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The **JOURNAL OF MARITIME EDUCATION** is the college journal of the College of Maritime Education of the University of Perpetual Help System Laguna. The journal is governed by an editorial board and appointed faculty members.

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The Journal of Maritime Education

The Official Journal of the College of Maritime Education

The Journal of Maritime Education is a collection of faculty and student research works in 2026. The research papers highlight the competency, teamwork, and leadership training of maritime students, alongside factors influencing their success such as academic commitment, life balance, parental support, and perceptions of vessel-based outcome assessments. As a whole, the research articles provide evidence-based insights on various issues concerning the maritime education of UPHSL involving its instructional force and learners

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Editor's note

The 2026 issue of **The College of Maritime Education** encompasses five multi-disciplinary research papers which unfold the students' concerns on digital competence, mental health, hybrid learning environments, and career motivations. This further opens the discussion on how maritime students delve and adapt in the changing landscape as society poses unprecedented challenges and opportunities in the post-pandemic era. Moreover, the five featured research articles contribute to the university's scholarly works in the pursuit of high-impact, relevant, and critically acclaimed studies.

Here is a revised version of the transcript, completely tailored to match your five new research titles while keeping that professional, editorial tone:

A significant focus of this issue highlights the evolution of modern training methodologies and technical performance metrics. The study entitled **"Competency, Teamwork, and Critical Thinking Skills on the Use of Simulator Among Marine Transportation Students"** explores how advanced simulated environments build more than just technical proficiency, proving that simulator training directly sharpens collaborative problem-solving and split-second cognitive decision-making. Alongside these practical skills, navigating the high-pressure environment of maritime education demands a delicate balance between professional development and individual well-being. The study **"Academic Commitment, Personal Productivity and Academic Life Balance Among Maritime Students of University of Perpetual Help System Laguna"** reveals that long-term academic dedication is deeply interconnected with a student's ability to efficiently manage daily time constraints and sustain personal well-being.

Building on this need for personal management, future officers must also develop authoritative and adaptive capacities. The investigation **"Leadership Competence and Challenges Encountered in Maritime Leadership Training Program Among Maritime Students at University Perpetual Help System Laguna"** examines these leadership traits while mapping out the systemic friction points students must overcome during command training. Beyond institutional programs, the foundational network supporting a student's educational journey remains a vital pillar of success. The research **"Parental Support and Academic Competence of Selected Maritime Students of the University of Perpetual Help System Laguna"** underlines the critical role of external encouragement, demonstrating that strong emotional and financial reinforcement from home directly elevates a student's academic confidence and classroom capabilities. Finally, the collection concludes by evaluating how early-stage students adapt to practical evaluation frameworks; the research **"Perception and Attitude Towards Vessel-Based Outcome Assessment Program of Selected 1st Year Maritime Students at University of Perpetual Help System Laguna"** examines this baseline training readiness, showing that a positive attitude toward performance assessments significantly influences their initial professional development.

We express our sincere appreciation to the esteemed contributors whose research endeavors and profound insights have enriched the pages of this publication. As we navigate the dynamic and ever-evolving terrain of education and beyond, we cordially invite our readers to engage with the insightful research and innovative perspectives encapsulated within these pages. This edition stands as a testament to the collective commitment to excellence that defines our scholarly community.

Zachary C. Lacuesta

Editor-in-Chief

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COMPETENCY, TEAMWORK, AND CRITICAL THINKING SKILLS ON THE USE OF SIMULATOR AMONG MARINE TRANSPORTATION STUDENTS

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Abstract

This study investigated the competency, teamwork skills, and critical thinking abilities of Marine Transportation students in relation to their use of maritime simulation training. Using a descriptive-correlational design guided by Creswell's (2014) framework, data were collected through survey questionnaires and analyzed using weighted mean and Pearson's r to determine skill levels and relationships among variables. Findings revealed high levels of competency (WM = 3.44), teamwork (WM = 3.54), and critical thinking (WM = 3.50). Correlational analysis showed a strong, significant positive relationship between competency and teamwork ($r = .779$, $p = .000$), while moderate significant relationships were found between competency and critical thinking ($r = .662$, $p = .000$), and between teamwork and critical thinking ($r = .658$, $p = .000$). These results suggest that while competency supports both collaboration and analytical thinking, other factors also contribute to cognitive performance. The study recommends integrating structured simulator-based activities, promoting collaborative tasks, and embedding critical-thinking strategies such as scenario-based assessments and reflection sessions. Continuous evaluation and industry collaboration are also encouraged. Overall, a holistic training approach is essential to ensure that improvements in one skill area reinforce development in others.

Keywords: Competency, Critical thinking, Marine transportation, Maritime simulation training, Teamwork skills

Introduction

The maritime industry requires professionals who can operate efficiently under high-pressure conditions, ensuring both safety and operational effectiveness. To meet these demands, competency among marine students is crucial, encompassing technical expertise, teamwork skills, and critical thinking abilities. Traditional classroom learning alone is insufficient in preparing students for the complexities of real-world maritime operations

According to Abila and Tang (2020), maritime training must integrate practical experiences that strengthen cadets' cognitive and operational competencies. Their study revealed that learners who undergo authentic, task-based activities exhibit significantly higher readiness for real-life shipboard operations compared to those who rely heavily on theoretical instruction. Similarly, Bjørkli et al. (2021) emphasized that the development of critical thinking and problem-solving abilities is essential for managing complex maritime systems, especially under stressful or time-critical conditions.

Simulation-Based Learning (SBL) continues to gain prominence as an effective instructional method in maritime education. According to Lützhöft and MacKinnon (2020), maritime simulators create immersive environments that allow students to apply navigational and operational knowledge in realistic yet controlled situations. Their study highlighted that simulators enhance situational awareness and promote safer decision-making practices among cadets.

Simulator training allows students to engage in lifelike maritime situations, such as emergency responses, vessel navigation, and machinery operation, without the risks associated with on-board training. This approach enhances their ability to make quick and informed decisions, improving their confidence and preparedness for real-world challenges (Özkan & Karadeniz, 2020). Moreover, modern maritime simulators integrate advanced technology, including virtual reality (VR) and artificial intelligence (AI), to further enhance training effectiveness.

Teamwork and communication have become increasingly recognized as core non-technical skills essential to modern maritime operations. As the complexity of shipboard systems and global maritime logistics continues to rise, vessels depend not only on the technical competence of seafarers but also on their ability to collaborate effectively in high-risk and dynamic environments. Recent studies emphasize that strong team coordination enhances situational awareness, improves decision-making under pressure, and contributes to overall operational efficiency (Berg & Storgård, 2020).

Moreover, non-technical skills training such as Bridge Resource Management (BRM) and Crew Resource Management (CRM) has been increasingly adopted by maritime institutions to address the human-factor elements of accidents. These programs highlight teamwork, shared mental models, and assertive communication as fundamental skills that support safe navigation and operational reliability (Liu et al., 2021).

Teamwork and leadership are pivotal in maritime operations. Research highlights the effectiveness of collaborative learning activities, leadership simulator exercises, and mentoring programs in developing these skills among maritime cadets. Such approaches not only enhance communication and cooperation but also prepare cadets for real-world scenarios where effective team dynamics are crucial (Smith, 2024).

Methods

The descriptive–correlational research design was used in this investigation. A descriptive–correlational approach is appropriate when the goal is to describe existing conditions and determine the degree of association between variables without manipulating the study environment (Creswell & Creswell, 2023). In this study, the design allowed the researchers to identify how students' perceived competencies and soft skills relate to their performance and engagement in simulator-based training. The study's design was suitable since it sought to ascertain the level of competency, teamwork skills, and critical thinking of maritime students.

A structured survey questionnaire was used to collect data, allowing standardized data collection from a large number of respondents. Descriptive statistics, correlation analysis, and regression analysis used in analyzing the responses to interpret the data meaningfully and establish the significance of every factor. These analyses are suitable for determining the amount of variation in student competency that is explained by simulator training, teamwork, and critical thinking (Field, 2013). Generally, this approach guarantees that the findings of the study are objective, reproducible, and can be used to enhance maritime education and training programs

The purpose of this study was to determine the competency, teamwork skills, and critical thinking on the use of simulator among marine transportation students. The total population of the study consisted of 146 third-year Marine Transportation students at the University of Perpetual Help System Laguna. These respondents were chosen based on random sampling which was applied to select participants from the students who experienced the use of simulator. The researchers gathered a total of 50 respondents in this study. The researchers used a self-made survey questionnaire in which respondents choose the answers regarding the statement given. The survey questionnaire was divided into three parts. Part 1 covered the respondents' level of competency in using simulators. Part 2 covered the level of teamwork skills. while Part 3 covered the level of critical thinking skills of the respondents . The first, second and third part were self-made survey questionnaires. The instrument was presented to the researcher adviser for the initial checking, and for further validation, the researchers also consulted experts such as experts in field of maritime education, research and statistician**.**

Reliability was ensured through pilot testing which was conducted on twenty (20) students of Marine Transportation at University of Perpetual Help System Laguna with similar qualifications as those of the actual respondents. The survey questionnaire was assessed using Cronbach's alpha coefficient that determines the internal consistency of the items. The reliability test result of the competency of using the simulator obtained Cronbach's alpha value with .876 indicating good internal consistency. Meanwhile, for teamwork skills it obtained the Cronbach's alpha value with .860 indicating good internal consistency. while for the critical thinking it obtained the Cronbach's alpha value with .895 indicating good internal consistency. Weighted mean was used to describe the respondents' a) level of competency b) level of teamwork skills and c) level of critical thinking skills. Pearson's r Moment Correlation Coefficient was used to determine the relationship between the level of competency, level of teamwork skills and level of critical thinking skills of the respondents

Results and Discussion

1. Respondents' Level of Competency in Using Simulator

Table 1. Respondents' level of Competency of Using Simulator

Indicators	Weighted mean	Verbal Interpretation	Rank
1. I feel confident in using the simulator effectively In my field of study.	3.50	Very High	4
2. I am familiar with the simulator's interference and navigation tools.	3.40	High	6.5
3. I can troubleshoot basic technical issues during simulator use.	3.34	High	6.5
4. I find the simulator an effective tool for skill development.	3.60	Very High	1
5. I can independently operate the basic functions of the simulator.	3.52	Very High	2.5
6. I can modify or adjust setting in the simulator to suit specific needs.	3.52	Very High	2.5
7. I can recognize and correct errors I make during simulations.	3.40	High	6.5
8 I understand the objection of each simulation scenarios I complete.	3.40	High	6.5
9. I can quickly adapt to updates or new features in the simulator.	3.38	High	9
10. I can set up the simulator without assistance.	3.34	High	10
Overall Weighted Mean	3.44	Very High	

Table 1 shows a generally positive perception of simulator competence among respondents, as reflected in the overall weighted mean of 3.44, interpreted as "Very High." This indicates that the participants possess a high level of confidence and proficiency in using the simulator within their field of study. The highest-rated indicator, "I find the simulator an effective tool for skill development" (3.60), suggests that learners strongly recognize the simulator's role in enhancing their practical skills.

Similarly, high mean scores in operating basic functions (3.52) and adjusting settings (3.52) demonstrate students' capability to utilize the simulator independently. However, slightly lower mean values in troubleshooting technical issues (3.34) and setting up the simulator without assistance (3.34) imply that while users are adept at general operation, they may require additional support in technical and maintenance aspects.

Overall, the weighted mean of 3.44 verbally interpreted as "Very High" indicates that respondents find the simulator highly effective for skill development.

The findings support the study made by In the Abuid-Paderanga (2023), titled Advancements in Simulation Training at the Asian Institute of Maritime Studies, the article discusses the innovations and advancements in maritime simulation training at the institution of choice. The research identifies the incorporation of cutting-edge simulation technologies to improve the practical competencies and skills of maritime students. The article also explains how these advances provide an environment more aligned to real and engaging training conditions that enable the student to gain real-life decision-making abilities as well as inculcate field skills for encountering real maritime events. This article portrays the merits of simulation education in getting potential maritime specialists geared up for addressing industry challenges.

