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Research Article

Attitude of Maritime Students toward School-related Factors and their Academic Performance: Basis for Policy Intervention

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ABSTRACT

This study aimed to assess maritime students' attitudes toward various school-related factors and how they correlate with their academic performance at Jose Rizal Memorial State University during the first semester of the academic year 2023-2024. Both quantitative and qualitative research methods were employed to gather data for analysis. The results indicated that the respondents strongly agreed with their teachers, other students, class handling, instructional materials, and facilities. Further analysis of the results suggests that there is no significant difference in the respondents' attitude towards school-related factors and their profile in terms of head of household educational level, socio-economic status, and program enrolled. The overall academic performance of 1st-year maritime students was good during the 1st semester of the academic year 2023-2024. It can be concluded that there is no significant relationship between maritime students' attitudes towards school-related factors and their academic performance in major subjects. Hence, Maritime schools may consider adopting the proposed policy intervention developed by the researcher.

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Introduction

The maritime industry plays a crucial role in the global economy, facilitating the transportation of goods and resources across the seas. Maritime education and training are essential for cultivating skilled professionals who can navigate and operate vessels efficiently and safely. One key factor that influences the success of maritime students is their attitude toward their studies.

The attitude of maritime students toward their academic pursuits can significantly impact their performance and success in the program. Studies have shown that a positive attitude toward learning can lead to higher motivation, engagement, and academic achievement (Atienza et al., 2017). Conversely, negative attitudes, such as lack of interest, motivation, and discipline, can hinder students' academic progress and lead to subpar performance. Understanding the attitudes of maritime students towards their studies is essential for educators and policymakers in developing effective strategies to support student learning and enhance academic outcomes in maritime education.

This research aimed to investigate the attitudes of maritime students toward their academic performance and explore the relationship between attitude and academic success in the maritime industry. By examining these attitudes, this study provided valuable insights into the factors influencing academic performance within the maritime education sector.

The College of Maritime Education at Jose Rizal Memorial State University in Dapitan City is home to a sizable student body. Saile et al. (2017) noted that even in a technologically advanced era, these students undergo training under a semi-military discipline. This ongoing discipline can influence students' academic performance in various ways.

However, there is a lack of research focusing on maritime students' attitudes toward educational factors and their link to academic success, underscoring this study's importance. As an onboard training supervisor within the College of Maritime Education, the researcher is deeply committed to understanding how students' attitudes relate to their academic performance, particularly as they prepare for onboard training. The shift from theoretical learning in the classroom to practical applications onboard often exposes significant gaps in student readiness, influenced by their attitudes toward education. For example, students with a positive disposition toward teamwork tend to excel in collaborative training exercises. Those who have a pessimistic outlook, however, might find it difficult to adapt to the demands of onboard operations.

Students who have a positive attitude toward teamwork, for instance, typically perform well in cooperative training activities. At the same time, those with a negative perspective may find it challenging to adjust to the demands of onboard operations (Salas, E., Sims, D. E., & Klein, C. 2004).

This research examined maritime students' views regarding their instructors, peers, classroom practices, instructional resources, and facilities. It also investigated whether a meaningful correlation exists between students' attitudes and academic

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success. Recognizing these attitudes is vital, as issues like ineffective communication during emergency drills or a lack of enthusiasm for hands-on training can significantly affect safety and performance in real maritime situations.

By identifying the elements that shape student attitudes, this study aimed to propose interventions that could improve both academic performance and practical readiness, ultimately enhancing the safety and success of students as they embark on their maritime careers.

The results of this research will guide the development of future educational policies and interventions designed to improve the overall academic experience for maritime students if the findings suggest the need for modifications to the Onboard Training Manual. The researcher champions these changes to develop proposals for the Board of Regents to review.

Theoretical Consideration

This study is anchored on the Theory of Planned Behavior (TPB), originally formulated by Ajzen (1991 as cited in Atienza, et al. 2017). TPB posits that attitudes, subjective norms, and perceived behavioral control shape behavioral intentions, which in turn drive actual behavior. Applying this to maritime education, students' attitudes toward school-related factors—such as teaching quality, instructional materials, and facilities—are key determinants of their intentions to engage academically and consequently influence their performance.

