

Course Performance of AIMS Students in Merchant Marine Cadetship–2 (MMCP-2) and its Relationship on their Life Values

Junel Cajurao¹, Jeric Albay², Dhuff Mattheus Ortiz³

^{1,2}Faculty Member, Marine Transportation Department, Asian Institute of Maritime Studies

³Research Head, Academic Research Department, Asian Institute of Maritime Studies

Abstract

This research aims to explore the relationship between the course performance of students in the Merchant Marine Cadetship Program (MMCP), specifically in MMCP-2, and various components of the Life Values Inventory (LVI). By analyzing these associations, the study determined the influence of MMCP training on the development of critical values among maritime students.

The study collected data from maritime students enrolled in MMCP-2 using the Life Values Inventory questionnaire. Correlation analyses were conducted to examine the relationship between course performance and life values. Demographic profiles were also analyzed to explore potential influences on life values. The study utilized existing research to support and contextualize the findings.

The findings revealed that achievement, concern for the environment, and privacy were highly valued by the respondents. These values were aligned with the emphasis on achievement within the institution and the maritime industry's environmental regulations. Conversely, scientific understanding, humility, and financial prosperity were devalued. This raises concerns as scientific understanding and humility are important for the competence and leadership development of maritime professionals. Additionally, financial prosperity should be recognized and promoted among students.

The study highlights the need for revisions in the MMCP-2 course content to align with the essential life values for maritime students. Enhancements should focus on promoting scientific understanding, humility, and financial prosperity. The MMCP should develop programs that foster the development of these values through mentoring, leadership development, and environmental awareness initiatives. Furthermore, educating students about financial management and career prospects can help them appreciate the importance of financial prosperity.

Keywords: Life Values, Course Performance, Merchant Marine Cadetship Program

1. Introduction

Values are the basic beliefs and principles that govern behavior and decision-making. If contextualized in the lens of cadetship training, values are formed through a combination of multitude factors. The training curriculum, the organization's culture, the cadet's personal experiences, and their interactions with trainers and peers determine how values are formed.

Family and personal experiences play an essential role in the process of life values formation. Beliefs, morals, and values are passed down by parents, siblings, and other close family members. Moreover,

personal experiences such as successes, failures, romantic/business relationships, and challenges also influence an individual's values. Aside from the previously mentioned factors, education and exposure to diverse cultures and perspectives can also affect an individual's values. Through learning and interaction with diverse people and cultures, one can broaden their understanding of their world and develop new ideologies, which may shape their values.

In Asian Institute of Maritime Studies, special programs were established to shape proper behavior and instill discipline among its students. One of these programs is the Merchant Marine Cadetship Program (MMCP). The program is a 3-unit course which generally aims to prepare students onboard. This program focuses on shipboard life familiarization, discipline, values development, physical fitness, and personality development. It is offered for 2nd year college students enrolled in Marine Transportation and Marine Engineering programs. This program is divided into two courses: MMCP-1 and MMCP-2. Both courses aim to provide 1 month academic and non-academic in-house training for students. The only difference is that the initial course (MMCP-1) has a shipboard familiarization component while the second course (MMCP-2) has none. Still, both courses instill discipline, values development, teambuilding, and leadership.

Although the program can be considered effective because of the quality of graduates that the institution has produced, no study has been made to evaluate the values that have been formed during their stay in the cadetship program. Moreover, upon documentary review by the researcher it can be construed that specific values are not articulated in the program. Most of the provisions are posited in instilling discipline. Although values formation and work ethics are literally mentioned in the objectives of the program, specific actions on how values will be formed are not mentioned. Therefore, it is essential that a study should be made to complement the program with the appropriate theoretical basis.

Understanding the link between AIMS students' course achievement in the MMCP-2 program and their life values is critical for various reasons. First and foremost, analyzing the components that determine academic achievement in this program can assist educators and administrators in tailoring teaching approaches and support systems for better student learning results. Second, understanding the impact of life values on course performance may help in the selection and coaching of prospective students, guaranteeing a better fit between their core values and the program's requirements.

Furthermore, understanding the connection between course performance and life values provides solid foundations for AIMS students' overall growth. AIMS can generate well-rounded individuals who are not only skilled professionals but also have solid values and a sense of social responsibility by establishing an atmosphere that not only encourages academic performance but also supports personal growth and character development.

According to Skempes (2019) behavior is a major factor that predicts job satisfaction, if it becomes problematic, this could lead to stress, lack of motivation, and reduced work performance. Considering the points from the above-mentioned theory, this paper argues that values play an important role in the lives of seafarers onboard because it predicts human behavior. Thus, this paper tries to evaluate behavior through the theoretical lens of Brown, D., & Grace, K (1993). The researcher would like to confirm if these values from theory correlate with actual measures of positive and negative behavior. Furthermore, this paper would also evaluate if the outcomes of the programs predict the presence of the values identified by the theory. This way, the researcher will be able to demonstrate how values are formed during the conduct of cadetship training. Also, this study would contribute to the growing body of literature regarding

values formation because this would be the first study to correlate formed values and objective measures of performance in the context of cadetship training.

2. Literature Review

2.1 Different Perspectives on Life Values. Individuals' views, attitudes, and ideals about what is essential to one's life are referred to as life to one's. They direct behavior and decision-making and are influenced by social backgrounds, cultural backgrounds and personal histories. Life values may have a big impact on how someone feels about themselves, what their purpose in life is, and general well-being.