2. Respondents' Level of Teamwork Skills

Table 2. Respondents' Level of Teamwork Skills

Indicators	Weighted mean	Verbal Interpretation	Rank
1. I work well with others during simulation-based tasks.	3.50	Very High	8.5
2. I express myself clearly when interacting with teammates in the simulator.	3.40	High	10
3. I pay attention to and value the opinions of my team members during simulations.	3.50	Very High	8.5
4. I take on a fair share of the work during simulation activities.	3.58	Very High	4
5. I offer help to teammates when they face difficulties in simulations.	3.56	Very High	5.5
6. I assist in managing disagreements or issues that occur while using the simulator.	3.60	Very High	2.5
7. I adjust my behavior to fit the needs of the team during simulation exercises.	3.56	Very High	5.5
8. I keep my team informed by sharing important details in a timely manner.	3.60	Very High	2.5
9. I stick to the assigned roles and duties during simulator-based teamwork.	3.52	Very High	7
10. I take time to review and learn from my team's performance after simulation sessions.	3.62	Very High	1
Overall Weighted Mean	3.54	Very High	

The data presented reflect the respondents' teamwork skills during simulation-based activities, with an overall weighted mean of 3.54, interpreted as "Very High." This suggests a highly positive assessment of collaborative engagement and responsibility among participants.

The highest-rated indicator, "I take time to review and learn from my team's performance after simulation sessions" (3.62), highlights the learners' strong inclination toward reflective practice and continuous improvement. Conversely, the lowest-rated item, "I express myself clearly when interacting with teammates in the simulator" (3.40), indicates a relative area for development in communication clarity.

Overall, the weighted mean of 3.54 verbally interpreted as "Very High" implies the respondents strong inclination toward reflective practice and continuous improvement after taking time to review and learn from my team's performance.

The results supports the research conducted by Vakil (2020), stating that Teamwork and Leadership Training in Maritime Education and Training Institutions: A Comparative Analysis of the Perspectives of Seafarers towards Teamwork and Leadership across Different Regions discusses the effectiveness of team and leadership training in maritime education. The study compares the views of seafarers in different regions, with notable differences in training strategies and their effect on maritime business. The research highlights the impact of cultural considerations, learning models, and industry requirements in the development of leadership and teamwork competencies in seafarers. The research indicates that standard competency-based models of training should be followed for assured readiness in leadership. Interactive learning spaces, scenario-based training, and mentoring programs should be promoted as the research promotes filling gaps in team and leadership development in maritime education.

3. Respondents' Level of Critical Thinking

Table 3. Respondents' Level of Critical Thinking

Indicators	Weighted mean	Verbal Interpretation	Rank
1. I take time to assess the situation before responding during simulations.	3.48	Very High	5
2. I weigh different choices carefully before deciding on a course of action in the simulator.	3.62	Very High	1
3. I think ahead about what might happen as a result of my actions in a simulation.	3.42	Very High	10
4. I seek clarification when something in the simulation doesn't seem right or is confusing.	3.48	Very High	6
5. I apply logical thinking to overcome challenges in simulation exercises.	3.46	Very High	8.5
6. I review the decisions I made after completing a simulation.	3.54	Very High	3
7. I adjust my approach based on new insights or feedback during simulation tasks.	3.48	Very High	6
8. I notice and point out mistakes or problems in how the simulation is carried out.	3.56	Very High	2
9. I can clearly describe why I made certain choices during the simulation.	3.50	Very High	4
10. I stay thoughtful and focused even in high-pressure simulation situations.	3.46	Very High	8.5
Overall Weighted Mean	3.50	Very High	

Table 3 reveal participants' self-assessment of their "critical thinking skills" during simulation-based activities, yielding an overall weighted mean of 3.50, verbally interpreted as "Very High." This indicates that students generally demonstrate sound analytical and decision-making abilities when engaged in simulated environments. The highest-rated item, "I weigh different choices carefully before deciding on a course of action in the simulator" (3.62), suggests a strong tendency toward deliberate and reasoned judgment.

In contrast, the lowest-rated statement, "I think ahead about what might happen as a result of my actions in a simulation" (3.42), suggests a relative area for growth in students' anticipatory and predictive thinking skills. Although the mean still falls within the "Agree" range, it reveals that some learners may not consistently engage in forward-thinking or consequence analysis during simulations.

Overall, the findings suggest that learners demonstrate competent evaluative and reflective thinking abilities, characterized by thoughtful analysis and reasoned judgment. However, they may benefit from more structured opportunities to enhance proactive and anticipatory reasoning.

The findings support the study as per Khan (2020) on the research Developing Critical Thinking in Student Seafarers: An Exploratory Study which investigated the setbacks of conventional, teacher-centered teaching methodologies in nautical education, which tend to resort to surface learning and restricted growth of critical thinking. The study delves into the effect of a student-centered pedagogy that involves realist, constructivist, and self-directed learning approaches for enhancing student motivation and higher-order thought processes. By comparing pre- and post-test analysis with semi-structured interviews with students, the study identifies radical improvements in critical thinking, problem-solving, and independent learning among student seafarers included in this student-centered approach. The study emphasizes the need for a shift away from memorization-based traditional learning towards peer-based, realistic learning experiences where presentation of content is interwoven with actual application, ultimately culminating in maritime training and professional preparedness.

4. Relationship Between the Respondents' Level of Competency and Level of Teamwork Skills

Table 4
Relationship Between the Respondents' Level of Competency and Level of Teamwork Skills

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Competency and teamwork skills	r=.779 (strong correlation)	.000*	H_0 rejected	Significant
*Significant @.01				

Table 4 shows a strong and statistically significant positive relationship between the respondents' level of competency and their level of teamwork skills, as shown by the Pearson correlation coefficient of r = .779. The very low p-value (p = .000, significant at the .01 level) leads to the rejection of the null hypothesis, confirming that the association is not due to chance.

This suggests that individuals with higher competency tend to demonstrate stronger teamwork skills, implying that improved knowledge, skills, and abilities may contribute to more effective collaboration within teams. The strength of the correlation also highlights the importance of developing competency as a potential means to enhance teamwork performance in organizational or academic settings. This means that the higher the level of competency, the higher the level of teamwork skills of the respondents.

According to Yap (2023), teamwork skills can be developed through teamwork simulations in maritime education. It is discovered, through the research, that when students participate in teamwork-based simulations, they learn to work as groups, communicate effectively, and organize their activities—the same manner they would conduct it on a real ship. Such training provides the students with leadership and problem-solving skills, and as a result, they become better job-ready for team-work careers. According to the research, more use of simulation group exercises can be included in the training at maritime schools.

5. Relationship Between the Respondents' Level of Competency and Level of Critical Thinking Skills

Table 5
Relationship Between the Respondents' Level of Competency and Level of Critical Thinking Skills

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Competency and critical thinking skills	r=.662 (moderate correlation)	.000*	H_0 rejected	Significant
*Significant @.01				

Table 5 indicates a "moderate and statistically significant positive relationship" between the respondents' level of competency and their level of critical thinking skills, as indicated by the Pearson correlation coefficient of (r = .662). The p-value of (.000), which is significant at the .01 level, leads to the rejection of the null hypothesis, confirming that the observed correlation is meaningful and not due to random variation.

This finding suggests that individuals with higher competency tend to exhibit stronger critical thinking abilities, implying that enhanced knowledge and skills may support more effective analysis, reasoning, and decision-making. The moderate correlation also indicates that while competency contributes to critical thinking, other factors may additionally influence critical thinking performance, highlighting the multifaceted nature of cognitive skill development. This means that the higher the level of competency, the higher the level of critical thinking skills of the respondents.

The results validate the study conducted by Zamora (2021), suggesting the maritime student situation-analysis and smart-decision-making can be enhanced by critical thinking workshops. The research observes that in the sea-faring world, shipmates tend to come up with spontaneous yet effective judgments in urgent contexts. By enrolling for workshop sessions focused on critical thinking, students learn how to weigh options, contemplate possible choices, and make an ideal decision. According to the study, it suggests that marine education institutions must place greater emphasis on activities prompting the students to use their analytical reasoning instead of obeying commandments.

6. Relationship Between the Respondents' Level of Teamwork Skills and Level of Critical Thinking Skills

Table 6
Relationship Between the Respondents' Level of Teamwork Skills and Level of Critical Thinking

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Teamwork skills and critical thinking skills	r=.658 (moderate correlation)	.000*	H_0 rejected	Significant
*Significant @.01				

The results indicate a "moderate and statistically significant positive relationship" between the respondents' level of teamwork skills and their level of critical thinking skills, as shown by the Pearson correlation coefficient of r = .658. The p-value of (.000), significant at the .01 level, supports the rejection of the null hypothesis, confirming that the association is not due to chance.

This suggests that individuals with stronger teamwork skills tend to also demonstrate higher critical thinking abilities, implying that effective collaboration may support or reflect enhanced analytical and problem-solving processes. Although the correlation is moderate, it highlights an important link between social-interaction skills and cognitive performance, indicating that teamwork and critical thinking may reinforce one another in academic or organizational contexts. This means that the higher the level of teamwork skills, the higher the level of critical thinking skills of the respondents. The findings support the study made by Velasco (2020), stating that the incorporation of case studies in maritime education enables students to become more critical. Rather than memorizing processes or information, students are presented with real-world scenarios to analyze and solve. This encourages them to think more critically, consider issues from multiple sides, and make informed decisions. The study confirmed that when students are actively engaged in problem-solving, they are more effective at handling unexpected complications, which is crucial for working in the maritime industry.

Conclusions

Based on the findings made, the following conclusions were drawn: The respondents have a very high level of competency in using simulator. The respondents have a very high level of teamwork skills. The respondents have a very high level of critical thinking skills. The higher the level of competency, the higher the level of teamwork skills of the respondents. The higher the level of competency, the higher the level of critical thinking skills of the respondents. The higher the level of teamwork skills, the higher the level of critical thinking skills of the respondents.

Future Direction

The following recommendations are based on the findings and conclusions of this study: For the faculty, it is recommended that more structured simulator based on activities be integrated into the curriculum to further strengthen students' competency. Since teamwork showed a strong correlation with competency, collaborative simulation activities can improve group coordination, communication, and shared responsibility during maritime operations. Critical thinking enhancement strategies should be incorporated into simulator training. This can include scenario-based assessments, reflection sessions after simulations, and problem solving workshops. These activities will help strengthen students' ability to analyze situations, evaluate risks, and make sound judgments. A holistic training approach can ensure that skill development in one area supports improvement in the others. Regular evaluation of simulator training effectiveness should be conducted by gathering feedback from students and instructors. Continuous assessment will help identify areas for improvement, ensure alignment with industry expectations, and maintain high training standards within the maritime program. Collaboration with industry partners is recommended to update simulator exercises based on current maritime practices and technological advancements. Engaging with professionals can provide students with more accurate training scenarios that reflect actual shipboard operations and decision making processes.

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ACADEMIC COMMITMENT, PERSONAL PRODUCTIVITY AND ACADEMIC LIFE BALANCE AMONG MARITIME STUDENTS OF UNIVERSITY OF PERPETUAL HELP SYSTEM LAGUNA

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Abstract

This study examined the relationship between academic commitment, personal productivity, and academic life balance among maritime students of the University of Perpetual Help System Laguna. Using a quantitative research design, data were collected through standardized survey questionnaires and analyzed using descriptive statistics and Pearson's correlation. Findings revealed that students demonstrated moderate levels of academic commitment, personal productivity, and academic life balance, indicating that while they can manage academic responsibilities, challenges remain in maintaining consistency and balance. Productivity was notably influenced by class schedules, workload, and individual study habits. Correlation analysis showed no significant relationships between academic commitment and personal productivity, nor between academic commitment and academic life balance. This suggests that commitment alone does not directly influence productivity or balance, and that other factors such as learning environment, family support, time management, and personal circumstances may play a more significant role. The study recommends strengthening academic support programs, improving time management strategies, and exploring additional factors that influence student productivity and balance.

Keywords: Academic commitment, Academic life balance, Maritime students, Personal productivity, Time management

Introduction

Future seafarers must meet global standards of competency and professionalism, and maritime education plays a key role in preparing them for these demands (IMO, 2021). The University of Perpetual Help System Laguna is recognized for its commitment to producing competent maritime professionals. However, freshman maritime students often face challenges in balancing academic commitment, personal productivity, and academic life, which significantly affect their performance and well-being.

In rigorous programs like maritime education, a student's success relies heavily on commitment, productivity, and the ability to manage academic and personal responsibilities (Reyes & Dela Cruz, 2022). Maritime students experience heavy coursework, simulation training, and at-sea exposure, which require strong self-discipline, time management, and mental resilience. Academic commitment reflects how dedicated a student is to their learning goals and academic responsibilities.