Furthermore, positive attitudes toward instructional materials and facilities, along with teacher quality and classroom dynamics, were significantly correlated with better academic achievement. By integrating TPB and this contemporary evidence, the present study can pinpoint which school-related factors most strongly shape students' attitudes and behaviors, thus establishing a clear pathway from school environment through intention to academic outcomes.

Lastly, TPB offers clear policy implications: if institutions understand how these factors feed into students' attitudes and intentions, they can craft interventions that enhance learning environments—improving facilities, instructional quality, and teacher engagement. This theoretically grounded and empirically supported approach ensures both coherence and relevance, enabling data-driven recommendations for institutional policies aimed at bolstering maritime student performance and motivation.

The concept of Atienza et al. (2017) serves as the foundation for this study. The authors explored the correlation between academic performance and the attitude of maritime students toward various school-related factors, including teachers, other students, class handling, instructional materials, and facilities. The study found that maritime students had a highly positive attitude, primarily toward school facilities and instructional materials, followed by other students. However, their attitude toward teachers and class handling was comparatively lower. Notably, positive attitudes toward teaching and learning processes were positively correlated with academic performance.

This study is directly related to the researcher's study on the attitude of maritime students and their academic performance, as it provides a framework for examining how student attitudes toward various aspects of their academic environment can impact their academic performance. By building on the findings of Atienza et al. (2017) and focusing specifically on maritime students, the researcher can investigate how their attitudes toward aspects such as teachers, peers, class structure, and resources may influence their academic success in a unique educational context. The results can provide valuable insights for educators and policymakers in the maritime sector to understand how to support students in achieving their academic goals.

Education aims to create an atmosphere conducive to learning and instruction that facilitates the growth of intended transformations in pupils, encompassing the acquisition of constructive values and attitudes and more excellent knowledge (Reyes, 2013; Agena, 2015). In this regard, altering or improving students' attitudes toward school-related factors could facilitate acquiring the necessary skills that are required post-graduation. This statement suggests that by changing or improving students' attitudes towards school and education, they can better acquire the necessary skills and knowledge needed for success after graduation. Education aims to cultivate an atmosphere that promotes beneficial transformations in learners, enhancing their knowledge, skills, attitudes, and values. Students can better achieve their academic and personal goals by focusing on improving attitudes and creating a conducive learning environment.

Attitude is a crucial determinant of success in the learning process, and cultivating a positive attitude can lead to better outcomes and personal growth. Both educators and students need to recognize the impact of attitude on learning and work towards fostering a positive and open mindset.

The academic performance of college students is considered a measure of their capacity to carry out tasks effectively and efficiently because it demonstrates their understanding and mastery of the subject material. Students who perform well academically typically demonstrate their ability to comprehend and apply complex concepts, analyze information critically, and communicate effectively (Miller, R., & Doyon, M., 2015).

A positive attitude towards learning can lead to increased engagement, higher academic achievement, and a willingness to overcome challenges. Conversely, a negative attitude can hinder progress, limit potential, and hinder the ability to learn effectively (Dixon, 2016).

According to Zimmerman, Bandura, and Martinez-Pons (1992), cited by Bakar et al. (2010), students who had a positive attitude toward their academics tended to perform better in their studies. This suggests that there is a strong connection between students' attitudes and their academic achievement. A positive attitude towards academics can manifest in various ways, such as showing enthusiasm for learning, being motivated to succeed, and having a growth mindset that allows for perseverance and resilience in the face of challenges. When students possess these attitudes, they are more likely to engage with their studies, seek help when needed, and persist in mastering complex concepts.

Methods

This study utilized a mixed-method design to investigate the attitudes of 107 maritime students towards various school-related factors, including teachers, other students, class handling, instructional materials, and facilities. The researchers used a purposive sample technique and the triangulation method to collect information from the students, minimizing bias. The survey questionnaire was divided into two parts: one assessing the attitudes of maritime students and the other evaluating their academic performance. The attitude of maritime students was adapted from Atienza et al.'s standardized questionnaire, consisting of 50 items: attitude towards any teacher, attitude towards other students, attitude towards how classes are handled, attitude towards instructional materials, and attitude towards facilities. The academic performance of maritime students during the first semester of 2023-2024 was also analyzed.