According to Schwartz's theory of basic human values, there are 10 broad values, these are: self-direction, stimulation, hedonism, achievement, power, security, conformity, tradition, kindness, and universalism. These values are recognized in all cultures. Whereas stimulation values provide an emphasis on curiosity novelty, and challenge, self-direction values place an emphasis on creativity, independence, and freedom of choice. While accomplishment values focus achievement, competence, and ambition, hedonism values prioritize enjoyment and pleasure. Security values put a higher priority on stability and security values place more emphasis on power and control. Tradition values place a higher priority on respect for customs and traditions than conformity values do on adherence and social norms. While universalism values place a higher priority on social justice, equality, and environmental sustainability, benevolent values stress compassion and care for others (Schwartz, 2017).

Existential philosophy also has a perspective in life values, this perspective emphasizes the importance of finding meaning and purpose to one's life. From this perspective, one must confront the inherent uncertainty and meaninglessness of life and create their own unique values and goals to find fulfillment and transcendence. This requires accepting responsibility, mortality, and inserting a sense of authenticity and integrity to one's life.

Positive psychology also stresses how life values are paramount in promoting well-being and happiness. From this perspective, individuals who live in congruence with their values have greater self-esteem, positive emotions, and satisfaction with life. Positive psychology also stresses the importance of defining one's core values, formulating goals that align with those values, and taking action to achieve those goals. With that, the definition of life values depends on the theoretical definition and cultural perspective. However, it is widely accepted that life values are the basic beliefs and attitudes that govern decision-making, behavior, purpose and general well-being.

2.2 Importance of Life Values. The idea of life values pertains to the beliefs and principles that a person considers necessary for living a purposeful life. These values influence a person's thoughts, behaviors, and decision-making processes. According to the literature study, an individual's wellbeing, life satisfaction, and happiness can be significantly impacted by choosing one set of values over another.

Numerous studies have emphasized the importance of life values over the years. According to Rani et al. (2022), values give meaning to the life of human beings and the education system must instill them in children from a young age. Schwartz (1992) suggested that basic values act as guiding principles that explain how people and communities make decisions and behave in certain ways.

Poirier et al. (2020) stated that materialistic values negatively affect overall happiness, while referring to family and God/religion as life values positively influenced happiness levels. Interestingly, there was also evidence of differences in gender and age. Sortheix et al. (2014) found that benevolence and hedonism values were linked to higher life satisfaction across countries, whereas power and security values were

associated with lower life satisfaction. The researchers also highlighted the importance of taking into account the broader context in which people pursue personal values when examining their implications for life satisfaction.

Ting (2011) examined the impact of life values on college students' mental health and discovered that different values had distinct effects based on gender. Boys' fear of death had a positive effect on their mental health. When it comes to girls, caring for others has positive effects, while their sympathy negatively affects their mental health. Ellis et al. (2017) found that although patients changed their lifestyles as part of programs to enhance their physical health, they were also influenced by other values. According to a study done by Sagiv et al. (2017), people act in ways that allow them to communicate their important values and achieve their underlying goals. To understand human behavior, it is important to understand personal values.

In conclusion, the literature study highlights the importance of life values in influencing the behavior of humans, their decision-making process, and their overall life satisfaction. Values that place high value on family, benevolence, and hedonism are positively associated with happiness and life satisfaction, while the opposite is true for those that prioritize power and security. There are also differences in how values affect mental health based on gender and age. Finally, people act in ways that help them communicate the values that are important to them and achieve their goals. Overall, the reviewed studies emphasize the important role of life values in various aspects of human life and the need to incorporate them in education and personal development.

2.3 Life Values and Career Success. The studies presented below provide proof on the influence of work values on career success, the relationship between different types of values and career success, and the importance of prioritizing work values in career choice.

In their study, Zhu et al. (2020) found that work values have a significant impact on career success. Specifically, it was discovered that the practice of work values related to ease and security, ability and growth, and status and independence have a positive impact on subjective career success. Additionally, the application of the work values of ability, growth, status, and independence had a positive effect on objective career success.

According to Koh (2016), highly successful lawyers in their early to mid-career tended to have high intrinsic and extrinsic work values. This means that they valued both internal and external rewards. Lawyers with this profile had higher subjective career success, while those with the highest objective career success tended to place a higher value on extrinsic rewards. The lack of highly extrinsic profiles among the lawyers surveyed led to a call for a restructure of transactional reward systems in huge law firms.

According to Brown (2002), people who prioritize work values are likely to base their career choice on those values, provided that at least one available job satisfies their values, there is values-based information about occupational options, the difficulty level of putting those options into practice is comparable, and there are enough financial resources to support their chosen path. This is especially true for people with individualistic values.

Elmas-Atay (2017) discovered that all four dimensions of work values fit and subjective career success are positively correlated with each other. Ambition value is related to higher adult wages (Ashby, 2010). Young people who prioritize job advancement often make more money than their counterparts who don't.

In a survey of 151 Chinese employees, Yu (2011) highlighted three dimensions of career values: self achievement, sanitary factors, and prestige. Career values and organizational support were shown to be predictable for career success.

In a study done by Busque-Carrier (2021), it was found that job satisfaction was positively affected by the fulfillment of intrinsic, extrinsic, and social work values. These results suggest that to increase employees' need and overall job satisfaction, promoting growth-oriented work values may be more effective than instrumental work values.

Finally, Moniarou-Papaconstantinou (2015) discovered that intrinsic work values, including opportunities for learning, creativity, autonomy, knowledge application, and innovation, were important factors that predict job satisfaction.

Overall, the researches reviewed suggest that there is a positive correlation between career success and the practice of work values, prioritized work values, intrinsic and extrinsic work values, and need satisfaction. Organization and career development initiatives aiming to improve employee career success should support growth-oriented work values and give employees opportunity to meet their needs at work.

