

Work values and attitude towards the academic work environment of maritime instructors in one private maritime higher education institution

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Abstract

The Philippine maritime industry is striving to meet the increasing demand for quality and skilled graduates. Maritime higher education institutions are ensuring that their faculty maintain an environment of positive work values and attitudes to help their students reach their highest potential. This study investigated the work values and attitudes towards the work environment of maritime instructors at one private maritime higher education institution during the transition to face-to-face classes. An adapted questionnaire on a 4-point Likert scale was used. Data were collected through total population sampling. Descriptive and correlation analyses were conducted using SPSS. Most of the respondents were men, between the ages of 20 and 39, with 1-3 years of teaching experience. They mostly came from the BS Marine Transportation Department and hold operational level positions. The study found that the most common work values of maritime instructors are professional growth, facing new challenges, and personal gratification. The most common factors of attitude towards the work environment are physical setting, emotional setting, and social setting. There was a statistically significant relationship between work values and attitude towards the work environment. The study concluded that maritime instructors have positive work values and attitudes towards the work environment. The findings of the study can be used to develop strategies to improve the work environment for maritime instructors and to enhance the quality of maritime education.

Keywords: work values, attitude towards the work environment, maritime instructors, face-to-face classes

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1. Introduction

As the Philippine maritime industry strives to meet the increasing demand for quality and skilled graduates, maritime higher education institutions are striving to ensure that their faculty maintain an environment of positive work values and attitudes to help their students reach their highest potential. This is because, through the dedicated teaching values and practices of maritime instructors, the next generation of globally competent maritime professionals is being nurtured to meet the needs of the industry.

Gursoy et al. (2013) explain that values are what people consider to be morally right or wrong. The concept of "value" has different interpretations depending on the field, such as psychology, sociology, and economics. For instance, in psychology, "value theory" is the examination of how people establish, maintain, and accept certain values. Meanwhile, in sociology, value theory is concerned with the values commonly embraced by a collective. When this applies in the educational setting, Biesta et al (2015) argued that the term "teacher beliefs and values" describe how teachers make decisions in the classroom. Teacher values and beliefs are affective, and based on how teachers recall and interpret past experiences with a student, which can be used to label them as "immature" or "bright". In general, work values are the conscious desires and individual needs of people which shape their behavior in the workplace (Pandey & Sharma, 2012).

On the other hand, Ernst Kossek et al. (2022) revealed in theory that there can be both positive and negative changes to the work environment that can affect the wellbeing and values of employees, which is why it is very important to consider. This is why organizations such as educational institutions are now placing a greater emphasis on meeting the needs of their employees, as most organizations recognize the importance of creating a positive work environment to ensure their employees feel cared for and protected (Ahmad et al., 2019). Additionally, Al Omari et al. (2019) said that a good work environment is an atmosphere where employees can work efficiently, safely, healthily, and comfortably, which identified they commonly the two types of work environments: those that are toxic and those that are conducive.

In the recent studies, it reveals that there has been a significant impact on maritime education due to the pandemic, especially as it shifts back to face-to-face learning (Prayogo et al., 2022). This shift in the learning process has had a major effect on students' relationships with the instructor, their peers, and the machinery they were being taught to operate. The pandemic has also put a strain on the teachers' values, who must now take extra precautions to ensure COVID-19 safety while teaching face-to-face classes (Khan et al., 2021). Additionally, Geiger et al. (2018) discovered that instructors in United States are abandoning the profession nowadays due to the poor quality of teacher training programs to enhance values and their negative views of the working environment. In the Philippines, Del Rosario et al. (2022) outline that the Maritime Industry Authority (MARINA), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA) had a joint memorandum circular issued by CHED and MARINA that sets out the guidelines for overseeing maritime education programs, the working environment or facilities, and strengthening the implementation of the STCW Convention and its amendments to ensure that they are providing the best quality education. This is because, according to De Agua et al. (2020), the maritime industry is facing a variety of complex challenges in the 21st century due to globalization, cross-cultural interactions, and technological advancements which is why teachers' values and role in their working environment play an important part in meeting the standards of governing agencies.