The researcher conducted a pilot test on 55 maritime students who were not the actual respondents of the study. A reliability

assessment yielded a Cronbach's coefficient alpha of 0.938, indicating strong internal consistency. Data collection began after the adviser's approval, and consent forms were distributed to participants. The modified standard questionnaires were submitted for validation by the chairman and panel members of the Graduate School, ensuring relevance and ethical standards in research. The final draft was then reviewed by three experts in the discipline, and the final draft was submitted to the adviser for final checking.

In conclusion, this research aimed to explore the attitudes of maritime students towards school-related factors and their academic performance. By combining quantitative and qualitative methods, the study provided valuable insights into the attitudes of maritime students towards school-related factors. The researcher conducted a study on the attitudes of maritime students towards various factors related to their school, using interviews and recordings. The data was collected, analyzed, and categorized using frequency count, percentage, and weighted mean. The data was then categorized manually, identifying significant patterns and drawing meaningful insights. The questionnaire used was modified and scored on a scale of 1 to 5, with 1 being "Strongly Disagree (DA)," 2 being "Disagree (D)," 3 being "Neither Agree nor Disagree (N)," 4 being "Agree (A)," and 5 being "Strongly Agree (SA)."

The data was then subjected to appropriate statistical analyses using the SPSS program for descriptive and inferential statistics. The researcher upheld the participants' rights and dignity, explaining the study's goals, participants' rights, and the dangers of participating. Personal information shared by the respondents was kept confidential, and the questionnaire was designed to minimize potential risks to participants.

The study was conducted unbiasedly and objectively, with the data collected only for its intended purpose. The researcher is committed to upholding the principles of honesty and integrity, adhering to high moral standards, and ensuring that the research process is honest, unbiased, and free from fraudulent practices. They take full responsibility for the study's outcomes, ensuring they are valid, reliable, and adequately reported. Ethics clearance from Western Mindanao State University was secured.

Results and Discussion

Students' Attitude Level

Table 1 shows the weighted mean distribution of the students' attitude level along with the school-related factors toward teachers. As reflected in Table 3, statement number 8 obtained the highest mean rating of 4.523 and is interpreted as "strongly agree," which implies that their teacher's attitude inspires them with confidence in their abilities. When students have a teacher who demonstrates a positive attitude toward their work and capabilities, it can significantly impact their confidence levels and motivation.

Table 1

Level of Attitude Manifested by the Students on School-Related Factors Toward Teachers

Attitude Towards Teachers	**Average Weighted Mean**	**Descriptive Rating**
Know the subject.	4.467	*Strongly Agree*
Grade fairly.	4.028	*Agree*
Give individual help willingly.	4.271	*Strongly Agree*
Give test questions that are clearly understood.	4.262	*Strongly Agree*
Understand young people	4.280	*Strongly Agree*
Are natural leaders.	4.215	*Strongly Agree*
Can talk well on many subjects	4.140	*Agree*
Inspire the students with confidence in their own abilities.	4.523	*Strongly Agree*
Make the subject matter interesting.	4.308	*Strongly Agree*
Use vocabulary best suited to the average students	4.084	*Agree*
Mean	**4.258**	***Strongly Agree***

According to a study by Pajares and Schunk (2001), supportive and encouraging teachers have been shown to foster a growth mindset in their students, leading to higher levels of self-efficacy and academic achievement. By believing in their students and providing positive reinforcement, teachers can help students develop confidence in their abilities, ultimately leading to tremendous success in their academic pursuits.

While statement number 2 obtained the lowest mean rating of 4.028 with a descriptive rating of agree, their teacher graded them fairly. This statement suggests that the students in the study believed their teacher had graded them somewhat, as indicated by the low mean rating of 4.028 and the descriptive rating of "agree." This finding is consistent with previous research that has shown that perceptions of fair grading can positively impact students' academic outcomes and motivation (Brookhart, 2013; LoPresti, Salter, & Leazer, 2016). According to a study conducted by Brookhart (2013), students who believed that reliable criteria determined their grades and regularly applied them had higher levels of motivation to participate in learning activities and actively pursue personal growth.

Similarly, research by LoPresti et al. (2016) demonstrated that perceptions of fair grading practices were related to students' sense of belonging in the classroom and overall satisfaction with their educational experience. Therefore, the finding that students rated their teachers as fair graders is crucial for their satisfaction and motivation, and it has broader implications for their academic success and overall well-being.