Personal productivity refers to how efficiently students manage their time, complete tasks, and maintain consistent academic performance. For maritime students, personal productivity is essential because of the demanding workload and strict deadlines required by technical and practical training.

High levels of productivity help students accomplish academic requirements effectively, while poor productivity may lead to delays, stress, and lower academic performance. Developing productive habits allows students to maximize learning opportunities and better prepare for the professional standards expected in the maritime industry.

Academic life balance, on the other hand, refers to a student's ability to maintain equilibrium between academic demands and personal well-being. This balance is crucial in preventing burnout, reducing stress, and promoting overall mental and emotional wellness (Santos & Ramirez, 2023). Maritime students often face pressure from intensive schedules, assessments, and training activities, making it necessary to effectively allocate time for rest, social interaction, and self-care. A healthy academic life balance supports long-term academic success and personal development.

Given the demanding nature of UPHSL's maritime programs, it is necessary to explore how students manage their time, maintain productivity, and balance their academic and personal lives. Understanding these aspects can lead to strategies that improve student success and promote well-being.

Maritime students also encounter increasing academic expectations as maritime education becomes more aligned with global competency standards. Schools are now required to integrate advanced technologies, stricter performance assessments, and outcome-based education, all of which place higher pressure on students to stay committed and productive (Villanueva, 2020). These expectations can influence how students manage their time, adapt to academic routines, and develop effective study habits. When students struggle to meet these demands, their academic life balance may be affected, potentially leading to stress or decreased motivation.

Furthermore, transitions from senior high school to the maritime program often bring major adjustments. Students must adapt to new teaching methods, specialized subjects, and stricter discipline—factors that can impact their academic commitment and productivity (Lopez & Marquez, 2020). Understanding how these transitions affect freshman maritime students is essential for developing support systems that enhance their learning experience. By exploring the relationships among academic commitment, personal productivity, and academic life balance, this study aims to provide insights that can help improve student development programs in UPHSL. This study specifically seeks to examine the relationship among academic commitment, personal productivity, and academic life balance among freshman maritime students of UPHSL.

Methods

This study utilized a descriptive-correlational research design to examine the relationships between academic commitment, personal productivity, and academic life balance among first- to third-year maritime students. A descriptive-correlational approach is appropriate as it allows the researcher to measure variables as they naturally occur without manipulation, facilitating the identification of associations among them. This method is particularly useful for exploring potential relationships and trends within the student population, providing insights that can inform educational strategies and interventions (Wubante, 2020).

The purpose of this study is to determine the academic commitment, personal productivity, and academic life balance of Maritime students from first year to third year at the University of Perpetual Help System Laguna. The total population consists of 556 currently enrolled Maritime students: 220 first-year, 187 second-year, and 146 third-year students.

In this investigation, the simple random sampling technique was applied. Although first year, second year, and third year the entire Maritime department serves as the main population. This sampling approach helps ensure that every student, regardless of year level, has an equal chance of being selected.

To determine the sample size, the researchers originally considered using 30% of the total population to achieve a balance between meaningful data and manageable data collection. However, due to time constraints and availability of students, 217 respondents were successfully surveyed. These respondents came from different from 1st year to 3rd year which still allowed the study to gather insights across the Maritime student population.

The researchers developed a non-standardized questionnaire as the primary data-gathering instrument for this study. It was divided into three parts: academic commitment, which measured the respondents' level of dedication and engagement in academic tasks; personal productivity, which assessed time management and task efficiency; and academic-life balance, which examined how respondents balance academic responsibilities with personal and social activities. The instrument was presented to experts in the maritime field, research, and statistics to ensure its validity and appropriateness for the study.

To determine reliability, the instrument was subjected to pilot testing and analyzed using Cronbach's alpha coefficient. The results showed reliability values of 0.962 for academic commitment, 0.966 for personal productivity, and 0.956 for academic-life balance, all interpreted as excellent internal consistency. These results confirm that the questionnaire is highly reliable and suitable for measuring the variables of the study.

Weighted mean was used to describe the respondents' a) level of academic commitment b) level of personal productivity and c) level of academic-life balance. Pearson's r Moment Correlation Coefficient was used to determine the relationship between the a) level of academic commitment b) level of personal productivity and c) level of academic-life balance.

Results and Discussion

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Results and Discussion

1. Respondent's Level of Academic Commitment

Table 1
Respondent's Level of Academic Commitment

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I constantly attend my class on time.	2.73	High	1
2. I complete my academic tasks before the deadline.	2.72	High	2.5
3. I stay focused during lectures and avoid distractions.	2.67	High	6
4. I give my best effort in every school related activity.	2.52	High	10
5. I prioritize my studies over leisure activities.	2.69	High	4.5
6. I actively participate in class discussions and activities.	2.65	High	7.5
7. I review my lessons regularly to prepare for quizzes and exams.	2.65	High	7.5
8 I take responsibility for my own learning progress.	2.69	High	4.5
9. I follow the school's rules and regulations diligently.	2.72	High	2.5
10. I am determined to achieve my academic goals despite challenges.	2.63	High	9
Overall Weighted Mean	2.67	High	

Table 1 shows that the respondents have an overall High overall academic commitment (WM = 2.67). The highest-rated indicators attending class on time (2.73) suggesting that students generally show punctuality and responsibility. Completing tasks before deadline (2.72) and following school rules diligently (2.72) also rank high, reflecting discipline and adherence to academic expectations. Indicators such as prioritizing studies over leisure (2.69) and taking responsibility for their own learning (2.69) further emphasize that students maintain a responsible and goal oriented mindset.

However, some areas received slightly lower but still "High" ratings. Staying focused during lectures (2.67), active participation in class (2.65), regular lesson review (2.65), and determination to achieve academic goals (2.63) show that students may still face challenges with concentration, consistent study habits, and classroom engagement. Research shows that academic commitment is strongly connected to student motivation , discipline, and engagement in learning activities. Studies also note that higher levels of commitment often develop when students experience clear expectations structured routines, and a supportive academic environment. These ideas align with the results in Table 1 maritime students show strong dedication to their studies. (Reyes & Dela cruz, 2022)

2. Respondents' Level of Personal Productivity

Table 2
Respondents' Level of Personal Productivity

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I manage my time effectively to accomplish tasks.	2.68	High	4.5
2. I can focus on my work without procrastinating.	2.54	High	10
3. I set daily or weekly goals for myself.	2.72	High	1
4. I finish my assignments efficiently without sacrificing quality.	2.67	High	6
5. I make use of tools or strategies to stay organized.	2.72	High	2
6. I can work well even under pressure.	2.68	High	4.5
7. I avoid multitasking to maintain productivity..	2.62	High	7.5
8. Taking short breaks helps me improve my productivity.	2.70	High	3
9. I adapt my study habits to meet deadlines.	2.62	High	7.5
10. I make productive use of my free time.	2.63	High	9
Overall Weighted Mean	2.66	High	

Table 2 shows that respondents generally have a high level of personal productivity with an overall weighted mean of (2.66). The highest-rated indicator is setting daily or weekly goals (2.72), suggesting that students stay productive by planning their tasks clearly. Using tools or strategies to stay organized (2.72) and taking short breaks to improve productivity (2.70) also rank high, showing that students practice healthy and structured study habits.

Table 2 shows that respondents generally have a high level of personal productivity with an overall weighted mean of (2.66). The highest-rated indicator is setting daily or weekly goals (2.72), suggesting that students stay productive by planning their tasks clearly. Using tools or strategies to stay organized (2.72) and taking short breaks to improve productivity (2.70) also rank high, showing that students practice healthy and structured study habits.

Managing time effectively (2.68) and working well under pressure (2.68) indicate that students generally handle deadlines and stressful situations with steady productivity.

Research shows that personal productivity among students is influenced by self- discipline, time management, and goal-setting. Higher productivity levels are often linked to structured routines and prioritization of tasks. This aligns with the findings that maritime students maintain good personal productivity, though some aspects may need additional attention to reach their full potential. (Santos & Ramirez, 2023)

3. Respondents' Level of Academic-Life Balance

Table 3
Respondents' Level of Academic-Life Balance

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I balance my academic workload with personal rest.	2.65	High	7.5
2 I have enough time for hobbies and relaxation despite my studies.	2.67	High	4.5
3. I manage my stress levels effectively during a busy school day.	2.67	High	4.5
4. I can spend quality time with family and friends without neglecting studies.	2.71	High	3
5. Isleepenoughhours evenwhen academic demands are high.	2.65	High	7.5
6. I keep a healthy lifestyle despite school workload.	2.62	High	10
7. I avoid burnout by taking breaks when needed.	2.64	High	9
8. I am satisfied with how I balance school and personal life.	2.66	High	6
9. I can handle academic pressure without affecting my well-being.	2.78	High	1
10. I prioritize both academic success and personal happiness equally.	2.73	High	2
Overall Weighted Mean	2.68	High	

Table 3 shows that respondents generally have a high level of academic-life balance with an overall weighted mean of (2.96.) The highest-rated indicators is handling academic pressure without affecting well-being (2.78), suggesting that students can manage schools demands while maintaining emotional stability. Prioritizing both academic success and personal happiness (2.73) and spending quality time with family and friends (2.71) also ranked high, showing that students make conscious efforts to keep a balanced lifestyle.

Indicators like having enough time for hobbies and relaxation (2.67) and managing stress effectively (2.67) reflect that students maintain steady self-care habits even during busy academic periods.

Meanwhile, some indicators received slightly lower ratings, such as keeping a healthy lifestyle (2.62), avoiding burnout by taking breaks (2.64), and sleeping enough hours (2.65). These results suggest that while students are generally able to balance their responsibilities, they still face challenges in maintaining consistent rest, health routines, and energy levels.

Studies indicate that maintaining academic-life balance is crucial for student well- being, productivity, and stress management. Effective balance is often achieved through time management, prioritization, and self-care strategies. This supports the finding that maritime students have a moderate balance, showing strengths in some areas but still needing guidance to manage all responsibilities smoothly. (Villanueva, 2020)

4. Relationship Between the Respondents' Level of Academic Commitment and Level of Personal Productivity

Table 4

Relationship Between the Respondents' Level of Academic Commitment and Level of Personal Productivity

Variables	Statistical Treatment (Pearson r's)	p-value	Decision	Interpretation
Academic commitment and personal productivity	r=.571 (moderate correlation)	.000*	H0 rejected	Significant
*Significant @.01				

The results in Table 4 show a strong, significant relationship (r = .571, p=.000) between the level of academic commitment and personal productivity. This means that students who are more committed to their studies tend to be more productive in managing and responsibilities. The strong correlation suggests that dedication to academics directly influences how effectively students use their time and effort. This means that the higher the level of academic commitment, the higher the level of Personal productivity of the respondents. Research indicates that academic commitment strongly affects personal productivity, as motivated and engaged students are more likely to plan, prioritize, and complete tasks efficiently. Higher commitment leads to better focus and consistent effort, which enhances productivity (Reyes & Dela Cruz, 2022).

5. Relationship Between the Respondents' Level of Academic Commitment and level of Academic-Life Balance

Table 5

Relationship Between the Respondents' Level of Academic Commitment and level of Academic-Life Balance

Variables	Statistical Treatment (Pearson r's)	p- value	Decision	Interpretation
Academic commitment and academic-life balance	r=.466 (moderate correlation)	.000*	H_0 rejected	Significant
*Significant @.01				

The results in Table 5 show a strong and significant relationship (r = .466, p = .000) between academic commitment and academic-life balance. This indicates that students who are more committed to their studies tend to manage their academic responsibilities and personal life more effectively. While the correlation is moderate, it still suggests that higher dedication to academics supports better organization, time management, and balance in daily routines.

Studies show that students with high academic commitment are better able to maintain a healthy academic-life balance, as dedication encourages effective time management and prioritization. Engaged students are more likely to allocate time wisely between studies and personal life, reducing stress and improving overall well- being. This supports the finding that higher academic commitment is linked to stronger academic-life balance. (Santos & Ramirez, 2023).

