcher were already deleted.

Analysis

The following statistical tools were applied in interpreting the data obtained from the instrument: Weighted Mean, Rank, and independent sample t-test for testing of differences between Maritime Students with High and Low academic performance.

The given scale was used to interpret the result of the data gathered: 3.50 – 4.00: Very Much Needed because it is not yet developed (VM); 2.50 – 3.49: Much Needed because it is partially developed (MN); 1.50 – 2.49: Less Needed because it is almost nearly

developed (LN); 1.00 – 1.49: Not needed because it is fully developed (NN).

RESULTS AND DISCUSSION

Low performing students have very much need on expressing ideas and opinions during discussion confidently (3.58) compared to high performing students. They recognize the importance of developing one's capability to communicate their ideas so that they will not be considered inferior when there are times they will be asked for suggestions during discussions. Meanwhile, high performing students have very much or higher need on admitting mistakes and apologize (3.54) compared to the response of low performing students. Since they have the ability naturally to carry out academic tasks, sometimes they are hesitant to acknowledge their mistakes in front of many people given their thoughts on the fear of rejection.

Both groups have much or high need on gaining confidence in bringing up oneself in public (3.36) and meeting with Captains and high officials without getting anxious (3.31) as well as leading the group of marines in an activity which demonstrates teamwork (3.30) and speaking in front of the class without getting nervous (3.30). They still recognize the need for them to enhance self-confidence when dealing with people in public as well as meeting with high officials in any social and professional gatherings which they might not yet experience as the moment. In any event when people will be experiencing for the first time the activity, they are not yet sure on how things will go smoothly or will go wrong is something that the students perceived when imagining the situation without prior understanding or any familiarity of what will happen.

Table 1. Development of Confidence in terms of Social Needs of Maritime Students

Confidence Social	High		Low		Total		Rank
	WM	VI	WM	VI	WM	VI	
1. Admitting mistakes and apologize	3.54	VM	3.26	MN	3.40	MN	2
2. Gaining more confidence in bringing up oneself in public	3.26	MN	3.46	MN	3.36	MN	3
3. Speaking in front of the class without getting nervous	3.18	MN	3.41	MN	3.30	MN	5.5
4. Expressing ideas and opinions during discussion confidently	3.27	MN	3.58	VM	3.43	MN	1
5. Meeting with Captains and high officials without getting anxious	3.28	MN	3.34	MN	3.31	MN	4
6. Leading the group of marines in an activity which demonstrates teamwork	3.29	MN	3.31	MN	3.30	MN	5.5
7. Talking to strange people with respect in social gatherings	3.01	MN	3.38	MN	3.19	MN	7
Composite Mean	3.26	MN	3.39	MN	3.33	MN	

There is a feeling of nervousness and apprehension especially when speaking in front of people thinking that the listener will not appreciate what they say or do. Failure to uplift their motivation towards developing a positive mindset on bringing one's opinion in public will give the students a negative connotation on the process of communicating or expressing their ideas.

However, they still considered with much need on talking to strange people with respect in social gatherings (3.19) which obtained the least weighted mean score in terms of their social need. They have positive attitude towards different people in public and they treat them with care and concern during conversation. People tend to be more expressive when they know they will not be judged or criticized on what they say whether right or wrong. If they have the feeling of assurance that they will be appreciated even by strange people in public gatherings, they can really express themselves personally without attaching their academic background in the setting. Sharing one's experience can be more easily expressed than something hasn't encountered before.

Table 2 presents the development of confidence in terms of personal needs of Maritime students. Low performing students have very much or higher need on making firm and wise decisions without hesitation (3.64) and taking responsibility confidently as future Marine Professionals (3.57) compared to high performing group of students. They recognize the importance of analyzing accurately certain issue and having good judgment to ensure that they will arrive with the right option from the alternatives. Identifying

the source of the main problem will generate ideas on how solutions will be best offered out of making wise decisions. Putting the students in the situation where they have no idea on what to do will result to confusion and they will lose confidence to take responsibility due to lack of experience and prior knowledge. Althiser (2010) emphasized that leadership is evaluated on individuals' ability to motivate their peers, successfully complete assigned tasks and make sound decisions under pressure

Both respondents have much need to develop on seeing themselves as a very positive person (3.43). There is a need for everyone especially to Maritime students to develop positive thinking because of the nature of their profession where they need to perform their duties away from their families for couple of months or year. Having positive outlook in life will give them a way to lighten the situation and decrease the burden of uncertainty and homesickness.

Likewise, there is also a need to develop on answering the questions of their teachers during recitations with certainty (3.31); and taking examinations with confidence hoping to get high scores (3.27). The right confidence seeks to portray honesty and integrity of the person telling the truth of what he/she is saying. Uncertainty in answering questions will be an issue if the students have no prior knowledge or experience on the topic being discussed. Having a good study habit would be an answer to gain more confidence among the students to increase their self-belief to obtain positive results from any academic examinations.