Tabel 2 presents the level of attitude manifested by the students on school-related factors toward other students. As reflected, generally, the respondents strongly agreed. This statement suggests maritime students have a positive attitude toward working with other students. This attitude likely stems from a belief in the benefits of group work, such as gaining different perspectives, learning from others' experiences, and improving critical thinking skills. By expressing a willingness to collaborate with their peers, the respondents show an openness to new ideas and a desire to engage with others productively and respectfully. This statement reflects a mindset that values teamwork and recognizes the potential benefits of working with others in an educational setting.

Table 2

Level of Attitude Manifested by the Students on School-Related Factors Toward Other Students

Attitude towards Other Students	**Average Weighted Mean**	**Descriptive Rating**
I find it easy to take a genuine interest in the	4.178	*Agree*

activities of some of my classmates.		
Some of my friends/classmates consistently do things of which I approved.	3.944	*Agree*
Maritime students are matured socially and emotionally.	3.729	*Agree*
Some people whom I know are humble and or easy to live with.	4.150	*Agree*
The success of most students I know seems primarily from their determination and motivation	4.271	*Strongly Agree*
I am happy to help other students who are struggling academically.	4.336	*Strongly Agree*
I treat all students with respect, regardless of their background or physical appearance.	4.636	*Strongly Agree*
I am willing to listen to and consider different perspectives from my fellow students.	4.636	*Strongly Agree*
I believe that collaborating with other students can enhance my learning experience.	4.645	*Strongly Agree*
I am comfortable working in groups.	4.290	*Strongly Agree*
Mean	**4.275**	***Strongly Agree***

According to a study by Lin and Chiu (2016), students often believe collaborating with their peers can help improve their learning experience. The study found that students in collaborative learning environments could understand complex concepts better and develop problem-solving skills through interactions with their classmates. However, maritime students agreed that they are mature socially and emotionally, with a weighted mean of 3.729, which suggests that respondents rated the maturity of maritime students in these aspects reasonably high. This finding indicates that most respondents perceive Maritime students to possess substantial social and emotional maturity. A study conducted by Abarri and Pongcol (2020) examined maritime students' social and emotional maturity through a survey distributed to stakeholders in the marine industry. The weighted mean of 3.729 in this statement could be similar to the findings of their study, where respondents perceived Maritime students to possess high levels of social and emotional maturity. Overall, this interpretation suggests that there is a consensus among stakeholders and peers that maritime students demonstrate maturity in their social and emotional aspects, which is essential for their success in the maritime industry.

Table 3 presents the level of students' attitude on school-related factors toward the way classes are handled. As revealed, majority of the respondents strongly agreed. This statement suggests that the respondents value having a teacher who is open and receptive to communication from students. They appreciate it when a teacher is easy to approach and willing to aid or clarify any questions or concerns that may arise. This indicates that the respondents value a supportive and communicative relationship with their teacher, which can enhance their learning experience and help them feel more comfortable and confident in the classroom. An open-minded teacher can also cultivate a favorable and efficient student learning atmosphere.

The grand mean rating of 4.524 further supports this interpretation, indicating that most students feel very positively about their teachers and how classes are conducted. This high rating suggests that the students find their teachers effective, engaging, and supportive in their approach to teaching. It can be interpreted that maritime students have a positive attitude towards how their teachers handle their classes. The fact that they strongly agree with this statement suggests that they have high satisfaction and confidence in their teachers' capabilities.

According to Smith et al. (2020), the maritime students' strong agreement and high mean rating suggest they have high trust and satisfaction in their teachers, which will likely contribute to a positive and successful learning experience.