6. Relationship Between the Respondents' Level of Personal Productivity and Level of Academic Life

Table 6
Relationship Between the Respondents' Level of Personal Productivity and Level of Academic-Life Balance

Variables	Statistical Treatment (Pearson's)	p- value	Decision	Interpretation
Academic commitment and academic-life balance	r=.554 (moderate correlation)	.000*	H_0 rejected	Significant
*Significant @.01				

Table 6 shows a strong and significant relationship (r = .554, p = .000) between personal productivity and academic-life balance. Students who manage their tasks and responsibilities more productively tend to maintain a better balance between their academic and personal life. The moderate correlation suggests that improving productivity can help students organize their time, manage school demands, and support their well-being.

This finding aligns with the idea that effective planning and task management reduce stress and promote better academic-life balance. Students who efficiently manage their time are better able to allocate attention to both studies and personal activities, leading to a healthier balance overall (Santos & Ramirez, 2023).

Conclusions

Based on the findings of the study, the researchers have arrived at the following conclusions: Maritime students generally exhibit very high academic commitment, suggesting strong dedication, discipline, and motivation in fulfilling academic requirements such as attending classes regularly, complying with academic tasks, and participating in school-related activities. In terms of personal productivity, the respondents demonstrated a high level of productivity, which reflects their ability to manage responsibilities effectively and maintain organization in their academic tasks. However, results also suggest that aspects such as time management and coping with academic pressure still require improvement. The respondents likewise showed a high level of balance, indicating that they are generally able to manage academic demands alongside personal well-being, including rest and social activities. Despite this, there are still indications that some students may experience difficulties in maintaining healthy routines and managing stress-related concerns. The correlation analysis revealed significant positive relationships among the variables. Academic commitment was found to be positively related to personal productivity, indicating that students with higher levels of commitment tend to be more efficient in accomplishing academic tasks. Similarly, academic commitment was positively associated with academic-life balance, suggesting that greater dedication to academic responsibilities contributes to better management of both academic and personal domains. Personal productivity was also found to have a positive relationship with academic-life balance, implying that students who are more effective in organizing and completing tasks are more likely to maintain a balanced academic and personal life.

Future Direction

Based on the findings made and conclusions drawn, the following recommendations are hereby offered: The College of Maritime Education administrators should organize seminars and workshops on academic commitment, motivation, and discipline to further strengthen students' dedication to their studies. Faculty members should consistently provide guidance, feedback, and encouragement to help students maintain strong academic engagement and responsibility. Maritime instructors may continue promoting effective study habits and classroom discipline to reinforce students' academic commitment. The institution can implement regular time management and productivity seminars to help students improve efficiency in handling academic tasks. Students should be encouraged to use planners, schedules, or digital productivity tools to better organize their responsibilities and deadlines. Stress management and coping mechanism programs may be introduced to help students handle academic pressure and improve personal productivity. Wellness and mental health programs should be strengthened to support students in maintaining a healthy academic-life balance. The College may promote activities that encourage proper balance between academic work, rest, and social life to prevent burnout among students. Peer mentoring programs can be established where high-performing students share strategies for improving productivity and maintaining balance with their peers. Future researchers may conduct similar studies in other maritime institutions or include additional variables such as stress level, coping strategies, and learning styles to further enrich the understanding of these factors.

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LEADERSHIP COMPETENCE AND CHALLENGES ENCOUNTERED IN MARITIME LEADERSHIP TRAINING PROGRAM AMONG MARITIME STUDENTS AT UNIVERSITY PERPETUAL HELP SYSTEM LAGUNA

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Abstract

This study examined the leadership competence and challenges encountered in the Maritime Leadership Training Program (MLTP) among maritime students at the University of Perpetual Help System Laguna. Using a descriptive–correlational design and a highly reliable instrument, it assessed leadership skill development and training-related difficulties. Results showed that students demonstrated strong leadership competence, particularly in communication, teamwork, and decision-making. However, they also faced notable challenges, including performance pressure, limited real-world exposure, and the demanding nature of leadership tasks. No significant differences in leadership competence were found by year level, although variations appeared across degree programs. Challenges were consistent across groups, indicating shared training difficulties. A significant positive relationship was found between leadership competence and challenges, suggesting that students with stronger leadership skills tend to encounter and recognize more complex responsibilities. The study concludes that while students possess solid leadership foundations, enhancing MLTP through simulations, mentoring, and applied leadership opportunities can further strengthen their readiness for maritime roles.

Keywords: Leadership competence, Maritime leadership, Training program, Operational challenges, Training evaluation

Introduction

The maritime industry will continue to play a vital role in global trade, requiring competent and well-prepared professionals who possess strong leadership skills, practical training, and career readiness. Future seafarers must be equipped to handle complex shipboard operations, ensure safety, and make critical decisions in high- pressure environments. As such, maritime education will need to emphasize not only technical proficiency but also the development of essential leadership competencies such as communication, teamwork, decision-making, and crisis management (Sambrano et al., 2021).

At the University of Perpetual Help System Laguna (UPHSL), the Maritime Leadership Program will aim to cultivate these leadership abilities among maritime students. However, questions will persist regarding the effectiveness of current training methods and the challenges students may face throughout the leadership development process. Factors such as limited experiential learning opportunities, reliance on traditional classroom-based instruction, and the fast-evolving expectations of the maritime industry may hinder the program's ability to produce industry-ready leaders (Berg & Storgård, 2021).

Leadership competence in maritime education will be increasingly shaped by dynamic training approaches, including simulation-based learning and onboard practical experience. Research will indicate that while theoretical knowledge forms the foundation of maritime education, practical applications such as bridge simulations and shipboard leadership exercises will be more effective in developing leadership capabilities aligned with industry needs (Guzmán et al., 2020). Nonetheless, maritime students may still encounter significant challenges such as insufficient resources, lack of real-life exposure, and inconsistencies in the implementation of training programs. This study will seek to assess the level of leadership competence among maritime students at UPHSL and identify the specific challenges they will face within the Maritime Leadership Program. It will also examine the extent to which current training strategies including classroom instruction, simulation-based exercises, and experiential learning will contribute to the development of leadership competencies that meet maritime industry standards (Berg & Storgård, 2021). By evaluating these factors, the study will aim to determine whether the leadership program effectively prepares students for the responsibilities they will assume as future officers.

It is imperative that this issue be addressed since inadequate training can result in safety hazards, subpar leadership, and decreased employability for graduates (Berg & Storgård, 2021). Without the right training, students may find it difficult to satisfy the maritime industry's demands for highly qualified officers who can adjust to changing circumstances. This study is significant because it assesses how well-suited the existing leadership training approaches are to the demands of the sector. This research may contribute to the enhancement of maritime education by identifying gaps and areas for improvement, guaranteeing that graduates are prepared to lead and thrive in their vocations.

Addressing these issues will be essential, as inadequate leadership training may lead to safety hazards, poor management, and decreased employability among maritime graduates. The findings of this research will provide valuable insights into the gaps and areas for improvement in leadership education. Ultimately, this study will contribute to the enhancement of maritime training programs, ensuring that graduates of UPHSL will be equipped with the leadership competence required to succeed and lead effectively in the maritime profession.

In the context of global maritime operations, the demand for adaptive and resilient leadership will continue to intensify, especially as international regulations, technological advancements, and environmental challenges reshape the landscape of seafaring. Maritime leaders will be expected not only to command crews and operate vessels efficiently but also to demonstrate cultural intelligence, ethical decision- making, and compliance with international standards such as the STCW (Standards of Training, Certification, and Watchkeeping for Seafarers). With these heightened expectations, leadership programs in maritime institutions must be evaluated regularly to ensure they remain responsive to the changing demands of the industry (International Maritime Organization, 2021). The University of Perpetual Help System Laguna, being one of the academic institutions committed to producing globally competitive seafarers, presents a compelling case for focused research. Investigating how its Maritime Leadership Program equips students to meet global leadership standards will yield insights that can guide curriculum enhancement, policy formulation, and industry-aligned leadership training.

Methods

This study will utilize a descriptive-correlational research design to examine the relationships between leadership competence, and challenges encountered among maritime students. A descriptive-correlational approach is appropriate as it enables the researcher to explore associations between these variables without manipulating any conditions (Creswell & Creswell, 2021).

In this study, a stratified random sampling technique was used to ensure fair and proportional representation of the target participants. While this method is typically applied to account for multiple subgroups within a population, the focus of this research will be on second-year and third-year maritime students, who will be treated as separate strata. By organizing the population this way and randomly selecting participants from each group, the study will aim to reflect the characteristics of both year levels accurately. The purpose of this study is to determine the leadership competence and challenges encountered in the Maritime Leadership Training Program (MLTP) at the University of Perpetual Help System Laguna. The population of the study consisted of 187 second-year and 146 third- year Maritime students, both male and female, who are officially enrolled in the Maritime program under the College of Maritime Education. From this total population, 170 students were selected as the study's respondents.

The researchers developed a non-standardized questionnaire, which was divided into two distinct parts. Part one addressed leadership competence, focusing on the respondents' level of leadership skills, knowledge, and abilities gained through their training in the Maritime Leadership Training Program (MLTP). Part two examined the challenges encountered, specifically evaluating the difficulties and obstacles students face during their participation in MLTP. To ensure the validity and reliability of the questionnaire, the researchers presented it to a panel of experts from the maritime field, as well as specialists in research and statistics. The instrument will undergo content validation by experts in the field of maritime education, research, and statistics. The validators will assess the clarity, relevance, and appropriateness of each questionnaire item to ensure alignment with the study's objectives. Feedback from the validators will be incorporated to refine and improve the instrument.

For the pilot testing phase, the questionnaire was administered to a sample of 20 respondents who were not part of the actual survey in order to test the reliability and internal consistency of the questionnaire items. Cronbach's alpha will be employed as the statistical measure to determine the internal consistency of the indicators. The finalized questionnaire will then be used in the actual survey to gather data from the respondents, forming the basis for analysis and interpretation of the study's findings. reliability test showed 0.978 Cronbach's Alpha for leadership, competency reliability is 0.979 for challenges indicator which both in indicates excellent internal consistency of indicators.

Frequency and percentage distribution were used to describe the profile of the respondents in terms of year level and degree program. Weighted mean was used to describe the respondents' a) level of leadership competence and b) challenges encountered in Maritime Leadership Training Program (MLTP). t-test was used to determine the difference in the respondents' a) level of leadership competence and b) challenges encountered in Maritime Leadership Training Program (MLTP) when grouped according to their year level and degree program. Pearson's r moment correlation coefficient was used to determine the relationship between the respondents' level of leadership competence and challenges encountered in MLTP.

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Results and Discussions

1. Profile of the Respondents

Table 1
Profile of the Respondents

Profile Variables	Frequency	Percentage
Year Level		
2nd year	**84**	**49.4**
3rd year	**86**	**50.6**
Degree Program		
BS Marine Transportation	**94**	**55.3**
BS Marine Engineering	**76**	**44.7**
N=170		

The data reveals a balanced distribution across year levels, with 3rd Year students comprising a slight majority at 86 (50.6%), followed closely by 2nd Year students with a frequency of 84 (49.4%). regarding the Degree Program, the majority of the respondents are enrolled in the Bachelor of Science in Marine Transportation (BSMT) with 94 (55.3%), while those in the Bachelor of Science in Marine Engineering (BSMarE) account for 76 (44.7%). National data confirms that the higher enrollment of BSMT students reflects broader trends favoring Deck programs over Engine due to perceived career advantages (Laguador et al., 2020; CHED Maritime Factbook, 2022). Furthermore, the substantial presence of 3rd-year students signifies successful retention through the rigorous initial years as learners approach the critical transition to shipboard training (Albino & Orence, 2022).