Table 2. Development of Confidence in terms of Personal Needs of Maritime Students

Confidence Personal	High		Low		Total		Rank
	WM	VI	WM	VI	WM	VI	
1. Making firm and wise decisions without hesitation	3.35	MN	3.64	VM	3.50	VM	1.5
2. Accepting my physical appearance and personality	3.24	MN	3.18	MN	3.21	MN	6
3. Recognizing my inner talents and potentials to lead	2.89	MN	3.51	VM	3.20	MN	7
4. Seeing myself as a very positive person	3.39	MN	3.46	MN	3.43	MN	3
5. Joining academic and sports competitions with strong fighting spirit	3.26	MN	3.12	MN	3.19	MN	8
6. Taking examinations with confidence hoping to get high scores	3.06	MN	3.47	MN	3.27	MN	5
7. Answering the questions of my teachers during recitations with certainty	3.27	MN	3.35	MN	3.31	MN	4
8. Taking my responsibility confidently as future Marine Professional	3.42	MN	3.57	VM	3.50	VM	1.5
Composite Mean	3.24	MN	3.41	MN	3.33	MN	

Furthermore, low performing students see their very much need on recognizing their inner talents and potentials to lead (3.51). They are aware that they have certain abilities which are needed to be developed or discovered in leadership if they will be given an opportunity to express their potentials. They believe that they could also perform the responsibilities being managed by high performing group only when people that surround them will appreciate their capacity to help the class or the department. They are seeking the approval of their community before they achieve the full interest of joining or leading the activity. The trust and confidence of the teachers and peers to the low performing group would help increase their motivation to be active members or leaders of the academic community.

Meanwhile, joining academic and sports competitions with strong fighting spirit (3.19) obtained the least weighted mean score among the indicators of personal needs. Although this indicator is still needed by the Maritime students to be developed as their capacity but knowing it as the least is something that the students have already a certain level of experience on how to apply some coping mechanisms when it comes to competitions because most of them are playing different sports as denoted by their winnings from various sports events in the University.

Table 3 presents the development needs on leadership capability of Maritime students in terms of Cognitive Domain. Both groups acknowledge their very much need to develop the cognitive leadership capability in terms of the range of one's information, including professional knowledge and an understanding of the Marine troupe (3.53). Since the participants of the study are only second year students

with little experience on leading the troupe, they feel the great need to get more information from the maritime program on how to perform leadership with full understanding and responsibility of taking care of the Marines. They are expecting that their leadership capabilities will be enhanced and addressed the needs from various curricular and co-curricular activities of the University.

Meanwhile, low academic performing group have higher or very much need on having ability to take courage in recognizing fear of danger or criticism, but enables to proceed and face it with calmness and firmness (3.52) and the ability to administer a system of rewards and punishments impartially and consistently (3.58).

However, having the ability to make decisions promptly and to announce them in a clear, forceful manner (3.41) obtained the least weighted mean score on the cognitive leadership ability but the value of the indicator is still high nearly close to the range of very much with only 0.09 difference.

The composite mean score of 3.47 signifies that the students have much need to develop their cognitive leadership capability which obtained the highest composite mean among the variables cited in this present study.

Table 4 presents the development needs on leadership capability of Maritime students in terms of affective domain. Both groups of maritime students recognize the need to develop their affective leadership capability in terms of the display of sincere interest and exuberance in the performance of duty (3.31); the quality of faithfulness to country and to one's seniors, subordinates, and peers (3.25); and uprightness of character and soundness of moral principles (3.18).

Table 3. Development Needs on Leadership Capability of Maritime Students in terms of Cognitive Domain

Leadership Capability Cognitive	High		Low		WM	Total VI	Rank
	WM	VI	WM	VI			
1. Ability to take courage in recognizing fear of danger or criticism, but enables to proceed and face it with calmness and firmness.	3.43	MN	3.52	VM	3.48	MN	3
2. Ability to make decisions promptly and to announce them in a clear, forceful manner.	3.38	MN	3.43	MN	3.41	MN	4
3. The ability to weigh facts and possible courses of action in order to make sound decisions.	3.37	MN	3.42	MN	3.40	MN	5
4. The ability to administer a system of rewards and punishments impartially and consistently.	3.46	MN	3.58	VM	3.52	VM	2
5. The range of one's information, including professional knowledge and an understanding of your Marines.	3.51	VM	3.55	VM	3.53	VM	1
Composite Mean	3.43	MN	3.50	VM	3.47	MN	

Table 4. Development Needs on Leadership Capability of Maritime Students in terms of Affective Domain