Table 3

Level of Attitude Manifested by the Students on School-Related Factors Toward the Way Classes are Handled (n = 107)

Attitude Towards the Way Classes are Handled	**Average Weighted Mean**	**Descriptive Rating**
I like to participate in the discussion with my teacher.	4.336	*Strongly Agree*
I like to do practical exercises and seat works	4.121	*Agree*
I like it when the teacher always asks questions to students.	4.140	*Agree*
I like laboratory classes to enhance my hands-on experience	4.673	*Strongly Agree*
I like it when the teacher effectively communicates the lesson objectives and expectations.	4.673	*Strongly Agree*
I like it when the teacher provides clear explanations and demonstrations of concepts.	4.701	*Strongly Agree*
I like when the teacher engages students in meaningful discussions and activities.	4.682	*Strongly Agree*
I like it when a teacher encourages student participation and feedback	4.636	*Strongly Agree*
I like when the teacher is approachable and available for questions or concerns.	4.720	*Strongly Agree*
I feel supported when the teacher provides timely and constructive feedback on student class standing.	4.561	*Strongly Agree*
Mean	**4.524**	***Strongly Agree***

Table 4 presents the weighted mean distribution of the students' attitude level along the school-related factors toward instructional materials. *Statement 1, "Help students understand the lessons," received the highest mean rating of 4.477, indicating a strong agreement.*" This information indicates that the maritime students feel very positively about the instructional materials provided in their courses. The fact that they strongly agreed with the statement suggests that the materials are effective in helping them understand the lessons being taught. The high mean score of 4.477 further reinforces this idea, indicating that most students find the materials clear, informative, and useful in enhancing their learning experience.

The findings are similar to the results of Magtibay, et al. (2015). The results showed that most of the instructional materials in LIMA were able to utilize, though some students were not mindful of the available aids so they are not able to maximize the function of it. Awareness of the materials available can enhance one's memory, focus and concentration, writing skills, and analytical thinking abilities. The study yielded that most of the respondents were satisfied with the instructional materials in relation to various criteria. The respondents believed that conditions and quality of instructional materials were not optimal of its price and instructional aids were late in late in the field of technology and advancement. The demand of maritime students to have a competitive edge on the instructional aids includes the all materials offered by an educational institution wherein these should meet the satisfaction of these students in all key areas and problems; otherwise, such institution has to take appropriate action and measure to improve its services

Table 4

Level of Attitude Manifested by the Students on School-Related Factors Towards Instructional Materials (n = 107)

Attitude Towards Instructional Materials	**Average Weighted Mean**	**Descriptive Rating**
Help students understand the lessons.	4.477	*Strongly Agree*
Suitable for Maritime students.	4.449	*Strongly Agree*
Enhance the learning experience.	4.449	*Strongly Agree*
Give a better appreciation of the topics being discussed	4.364	*Strongly Agree*
Develop better concentration on the lessons.	4.318	*Strongly Agree*
I feel supported when the IM provides a better example of conceptual learning.	4.346	*Strongly Agree*
I feel supported when the IM provides opportunities/activities that would enhance retention skills	4.383	*Strongly Agree*
I feel supported when the IM provides activities that improve my vocabulary	4.439	*Strongly Agree*
I feel interested in the IM when it caters to visual learners	4.439	*Strongly Agree*
I feel interested in the IM when it creates an engaging environment for students to learn better.	4.458	*Strongly Agree*
Mean	**4.416**	***Strongly Agree***

Table 5

Level of Attitude Manifested by the Students on School-Related Factors Towards Facilities (n = 107)

Attitude Towards Facilities	**Average Weighted Mean**	**Descriptive Rating**
Adequate books are available at the library.	4.224	*Strongly Agree*
There are adequate laboratories in the school.	4.290	*Strongly Agree*
Classrooms are wide enough.	4.206	*Strongly Agree*
The environment is conducive to learning	4.159	*Agree*
The classrooms are well-ventilated.	3.925	*Agree*
I could focus on my academic tasks when the recreational facilities are well-equipped and maintained.	4.327	*Strongly Agree*
I could focus on my academic tasks when the campus security measures make me feel safe.	4.430	*Strongly Agree*
I could focus on my academic tasks when the campus transportation services are convenient.	4.336	*Strongly Agree*
I could be at my best when the library provides electronic resources.	4.299	*Strongly Agree*
I could be at my best when the campus has an IT structure that provides stable internet connectivity.	4.411	*Strongly Agree*
Mean	**4.261**	***Strongly Agree***

Table 5 presents the weighted mean distribution of the students' attitude level along the school-related factors toward facilities. Generally, majority strongly agreed in all of the indicators. *Statement 2, "There are adequate laboratories in the school.*" This information indicates that the maritime students feel very positively about the facilities provided in their courses.