The researcher was motivated to investigate the work values and attitudes of maritime instructors in higher education institutions' work environments because he personally witnessed the importance of instilling good

work values in maritime students when he was given the opportunity to teach. The researcher observes that instilling good values in maritime students may start with the work values that they see in their instructor in the learning environment that they have. This study is beneficial to all administrators in different maritime higher education institutions in the Philippines as it can help identify areas for improvement in the maritime instructors' values to ensure that students receive the best education possible. Through this study, they can develop initiatives to support and motivate maritime instructors, leading to a more positive learning environment for students. In a wider view, since maritime industry is critical to the global economy, and regulations like STCW and IMO have been recognized to improve the quality and expertise of maritime professionals. However, the effectiveness of these regulations is dependent on the work values and attitudes of maritime instructors. This study helps the regulatory to examine the work values and attitudes of maritime instructors and their impact on student learning outcomes to inform the development of more effective training programs and instructional practices. Ultimately, ensuring that maritime instructors have the right work values and attitudes is crucial to the success of the industry, benefiting both the maritime industry and society as a whole.

The goal of this study is to determine the work values and attitudes toward the work environment of maritime instructors at one private maritime higher education institution during the transition to face-to-face classes. Specifically, this study intended to: (1) determine the maritime instructor's work values, including professional growth, facing new challenges, and personal gratification; (2) determine the attitude towards the work environment in terms of physical setting, emotional setting and social setting; (3) test the significant relationship between work values and **attitude towards the academic work environment**; and (4) propose an action plan based on the results of the study.

2. Methods

Research Design - The study's outcomes were determined via quantitative methods and a descriptive research design. This kind of research design is beneficial to the study as it allows for the collection of data from the maritime instructors through the distribution of survey questionnaires since most of them were onboard. This quantitative methodology involves the measurement and examination of variables in order to arrive at conclusive outcomes. This method entails the use of numerical data, and the application of particular statistical procedures to address inquiries such as who, how much, what, where, when, how many, and how (Apuke, 2017).

Participants of the Study - The respondents of the study were all professional maritime instructors who taught during the transition of face-to-face classes, beginning in 2021 to the present, from the Maritime Higher Education Institution located in Batangas Province. According to the Maritime Industry Authority, this is the only accredited Maritime Higher Education Institution in the area with a total population of respondents consisted of 82 professional maritime instructors. All 82 instructors participated in the study, which means that the response rate was 100%. Total sampling methods used were most relevant in attaining research objectives.

Data Gathering Instrument - The data for this study collected using an adapted questionnaire of Mejia's (2021), "An Evaluation on the Culture Adaptation Towards Work Environment Aboard the Ship" and Aguado et al (2015), "Teaching Performance and Extent of Work Values among Faculty Members in one Asian Maritime Academy" to suit the needs of the study. The questionnaire had three parts. Part 1 describes the demographic profile of the respondents in terms of sex, length of teaching experience, departments, and ranks. Part 2 consists of the maritime instructor's work values, including professional growth, facing new challenges, and personal gratification. Part 3 consists of indicators of the maritime instructors' attitude towards the work environment in terms of physical setting, emotional setting, and social setting. Each indicator has five questions. Both parts were quantitatively measured using four choices: strongly agree, agree, disagree, and strongly disagree. The researcher gathered data using a Google Form, assuring respondents that all the information provided is only for research purposes. The researcher conducted a pilot test to assess the credibility and dependability of the questionnaire. The test was conducted on twenty (20) maritime instructors. The pilot testing yielded a Cronbach Alpha of 0.90 for variables of work values and 0.93 for attitudes toward the work environment. These results were interpreted

as excellent and indicate that all items are acceptable for data gathering.

Data Gathering Procedure - The researcher presented the proposal for comments and once the final approval of the thesis committee has been given, the researcher begins to adapt a questionnaire. This was validated by the adviser and several maritime instructors. To make sure the questionnaire is valid and reliable, a pilot test was conducted, and the results were suitable for data collection. Once done, the researcher asked the permission to the management of the Maritime Higher Education Institutions in Batangas Province to distribute the questionnaire to maritime instructors who are currently employed in the universities. After approval, the researcher asked the ethics review committee for the validation of instruments and the participants. As for the other respondents who are not affiliated with the university, an email and direct messages on their social media accounts was sent for them to answer the questionnaire. The responses to the survey items will be tallied and sent to the university statistician for statistical analysis.

