

Work Values of Maritime Students in one Private Higher Education Institution in the Philippines

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Abstract - *Realizing work values as early as college years defines the character of the future professionals on how they could get into the corporate world with proper orientation and preparation for higher goals and responsibilities. This study aims to determine the level of importance on common work values of maritime students as drawn from participation in co-curricular activities. Quantitative descriptive type of research utilized in the study with 318 randomly selected maritime students across all year levels. Results showed that maritime students have very high level of importance on work values towards social environment with reasonable superior, consider their work as important by their peers and establish rapport among fellow cadets. Active participants of co-curricular activities have significantly higher level of importance of work values towards interpersonal relationship and social environment due to their experiences with the people in the academic community and society at large. Results suggest that active participation in co-curricular activities no matter how small the project, students have to show off their talents and potential contribution to the community in order for them to have a sense of ownership of their outputs and realization of learning outcomes.*

Keywords: *social environment, interpersonal relationship, co-curricular activities*

INTRODUCTION

There are situations in the life of the college students where work values can be too late for the universities to develop because it was not being given emphasis on career development programs. Work values are the basic foundation of having a sense of balance in work environment as people go along with everyday routine. Most especially the future mariners and seafarers who have different kind of environment on board vessels where access to different facilities is very limited and they have to work with the same set of cadets within specified period of time. Thus, positive attitude towards work is an utmost consideration to prevent misunderstanding and conflicts due to stressful situations and homesickness inside the vessel.

This study is anchored on Schwartz's (1996) work values theory on self-transcendence values. Work value affects the human relation within the organization on how they interact and handle situations based on their attitude towards work. Pandey and Sharma (2012) noted that work values are the conscious, affective desires or wants of people that guide their behavior. Work value as defined by Brown (2002) was the satisfactory outcomes that individuals expect to achieve through their participation in work

activities. Frieze et al. (2006) believed that it is an outcome people desire and should be attained through work. It also drives the motivation of people to pursue certain task and contribute to the achievement of vision and mission of an organization. Liu and Lei (2012) argue that work values can be defined from three perspectives, the first of which is the perspective of tendency or orientation of beliefs or attitudes; perspective of estimation; the perspective of synthesis as relatively overall generalization of work values.

Work values might be considered a factor in determining the work performance of mariners in the future. This is where ethical standards come in as they communicate and relate to other members harmoniously and righteously. It also influences the choices and decisions people make. People describe the things with great value to them are also the things they considered most important. Work values have been shown to significantly predict career choice and the congruence of work values with work environment has been shown to exist (Bakar et. al, 2011). Along with this area of investigation is the participation of the maritime students in co-curricular activities. The identification of active and non-active participation of students in co-curricular activities of the university may somehow affect the common work values that

they really possess. Villalobos et al. (2016) noted that co-curricular activities are vital because even though these are not a part of the core curriculum, these activities play a very crucial role in giving the learners the ability to mould their lives to become well rounded people.

In the academe, positive work values generate outcomes from the students that sustain the work progress and mental development of the learners. These are being evaluated periodically to gather some data and information that will serve as the basis for continuous improvement of the student development program. Preliminary assessment of the work values of the students is an important aspect and input for the learners' career development. Understanding the character and common values of the students would describe their attitude on how they could manage their academic priorities and other school requirements in relation to their future employment as professional mariners.

It is the intention of the researchers to investigate degree of importance of the work values of the maritime students where the findings of the study will be utilized as input to the student development program through enhancing the co-curricular activities being provided by the maritime education department.

OBJECTIVES OF THE STUDY

This study aims to determine most common work values of maritime students in terms of Physical Facilities, Professional Growth, Interpersonal Relationship, Social Environment, Personal Gratification, and New Challenges; and to test the significant difference on the work values between active and non-active Maritime students on school co-curricular activities.

METHODS

Quantitative descriptive type of research method was utilized in the study. The respondents of the study are the randomly selected 318 Maritime students from different year levels of one private university in the Philippines currently enrolled during during 1st Semester SY 2018-2019.

The survey questionnaire was utilized in the study. The instrument was adapted from the study of Aguado et al (2015) which is now subdivided into only six areas of investigation where job security was excluded as variable for the students. The questionnaire underwent content validation of the three experts on Human Resource Management,

Educational Psychology and Measurement and Evaluation. The questionnaire was also administered to engineering students who are not included in the study to test its reliability. The Cronbach's alpha value of 0.872 was obtained from the pilot test and it signifies that the the instrument has good internal consistency and reliable for use in the study.