2. Respondents' Level of Leadership Competence

Table 2
Respondents' Level of Leadership Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I am able to communicate clearly and effectively with my peers and instructors.	3.20	High	4.5
2.I can manage tasks and responsibilities given to me during leadership training.	3.09	High	8
3.I can motivate and encourage my fellow students when working as a team.	3.21	High	3.5
4.I practice discipline, time management, and accountability in my leadership role.	3.20	High	4.5
5.I am willing to share responsibilities rather than doing everything myself.	3.19	High	5
6.I remain calm and composed when unexpected problems arise.	3.19	High	5
7.I encourage members to contribute equally in group activities.	3.21	High	3.5
8.I seek advice from others to improve my leadership skills.	3.24	High	2
9.I show initiative when tasks are not clearly assigned.	3.11	High	7
10.I adapt quickly to unexpected changes in training situations.	3.18	High	6
11.I encourage collaboration instead of competition within the group.	3.21	High	3.5
12.I am confident in expressing my ideas during leadership activities.	3.21	High	3.5
13.I am consistent in applying rules and regulations.	3.21	High	3.5
14.I take accountability for my decisions and actions.	3.28	Very High	1
15. I can balance leadership responsibilities with my personal growth as a student.	3.06	High	10
Overall Weighted Mean	3.19	High	

Based on the results in Table 2, the highest weighted mean (3.28) ranked first, indicating that this specific indicator of leadership competence is the most developed among the respondents. This suggests that students are more confident and familiar with this aspect, possibly because it is commonly practiced during group tasks, drills, or leadership-focused classroom activities. Indicators with weighted means ranging from 3.20 to 3.24 follow closely, showing that most leadership skills fall within a fairly consistent and developed level among maritime students. Meanwhile, the lowest weighted mean (3.06) still reflects a generally positive response, though it may be an area where students need more exposure or hands-on leadership experience. Overall, the results show that the respondents demonstrate a high level of leadership competence, with only slight variations across indicators with an overall weight mean of 3.1 Cabaron (2023) explored digital competence among maritime faculty in the Philippines using the DigComp

2.0 Framework, assessing their ability to navigate digital tools and technologies in educational settings. The study found that faculty members demonstrated strong proficiency in information and data literacy, meaning they could effectively search for, evaluate, and manage digital information. However, the findings also highlighted a gap in problem-solving skills related to digital environments. This suggests that while instructors can access and process digital information efficiently, they may struggle with troubleshooting technical issues, adapting to new educational technologies, or integrating digital tools into maritime training effectively .This aligns with Daiz and Vinco-Garcia's (2024) findings, as it reinforces the need for career offices in maritime universities to provide adequate guidance, ensuring students make informed and realistic career decisions. However, Özdemir's (2024) study contrasts with Wulandari (2024), as it suggests that while internships enhance technical and soft skills, they may not necessarily clarify students' career paths, indicating that additional career counseling may be required alongside practical training.

3. Respondents' Challenges Encountered in Maritime Leadership Training Program

Table 3

Respondents' Challenges Encountered in Maritime Leadership Training Program

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.I find it difficult to balance leadership roles with academic requirements.	2.74	Agree	11
2.I experience challenges in handling conflicts among peers.	2.84	Agree	2.5
3.I encounter difficulties in adapting to different leadership styles.	2.79	Agree	6.5
4.I face stress and pressure in meeting the expectations of my leadership tasks. You sent	2.76	Agree	8.5
5.I struggle with time management when balancing multiple responsibilities.	2.82	Agree	4.5
6.I find it challenging to maintain discipline among peers.	2.73	Agree	12
7.I struggle to make decisions when the group disagrees.	2.69	Agree	15
8.I find it difficult to remain calm during stressful leadership tasks.	2.70	Agree	14
9.I face challenges in understanding the expectations of my instructors.	2.76	Agree	8.5
10.I find it hard to encourage teamwork when members prefer working alone.	2.71	Agree	13
11.I find it hard to motivate myself while leading others.	2.75	Agree	10
12.I face challenges in balancing leadership authority with friendship among peers.	2.84	Agree	2.5
13.I feel pressured when my performance is compared with other student leaders.	2.82	Agree	4.5
14.I find it difficult to maintain fairness in decision making.	2.79	Agree	6.5
15.I encounter challenges in balancing my leadership responsibilities with rest and self-care.	3.02	Agree	1
Overall Weighted Mean	2.78	Agree	

Based on the results presented in Table 3, the indicator with the highest weighted mean (3.02) emerged as the top-ranked challenge, signifying that this particular aspect is the most frequently and intensely experienced by students in the maritime leadership training program. This outcome suggests that respondents perceive this area as requiring greater cognitive, physical, or emotional effort, which may stem from the level of adjustment, complexity of tasks, or the demands associated with maritime leadership training. Indicators with weighted means ranging from 2.79 to 2.84 demonstrate a moderate degree of challenge. Although students still encounter difficulties in these areas, their impact is not as substantial as the leading indicator. These moderate-level challenges may reflect aspects of training that students find manageable but still require consistent attention and adaptation.

Conversely, the indicators with the lowest weighted means, particularly those at 2.69 and 2.70, reflect challenges that are present but comparatively less burdensome for the respondents. These results suggest that students have developed effective coping strategies or possess stronger competencies in these areas, allowing them to navigate these challenges with greater ease. Overall, the distribution of weighted means highlights which aspects of the leadership training program demand the most support and which areas students navigate more confidently, offering valuable insights for refining instructional strategies and enhancing training interventions.

4. Difference in the Respondents' Level of Leadership Competence When Grouped According to their Profile Variables

Table 4
Difference in the Respondents' Level of Leadership Competence When Grouped According to their Profile Variables

Variables		Mean	Inferential Statistics	p- value	Decision	Interpretation
Year Level	2nd year	3.28	t=1.450	.149	H0 not rejected	Not Significant
	3rd year	3.10				
Degree Program	BSMT	3.00	t=-3.544	.001	H0 rejected	Significant
	BSME	3.42				
*Significant @ .05						

Based on the findings in Table 4, the analysis shows no significant difference in the respondents' level of leadership competence when grouped according to year level, as indicated by the p-value of 0.149, which is above the 0.05 significance threshold. Since the null hypothesis is not rejected, this suggests that second-year and third-year students demonstrate comparable levels of leadership competence. This finding aligns with Dugan (2020), who emphasized that leadership development is influenced by ongoing exposure to similar learning environments and institutional training opportunities, resulting in relatively consistent leadership growth across adjacent year levels.

In contrast, the respondents' leadership competence differs significantly when grouped according to degree program, with a p-value of 0.001, leading to the rejection of the null hypothesis. The higher mean score of BSME students (3.42) compared to BSMT students (3.00) indicates that BSME students exhibit stronger leadership competence. This outcome is supported by Reyes and Villanueva (2021), who found that variations in program structure, hands-on simulations, and practical training requirements can shape students' leadership capacities differently. Similarly, Manaloto (2023) highlighted that degree programs with more intensive technical tasks, collaborative activities, and field-based learning tend to develop higher leadership competencies among students. Overall, the results suggest that while leadership competence does not vary significantly by year level, it is influenced by the distinct training demands and experiential learning exposures associated with different maritime programs.

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5. Difference in the Respondents' Challenges Encountered in MLTP When Grouped According to their Profile Variables

Table 5
Difference in the Respondents' Challenges Encountered in MLTP When Grouped According to their Profile Variables

Variables		Mean	Inferential Statistics	p- value	Decision	Interpretation
Year Level	2nd year	2.77	t=-.141	.888	H0 not rejected	Not Significant
	3rd year	2.79				
Degree Program	BSMT	2.69	t=-1.400	.163	H0 not rejected	Not Significant
	BSME	2.88				

The results in Table 5 show no significant difference in the challenges encountered in MLTP when grouped by year level or degree program. Both second- year and third-year students experience nearly the same level of difficulty, and the same goes for BSMT and BSME students. Even if their programs differ a bit, the challenges they face in leadership training remain almost equal.

Studies on leadership training often show that students encounter similar challenges because the training structure, tasks, and expectations are usually the same for all groups. Research also notes that teamwork, communication, and decision-making issues commonly affect participants regardless of year or program. These findings support the results in Table 5, showing that MLTP challenges are shared experiences among all maritime students Navarro (2021), leadership training programs in higher education are typically designed with standardized modules and identical performance expectations, resulting in students across different year levels experiencing similar levels of difficulty. This aligns with the current study's result, where both second-year and third-year students reported comparable challenges, suggesting that training demands are consistent regardless of academic standing. Furthermore, Alegre, Molina, and Reyes (2022) highlight that challenges related to communication, teamwork, and decision- making tend to remain constant across year levels because these competencies require ongoing practice rather than advancement in academic year.

6. Relationship Between the Respondents' Level of Leadership Competence and Challenges Encountered in Maritime Leadership Training Program (MLTP)

Table 6
Relationship Between the Respondents' Level of Leadership Competence and Challenges Encountered in Maritime Leadership Training Program (MLTP)

Variables	Statistical Treatment (Pearson's)	p- value	Decision	Interpretation
Leadership competence and challenges in MLTP	r=.594 (moderate correlation)	.000*	H0 rejected	Significant
*Significant @.01				

Table 6 shows the relationship between the respondents' level of leadership competence and challenges encountered in the maritime leadership training program (MLTP). Results showed a Pearson's r value of .594 indicating a moderate correlation. Meanwhile, the probability value of .000 was lower than the test of significance at .01, suggesting that there is enough statistical evidence to reject the null hypothesis, indicating a significant relationship between the two variables. This means that the respondents with higher level of leadership competence tend to report higher challenge scores. This can be influenced by the nature of the training environment, the distribution of responsibilities or other contextual factors within the MLTP.

Research on leadership development often shows that competence and challenges are closely connected, which supports the moderate correlation found in Table 6. Studies suggest that as students develop stronger leadership skills, they become more aware of the difficulties involved in teamwork, communication, and decision-making—making challenges more noticeable but also more manageable. Other literature also explains that leadership growth usually happens when trainees face meaningful challenges, since overcoming these situations helps build confidence and practical skills. This aligns with the significant relationship shown in the table, indicating that leadership competence and the challenges in MLTP naturally influence each other as part of the learning process. Northouse (2021), developing leadership skills often involves exposure to difficult tasks that require decision-making, teamwork, and emotional regulations that naturally increase the perceived level of challenge. Similarly, Kouzes and Posner (2018) emphasize that leadership growth occurs when learners are placed in environments that demand responsibility and adaptability, supporting the idea that challenges serve as catalysts for competence development.

Conclusion

Based on the findings of the study, the researchers have arrived at the following conclusions: There are almost equal numbers of 2nd year and 3rd year respondents with the majority pursuing BSME. The respondents have a high level of leadership competence. The respondents agreed to encounter challenges in MTLP mainly to encounter challenges in balancing my leadership responsibilities with rest and self-care. BSME respondents have a higher level of leadership competence than BSMT. Similar challenges are encountered by the respondent in MTLP regardless of their year level and degree program. The respondents with higher levels of leadership competence tend to encounter more challenges in MTLP.

Future Directions

Based on the findings made and conclusions drawn, the following recommendations are hereby offered: Students should actively practice leadership skills and seek guidance on areas they find challenging to improve overall competence. The MLTP program handled by maritime officers may introduce additional workshops or mentoring sessions to strengthen weaker leadership areas. Faculty and advisors should monitor students' progress and provide feedback to help them manage challenges more effectively. Future studies may explore a larger sample or additional factors affecting leadership competence and challenges in MLTP.

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PARENTAL SUPPORT AND ACADEMIC COMPETENCE OF SELECTED MARITIME STUDENTS OF THE UNIVERSITY OF PERPETUAL HELP SYSTEM LAGUNA

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This study examined the relationship between parental support and the academic competence of selected maritime students of the University of Perpetual Help System Laguna (UPHSL). It specifically assessed parental support in terms of emotional, financial, and academic guidance, and how these dimensions influence students' academic performance and perceived competence in maritime coursework. A quantitative research design was employed using survey questionnaires administered to selected BSMT and BSMAR-E students across different year levels. Statistical tools such as mean, ANOVA, and Mann–Whitney U tests were used to analyze differences in parental support and academic competence across demographic variables, including age, gender, year level, and course. Findings revealed significant differences in academic competence when grouped according to age, year level, and course, while gender showed no significant variation. Results further indicated that higher levels of perceived parental support were associated with stronger academic competence among maritime students. The study concludes that parental support plays a crucial role in shaping students' academic confidence and performance, particularly in demanding programs such as maritime education. Recommendations include strengthening student–parent engagement initiatives and integrating institutional support systems to enhance academic outcomes.

Keywords: Academic guidance, Competency, Maritime education, Maritime students, Parental support

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Introduction

The academic achievement of students in higher education is influenced by multiple factors, among which parental support plays a crucial role. This is especially true in specialized fields like maritime education, where the demands of both theoretical learning and practical training require strong backing. Maritime students must not only succeed academically but also participate in on-board training and certification, all of which can be significantly impacted by the level of support they receive from their parents. Research indicates that students who receive robust parental support tend to perform better academically due to increased access to educational resources, lower stress levels, and enhanced motivation.For example, Dumaran et al. (2015), in their study at the University of Cebu-Maritime Education and Training Center, identified a positive correlation between parental support and student academic success. Likewise, Pegarido (2021) demonstrated that encouragement and assistance from parents contribute significantly to the academic performance of Grade 12 maritime students, noting that lack of support often impedes students' ability to focus, complete assignments, and attend additional training. Moreover, Moneva, Pestano, and Vertulfo (2020) highlighted how parental involvement fosters student motivation and persistence. Their research suggests that when students feel assured of parental backing, they show greater engagement and commitment in their studies. Supporting this perspective, Santos and De Guzman (2018) found that active parental involvement, such as guidance and emotional support, directly affects the academic competence and resilience of maritime students.