2.4 Demographic Differences in Life Values. The literature reviewed gives insights into the demographic differences in life values. According to Twenge et al. (2010), leisure values increased over generations, while work centrality decreased. Extrinsic values like status and wealth peaked with GenX but were still higher among GenMe than Boomers. Opposite to press releases, GenMe did not favor altruistic work values more than earlier generations. They rated social and intrinsic values lower than Boomers did. Gen X and Millennials place more value on extrinsic values and lower on intrinsic values than Baby Boomers at the same age. Concern for others has slightly decreased across generations.

As demonstrated by Tejerina et al. (2014) in their study, young people prioritize intrinsic life goals, such as meaningful relationships, physical health, and self-acceptance, more than extrinsic goals, such as image, money, and power. Moreover, they listed down gender differences in specific life goals. Chebotareva (2015) found that people from various cultural backgrounds associate their sense of well-being and life satisfaction to different life values. However, life satisfaction correlates with values that are less significant for a particular culture. People who focus on traditional and culturally important values may be less happy than those who place more emphasis on personal ones.

Warr (2008) suggests that older employees tend to endorse job features as important less frequently than younger ones. They less frequently tend to advocate for competitive salary, engaging social interaction, and promotion opportunities. Good job security ratings were not common among older people, and this may be because of the open-ended nature of the study's responses. Fapohunda (2013) suggests that while women place a high value preference on emotions, men tend to value financial rewards more than women do. Women are generally acknowledged to be more emotionally motivated at work and value consistent support and encouragement for a job done more than men do.

A study a few years back examined the role of gender on work values of college students. Llenares et al. (2019) discovered that college students have moderate to weak work values among the ten work values subscales. Gender differences in work values were seen on the aspects of intellectual-achievement, material, and variety. According to Dajani (2018), there is consistency in the high value that instrumental work has for both genders throughout all age groups. The differences between other kinds of work values based on gender and generation are more apparent.

To summarize the studies mentioned, the literature reviewed shows that there are disparities in life values amongst demographic groups. Different generations give importance to different values, such as an increase in leisure values and a decrease in the importance of labor. People also have different specific life goals, depending on their gender. In addition, it has been found that people associate their happiness and sense of fulfillment with different life values, which reflects cultural variances in life values. The results also imply that people of varying age and gender groups may place higher importance on different particular work characteristics.

2.5 Components of AIMS Cadetship Programs and Its Potential Influences on School-Related Constructs. Due to limited research studies on the effects of cadetship programs in general, the researcher decided to focus on the specific effects of the programs and activities carried out during the course of the cadetship program. However, the studies provided are compiled from different contexts. These findings support the idea that if these activities were the main focus of cadetship programs, cadets may similarly anticipate these results. This section includes seven studies that cover different aspects of training and education.

Bychenko (2021) explores the combination of values like self-confidence, hard work and perseverance, and patriotism in the context of military education. The author found that these values are essential for cadets to succeed in their lives, and the quality of potential cadets entering military institutions is improving.

The focus of Robeisl's (2018) research is on how leadership development training affects the growth of leader identities. The author discovered that leadership training can indirectly trigger leader identity development. Moreover, the design of the training, including elements such as theory, exercises, discussions, and case studies, can affect the inclusivity and meaning of leadership.

An et al. (2018) investigated the impact of transformational and transactional leadership training on public and private companies and found that transformational leadership training is associated with increases in behaviors related to transformational leadership and verbal rewards only in public companies. Meanwhile, transactional leadership training is equally effective in both sectors in promoting the use of monetary rewards.

In another study done, Charoensap-Kelly et al. (2016) examined the impact of soft skills training and the delivery method (face-to-face vs. online) on learning and behavioral change. They discovered that while willingness to learn did not affect comprehension, both this factor and delivery methods had a significant impact on reported behavioral change. This finding suggests that the training was successful in teaching employees how to fix their personal communication styles and strengthen interpersonal connections.

When it comes to how soft skills education affects pre-service teacher trainees, Kaur & Kanojia (2016) found that the program improved employability skills, communication skills, and higher-order thinking skills among trainees and was well-accepted.

Furthermore, personality development programs had a positive impact on seven aspects of student character, including courtesy, neatness, leadership, self-concept, communication, time management, and a caring attitude (Jalal et al., 2015).

Finally, Anish et al. (2022) studied the impact of National Cadet Corps (NCC) training on personality development and discipline among students and found that those who participated in NCC training in the Madras Group had higher levels of personality development and discipline than those who participated in other parts of Tamil Nadu.

Overall, these studies highlight how important training and education are in shaping values, developing leadership skills, strengthening soft skills, and enhancing personality development and discipline among students and employees.

2.6 Understanding the Life Values of the Youth. According to Teerakapibal (2020), there are strong correlations between human values and total life happiness, which are moderated by age and cultural area. The study suggests that rational individuals dynamically change their value priorities as they become older to achieve a greater level of overall life satisfaction. Similarly, Çalışkan et al. (2015) discovered that values of safety, benevolence, and conformity positively predicted intrinsic life goals, while values of power and hedonism positively predicted extrinsic life goals.

Developing spiritual values promote well-being by helping individuals find meaning and purpose in life, as these values positively predicted quality of life a year later (Zhang et al., 2014). On the other hand, non-spiritual, self-improvement values did not show any correlation with quality of life. This suggests that spiritual values play an important role in promoting well-being.

Marques et al. (2020) found that Lebanese college students exhibit greater levels of personal and social materialistic values than Portuguese students. These students prioritized normative and promotion values, demonstrating their concern for survival, health, and stability as well as their efforts to achieve success and prestige in their personal, professional, and academic endeavors. This highlights how culture affects value prioritization.

A study suggests that education plays a crucial role in shaping people's values and coping mechanisms, which affects their overall well-being (NOVIKOVA and FOMCHENKOVA, 2020). To be more specific, the authors found that the social institution of education is a factor in the formation of societal, spiritual, and personal values.