Leadership Capability Affective	High		Low		WM	Total VI	Rank
	WM	VI	WM	VI			
1. The display of sincere interest and exuberance in the performance of duty	3.24	MN	3.37	MN	3.31	MN	1
2. Uprightness of character and soundness of moral principles.	3.21	MN	3.15	MN	3.18	MN	3
3. Develop the quality of truthfulness and honesty.	2.14	LN	2.07	LN	2.11	LN	5
4. The quality of faithfulness to country, to one's seniors, subordinates, and peers.	3.33	MN	3.16	MN	3.25	MN	2
5. Avoidance of providing for one's own comfort and personal advancement at the expense of others.	2.06	LN	2.23	LN	2.15	LN	4
Composite Mean	2.80	MN	2.80	MN	2.80	MN	

Capabilities describe what people need to be able to do and to be, to carry out a particular function—the function in this case being that of instructional leadership (Robinson, n.d.). Leadership capabilities of the maritime students in terms of affective domain are developed from the experiences they have from attending secondary schools. From their individual differences, the learners need to develop certain level of maturity to obtain wisdom and acumen in order for them to be sensitive enough to respond in the demand of the environment.

However, they considered less needed the avoidance of providing for one's own comfort and personal advancement at the expense of others (2.15) and develop the quality of truthfulness and honesty (2.11). The composite mean score of 2.80 signifies that the affective leadership capability is still much needed by the maritime students but not anymore higher than the need for cognitive development. The students are very expressive of their thoughts on the level of their affective leadership capabilities where the institution could provide social activities to apply what they learn from the academics.

Table 5 presents the development needs on leadership capability of Maritime students in terms of

Psychomotor Domain. Low performing group has very much need to develop the psychomotor leadership capability to take action in the absence of orders (3.58). Integrity and strength of character of the students are some of the important aspects of leadership gearing towards the development of sense of urgency to act responsibility to the call of their duty.

Meanwhile, both groups recognized their need to develop mental and physical stamina measured by the ability to withstand pain, fatigue, stress and hardship (3.37); the certainty of proper performance of duty (3.20) and to create a favorable impression in carriage, appearance, and personal conduct at all times (3.18). They recognize the need for them to develop certain strength, resistance, endurance as well as resilience towards achieving good performance of their responsibilities on-board. They need to build the capacity to endure tensions and pressures of the problems they might encounter at work.

However, they considered as less needed to deal with others without creating hostility (2.23) which signifies that they have the capacity to communicate calmly and they really value solidarity in dealing with people in the community and workplace.

Table 5. Development Needs on Leadership Capability of Maritime Students in terms of Psychomotor Domain

Leadership Capability Psychomotor	High		Low		WM	Total VI	Rank
	WM	VI	WM	VI			
1. Creating a favorable impression in carriage, appearance, and personal conduct at all times.	3.21	MN	3.14	MN	3.18	MN	4
2. The certainty of proper performance of duty.	3.22	MN	3.18	MN	3.20	MN	3
3. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship	3.38	MN	3.35	MN	3.37	MN	2
4. Taking action in the absence of orders.	3.43	MN	3.58	VM	3.51	VM	1
5. Dealing with others without creating hostility.	2.34	LN	2.12	LN	2.23	LN	5
Composite Mean	3.12	MN	3.07	MN	3.10	MN	

Table 6. Test of Significant Difference between Maritime Students with High and Low Academic Performance in terms of Confidence and Leadership Capability

		High	Low	t-test	p-value	Remarks
Confidence	Personal	3.24	3.41	3.26	0.034	Significant
	Social	3.26	3.39	3.78	0.031	Significant
Leadership Capability	Cognitive	3.43	3.50	2.47	0.048	Significant
	Affective	2.80	2.80	.067	0.729	Not Significant
	Psychomotor	3.12	3.07	.934	0.071	Not Significant

Table 6 presents the test of significant difference between Maritime students with high and low academic performance in terms of confidence and leadership capability. The group of low performing students has significantly higher personal and social needs to develop their confidence compared to high performing group as denoted by the computed p-values which are both less than 0.05 level of significance. It signifies that the students with low academic performance really feel the need to develop their confidence in expressing ideas, making wise decisions and taking responsibility as part of personal and social development to reach their full potential as future marine professionals and leaders of their own communities.

Meanwhile, there is also a significant difference between the two groups in terms of cognitive leadership capability as denoted by the computed p-value of 0.048 which is less than 0.05 level of significance. Low performing group of maritime students have significantly higher need for cognitive development of leadership capability compared to high performing students. They have characteristics that are common to the low performing students specifically the rate of their comprehension to easily recognize and understand the condition of the environment due to lack of experience or prior knowledge on how to act on certain situation for them to be considered as a well informed leader or a thinker.