The questionnaires were administered personally by the researchers during the month of November 2018. This a month before the end of the semester. Only those students who are willing to participate in the study were given the questionnaire. They were informed regarding the purpose of the study and they are fully aware that the participation in the study is purely voluntary and it will not affect any of their course requirements if they will not participate as one of the respondents. They were also informed regarding their withdrawal from participation in the study if they are not willing anymore to finish answering the questionnaire.

Gathered data were analyzed and interpreted using weighted mean as descriptive statistics while Analysis of Variance was used to analyze the differences of work values of the three groups of respondents while Pearson Product Moment Correlation Coefficient was utilized to test the relationship across the variables of work values. The given four-point Likert scale was used to interpret the level of importance of the work values: 3.50-4.00: Very High (VH); 2.50-3.49: High (H); 1.50-2.49: Low(L); 1.00-1.49: Very Low(VL).

RESULTS AND DISCUSSION

Table 1. Work Values of Maritime Students Towards Physical Facilities

Physical Facilities	WM	VI	Rank
1. Work in which you have freedom in your own area.	3.51	VH	2
2. Work in which you have adequate lounge, toilet and other facilities	3.24	H	4
3. Work in which you follow certain safety precautions and procedures	3.67	VH	1
4. Work in which you like the setting where the job is done	3.45	H	3
5. Work in which you have a good place to work (good lighting, quiet, clean)	2.47	L	5
Composite Mean	3.27	H	

Table 1 presents the work values of Maritime Students towards physical facilities. The level of importance of work is very high for maritime students if they can follow certain safety precautions and procedures (3.67) and if they have the freedom in their own area (3.51). Meanwhile, there is a high level of importance at work in which they like the setting where the job is done (3.45) and they have adequate lounge, toilet and other facilities (3.24). However, there is a low level of importance at work in which they have good place to work like good lighting, quite and clean (2.47). The composite mean score of 3.27 implies that there is a high level of importance on work values of the maritime students towards physical facilities. Being seafarers, the number one consideration on-board ship is the safety and security of every passenger and personnel as well as the protection of properties, cargo and cargo transport units. Students are oriented of that mantra and their primary objectives, duties and responsibilities before, during and after on-board vessel. They also want freedom on their work environment. Everyone loves liberty most especially on the work place but there are still some limitations that they need to understand for them to appreciate the importance of having certain rules and regulations. It is not really important for them to have a good place to work as long as they have good relationship with co-workers as shown in the result of Table 4 were social environment is the most important work value for them as maritime students while physical facilities is just fourth in rank. Flores et al. (2015) and Maristela (2015) found out that physical facilities is considered an important component of teaching and learning process that makes the maritime students more engaged and active in classroom activities.

Table 2 presents the work values of Maritime Students towards professional growth. The level of importance of work is very high for maritime students if they know their job will last (3.71) and if they use leadership abilities (3.62). Meanwhile, there is a high level of importance at work in which they can make their own decisions (3.41); they can look forward to changes in their job (3.19) and they can gain prestige in maritime profession (2.78). However, there is a low level of importance at work in which they need to have artistic ability (2.38). The composite mean score of 3.18 implies that there is a high level of importance on work values of the maritime students towards professional growth.

Table 2. Work Values of Maritime Students Towards Professional Growth

Professional Growth	WM	VI	Rank
6. Work in which you gain prestige in maritime profession	2.78	H	5
7. Work in which you look forward to changes in your job	3.19	H	4
8. Work in which you know your job will last	3.71	VH	1
9. Work in which you use leadership abilities	3.62	VH	2
10. Work in which you need to have artistic ability	2.38	L	6
11. Work in which you make your own decisions	3.41	H	3
Composite Mean	3.18	H	

Job security is very important for seafarers, the way students see it to prepare themselves for the challenging assignments and tasks that will be given to them. They will ensure that the maritime profession will be their career path after graduation. It is also important for them to utilize some leadership skills on the way to higher responsibilities as ship captain. Arellano et al. (2017) believed that learning and developing confidence and leadership traits helps the students achieve and realize their full potentials and purpose as an individual, team member and responsible citizen of the country.

They expect to be good and effective communicators of accurate information with administrative and problem solving skills. Adapting to changing conditions and responding to emergency situations are some of the skills they wanted to learn and acquire as student outcomes. Developing the technical and soft skills of the maritime students is the primary goal of the higher education institutions in preparing the learners as professional leaders and members of the maritime industry. Agena et al. (2017) noted that teaching the maritime students how to become life-long learners provides better understanding and appreciation of personal and professional growth where creating a mindset towards the future of being ship captains and chief engineers is an important element of their success.