Finally, Vedeneyeva et al. (2019) discovered that young people have the most difficulty adjusting to societal socioeconomic and political changes. The research contends that unless a young person's life values - which do not align with conventional ideas and beliefs - are accurately reflected, traditional techniques, metrics, and values cannot be used as a good reference to understand them. This emphasizes how important it is to recognize and respect many people's diverse value systems, especially those of young people, in order to promote their wellbeing.

Overall, the studies presented above demonstrate the dynamic relationship between human values and well-being. They suggest that culture, age, spirituality, education, and socioeconomic factors are important in shaping an individuals' value systems and their overall well-being. Understanding and respecting diverse value systems will help promote the well-being of both individuals and the society as a whole.

2.7 Recommended Approach in Cadetship Programs. Mentoring, networking, and educational opportunities are essential for cadetship programs to be successful. According to Lewis et al. (2016), these programs foster cadets' interest in long-term rural practice and offer a well-structured pathway to achieve their goals. They also point out that targeted scholarship programs with a return-of-service component can be beneficial, especially if they provide ongoing support and encouragement during the transition from undergraduate to postgraduate training.

Participating in the Junior ROTC program also has a positive impact on female self-esteem scores (Pema and Mehay, 2009). While most participants do not join the military, the program still has significant

marginal enlistment effects on their self-esteem. This suggests that the Junior ROTC program has advantages beyond military enlistment and can improve the lives of its participants.

Finally, Pelayaran (2019) discovered that cadets who are built to the highest standards in terms of their attitudes, behavior, mental and moral health, and happiness, are less likely to engage in violent acts against juniors or coaches. This decrease may be seen in the formation of cadets who uphold the reputation of their organization and take responsibility for their duties and work. In order to create a pleasant environment, coaches should work closely and maintain strong relationships with them.

Overall, the research points to the need for cadetship programs to offer plenty of possibilities for mentorship, networking, and education as well as specific scholarship programs with a return-of-service component to aid in the transition from undergraduate to postgraduate school. Participating in such programs, like the Junior ROTC, can have positive effects beyond the program's specific goals. Finally, cadetship programs may see less violent incidents if they place an emphasis on cadet development through the development of positive attitudes, behaviors, and well-being.

3. Methodology

3.1 Research Design. A descriptive-correlational research design was used in this study. Using numerical data borne from the scores derived from the sub variables of the Life Values Inventory and the students' achievement of the MMCP-2 course, this aims to test empirically if a significant relationship exists between these two variables. According to Creswell (2017), this design is suitable for studies that aim to describe and identify patterns and relationships as well as studies that employ multiple quantitative techniques.

3.2 Population, Samples and Sampling Technique. In this research, 176 respondents are surveyed via google forms. The said respondents are Marine Transportation and Marine Engineering students who finished MMCP-2 course last 2nd Trimester, A.Y. 2022-2023. The researcher decided to include all students as respondents of the study. Thus, the sampling technique for this study is complete enumeration. Complete enumeration sampling, commonly referred to as a census, the whole population is analyzed or surveyed. This method is useful when the population is manageable in size and data collection is practical for the entire population. This is to ensure that the data conforms to the basic assumption of normality when testing for relationships and differences. No special qualifications for the respondents were considered by the researcher, to ensure that the results are unbiased, impartial, and can be generalized to the same population. However, due to unavailability and unwillingness of the respondents in participating in the survey only 176 respondents have participated in this study.

3.3 Research Instruments. In this research, one research instrument was used mainly to gather data for the life values of the respondents.

Life Values Inventory (LVI). This questionnaire was developed by Brown et al. (1996) and was widely used in determining adolescents' life values towards identification/modification of values-related initiatives (Ching & Ching 2019; Malaluan, 2022) It measures the respondents' values in terms of achievement, belonging, concern for the environment, concern for others, creativity, financial prosperity, health and activity, humility, independence, interdependence, scientific thinking, privacy, responsibility, and spirituality. Furthermore, this test is suitable for all ages who wanted to learn more about their fundamental beliefs and their priorities. The top three values of the person was determined by scoring and

analyzing the raw scores per each construct. LVI may be applied in a range of contexts, including career counseling, personal development, or relationship counseling. Reliability coefficient was derived from the Cronbach test. These coefficients suggest that the tool is highly reliable. Based on the Cronbach Alpha Coefficient, the test is found to be highly reliable with an alpha of 0.97. The reliability analysis was conducted in a group of 101 2nd year Marine Transportation Students. Furthermore, this test was subjected under expert validation by the Center for Research and Institutional Development to determine its appropriateness in measuring life values.

3.4 Data Records. The record/document below was used to supply the additional data of the study. Specifically in yielding the data for the course performance in MMCP-2.

1. Achievement in MMCP-2. This refers to the respondents' grade on the said subject. The said grade comprises the respondents' grade on various subcomponents such as Interpersonal Relationship, Leadership Skills Development, Advanced Physical Fitness and Personality Development and Advanced Team building enhancement. The said grades are requested from the registrar and the regiment.

3.5 Data Gathering Procedure. Respondents are given an electronic survey online. The data gathering took place upon completion of their MMCP-2 course. An online electronic survey was sent to the respondents upon completion of their MMCP-2 course, the data collection starts.

The researcher completed an informed consent form to guarantee that ethical standards are not violated. Together with these documents, the researcher conducted a brief orientation about their rights and responsibilities in this study.

3.6 Research Ethics. To ensure that ethical guidelines are not violated, the researchers ensured that the research protocol are carried out ethically by complying with the APA Ethical Guidelines for Research (2017) and the AIMS Research Ethics Policies

To ensure that the basic ethical policies of the institution are followed, it was ensured that the authors of this study are aligned in the topic. The authors are Marine Transportation Professors guided by a Psychology professional. The authors committed to full compliance of all research related documentations mandated by the CRID Office. In terms of accuracy of the data, the data borne out from this research was processed by the official statistician of the institution. For the evaluation, the CRID office selected reviewers that are aligned with the topic. These reviewers would not know the authors of this study during their review.