Considering the rigor and financial demands of maritime education, understanding how parental support shapes the academic competence of maritime students is essential. This study aims to explore this dynamic further to provide insights that could enhance institutional policies and the support structures available to maritime learners.

Methods

The descriptive-correlational research design was used in this investigation. As stated by Bickman and Rog (2021), descriptive-correlational research is the ideal strategy for gathering information to illustrate correlations and describe the phenomena as it exists, and it is frequently conducted prior to an experiment to choose what precise variables to modify and include in the experiment. The study's design is suitable since it seeks to ascertain the relationship of parental support to academic competence of selected maritime students of UPHSL. **T**he study involved randomly selected maritime students from the University of Perpetual Help System Laguna. From the total population strength of 734 maritime students, the researchers applied Slovin's formula with a 5% margin of error and a 95% confidence level to determine the appropriate sample size. Using stratified random sampling, a total of 252 respondents was selected, ensuring a statistically reliable and representative dataset.

A self-made questionnaire was developed to gather data on the parental support and academic competence of selected maritime students of UPHSL Part 1 covered the profile of the respondents; Part 2 focused on the parental support of maritime students and Part 3 dealt with the level of academic competence of the respondents. The questionnaire consisted of carefully designed items aimed at addressing the key variables of the study based on exhaustive review of related literature and studies.

The instrument underwent content validation by experts in the field of maritime education, research and statistics. The validators assessed the clarity, relevance, and appropriateness of each questionnaire item to ensure alignment with the study's objectives. Feedback from the validators was incorporated to refine and improve the instrument.

For the pilot testing phase, the questionnaire was administered to a sample of 20 respondents who were not part of the actual survey in order to test the reliability and internal consistency of the questionnaire items. Cronbach's alpha was employed as the statistical measure to determine the internal consistency of the indicators.

The finalized questionnaire was then used in the actual survey to gather data from the respondents, forming the basis for analysis and interpretation of the study's findings.

The reliability test results indicate acceptable to good internal consistency across the measured constructs. The parental support indicators obtained a reliability coefficient of .772, suggesting acceptable internal consistency among the items. Meanwhile, the academic competence indicators yielded a higher reliability coefficient of .816, which reflects good internal consistency and suggests that the items measuring this construct are highly consistent with one another.

Frequency and percentage distribution were used to describe the profile of the respondents in terms age, year level, course and gender. Weighted mean was used to describe the a) level of parental support and b) level of academic competence of the respondents. Analysis of Variance (ANOVA) was used to determine the difference in the level of parental support and b) level of academic competence of the respondents when grouped according to their age and year level. Mann-Whitney U test was used to determine the difference in the level of parental support and level of academic competence of the respondents when grouped according to their course and gender. Pearson's r moment correlation coefficient was used to determine the relationship between the level of parental support and level of academic competence of the respondents.

The researchers used a survey questionnaire for the purpose of collecting the needed primary data. A survey questionnaire was divided into 3 parts. Part 1 was the profile of the respondents; Part 2 was the challenges encountered during shipboard familiarization; and Part 3 dealt on personal growth in shipboard familiarization. To ensure the reliability and validity of the questionnaire it was subjected to face and content validity and Cronbach Alpha reliability test, It was shown to a panel of experts in the field of maritime education, research and statistics. After some modifications as suggested by the panel of experts, it was presented to the research adviser for final approval. The reliability of the questionnaire was established by Cronbach Alpha coefficient which gave a result of 0.837 for challenges and 0.808 for personal growth.

Frequency and percentages were used to determine the profile of the respondents. Weighted mean was used to determine the challenges encountered during shipboard familiarization by the respondents and their personal growth. t-test was used to determine the significant difference in the challenges encountered by the respondents during shipboard familiarization and their personal growth when grouped according to profile variables. Pearson-r coefficient was utilized to determine the relationship between the challenges encountered by the respondents during shipboard familiarization and their personal growth.

Results and Discussions

1. The Profile of the Respondents

Table 1
The Profile of the Respondents

Profile	Frequency	Percentage
Year Level 2nd year	51	59.30
3rd year	35	40.70
Degree Program		
BSMT	40	46.51
BSMARE	46	53.49
Total Number of Respondents: 86		

Table 1 shows the profile of 86 respondents. The majority (59.30%) were 2nd -year level, while (40.70%) were 3rd year level. Most of the respondents (53.49%) were taking Bachelor of Science in Marine Engineering (BSMARE), while (46.51%) were from the Bachelor Science in Marine Transportation (BSMT). This indicates that a greater number of engineering students participated in the shipboard familiarization during the study period.

2. The Challenges Encountered by the Respondents during Shipboard Familiarization

Table 2

The Challenges Encountered by the Respondents during Shipboard Familiarization

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Seasickness or fatigue interfered with my ability to focus on task.	1.99	Disagree	7
2. Applying my school knowledge to shipboard task is challenging.	1.87	Disagree	9
3. I felt homesick while away from my family.	2.11	Disagree	5
4. Adapting to the food and lifestyle on board is difficult to me.	2.17	Disagree	4
5. Lack of rest and recovery time affected my emotional stability.	1.95	Disagree	8
6. I experienced loneliness or isolation while on board.	2.31	Disagree	1
7. The lack of rest affected my alertness and productivity.	2.00	Disagree	6
8. Experiencing difficulties positively influenced my attitude towards continuous learning.	1.82	Disagree	10
9. I felt unprepared for the strict safety drills and emergency procedures on board.	2.30	Disagree	2
10. The overall shipboard environment was stressful and overwhelming.	2.28	Disagree	3
Average	**2.08**	**Disagree**	

As shown in the table, the respondents disagreed that they experience challenges during shipboard familiarization as revealed in the average weighted mean of 2.08. The respondents disagreed that they experienced loneliness or isolation while onboard (x=2.31); felt unprepared for the strict safety drills and emergency procedures onboard (x=2.30). The respondents also disagreed that the overall shipboard environment for them was stressful and overwhelming (x=2.28).

In addition, the respondents disagreed that lack of rest and recovery time affected their emotional stability (x=1.95), applying their school knowledge to shipboard task in challenging (x=1.87), and experiencing difficulties positively influenced their attitude towards continuous learning (x=1.82).

These findings contrasted with Serbusa and Dunder (2024) who explored and brought to understand seafarers loneliness as mediating variable between psychological well-being and resilience, and tests resilience as a mediating variable between psychological well-being loneliness. Tac B. et al (2020) investigated the performance influence factors on shipboard drills to improve ship emergency preparedness at sea among shipboard familiarization. Svetina et al. (2024) assessed perceived stressors and their impact using the Symptom Checklist (SCL-90) that focuses on depression, anxiety, hostility, interpersonal sensitivity, and somatization.

3. Respondents' Level of Academic Competence

Table 3
Respondents' Level of Academic Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
1 I actively participate in class discussions	3.54	Very High	1
2.I complete my assignments on time.	3.42	Very High	2
3. I find it easy to stay focused and avoid distractions during study time.	3.28	Very High	10
4. I am prepared for theoretical exams.	3.35	Very High	5
5.I am able to apply what I learned in my class to real world situations.	3.31	Very High	6
6. I can perform well even in subjects I find difficult.	3.30	Very High	8
7.I can easily grasp new concepts taught in class.	3.30	Very High	8
8. I am prepared for practical exams.	3.30	Very High	8
9.I understand lessons taught in the classroom and find ways to catch up whenever I face academic difficulties.	3.38	Very High	4
10. I am able to manage my time effectively for studying.	3.41	Very High	3
Overall Weighted Mean	3.36	Very High	

Table 3 shows the respondent's level of academic competence. Indicator 1, "I actively participate in class discussions", received a weighted mean of 3.54 interpreted as "very high', was ranked 1. Indicator 2, "I complete my assignments on time" has a weighted mean of 3.42 and was interpreted as "very high", is rank 2. Indicator 10, "I am able to manage my time effectively for studying", has a weighted mean of 3.41 and was interpreted as "very high", is ranked 3. Indicator 9, "I understand lessons taught in the classroom and find ways to catch up whenever I face academic difficulties." received a weighted mean of 3.38 and interpreted as "very high" was ranked 4. Indicator 4, "I am prepared for theoretical exams." has a weighted mean of 3.35 and was ranked 5. Indicator 5, "I am able to apply what I learned in my class to real world situations." received a weighted mean of 3.31 and was interpreted as "very high", and was ranked 6. While indicators 6,7, and 8 "I can perform well even in subjects I find difficult", "I can easily grasp new concepts taught in class"," I am prepared for practical exams." all received a weighted mean of 3.30 and was interpreted as "very high", being tied on rank 8. Indicator 3. "I find it easy to stay focused and avoid distractions during study time." received the lowest weighted mean of 3.28, interpreted as "very high" and was ranked 10.

To sum up, the overall weighted mean of 3.36. Indicated that the respondents have a "very high" level of academic competence. This means that the respondents actively participating in class discussions having the highest weighted mean shows the students academic performance was great. Academic competence, which is the understanding, technical skills, and ability to execute tasks effectively, is an essential attribute for students in specialized programs like maritime studies. The studies indicate that competence is shaped by cognitive abilities, practical application skills, and disciplined study habits. Wang and Wei (2024) reported that students with well-organized study techniques and problem-solving abilities have better performance in technical subjects like mathematics, which is similar to the technical skill requirements in maritime training.

4. Difference in the Respondents' Level of Parental Support when Grouped According to their Profile Variables

Table 4

Difference in the Respondents' Level of Parental Support when Grouped According to their Profile Variables

Variables		Mean/ Mean Rank	Inferential Statistics	p-value	Decision	Interpretation
Age	17 years old and below	3.48	F=2.600	.076	H0 not rejected	Not Significant
	18-19 years old	3.43				
	20 years old and above	3.36				
Year Level	1st year	3.48	F=4.116	.017	H0 rejected	Significant
	2nd year	3.38				
	3rd year	3.34				
Course	BSMT	116.87	U=4276.500 Z=-3.576	.000	H0 rejected	Significant
	BSMAR-E	154.21				
Gender	Male	126.18	U=660.000 Z=-.444	.657	H0 not rejected	Not Significant
	Female	139.50				

*Significant @ .05

Table 4 presents the comparison of the respondents' level of parental support across various profile variables such as age, year level, course, and gender. The results show that year level, and course differ in their influence on perceived parental support, while age and gender do not show any significant variation.

In terms of age, the respondents aged 17 years old and below obtained the highest mean parental support (M = 3.48), followed by those aged 18–19 years old (M = 3.43), while those 20 years old and above reported the lowest (M = 3.36). However, the computed F-value of 2.600 with a p-value of .076 indicates that the difference is not statistically significant. This means that parental support does not vary meaningfully across age groups, and thus the null hypothesis is not rejected. On the other hand, a significant difference is observed when the respondents are grouped according to year level. First-year students reported the highest level of parental support (M = 3.48), while third-year students indicated the lowest (M = 3.34). The F-value of 4.116 and p-value of .017 led to the rejection of the null hypothesis, suggesting that parental support significantly differs among year levels. This implies that students earlier in their academic program may receive greater parental involvement compared to those in higher levels.

A significant difference is also found when grouped according to course. Students enrolled in BSMT have a mean rank of 116.87, while those in BSMAR-E have a notably higher mean rank of 154.21. With U = 4276.500, Z = -3.576, and p = .000, the null hypothesis is rejected. This reveals a statistically significant difference in parental support between the two programs, with BSMAR-E students reporting higher parental support. Lastly, when grouped according to gender, the results indicate no significant difference in parental support. Male students obtained a mean rank of 126.18, while female students had a slightly higher mean rank of 139.50. However, the U-value of 660.000, Z = -.444, and p = .657 show that the difference is not statistically significant, leading to the non-rejection of the null hypothesis. This means that parental support is perceived similarly by both male and female respondents.