Table 3. Work Values of Maritime Students Towards Interpersonal Relationship

Interpersonal Relationship	WM	VI	Rank
12. Work in which you help others	3.52	VH	3
13. Work in which you add to the well-being of other people	3.59	VH	2
14. Work in which you have good contacts with fellow cadets	3.67	VH	1
15. Work in which you plan and organize the work of others	2.18	L	5
16. Work in which you feel you have helped another person	3.48	H	4
Composite Mean	3.29	H	

Table 3 presents the work values of Maritime Students towards interpersonal relationship. The level of importance of work is very high for maritime students if they have good contacts with fellow cadets (3.67); if they can add to the well-being of other people (3.59); and if they can help others (3.52). Furthermore, there is a high level of importance at work in which they can feel they have helped another person (3.48). However, there is a low level of importance at work in which they plan and organize the work of others (2.18). The composite mean score of 3.29 implies that there is a high level of importance on work values of the maritime students towards interpersonal relationship. Maritime students have a deeper sense of collaboration and caring for each member of the group. It shows their character of positivity and support of helping the people within their circle. They have the passion and commitment to bring a healthy atmosphere of friendship and respect in the workplace. Making these traits as possible learning outcomes towards the progression of their career will define personality as approachable and sympathetic cadets.

Table 4 presents the work values of Maritime Students towards social environment. The level of importance of work is very high for maritime students if they have a boss who is reasonable (3.89); they know that others consider your work important (3.67); they form friendships with your fellow cadets (3.56) and they have a supervisor who is considerate (3.55). Meanwhile, there is a high level of importance at work in which they can be the kind of person you would like to be (3.43). The composite mean score of

3.62 implies that there is a very high level of importance on work values of the maritime students towards social environment.

Table 4. Work Values of Maritime Students Towards Social Environment

Social Environment	WM	VI	Rank
17. Work in which you can be the kind of person you would like to be	3.43	H	5
18. Work in which you have a boss who is reasonable	3.89	VH	1
19. Work in which you form friendships with your fellow cadets	3.56	VH	3
20. Work in which you know that others consider your work important	3.67	VH	2
21. Work in which you have a supervisor who is considerate	3.55	VH	4
Composite Mean	3.62	VH	

It is very important for maritime students to have a workplace where they can interact with people and fellow cadets peacefully in both physical and social setting. They want to define a culture of camaraderie and family orientation where they can communicate freely with trust and confidence to the people. Men as social being tend to avoid airing their problems and concerns to other men, because for them it is a sign of weakness. But they want to develop a family culture. They want to feel the importance of their presence as well as their outputs to boost their morale and ability to contribute more for the welfare of the organization. Having a positive social environment helps to build strong relationship among cadets, avoids professional jealousy and misunderstanding. Agena et al. (2015) emphasized that social environment in the workplace as compared to classroom setting is somewhat similar where students are being prepared to work in various activities with different ideas, attitude and perspective towards the output of the task.

Table 5 presents the work values of Maritime Students towards personal gratification. The level of importance of work is very high for maritime students if they can get the feeling of satisfaction (3.64) and they can see the results of their efforts (3.53). Meanwhile, there is a high level of importance at work in which they become even more competent (3.46); they know by the results when you've done a

good job (3.42); and they lead the kind of life they most enjoy (3.31).

Table 5. Work Values of Maritime Students Towards Personal Gratification

Personal Gratification	WM	VI	Rank
22. Work in which you get the feeling of satisfaction	3.64	VH	1
23. Work in which you know by the results when you've done a good job	3.42	H	4
24. Work in which you lead the kind of life you most enjoy	3.31	H	5
25. Work in which you become even more competent	3.46	H	3
26. Work in which you see the results of your efforts	3.53	VH	2
Composite Mean	3.47	H	

The composite mean score of 3.47 implies that there is a high level of importance on work values of the maritime students towards personal gratification. It is already a human nature that people tend to give great importance to personal satisfaction because that what makes them happy and contented in life. Instant gratification is sometimes what most students wanted to achieve but long term goal is being missed out in the picture. Seeing the result of their efforts is part of the process in making the subject for fulfillment as complete and absolute. Atienza et al. (2017) emphasized that academic performance as seen on their class cards served as one of the outcomes of their efforts throughout the semester and they have personal assessment on how far they have overcome their weakness and problems as they successfully complete another semester.