In terms of confidentiality, the researcher ensured that no traces of personal information are disclosed in the study. Furthermore, the researcher allowed respondents to withdraw for any reason when the respondent sees it fit.

3.7 Statistical Treatment and Analysis. Collected data are imported from Google forms and are cleaned and analyzed in SPSS v28. Specifically, the following statistical techniques were used in this study.

1. Descriptive Statistics. This technique was used in presenting the results for research question numbers 1-2. Generally, the frequency, percentage, weighted mean, and standard deviation are presented. This is to present the distribution of data based on the actual responses of the respondents.

2. Multiple Correlation. This technique will be used in determining if there is a significant relationship between achievement in the MMCP-2 courses and Life Values. This technique is used when correlating multiple variables at once.
3. Point Biserial Correlation. This technique was used in determining if there is a significant relationship between the respondents' gender and life values. Generally, this technique is used when correlating dichotomous categorical variables and one continuous variable
4. Spearman Rho Correlation. This technique was used in correlating the respondents' socioeconomic status and life values. This is generally used in correlating ordinal and interval variables.

4. Results

1. Demographic Profile of the Respondents

Table 1: Distribution of the Respondents per Sub Profile

Demographics	Sub profile	Frequency	Percentage
Age	18-20	33	17.64
	21-23	139	79.71
	24-26	4	1.37
Gender	Male	165	93.75
	Female	11	6.25
Program	Marine	139	78.98
	Transportation		
	Marine Engineering	37	21.02
Socioeconomic status	Poor	32	18.18
	Low-income class (but not poor)	34	19.32
	Lower Middle-Income Class	41	23.30
	Middle middle - income class	32	18.18
	Upper middle-income class	21	11.93
	Upper-Income Class (but not rich)	8	4.55
	Rich	8	4.55

Based on the table above, it can be observed that the majority of the respondents have ages ranging from 21-23 years old. This age range comprises 79.71% of the respondents. This is followed by

respondents with ages ranging from 18-20 years old (17.64%). While a minority of the respondents are observed to have ages ranging from 24-26 or 1.37% of the overall sample population. In terms of gender, the majority of the respondents are male. The said group is 93.18% of the overall sample population. Females on the other hand are only 6.25% of the overall sample population. In terms of program, the majority are marine transportation students (78.98%). While a minority of the respondents are marine engineering students (21.02%). In terms of socio-economic status, 23.30% of the respondents are reported to be under the lower-middle income class. Next to the majority are respondents that are reported to be under the low-income class (19.32%). Followed by respondents that are reported to be under the middle middle income class (18.18%) and poor income class (18.18%).

2. Life Values of the Respondents

Table 2. Mean Scores of the Respondents' Life Values

Life Values	Weighted Mean	Standard Deviation
Achievement	13.74	1.801
Concern for the Environment	13.66	1.822
Privacy	13.61	1.900
Responsibility	13.57	1.732
Concern for Others	13.53	1.801
Loyalty to family or Group	13.49	1.792
Creativity	13.35	1.956
Spirituality	13.34	1.826
Health and Activity	13.16	2.046
Independence	13.04	1.934
Belonging	12.82	2.130
Scientific Understanding	12.81	2.027
Humility	12.63	2.055
Financial Prosperity	12.28	2.585

Based on the recommended interpretation of the life values questionnaire, the top three scores of the respondent correspond to his/her actual life values. As shown in Table 2, it can be inferred that in general, maritime students placed greater emphasis on achievement, concern for the environment, and privacy. This suggests that these were perceived by the respondents as values that predominantly guide their behavior. On the contrary, it can be observed that the respondents considered financial prosperity, humility, and scientific understanding as the values that they prioritized the least. This suggests that these values guide the behavior of the respondents to the very least extent. Considering these assertions from data it can be inferred that the students believe that it is necessary to challenge oneself and continuously

work hard to improve. They also believe that it is important to protect and preserve the environment and it is important to have alone time. However, the data can also be interpreted that the students place little emphasis in scientific understanding. Hence, suggesting that it is not that important to use scientific principles to understand and solve problems. They also placed little emphasis on humility and financial prosperity. Thus suggesting that for the respondents making money, buying property, and being modest to one’s achievements are not that important.

3. Respondents Performance in MMCP 2

Table 3: Mean Grades of the Respondents in MMCP-2

	Mean	SD
Lecture 1	95.40	3.287
Lecture 2	87.75	21.338
Lab 1	95.77	5.519
Lab 2	97.97	.446
Final Grade	90.14	7.150

Based on the table above, the respondents have grades ranging from 87.75 to 97.97. These scores suggest that the students have above average performance in their MMCP classes. Furthermore, these grades suggest that the respondents have furthered their interpersonal skills, leadership skills, physical fitness, emotional growth, and knowledge on the trends and issues in the maritime industry since these are learning outcomes as mentioned in their syllabus.