Overall, the findings show that year level and course significantly influence the perceived level of parental support, whereas age and gender do not. This suggests that parental support varies more with academic progression and program type than with demographic factors. The significant difference in parental support across year levels, with first-year students receiving higher support, is supported by Mendoza and Alvarado (2024). Their research highlights that parental involvement tends to be stronger during the early stages of a student's academic journey and gradually declines as students advance and develop greater independence. Similarly, Moneva and Jumag (2020) noted that satisfaction with parental financial support is often higher among lower-year students as they are more dependent on their families, which corroborates the findings of the current study.

5. Difference in the Respondents' Level of Academic Competence when Grouped According to their Profile Variables

Table 5

Difference in the Respondents' Level of Academic Competence when Grouped According to their Profile Variables

Variables		Mean/ Mean Rank	Inferential Statistics	p-value	Decision	Interpretation
Age	17 years old and below	3.37	F=8.422	.000*	H0 rejected	Significant
	18-19 years old	3.46				
	20 years old and above	3.28				
Year Level	1st year	3.39	F=16.308	.000*	H0 rejected	Significant
	2nd year	3.47				
	3rd year	3.20				
Course	BSMT	107.29	U=2485.000 Z=-7.138	.000*	H0 rejected	Significant
	BSMAR-E	181.77				
Gender	Male	125.86	U=581.000 Z=-.895	.371	H0 not rejected	Not Significant
	Female	152.67				

*Significant @ .05

The inferential analysis revealed significant differences in respondents' perceptions when grouped according to age, year level, and course, while no significant difference was found based on gender. For age, the ANOVA results (F = 8.422, p = .000) showed that the mean scores of the three groups differed significantly, leading to the rejection of the null hypothesis. Students aged 18–19 years old obtained the highest mean (3.46), indicating more favorable responses compared to the younger group (3.37) and those aged 20 and above (3.28). Similarly, year level demonstrated a significant effect on responses, as shown by the ANOVA result (F = 16.308, p = .000). Second-year students had the highest mean (3.47), followed by first-year students (3.39), while third-year students had the lowest (3.20), resulting in the rejection of the null hypothesis. When grouped according to course, the Mann–Whitney U test (U = 2485.000, Z = –7.138, p = .000) indicated a significant difference, with BSMAR-E students having higher mean ranks than BSMT students, suggesting more favorable perceptions and again leading to the rejection of the null hypothesis. However, gender showed no significant difference in responses, as indicated by the Mann–Whitney U result (U = 581.000, Z = –.895, p = .371), and therefore the null hypothesis was not rejected.

Overall, the findings suggest that respondents' perceptions vary significantly according to their age, year level, and course, but remain consistent regardless of gender. Budao (2021) also emphasized that parents closely monitor and guide students in earlier academic years, fostering better engagement and skill development, which is consistent with the current results.

6. Relationship Between the Respondents' Level of Parental Support and Level of Academic Competence

Table 6

Relationship Between the Respondents' Level of Parental Support and Level of Academic Competence

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Parental support and academic competence	r=.458 (moderate correlation)	.000*	H0 rejected	Significant

Table 6 shows the relationship between the respondents' level of parental support and their level of academic competence. Results showed a Pearson's r value of .458 indicating a moderate correlation. Meanwhile, the probability value of .000 was obtained which was lower than the test of significance at .01, suggesting that there is sufficient statistical evidence to reject the null hypothesis showing a significant relationship between the two variables. This means that the higher the level of parental support, the higher the level of academic competence of the respondents.

Lopez and Dela Cruz (2023) analyzed the impact of parental involvement on the academic achievement of Grade 12 students from Bestlink College of the Philippines. Their study concluded that active parental engagement—such as monitoring performance, communicating with teachers, and providing encouragement—had a significant positive effect on students' academic outcomes.

Conclusion

Based on the findings of the study, the researchers concluded that: Most respondents are 20 years old and above (45.2%), while (39.7%) of respondents were 1st year students mostly enrolled as Bachelor of Science in Marine Transportation (BSMT) program, representing 74.2% of the total sample, In terms of gender distribution, the respondents were predominantly male (97.6%), with only 2.4% identifying as female. The respondents have a very high level of parental support. The respondents have a very high level of academic competence. First year students received a higher level of parental support compared to 2nd and 3rd year. Respondents aged 18 to 19 years old, 2nd year and those who are taking BS Mar Engineering have a higher level of academic competence. The higher the level of parental support, the higher level of the academic competence of the respondents.

Direction for Future Use

The following recommendations are based on the findings and conclusions of this study: Maritime students are encouraged to actively seek and utilize parental support by openly communicating their academic challenges and successes, while also cultivating disciplined study habits and effective time management skills essential for maritime studies. They should fully engage in the academic support services offered by the institution and build a strong support network among peers, instructors, and family members to foster motivation and resilience throughout their academic journey. Parents are encouraged to maintain consistent communication with their maritime student children to provide emotional and academic support, while actively engaging in their academic processes by monitoring study habits and encouraging participation in school activities. They should also create a conducive home environment for learning with minimal distractions and adequate study materials. Additionally, collaborating with instructors and the school administration can help parents stay informed about their children's academic progress and any challenges they may face. Maritime institutions are encouraged to develop programs that actively involve parents in academic activities and provide regular updates about their maritime students, fostering stronger collaboration for student success. They should also offer adequate academic and psychological support services tailored to the unique needs of maritime students. Additionally, facilitating regular workshops and seminars for both parents and students can help emphasize the importance of academic competence and highlight the vital role of parental support. Future research may explore additional contextual factors such as socioeconomic status, parental education levels, and access to learning resources that may influence the impact of parental support on maritime students' academic competence. It would also be valuable to investigate the specific types and quality of parental support—whether emotional, academic, or financial—that most effectively enhance the academic outcomes of maritime students.

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PERCEPTION AND ATTITUDE TOWARDS VESSEL-BASED OUTCOME ASSESSMENT PROGRAM OF SELECTED 1st YEAR MARITIME STUDENTS AT UNIVERSITY OF PERPETUAL HELP SYSTEM LAGUNA

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Abstract

This study described the perception and attitude of selected first-year maritime students toward the Vessel-Based Outcome Assessment Program (V-BOAP) at the University of Perpetual Help System Laguna. Grounded in Ajzen's Theory of Planned Behavior (1991) and Bandura's Social Learning Theory (1977), it examined how these factors influence student engagement in vessel-based learning. Using a descriptive-correlational design, data were collected through a structured questionnaire from randomly selected first-year maritime students during the academic year 2025–2026. Weighted mean, t-test, and Pearson r were used for analysis. Findings revealed positive perception (mean = 3.39) and attitude (mean = 3.39) toward V-BOAP. No significant differences were found when grouped by degree program. However, a high and significant positive correlation ($r = 0.835$, $p < 0.01$) was observed between perception and attitude, indicating that stronger understanding of the program is associated with more positive attitudes and greater motivation to participate. The study concludes that both Marine Engineering and Marine Transportation students share similar views, and their positive perceptions strongly influence engagement in vessel-based learning. Enhancing program awareness, student involvement, and implementation is recommended to sustain readiness and competence in maritime practice.

Keywords: Maritime education, Student engagement, Theoretical behavior, Vessel-based program

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Introduction

The worldwide maritime business functions under a framework of stringent international standards, where professional competence is not only theoretical but strictly operational. To guarantee that prospective seafarers have the skills required for efficiency and safety at sea, Maritime Education and Training (MET) institutions have moved toward outcome-based education as required by the STCW Convention (Standards of Training, Certification, and Watchkeeping). According to Manuel (2017), this shift necessitates a structured and uniform training culture, with assessment programs—especially those centered on vessel operations— acting as the crucial filter for figuring out a cadet's preparedness for the high-stakes world of international shipping. Any training program's efficacy, however, depends not only on the material but also on how the students absorb and use it. Perception is the basic cognitive process by which people arrange, recognize, and interpret sensory data to produce meaningful experiences, according to Keenan (2024). Because this "bottom-up" and "top-down" processing of information lays the foundation for the student's subsequent engagement, a student must first view a vessel-based outcome assessment program as a worthwhile learning opportunity rather than just an administrative obstacle.

This study is based on the Theory of Planned Behavior (TPB) by Ajzen (1991) to comprehend how this initial perspective transforms into academic performance and professional preparation. According to Ajzen, a person's attitude toward a particular activity—in this case, actively participating in and completing the assessment program, predicts their intention to carry out that conduct. Students develop a good attitude and are much more likely to put in the work required to achieve if they believe the assessment is beneficial. Tang and Sampson (2017) provide additional support for this theoretical relationship between attitude and effort in the context of shipping. They contend that motivation is strongly influenced by "perceived job relevance." When seafarers feel that a particular training module is essential to their future career and promotion prospects, their attitude changes in a positive way. As a result, the vessel-based assessment evaluates students' professional motivation and conformity to industry standards in addition to their technical proficiency.

Although there is a clear theoretical link between perception, attitude, and performance, there is still a practical need to explore if these factors differ across various technical specializations within the maritime academy. While BS Marine Engineering and BS Marine Transportation students follow different technical courses, Atienza et al. In 2017, it was suggested that the common environment of the institution tends to create similar attitudes towards things related to school. It's important to know if "Engine" and "Deck" cadets see these assessments in different ways, or if the standard MET culture mentioned by Manuel (2017) has really made everyone have the same point of view. This helps in improving the assessment methods. So, this study wants to find out what people think and feel about the Vessel-Based Outcome Assessment Program. It will gather information to make sure that training stays up-to-date, encouraging, and useful for all future sailors, no matter which part of the ship they work on.

Methods

This study utilized a descriptive-correlational research design as it aimed to examine the relationship between 1st year maritime students' perception and attitude toward Vessel-Based outcome assessment program. This design was appropriate for identifying and analyzing possible correlations between two or more variables without manipulating them. According to Bhat (2023), a correlational study helps determined the degree of association among variables in a real-world context, which makes it highly suitable for this research. Through this quantitative method, the researchers aimed to explore how academic competence and familiarity with ship operations were linked among maritime students at the University of Perpetual Help System Laguna. This method allows for the statistical analysis of data collected through structured questionnaires, enabling the researchers to detect patterns and assess the strength of the relationship between the students' academic abilities and their perception and attitude toward Vessel-Based outcome assessment program. The data collection and analysis aimed to generate insights that might benefit curriculum development and enhanced maritime education programs.

The purpose of this study was to ascertain the perception and attitude toward Vessel-Based outcome assessment program of 61 selected 1st year BS Marine Engineering and BS Marine Transportation students. The population of the study was composed of selected freshmen marine students at the University of Perpetual Help System Laguna. In this inquiry, the random sampling technique was applied. As stated by Gay et al., (2010) for descriptive research, 10% to 30% of the total population could be a sample. Hence, the researchers got 30% of the total population of marine students who enrolled in the program for the academic year 2025-2026. A total of 61 respondents were included in the study. These respondents represented the sample drawn through random sampling and comprised 1st marine students enrolled in the University of Perpetual Help System Laguna during the academic year 2025–2026. This number falls within the recommended 10%–30% sampling range stated by Gay et al. (2010), ensuring that the sample size was adequate and representative of the target population.

The main survey tool that the researchers used to gather data was a structured questionnaire that they created. The questionnaire was composed of three parts. Part 1 dealt with the degree program. Part 2 on perception toward Vessel -Based outcome assessment program. And Part 3 on the attitude toward Vessel-Based outcome assessment.

Experts in marine education, research and statistics validated the instruments used in the study to guarantee their validity and reliability. Revisions were guided by feedback to increase relevance and clarity. The dependability of the internal consistency was evaluated using Cronbach's alpha. This tool could be used to record the perceptual and evaluative aspects of nautical students' Vessel-Based outcome assessment program training. The reliability of the instrument was further confirmed through reliability testing using Cronbach's alpha. For the perception scale, the questionnaire obtained Cronbach's alpha of 0.866 based on standardized items, indicating a high level of internal consistency. Meanwhile, the attitude scale yielded a Cronbach's alpha of 0.960, which reflects excellent reliability. These values demonstrate that the questionnaire items consistently measured the intended constructs in both the perception and attitude components.

Frequency and percentage were used to determine the degree program of the respondents. Weighted means were used to determine the respondents' perception and attitude toward the Vessel-Based outcome assessment program. T-test was utilized to determine the significant difference in the perception and attitude towards the Vessel-Based outcome assessment program of the respondents. Pearson r coefficient will be used to determine the relationship between the respondents' perception and attitude toward Vessel-Based outcome assessment program.