Table 6 presents the work values of Maritime Students towards new challenges. The level of importance of work is very high for maritime students if they need to be mentally alert (3.57). Furthermore, there is a high level of importance at work in which they have to keep solving new problems (3.29); they contribute new ideas (3.24); and they do many different things (3.18). Likewise, there is a high level of importance at work in which the maritime students can try out new ideas and suggestions (3.15) and they do not do the same thing all the time (3.09). The composite mean score of 3.25 implies that there is a high level of importance on work values of the maritime students towards new challenges.

Table 6. Work Values of Maritime Students Towards New Challenges

New Challenges	WM	VI	Rank
27. Work in which you try out new ideas and suggestions	3.15	H	5
28. Work in which you have to keep solving new problems	3.29	H	2
29. Work in which you do not do the same thing all the time	3.09	H	6
30. Work in which you do many different things	3.18	H	4
31. Work in which you need to be mentally alert	3.57	VH	1
32. Work in which you contribute new ideas	3.24	H	3
Composite Mean	3.25	H	

Being mentally alert is having positive attitude and cultivating mental awareness of the world as reality and the power of consciousness is present all the time. The presence of mind is always what they need in order to think and respond quickly to emergencies and urgent cases on board. New problems will provide them different perspectives and contribute to new ideas on how the world works and operates in different settings and conditions. Contrasting ideas sometimes arise in conversation and misinterpretation but seafarers are oriented to address diversity of culture. Laguardor and Salazar (2013) believed that there are certain level of development where maritime students acknowledge their weaknesses in terms of their needs of accepting challenges as a new learning approach to become better persons and professional mariners.

Table 7. Difference on Work Values between Active and Non-Active Maritime Students in Co-Curricular Activities

Work Values	Active	Non-Active	t-value	P-value
Physical Facilities	3.21	3.32	0.845	0.264
Professional Growth	3.12	3.24	1.278	0.127
Interpersonal Relationship	3.38	3.19	4.097*	0.033
Social Environment	3.71	3.53	4.843*	0.016
Personal Gratification	3.49	3.45	1.087	0.083
New Challenges	3.31	3.23	0.965	0.154

*Significant at $p\text{-value} < 0.05$

Table 7 reveals the difference on work values between active and non-active Maritime students in

co-curricular activities. There is a significant difference on the work values of the respondents towards interpersonal relationship between active and non-active maritime students in co-curricular activities as denoted by the computed p-value of 0.033 which is less than the 0.05 alpha level. However, there is no significant difference on the importance of work values towards physical facilities (0.264), professional growth (0.127), personal gratification (0.083) and new challenges (0.154) as denoted by the computed p-values which are greater than 0.05 alpha level. Result showed that those active maritime students in co-curricular activities have significantly higher level of importance of work values towards interpersonal relationship compared to non-active maritime students. Same result revealed towards social environment where active maritime students have significantly higher level of importance of work values than non-active students. The participation of maritime students on co-curricular activities as complementary to learning objectives of the maritime program helps them strengthen their sense of responsibility towards the people in their social environment. Whenever the students are involved in different school programs and projects of the community, they developed certain character like diligence, perseverance, charity, integrity and humility as they go along with the school program. Villalobos et al. (2016) also believed that co-curricular activities improve student's academic performance.

CONCLUSION AND RECOMMENDATION

There is a very high level of importance on work values of the maritime students towards social environment. Furthermore, the findings also showed high level of importance of work values towards personal gratification, interpersonal relationship, physical facilities and new challenges while professional growth obtained the least score. Those active maritime students in co-curricular activities have significantly higher level of importance of work values towards interpersonal relationship and social environment compared to non-active maritime students.

Results suggest that maritime students without any participation in academics, culture and sports activities of the academy must identify their interest like what they really love to do most as their passion and hobby so that they can be encouraged to join other curricular activities especially designed for them. The university cannot force the students to join

community extension activities because this is pure voluntary. They could have negative impression about the activity because they are not used to do such outreach programs. But it is also important for them to realize the value of helping the community from different views and means. It could be more helpful if the maritime department can provide leadership training and capability building for those students who are not active participants of any school activities. So that they can feel that they are being valued and prioritized as equally important with other students in the university. The feeling of detachment and isolation from the mainstream among the non-active students must be prevented in order to ensure all maritime students will be graduating with almost the same level of competencies, technical and soft skills.

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