4. Relationships of Life Values and Course Performance

Table 4: Correlation of Course Performance and Life Values

	<i>Lec 1</i>	<i>Lec 2</i>	<i>Lab 1</i>	<i>Lab 2</i>	<i>Final Grade</i>
Achievement	-0.04	-0.04	0.04	0.01	0.13
Belonging	-0.11	0.00	0.06	0.16	0.04
Concern for the Environment	-0.06	-0.08	0.08	0.09	0.05
Concern for Others	-0.09	0.02	0.04	0.02	0.17
Creativity	-0.10	-0.02	0.03	0.02	0.08
Financial Prosperity	-0.11	0.03	-0.01	0.00	0.01
Health and Activity	0.00	-0.02	0.06	0.02	0.07
Humility	-0.08	0.06	0.05	0.04	0.01
Independence	-0.05	-0.02	0.06	0.01	0.10
Loyalty to family or Group	-0.10	-0.07	0.09	0.04	0.09
Privacy	-0.06	-0.05	0.06	0.00	0.12
Responsibility	-0.10	-0.07	0.07	-0.01	0.10
Scientific Understanding	-0.05	-0.02	0.07	0.04	0.03
Spirituality	-0.13	-0.02	0.08	0.09	0.10

Based on the table above, it can be observed that the subcomponents of course performance and life values do not have a significant relationship. Hence, the researchers accept the null hypothesis of the study. To put it simply, the data does not show a strong correlation or connection between these variables. It can also be argued that from this data there is very little evidence that the courses in MMCP-2 predict the presence or intensity of these life values.

Relationship of Life Values, Gender, and Socio-economic Status

Table 5: Correlation of Gender, Socioeconomic Status, and Life Values

	Gender	Socioeconomic Status
Achievement	-0.02	0.01
Belonging	-0.10	-0.02
Concern for the Environment	-0.13	-0.00
Concern for Others	-0.01	0.00
Creativity	-0.07	0.02
Financial Prosperity	-0.06	0.19*
Health and Activity	-0.04	0.05
Humility	-0.04	-0.02
Independence	0.01	0.04
Loyalty to family or Group	-0.04	0.02
Privacy	0.02	0.00
Responsibility	-0.00	0.08
Scientific Understanding	-0.06	0.03
Spirituality	-0.06	0.07

*Significant relationship**

In terms of demographic variables, point biserial correlation was carried out to determine the relationship between gender and life values. From the correlation analysis, it can be inferred that there is no relationship between gender and life values. In terms of socio-economic status, Spearman’s Rho Correlation analysis was carried out. Only financial prosperity and socio-economic status are observed to be positively associated ($r_s (175) = .19, p=0.01$). The rest of the variables (life values) are observed to be unrelated to socio-economic status. However, it should be noted that the positive association between financial prosperity and socioeconomic status is weak but still statistically significant. Thus, suggesting that little increases in financial prosperity there will also be an increase in socioeconomic status and vice versa.

DISCUSSION

The objective of the research is to establish whether there is a relationship between the course performance of students in the Merchant Marine Cadetship Program (MMCP), particularly in MMCP-2, and the various

subcomponents of the Life Values Inventory (LVI). By doing so, the researchers can assess whether the training provided in the MMCP has an influence in the formation of these critical values.

Based on the results of the study, it was shown that the respondents valued achievement, concern for the environment, and privacy the most. This finding can be explained by the fact that achievement is one of the core values of the institution. From the first day of these students, the said core value is heavily indoctrinated in almost all of the core activities of the institution. This is somehow true considering that research has demonstrated that achievement is heavily influenced by the school environment (Wang, M. T., & Eccles, J. S., 2013). Therefore, it is vital for school officials to maintain the competitiveness of the institution to compliment the students' drive for achievement. Other than that, values focusing on achievement has positive effects in the long run. From the study of Wang et al. (2017), achievement is positively associated with life satisfaction. Moreover, the said findings are consistent with the findings of (Ayap, C. D., & Macalalad, J. A., 2016). Their study also indicated that seafarers valued achievement above all things.

Concern for the environment was also valued by the respondents, students are guided by this value since students have a dedicated course for marine environment. They are also heavily indoctrinated by the specific provisions of the IMO regarding marine conservation and protection. In fact, being environmentally aware makes great demands in the life of every seafarer. From complying with pollution regulations to simple waste management, seafarers are required to properly implement these activities based on international and standard guidelines (Akamangwa, N., 2021).

They also valued privacy suggesting that they also need to have alone time. Although school-related justifications are not available explaining why students prefer privacy. Existing research papers have established that solitude has positive and negative benefits. From the research paper of Nikitin et al. (2022), the researchers noted that regardless of age, individuals can greatly benefit from high-autonomy solitude. However, from the research paper of Borg, M.E., & Willoughby, T. (2022) it was mentioned that being alone brings about the unsavory sides of an individual. Thus, suggesting that alone time has negative effects especially to one's mental health. However, the consequences of being alone have a lot of consequences depending on what motivates the individual to be alone. According to Coplan and Bowker (2022), individuals encounter solitary for a variety of causes throughout their lives and subjectively respond to solitude with a wide range of emotions and effects. Some individuals want isolation to escape the stresses of everyday life, for peaceful contemplation, to nurture creative thoughts, or to connect with nature. Others may experience the agony and loneliness of social isolation, withdrawing or being forced out of social contacts.

In contrast, the respondents are also observed to devalue scientific understanding, humility, and financial prosperity. This is an alarming finding considering that the maritime industry has advanced drastically in technology and competency requirements. Thus, enhancement of one's scientific understanding is necessary to cope with the demands of the maritime industry. Another value is humility, it was observed based on the mean scores that this was devalued by the respondents. This is a critical value since students are being trained to be leaders someday and based on recent research, humility is a predictor of leadership and employee well-being (Morris, J. A., 2005; Zhong et al., 2020). Moreover, the said finding seems to be inconsistent with the findings of Torres et al. (2017) stating that one of the primary motivators of maritime students is earning money.

Based on the correlation analyses, it was inferred that the course performance of students in MMCP-2 is not positively associated with any of the life values identified. With that, it is critical to review and revisit

the course content of the said course. In terms of demographic profile, the researchers failed to identify significant relationships between demo profile and life values. This suggests that life values are independent of demographics. Hence, demographic profile has no influence in the formation of life values. Although a positive association was found between socio-economic status and financial prosperity, the relationship between the two variables is considered weak but still significant.