The fact that they strongly agreed with the statement suggests that the facilities are effective in helping them applying the theory into practice. The high mean score of 4.336 further reinforces this idea, indicating that most students find the laboratories, library, classrooms, canteen, gym, etc. have helped them in enhancing their learning experience. Findings supported the study of

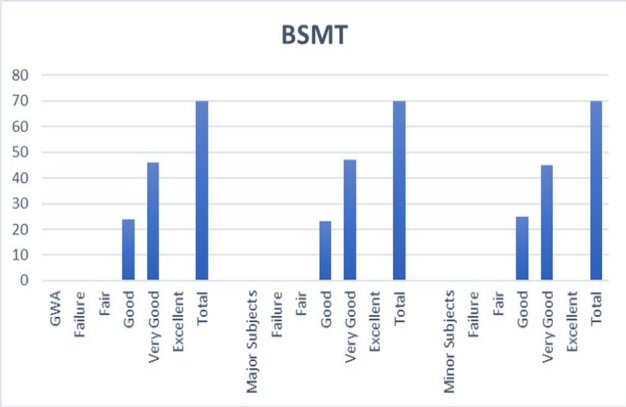
Atienza, et al. (2017) in which Maritime students have positive attitude primarily in the school facilities followed by instructional materials and other students while the least variables towards teachers and the way classes are handled.

Academic Performance

Figure 8 shows the bar graph of the academic performance of 1st-year Maritime students during the first semester of the academic year 2023–2024. See Appendix N for the table of the academic performance of 1st-year Maritime students during the first semester of the academic year 2023–2024. The BS in Marine Transportation students obtained a mean rating of 1.56. This means that the students are very good at their significant subjects. However, students enrolled in a BS in Marine Engineering got a weighted mean of 1.55, interpreted as very good. The result implies that the academic performance of the first-year Maritime students is within the standard set by the school. The overall mean rating of 1.56 for all maritime students suggests that the performance of first-year students in this field is within the standard set by the school. This indicates that the academic performance of maritime students is satisfactory and meets the school's expectations.

Figure 1

Academic Performance of 1st-Year Maritime Students, First Semester AY 2023–2024

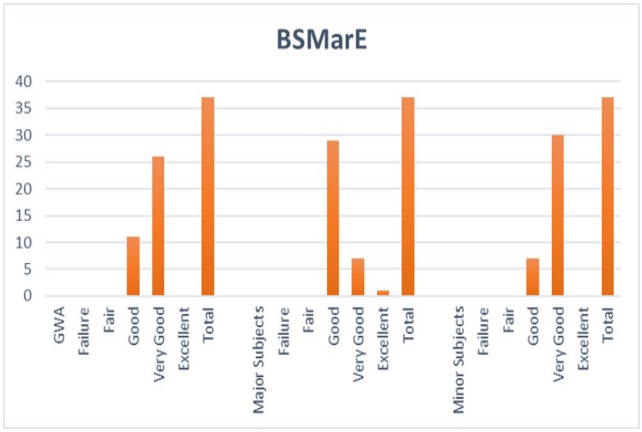


It is important to note that these mean ratings only provide a general overview of academic performance and do not capture students' strengths and weaknesses. It would benefit the school to conduct further analysis to identify specific areas where students may need additional support or improvement. This could help ensure that all maritime students are given the necessary resources to succeed academically. Further, based on the information provided, it appears that BS Marine Engineering students had a slightly higher overall grade compared to BS Marine Transportation students. The grade of 1.55 for BSME students is classified as "Very Good," while the grade of 1.56 for BS Marine Transportation students is categorized also as "Very Good."

Among the 107 marine students, there are also more BS Marine Transportation students (70) than BS Marine Engineering students (37). This could indicate that the BS Marine Transportation degree is more popular or has a greater enrollment rate than the BS Marine Engineering program. Overall, the data indicates that BS Marine Engineering students did marginally better academically than BS Marine Transportation students in terms of main course grades. However, individual student performance may differ, and other factors such as course difficulty or instructor quality may also impact these outcomes.