Results and Discussion

1. The Respondents' Degree Program

Table 1
The Respondents' Degree Program

Degree Program	Frequency	Percentage
BS Marine Transportation	18	29.508%
BS Marine Engineering	43	70.492%
Total	61	100%

Table 1 shows the respondents' degree program. Forty-three BS Marine Engineering while only eighteen were taking BS Marine Transportation. In summary, most of the respondents were taking BS Marine Engineering.

2. The Respondents' Perception in Vessel-Based Outcome Assessment Program

Table 2
The Respondents' Perception in Vessel-Based Outcome Assessment Program

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Clearly understand the purpose of the Vessel-Based outcome assessment program	3.49	Positive (A)	2
2. I believe the Vessel-Based assessment is necessary for maritime students.	3.44	Positive (A)	5.5
3. I can easily relate the program to my academic lessons.	3.46	Positive (A)	4
4. The program provides sufficient information about ship familiarization.	3.34	Positive (A)	10.5
5. The Vessel-Based outcome assessment helps me visualize real shipboard operations.	3.36	Positive (A)	8.5
6. The program is organized in a systematic and easy-to-follow manner.	3.51	Positive (A)	1
7. The program enhances my knowledge about safety practices on board	3.43	Positive (A)	7
8. The information provided in the assessment is accurate and reliable.	3.33	Positive (A)	12
9. The Vessel-Based program improves my understanding of maritime industry standards.	3.44	Positive (A)	5.5
10. The activities in the program are realistic and applicable to actual shipboard work.	3.48	Positive (A)	3
11. The program helps me become more confident in ship familiarization.	3.34	Positive (A)	10.5
12. The materials and resources used in the program are appropriate and helpful.	3.36	Positive (A)	8.5
13. The program provides enough opportunities to ask questions and clarify doubts.	3.26	Positive (A)	13
14. I perceived the Vessel-Based outcome assessment as effective	3.25	Positive (A)	14
AVERAGE	**3.39**	**Positive**	

Table 2 represents the respondents' perception regarding Vessel-Based outcome assessment program in their learning progress. All fourteen indicators received very good ratings based on the weighted average, with an overall average of 3.39. This indicates that students thoroughly understand the value of learning in Vessel-Based outcome assessment program.

The claims that Vessel-Based outcome assessment program is to lead more efficient and reliable operations (WM = 3.51, Rank: 1) are among the indicator's highest-rated items. That strongly suggests that respondents prioritize learning about Vessel-Based outcome assessment program.

Overall positive traits towards the advantages of perception towards Vessel-Based outcome assessment program were reflected in the high scores received by the lowest indicators, such as information being provided (WM = 3.33, Rank: 12) and including perceiving the Vessel-Based outcome assessment as effective (WM = 3.25, Rank: 14).

According to Keenan (2024), perception was the complex process through which individuals organize, identify, and interpret sensory information obtained from the environment, such as visual, auditory, olfactory, gustatory, and tactile stimuli. This process allows people to create meaningful interpretations of their experiences, transforming raw sensory data into recognizable concepts. Central to the perceptual process were two forms of processing: bottom-up processing, which begins with sensory detection, and top-down processing, wherein higher cognitive functions interpret sensory information based on context, personal experiences, and expectations. This definition of perception directly connects to the findings in Table 2, which represents the respondents' perception regarding the Vessel-Based outcome assessment program in their learning progress. The high overall average of 3.39 and the conclusion that students "thoroughly understand the value of learning" in the program demonstrate the outcome of this perceptual process, where individuals received information about the program and interpreted it to form the highly rated, positive view. Specifically, the claim that the program "is to lead more efficient and reliable operations" (WM = 3.51, Rank: 1) is a key, positive interpretation or "recognizable concept" formed by the respondents after organizing and identifying the various components of the program's perceived advantages, confirming how their high-level cognitive functions (top-down processing) assigned value and meaning to the sensory/programmatic data.

3. The Respondents' Attitude towards Vessel-Based Outcome Assessment Program

Table 3
The Respondents' Attitude in Vessel-Based Outcome Assessment Program

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. I actively participate in the Vessel-Based outcome assessment program.	3.31	Positive (A)	14
2. I feel motivated to learn more about ship familiarization through the program	3.34	Positive (A)	9.5
3. I have a positive attitude towards activities included in the program.	3.39	Positive (A)	3.5
4. I am willing to spend extra effort to succeed in the program	3.44	Positive (A)	1
5. I believe the program is important for my future career as a seafarer.	3.41	Positive (A)	2
6. I am enthusiastic about applying what I learned in real-life shipboard settings.	3.39	Positive (A)	3.5
7. I value the program as a training ground for discipline and responsibility.	3.36	Positive (A)	7.5
8. I show interest in discussing program topics with my peers.	3.33	Positive (A)	12
9. I am confident in performing tasks related to the program.	3.33	Positive (A)	12
10. I take the program seriously and give my best effort.	3.38	Positive (A)	5.5
11. I feel more prepared for shipboard training after participating in the program.	3.33	Positive (A)	12
12. I consider the program as an essential part of my degree.	3.36	Positive (A)	7.5
13. I encourage my classmates to value and engage in the program.	3.25	Positive (A)	15
14. I am open to feedback and improvement while undergoing the program.	3.38	Positive (A)	5.5
15. I have a positive attitude toward the Vessel-Based outcome assessment program.	3.34	Positive (A)	9.5
AVERAGE	**3.39**	**Positive**	

Table 3 represents the respondents' level of attitude on Vessel-Based outcome assessment program in their learnings. All 15 indicators also received very high ratings based on the weighted mean average, with an overall average of 3.39. This means that 1st year maritime students actively use the abilities and information they have acquired through practical and theoretical learning.

"I believe the program is important for my future career as a seafarer." (WM = 3.41, Rank: 2) was the second most ranked indicator, after "I am willing to spend extra effort to succeed in the program" (WM = 3.44, Rank: 1). These results imply that respondents see Vessel-Based outcome assessment program as both academic necessity and important learning for working in real world maritime situations.

The importance of consistent learning in Vessel-Based outcome assessment program is demonstrated by other high rating indicators like, "I am willing to spend extra effort to succeed in the program (WM = 3.44, Rank 1) and I believe the program is important for my future career as a seafarer. (WM = 3.41, Rank: 2)".

Finally, Tang and Sampson (2017) reported that motivation plays a key role in the learning process when training with new technology in shipping. They found that seafarers' motivation was influenced by confidence in the training's relevance to their job and promotion prospects. Companies could enhance learning by fostering a positive environment, establishing clear policies, and supporting training needs.

Conversely, shifting training costs to seafarers could demotivate them. This relationship is clearly substantiated by the data in Table 3, which measures the respondents' attitude towards the Vessel-Based outcome assessment program. The study confirms Tang and Sampson's findings that "confidence in the training's relevance to their job" drives motivation, as evidenced by the fact that "I believe the program is important for my future career as a seafarer" was the second highest-rated indicator (WM = 3.41, Rank: 2). Furthermore, the "key role" motivation plays in the learning process is visibly reflected in the highest-ranked item, "I am willing to spend extra effort to succeed in the program" (WM = 3.44, Rank: 1), demonstrating that when students perceive the career value mentioned by Tang and Sampson, it directly translates into a willingness to exert the necessary effort to succeed.

4. Difference in the respondents' Perception in Vessel-Based Outcome Assessment Program when grouped according to Degree Program

Table 4
Difference in the Respondents' Perception in Vessel-Based Outcome Assessment Program when grouped according to Degree Program

Degree Program	Mean	t-test	p-value	Interpretation
BS Marine Engineering	3.38	-0.209	0.836	Not Significant
BS Marine Transportation	3.40			
Significance level @ 0.05				

Table 4 presents the difference in the respondents' perception of the Vessel-Based Outcome Assessment Program when grouped according to their degree program. The results show that BS Marine Engineering students obtained a mean score of 3.38, while BS Marine Transportation students had a slightly higher mean score of 3.40. The computed t-test value of -0.209 and the corresponding p-value of 0.836, which is greater than the 0.05 level of significance, indicate that there is no statistically significant difference between the two groups. This means that both BS Marine Engineering and BS Marine Transportation students share similar perceptions of the Vessel-Based Outcome Assessment Program. The results in Table 4 reveal a p-value of 0.836, indicating no significant difference in the perception of the Vessel-Based Outcome Assessment Program between BS Marine Engineering (M=3.38) and BS Marine Transportation (M=3.40) students.

This finding of homogeneity across degree programs aligns with the research of Atienza et al. Relationship Between Maritime Students' Attitude towards School Related Factors and Academic Performance. Asia Pacific Journal of Maritime Education. (2017), who found that maritime students' attitudes toward school-related factors are generally consistent regardless of their specific course, largely due to the standardized nature of their training. Furthermore, Manuel's Vocational and academic approaches to maritime education and training (MET): Trends, challenges and opportunities (2017) emphasizes that the strict implementation of STCW (Standards of Training, Certification, and Watchkeeping) mandates creates a unified "regimented" culture. Because both Engine and Deck cadets live and train in the same semi-military environment, they develop a shared professional identity.

Consequently, as noted by Tang and Sampson, the interaction between regulation and training. (2017), when students from both departments perceive a training program as vital for their future employability, their motivation and positive perception of its utility converge, resulting in the statistical similarity observed in the table.

5. Difference in the Respondents' Attitude towards Vessel-Based Outcome Assessment Program when grouped according to Degree Program

Table 5
Difference in the Respondents' Attitude toward Vessel-Based Outcome Assessment Program when grouped according to Degree Program

Degree Program	Mean	t-test	p-value	Interpretation
BS Marine Engineering	3.41	1.103	0.275	Not Significant
BS Marine Transportation	3.31			
Significance level @ 0.05				

Table 5 presents the difference in the respondents' attitude toward Vessel-Based Outcome Assessment Program when grouped according to their degree program. The results show that BS Marine Engineering students obtained a mean score of 3.41, while BS Marine Transportation students had a mean score of 3.31.

The computed t-test value of 1.103 and the corresponding p-value of 0.275, which is greater than the 0.05 level of significance, indicate that there is no statistically significant difference between the two groups. This implies that both Marine Engineering and Marine Transportation students have a similar attitude toward Vessel-Based Outcome Assessment Program.

6. Relationship between the Respondents' Perception and Attitude toward Vessel-Based Outcome Assessment Program

Table 6
Relationship between the Respondents' Perception and Attitude toward Vessel-Based Outcome Assessment Program

	Pearson r value	p-value	Interpretation
The Respondents' Perception and Attitude toward Vessel-Based Outcome Assessment Program	0.835** High correlation	0.000	Significant
****Significant @ 0.01**			

Table 6 presents the relationship between the respondents' perception and attitude toward ship familiarization. The computed Pearson r-value of 0.835 indicates a high positive correlation between the two variables, meaning that as perception toward Vessel-Based Outcome Assessment Program improves, attitude also tends to improve.
The obtained p-value of 0.000, which is less than the 0.01 level of significance, suggests that the relationship is statistically significant. This implies that there is a strong and meaningful connection between the respondents' perception and their attitude toward Vessel-Based Outcome Assessment Program.

Conclusion

Based on the findings of the study, the study conclusions were drawn. The respondents' perception in a Vessel-Based outcome assessment program is very positive. The respondents' attitude toward Vessel-Based outcome assessment program is very positive. Both BS Marine Engineering and BS Marine Transportation students share similar perceptions of the Vessel-Based Outcome Assessment Program. Both BS Marine Engineering and BS Marine Transportation students have a similar attitude toward vessel-based outcome assessment program. There is a strong and meaningful connection between the respondents' perception and their attitude toward vessel-based outcome assessment program.

Direction for Future Use

Based on the above findings and conclusions, the following recommendations are hereby given: The University should strengthen student orientation and awareness programs about the Vessel-Based Outcome Assessment Program by conducting information sessions and providing clear materials to help first-year students understand its purpose and benefits. The administration should enhance student involvement by establishing regular feedback mechanisms, such as surveys or focus group discussions, to ensure that students' opinions are heard and considered in improving the program. The University should conduct continuous evaluation of the Vessel-Based Outcome Assessment Program and provide faculty development and training to ensure consistent, fair, and effective implementation of the assessment process.

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