Data Analysis - Frequency and percentage distribution were used to describe the profile of respondents in terms of sex, age, length of teaching experience, department, and officer ranks. Weighted mean and rank were used to determine the maritime instructor's work values, including professional growth, facing new challenges, and personal gratification; and to determine the attitude towards the work environment in terms of physical setting, emotional setting, and social setting. The result of Shapiro-Wilk Test showed that p-values of two variables are less than 0.05 which means that the data set is not normally distributed. Therefore, Spearman rho was used to test significant relationships as part of the non-parametric tests. All analyzes were performed using SPSS version 28.

Ethical Considerations - The researcher took ethical considerations into account while conducting the research to safeguard the quality and integrity of the data collected. He also sent out letters and contacted the respondents to get their permission before proceeding. Furthermore, the respondents' identities were kept anonymous, with no names being asked for when they complete the surveys. Additionally, the researcher ensures that the respondents are filling out the surveys of their own free will, and that none of them will be hurt or put in danger throughout the study. The approval of ethics committee was also attached in the appendices of this study.

3. Results and Discussions

Table 1

Summary Table on Work Values of maritime instructors

Key Result Area	Composite Mean	VI	Rank
Professional Growth	3.61	Strongly Agree	1
Facing New Challenges	3.54	Strongly Agree	3
Personal Gratification	3.59	Strongly Agree	2
Grand Composite Mean	3.58	Strongly Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 1 presents the summary of work values of maritime instructor. It shows that all factors are strongly agreed with the composite mean of 3.58. All items were assessed by the respondents and among the indicators professional growth got the highest weighted of 3.61 as their work values. This is because maritime faculty members who have shifted from being officers onboard to teaching view their stay as a professional growth opportunity. They are able to share their knowledge and experience with students in their field, which is something they find rewarding. As cited in the study by Aguado et al. (2015) they found that maritime faculty members place a high value on professional growth and change. They are motivated by the opportunity to learn new things, develop their skills, and take on new challenges. The least among the work values of maritime instructors were from facing new challenges which gain 3.54 weighted mean and interpreted as strongly agreed. Many maritime instructors have a background in working on ships, where they were responsible for hands-on tasks. When they transition to a teaching role, they may find it difficult to adjust to the more theoretical and abstract nature of teaching.

According to Estimo, (2020), a maritime instructor needs more than just shipboard experience and subject matter expertise. It is essential that they love to teach and have a burning passion for making a difference. They must also possess a passion for learning, which they communicate through their teaching and can accept challenges when they start to shape young minds.

Table 2

Summary of Attitude towards the Work Environment

Key Result Area	Composite Mean	VI	Rank
Physical Setting	3.49	Strongly Agree	3
Emotional Setting	3.57	Strongly Agree	2
Social Setting	3.59	Strongly Agree	1
Grand Composite Mean	3.55	Strongly Agree	

Legend: 3.50-4.00=Strongly Agree;2.50-3.49=Agree;1.50-2.49=Disagree;1.00-1.49=Strongly Disagree

Table 2 presents the summary of attitude towards the work environment of maritime instructor. It shows that all factors are strongly agreed with the composite mean of 3.55. All items were assessed by the respondents and among the indicators social setting got the highest weighted of 3.659 that affect their attitude towards the work environment they belong. Collaboration is a core value in maritime schools. Interactions between teachers foster social bonds and establish a welcoming environment, which is part of the way of life in the university. According to Geraki (2014), when school administration offers valuable advice and values to faculty members on how to create a supportive environment, it leads to high-performing faculties. Moreso, the least among the attitudes among work environments came from the factor of physical setting. Most of them are new in the field of teaching, together with the updated teaching materials, laboratories and physical facilities that might affect them in teaching. Aguado, et al. (2015) found that many faculty members have academic freedom to design effective instruction and classroom activities for teaching responsible seafaring concepts. However, some of these instructors may lack experience with educational technologies as they were new to this.

Table 3

Relationship Between Work Values and Attitude towards the Work Environment

Variables	rho-value	p-value	Interpretation
Professional Growth			
Physical Setting	0.515**	0.000	Highly Significant
Emotional Setting	0.457**	0.000	Highly Significant
Social Setting	0.461**	0.000	Highly Significant
Facing New Challenges			
Physical Setting	0.569**	0.000	Highly Significant
Emotional Setting	0.609**	0.000	Highly Significant
Social Setting	0.747**	0.000	Highly Significant
Personal Gratification			
Physical Setting	0.790**	0.000	Highly Significant
Emotional Setting	0.694**	0.000	Highly Significant
Social Setting	0.639**	0.000	Highly Significant