Figure 2

Academic Performance of 1st Year Maritime Students During the First Semester of Academic Year 2023 – 2024



Test for differences in the attitude of maritime students towards school-related factors when grouped according to their profile

Table 6 displays the test for differences in the attitude of maritime students towards school-related factors when grouped according to the program enrolled. With regards to the attitude towards any teacher, which obtained a p-value of 0.295, greater than 0.05 level of significance, the null hypothesis of no significant difference is accepted. This means that there is no significant difference in the attitude of maritime students towards school-related factors when grouped according to the program enrolled.

With regard to the attitude of maritime students towards school-related factors, the p-values for attitudes toward other students, the way classes are handled, instructional materials, and facilities were 0.257, 0.078, 0.074, and 0.723, respectively. Since all of these values are greater than the 0.05 significance level, the null hypothesis of no significant difference is accepted. This implies that there is no significant difference in the attitudes of maritime students toward school-related factors—including other students, class handling, instructional materials, and facilities—when grouped according to their enrolled program.

Table 6

Test for differences in the attitude of maritime students towards school-related factors when grouped according to the program enrolled

Attitude of maritime students toward school-related factors	Program Enrolled	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P-value At 0.05	Interpretation
Towards Teachers	BS Marine Transportation	70	51.72	3620.50	1135.500	.295	Not Significant
	BS Marine Engineering	37	58.31	2157.50			
	Total	107					
Other Students	BS Marine Transportation	70	51.54	3607.50	1122.500	.257	Not Significant
	BS Marine Engineering	37	58.66	2170.50			

	Total	107					
The Way Classes are Handled	BS Marine Transportation	70	50.19	3513.00	1028.000	.078	Not Significant
	BS Marine Engineering	37	61.22	2265.00			
	Total	107					
Towards Instructional Materials	BS Marine Transportation	70	50.11	3508.00	1023.000	.074	Not Significant
	BS Marine Engineering	37	61.35	2270.00			
	Total	107					
Towards Facilities	BS Marine Transportation	70	54.77	3834.00	1241.000	.723	Not Significant
	BS Marine Engineering	37	52.54	1944.00			
	Total	**107**					

This study contrasts with the research conducted by Atienza et al. (2008), titled "Relationship Between Maritime Students' Attitude towards School-Related Factors and Academic Performance." They explored the correlation between academic performance and the attitude of maritime students toward various school-related factors, including teachers, other students, class handling, instructional materials, and facilities. The study found that maritime students had a high positive attitude primarily toward school facilities and instructional materials, followed by other students. However, the maritime students' attitude toward teachers and class handling was comparatively lower than their attitudes toward other factors. Importantly, positive attitudes toward teaching and learning processes were positively correlated with academic performance.

Another study by Agena et al. (2015) focused on the social environment within the classroom for marine transportation and marine engineering students. It emphasized the need to improve factors that influence the learning process. While not directly related to other students, this research discusses classroom dynamics and their impact on student attitudes. Flores et al. (2015) investigated the attitude of high- and low-performing junior marine engineering students toward school facilities and services. Although not specifically about other students, it reveals how attitudes affect academic outcomes.

In summary, while there may not be significant differences in attitudes toward other students based on program enrollment, understanding these attitudes remains crucial for enhancing the overall learning environment for maritime students.

Table 7

Test for differences in the attitude of maritime students towards school-related factors when grouped according to Socio-Economic Status (Family Income)

Attitude of maritime students toward school-related factors	**Socio-Economic Status (Family Income)**	**N**	**Mean Rank**	**df**	**Chi-Square**	**p-value at 0.05**	**Interpretation**
Towards Teachers	LOWER MIDDLE	56	56.45	4	4.477	.345	Not Significant
	MIDDLE	36	49.07				
	UPPER	8	54.50				
	HIGH	6	67.50				
	RICH	1	9.50				
	Total	107					
Other Students	LOWER MIDDLE	56	54.21	4	2.624	.623	Not Significant
	MIDDLE	36	54.08				
	UPPER	8	52.06				
	HIGH	6	61.75				
	RICH	1	8.00				
	Total	107					
Classes are Handled	LOWER MIDDLE	56	52.84	4	4.803	.308	Not Significant
	MIDDLE	36	58.11				
	UPPER	8	41.44				
	HIGH	6	64.33				
	RICH	1	9.50				
	Total	107					
Towards Instructional Materials	LOWER MIDDLE	56	54.89	4	3.414	.491	Not Significant
	MIDDLE	36	50.47				
	UPPER	8	60.94				
	HIGH	6	64.50				
	RICH	1	12.50				
	Total	107					
Towards Facilities	LOWER MIDDLE	56	57.82	4	3.405	.492	Not Significant
	MIDDLE	36	52.04				
	UPPER	8	40.94				