However, there is no significant difference between the two groups in terms of affective and

psychomotor leadership capability as denoted by the computed p-values which are greater than the 0.05 level of significance. This implies that their needs to develop on these aspects have both different levels as heterogeneous. High and low performing students have diverse development needs on affective and psychomotor aspects of leadership although lower than cognitive, but still the needs exist.

There is a significant relationship between the cognitive leadership capability and the personal and social confidence as denoted by the computed p-values of 0.034 and 0.028 respectively which are less than the 0.05 level of confidence. This signifies that the students with higher need to develop their cognitive leadership capability are also those with higher needs for development of confidence in terms of personal and social aspects.

However, the development need for affective leadership capability is not significantly related with personal and social confidence as indicated by the computed p-values which are greater than the 0.05 level of significance. This signifies that maritime students have varying degrees of need for confidence that do not correspond to the need for leadership capability. Some of them have developed already the affective leadership capability when it comes to their attitude and behavior as well as understanding the moral principles and their obligation to be truthful, honest and fair at all times.

Table 7. Relationship of Develop Needs between Confidence and Leadership Capability

Leadership Capability	Confidence			
	Personal		Social	
	p-value	Remarks	p-value	Remarks
Cognitive	0.034	Significant	0.028	Significant
Affective	0.072	Not significant	0.084	Not Significant
Psychomotor	0.041	Significant	0.061	Not Significant

*Significant at $p < 0.05$

Furthermore, there is a significant relationship between the need for confidence in personal aspect and the psychomotor leadership capability as indicated by the computed p-value of 0.041 which is less than the 0.05 level of confidence. This indicates that those students with higher need to develop their psychomotor leadership capability are also those with higher needs for confidence in personal aspect. Having confidence on carrying out tasks could possibly provide positive outcomes. Understanding their potential to lead would give them certainty on how to perform their duties and responsibilities with conviction. They will become assertive to achieve the required output of their assignment when they know how to create good decisions.

CONCLUSION

Maritime students recognized their need for social and personal development towards achieving the right confidence. Low performing group has signified their very much need to express ideas and opinions during discussion confidently while high performing group needs to develop the ability to admit mistakes and apologize as part of their social development. Meanwhile they seek to develop their confidence towards having the ability to makesound decisions without hesitation and take responsibility confidently as future Marine Professional as part of their personal development. This study confirms the Social Development Theory of Vygotsky when maritime students emphasized the need to develop their cognitive leadership capability through social interaction in administering a system of rewards and punishments impartially and consistently and acquire more information including professional knowledge from the curricular and co-curricular activities of the Maritime degree program.

Low performing maritime students expressed their need in terms of social and personal development to acquire confidence as well as the need for cognitive leadership capability which considered as significantly higher than the other group. Furthermore, the maritime students with higher need for the cognitive leadership capability are also those with higher need for personal and social development of confidence. Likewise, maritime students with higher need for psychomotor leadership capability are also those with higher need of confidence for personal development.

RECOMMENDATION

Problem solving skill is an essential component of leadership capability that Maritime students should possess to improve their analytical and critical thinking ability. Giving them the opportunity to work in a community project will help them enhance interpersonal relationship (Laguador, Mandigma & Agena, 2013). They have to realize their contribution as service providers for them to appreciate the value of their assignment in making wise decision on how to implement activities that will benefit the underprivileged people. They will learn how to work with other members of the group as well as with the community which in turn will also give them the chance to become leaders and followers.

As maritime students, they should learn how to express their ideas effectively to prepare them to work in a more diverse environment where they can meet various nationalities on-board. Therefore, they can be allowed to join international conferences where they can share the findings of their research outputs. With this activity, they can utilize their communication skill in the actual environment for professional practice.

Encouraging more maritime students especially the low performing group to participate in the activities of LIMA Speech Club would also provide them the outlet or channel where they can work for the welfare of other students in the University. Giving value on what they do will provide them a sense of fulfillment towards achieving more active involvement in future activities of the student organization.

The Student Affairs Office may also provide co-curricular activities that will involve not only those students with already high leadership capabilities but also those students who really need to develop this capability. The LIMA Student Council may also propose activities that will encourage students with low academic performance to actively participate in academic exercises of the department.

The LIMA Department may also provide student activities during College Days that develop mental and physical stamina measured by the ability to withstand pain, fatigue, stress and hardship. They need to provide rigid training on how maritime students will development their skills and abilities in Judgment and decision making, operation monitoring, coordination, instructing and teaching, communicating effectively, social perceptiveness, critical thinking, time management, oral expression and comprehension, far vision, problem sensitivity, depth perception, speech clarity, control precision, selective attention, spatial

orientation, and deductive reasoning among other things (Maritime General Job Requirements).

The Counseling and Testing Center can also be an instrument to help the students express their feelings through individual or group counseling where they can learn how to freely communicate their emotions or anxieties to release some tensions or problems that hold them back to develop their confidence and full potentials.

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