In summary, this research revealed that maritime students valued achievement, concern for the environment, and privacy. While the least valued are scientific understanding, humility, and financial prosperity. Based on existing research, the highly and least valued subdomains of the LVI are necessary to become a competent seafarer. Moreover, the research has also revealed that the course performance is not associated with the subdomains of the LVI. This suggests that the performance of students in the said course is not predictive of the development of the subdomains of the LVI. Moreover, contrary to existing research, the LVI is not influenced by demographics such as gender and socioeconomic status. Although socioeconomic is positively associated with financial prosperity their relationship is weak but statistically significant.

References

1. Akamangwa, N. (2021). Environmental management at sea: What being 'green' means for seafarers. *The World of the Seafarer*, 113
2. An, S., Meier, K.J., Bøllingtoft, A., & Andersen, L.B. (2018). Employee Perceived Effect of Leadership Training: Comparing Public and Private Organizations. *International Public Management Journal*, 22, 2 - 28.
3. Anish, M., Jayaprakash, V., Ganesh, S., Chandrasekar, P., Joseline, X., & Balaji, B. (2022). Personality Development and Discipline Qualities among the National Cadets Corps in Southern India. *Education Research International*.
4. Ashby, J.S., & Schoon, I. (2010). Career success: The role of teenage career aspirations, ambition value and gender in predicting adult social status and earnings. *Journal of Vocational Behavior*, 77, 350-360.
5. Ayap, C. D., & Macalalad, J. A. (2016). Work values and job satisfaction among seafarers in J-Phil marine incorporated. *Asia Pacific Journal of Academic Research in Business Administration*, 2(1), 58-72.
6. Borg, M.E., & Willoughby, T. (2022). What does it mean to be alone? An analysis of interpretations of solitude among adolescents and adults. *Current Psychology (New Brunswick, N.j.)*, 1 - 8.
7. Brown, D. (2002). The Role of Work and Cultural Values in Occupational Choice, Satisfaction, and Success: A Theoretical Statement. *Journal of Counseling & Development*, 80(1), 48–56. doi:10.1002/j.1556-6678.2002.tb00165.x
8. Busque-Carrier, M., Ratelle, C.F., & Le Corff, Y. (2021). Work Values and Job Satisfaction: The Mediating Role of Basic Psychological Needs at Work. *Journal of Career Development*, 49, 1386 - 1401.
9. Bychenko, Y.G. (2021). TRANSFORMING THE VALUES OF ACHIEVING THE LIFE SUCCESS OF MILITARY INSTITUTE CADETS.
10. Çalışkan, H., Sapmaz, F., & Uzunkol, E. (2015). Value Preferences of University Students as Predictors of Life Goals. *Social Indicators Research*, 124, 111-125.

11. Charoensap-Kelly, P., Broussard, L., Lindsly, M., & Troy, M. (2016). Evaluation of a Soft Skills Training Program. *Business and Professional Communication Quarterly*, 79, 154 - 179.
12. Chebotareva, E.Y. (2015). Cultural Specifics of Life Values and Subjective Well – Being. *Mediterranean journal of social sciences*, 6, 301.
13. Coplan, R. J., & Bowker, J. C. (2013). All alone: Multiple perspectives on the study of solitude. *The handbook of solitude: Psychological perspectives on social isolation, social withdrawal, and being alone*, 1-13.
14. Dajani, M.A. (2018). Differences in Work Values by Gender and Generation: Evidence from Egypt. *International Journal of Business Administration*, 9, 9-20.
15. Ellis, J.M., Whited, M.C., Freeman, J.T., Corson, A.T., Jameson, J.P., Greenway, S.B., Sager, D.M., Midgett, E.P., & Varju, E.V. (2017). Life Values as an Intrinsic Guide for Cardiopulmonary Rehabilitation Program Engagement: A QUALITATIVE ANALYSIS. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 38, 309–313.
16. Elmas-Atay, S. (2017). Work Values Fit and Subjective Career Success: The Moderating Role of Work Engagement. *International Review of Management and Marketing*, 7, 113-120.
17. Fapohunda, T.M. (2013). An Exploration of Gender Based Differences in Workplace Values. *International Journal of Human Resource Studies*, 3, 50-61.
18. Jalal, F.H., Daud, N.‘., & Samad, N.A. (2015). THE EFFECT OF PERSONALITY DEVELOPMENT PROGRAMMES ON THE FORMATION OF STUDENTS CHARACTER (1 - 18).
19. Kaur, M., & Kanojia, S. (2016). Effect of soft skills education on self competence of pre-service teacher trainees. *International journal of research in social sciences*, 6, 481-488.
20. Koh, C. (2016). Work-Value Profile and Career Success.
21. Lewis, M.J., Ellis, R., Adusumilli, S.K., & Cameron, I. (2016). Twenty-five years on: outcomes of a longitudinal evaluation of the NSW Rural Resident Medical Officer Cadetship Program. *Rural and remote health*, 16 3, 3846 .
22. Llenares, I.I., Cruz, J., & Española, M.A. (2019). Gender Differences in the Work Values of Filipino College Students. *PRism*, 24.
23. Marasi, S. (2019). Team-building: Developing Teamwork Skills in College Students Using Experiential Activities in a Classroom Setting. *Organization Management Journal*, 16, 324 - 337.
24. Marques, C., do Céu Taveira, M., El Nayal, M., Silva, A. D., & Gouveia, V. (2020). Life values among Lebanese and Portuguese college students: A cross-cultural comparison. *Journal of International Students*, 10(1), 159-180.
25. Moniarou-Papaconstantinou, V., & Triantafyllou, K. (2015). Job satisfaction and work values: Investigating sources of job satisfaction with respect to information professionals. *Library & Information Science Research*, 37, 164-170.
26. Morris, J. A., Brotheridge, C. M., & Urbanski, J. C. (2005). Bringing humility to leadership: Antecedents and consequences of leader humility. *Human relations*, 58(10), 1323-1350.
27. Nikitin, J., Rupperecht, F.S., & Ristl, C. (2022). Experiences of solitude in adulthood and old age: The role of autonomy. *International Journal of Behavioral Development*, 46, 510 - 519.
28. NOVIKOVA, T., & FOMCHENKOVA, G. LIFE VALUES OF MODERN YOUTH TO THE ISSUE OF INSTITUTIONALIZATION OF EDUCATION. *Atlantis Press КОНФЕРЕНЦИЯ: CURRENT PROBLEMS OF SOCIAL AND LABOUR RELATIONS (ISPC-CPSLR 2020) Makhachkala, 17–18 декабря 2020 года.*