** . Correlation is significant at the 0.01 level

As seen in table 3, the computed rho-values ranging from 0.457 to 0.694 indicate a moderate to strong direct relationship among sub variables of work values and attitude towards the work environment. There was a statistically significant relationship between work values and attitude towards the work environment because the obtained p-values were less than 0.01. In the case of maritime instructors, their work values are likely to be shaped by their experiences at sea. They may value things like teamwork, discipline, and a sense of purpose. These values would then influence how they perceive their work environment in a maritime university. If they feel that their work environment is supportive and conducive to learning, they are more likely to have a positive attitude towards their work. On the other hand, if they feel that their work environment is not supportive or conducive to learning, they are more likely to have a negative attitude towards their work. The study of Noah and Steve's (2012) found that there is a significant relationship between work environment and job attitude. The

work environment was found to be challenging, leading to negative behaviors from workers. The study concludes that work environmental factors are important for positive job attitude.

Key Results Areas	Plans/ Projects	Strategies	Persons Involved	Success Indicators
I. Work Values: Facing New Challenges				
Objective 1: To have work that does not do the same thing all the time.	Training RoadMap: This is a training plan for maritime instructors to adopt new teaching techniques and styles to engage all students and create an inclusive learning environment that provides equal opportunities for success by following and attending trainings that was provided every academic year.	Guided and planned attendance to workshops and conferences that can help maritime instructors to learn about different teaching methods	Dean, Assessors, Maritime Instructors and Department Chairmans, Human Resource Management Office – Training Department	85 % students to learn more effectively and to retain the information that they have learned when instructors given complex teaching methods.
Objective 2: To have work that lets them keep solving new problems.	Annual Maritime Conference: This will be spearheaded by the department to let maritime instructors stay up-to-date on the latest trends in the maritime industry by participating in maritime conferences.	They can present their research, network with other experts, and learn about new developments.	Dean, Assessors, Maritime Instructors and Department Chairmans, Human Resource Management Office – Training Department	100 % maritime instructors will be more updated on the current trend in maritime industry
II. Attitude Towards Work Environment: Physical Setting				
Objective 1: To allows maritime instructors to see things work smoothly.	Onboarding Orientation: Prior to starting to teach, maritime instructors will be properly oriented in using the physical environment for them to work smoothly before teaching.	The management may provide orientation sessions as part of their recruitment process for using classroom technology and equipment. These sessions can be helpful for understanding the environment and using resources efficiently.	Dean, Assessors, Maritime Instructors and Department Chairmans, Human Resource Management Office	Maritime instructors can receive 100% helpful guidance and tips on how to effectively utilize the classroom's technology and equipment, as well as navigate the physical environment. instructors.
Objective 2: To provide	Learning Space Facility Committee: This is a group	The management may use the team ensure that the	Dean, Assessors, Maritime	The learning facilities indicators have

maritime instructors with less rigid elements on physical arrangement	of technical working team to assess whether the physical space is designed to be flexible and adaptable and can be easily reconfigured to accommodate different teaching methods and learning styles.	space meets the needs of the users and can be used effectively to support learning.	Instructors and Department Chairmans, Human Resource Office, Facility Management Office	received 90% positive feedback in every semester customer survey.
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4. Conclusions and Recommendations

Based on the findings of this study, here are the following conclusions: In terms of work values, the factors of professional growth, facing new challenges, and personal gratification were strongly agreed to be common work values of maritime instructors. In terms of attitude towards the work environment, factors including physical setting, emotional setting, and social setting are all strongly agreed upon and commonly experienced by maritime instructors. There was a statistically significant relationship between work values and attitude towards the work environment. An action plan was proposed based on the result of the study.

Since more maritime were young, a mentorship program may be proposed to the management of university to provide support and guidance from experienced instructors. This can help younger instructors feel comfortable sharing ideas and learning from each other to improve their work values. This study may suggest the college department to look at the rotation of instructors every semester between different courses to prevent them from getting bored and to expose students to different teaching styles, perspectives, and work environment. The maritime educational institution may use this study to make sure they are updated on industry trends, facilities, and technologies by benchmarking with other leading maritime schools. This helps them ensure that their maritime instructors are well-equipped and up to date in their field. Future researchers may evaluate additional factors when determining work values and attitudes towards the work environment. The maritime higher education institutions might undergo additional review, discussion, or changes to all the suggested plans before it is put into effect.

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