29. Pelayaran, P. I. (2019). Cadets Training Program at Makassar Merchant Marine Polytechnic.
30. Pema, E., & Mehay, S. (2009). The Effect of High School JROTC on Student Achievement, Educational Attainment, and Enlistment. *Southern Economic Journal*, 76(2), 533–552. doi:10.4284/sej.2009.76.2.533
31. Poirier, S., Brinthaupt, T.M., Vu, J.K., Remsen, M.A., & Iyer, U.J. (2020). Relationship between Materialism, Life Values, and Happiness in a U.S. College sample. *International Journal of Home Economics*, 13, 96.
32. Rani, S., Beenu, Jindal, H., Gautam, N., & Kumar, S. (2022). Importance of Universal Human Values for Life: A Study. *Asian Journal of Science and Applied Technology*, 11(1), 36–48. <https://doi.org/10.51983/ajsat-2022.11.1.3204>
33. Robeischl, C. (2018). The Influence of Leadership Trainings on Leader Identity Development / submitted by Carina Robeischl, BSc.
34. Sagiv, L., Roccas, S., Cieciuch, J., & Schwartz, S.H. (2017). Personal values in human life. *Nature Human Behaviour*, 1, 630 - 639.
35. Schwartz, S. H. (1992). Universals in the content and structure of values: Theory and empirical tests in 20 countries. In M. Zanna (Ed.), *Advances in experimental social psychology* (Vol.25, pp. 1-65). New York: Academic Press
36. Sortheix, F.M., & Lönnqvist, J. (2014). Personal Value Priorities and Life Satisfaction in Europe. *Journal of Cross-Cultural Psychology*, 45, 282 - 299.
37. Teerakapibal, S. (2020). Human Values and Life Satisfaction: Moderating Effects of Culture and Age. *Journal of Global Marketing*, 33, 177 - 192.
38. Tejerina-Arreal, M., García-Gómez, P., & García-Guardia, M.L. (2014). Life values structure in a Spanish sample of adolescents. *Anales De Psicología*, 30, 627-632.
39. Tejerina-Arreal, M., García-Gómez, P., & García-Guardia, M.L. (2014). Life values structure in a Spanish sample of adolescents. *Anales De Psicología*, 30, 627-632.
40. Ting, L. (2011). AN INFLUENCE STUDY OF LIFE-VALUE ON MENTAL HEALTH AMONG COLLEGE STUDENTS.
41. Torres, D. S., Barlis, J. J. M., Fajardo, I. I. I., & Caroline, D. (2017). Motivation And Restraints Of MAAP Midshipmen In Choosing A Maritime Program AS Associated With Their Academic Performance. In *Global perspectives in MET: Towards Sustainable, Green and Integrated Maritime Transport* (pp. 115-124).
42. Twenge, J.M., Campbell, S., Hoffman, B.J., & Lance, C.E. (2010). Generational Differences in Work Values: Leisure and Extrinsic Values Increasing, Social and Intrinsic Values Decreasing. *Journal of Management*, 36, 1117 - 1142.
43. Twenge, J.M., Campbell, W.K., & Freeman, E.C. (2012). Generational differences in young adults' life goals, concern for others, and civic orientation, 1966-2009. *Journal of personality and social psychology*, 102 5, 1045-62 .
44. Vedeneyeva, Y., Chestyunina, Y., & Trushina, I. (2019). Life Values of Today's Young University Students: Problems of Teacher Education. *ARPHA Proceedings*, 1, 947-957.
45. Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23.

46. Wang, W., Li, J., Sun, G., Cheng, Z., & Zhang, X. (2017). Achievement goals and life satisfaction: the mediating role of perception of successful agency and the moderating role of emotion reappraisal. *Psicologia, Reflexão e Crítica : revista semestral do Departamento de Psicologia da UFRGS*, 30.
47. Warr, P. (2008). Work values: Some demographic and cultural correlates. *Journal of Occupational and Organizational Psychology*, 81(4), 751–775. doi:10.1348/096317907x263638
48. Yu, C. (2011). Chinese Knowledge Employees' Career Values, Perceived Organizational Support and Career Success. *Ibusiness*, 2011, 274-282.
49. Zhang, K.C., Hui, C.H., Lam, J., Lau, E.Y., Cheung, S.F., & Mok, D.S. (2014). Personal Spiritual Values and Quality of Life: Evidence from Chinese College Students. *Journal of Religion and Health*, 53, 986-1002.
50. Zhu, Q., Tan, R., & Li, L. (2020). Relationship between practice of work values and career success: based on the regulating of career adaptability. *Proceedings of the 2020 the 3rd International Conference on Computers in Management and Business*.
51. Zhong, J., Zhang, L., Li, P., & Zhang, D. Z. (2020). Can leader humility enhance employee wellbeing? The mediating role of employee humility. *Leadership & Organization Development Journal*.