	HIGH	6	52.58				
	RICH	1	23.50				
	Total	**107**					

Table 7 displays the test for differences in the attitude of maritime students towards school-related factors when grouped according to socio-economic status (family income). With regard to the attitude of maritime students towards school-related factors, any teachers, other students, attitude towards the way classes are handled, attitude towards instructional materials, and attitude towards facilities got a p-value of 0.345, 0.623, 0.308, 0.491, and 0.492, respectively. Which are all greater than the 0.05 significance level, the null hypothesis of no significant difference is accepted.

This result implies that there is no significant difference in the attitude of maritime students towards school-related factors, any teachers, other students, attitude towards the way classes are handled, attitude towards instructional materials, and attitude towards facilities when grouped according to their s*ocio-economic status (family income)*. Further, this implies that the socioeconomic status of maritime students has little impact on their attitudes toward school-related factors, the way classes are handled, instructional materials, and facilities. In other words, students from different socioeconomic backgrounds have similar attitudes about these aspects of their education.

This observation implies that the school environment and instructional approaches are efficacious in fostering a perception of egalitarianism among pupils, irrespective of their familial financial status. This could also suggest that students prioritize their education over external factors like socioeconomic status (Hoffer, 2012).

From a practical perspective, this data holds potential value for educators and policymakers in formulating and executing programs to enhance the educational experience for students from diverse backgrounds. It emphasizes the significance of establishing a nurturing and all-encompassing educational setting that accommodates the requirements of every student, irrespective of their socioeconomic standing.

Table 8 displays the test for differences in the attitudes of maritime students towards school-related factors, grouped by the educational level of the head of household. With regard to the attitude of maritime students towards school-related factors, any teachers, other students, attitude towards the way classes are handled, attitude towards instructional materials, and attitude towards facilities got a p-value of 0.791, 0.578, 0.942, 0.870, and 0.848, respectively. Which are all greater than the 0.05 significance level, the null hypothesis of no significant difference is accepted. This implies that there is no significant difference in the attitude of maritime students towards school-related factors, any teachers, other students, attitude towards the way classes are handled, attitude towards instructional materials, and attitude towards facilities when grouped according to their head of household' educational level.

In other words, regardless of whether a maritime student's head of household has a high school diploma or a college degree, it does not affect how the student views their teachers, classmates, class environment, instructional materials, or facilities. According to Akinradewo (2019), the results of this study suggest that there is no statistically significant variation in attitudes among maritime students when considering the educational background of their family head.

This finding challenges the common belief that a higher level of education in the head of the household directly correlates with positive attitudes toward education in students. It also suggests that efforts to improve students' attitudes towards school should not solely focus on the educational level of their head of household but rather take a more holistic approach to address different factors that can impact their attitudes. Overall, this finding underscores the complexity of factors that shape students' attitudes towards education and emphasizes the need for a comprehensive understanding of these factors in educational research and practice.

Table 8

Test for differences in the attitude of maritime students towards school-related factors when grouped according to Head of Households' Educational Level

Attitude of maritime students toward school-related factors	**Head of Households' Educational Level**	**N**	**Mean Rank**	**df**	**Chi-Square**	**p-value at 0.05**	**Interpretation**
Towards Teachers	ELEMENTARY GRAD	3	43.83	5	2.406	.791	Not Significant
	HS LEVEL	8	54.56				
	HS GRAD	12	59.58				
	COLLEGE LEVEL	3	47.17				
	COLLEGE GRAD	68	55.61				
	MASTER'S GRAD	13	44.00				
	Total	107					
Other Students	ELEMENTARY GRAD	3	43.00	5	3.801	.578	Not Significant
	HS LEVEL	8	53.81				
	HS GRAD	12	59.54				
	COLLEGE LEVEL	3	67.00				
	COLLEGE GRAD	68	55.47				
	MASTER'S GRAD	13	40.85				
	Total	107					
Classes are Handled	ELEMENTARY GRAD	3	60.67	5	1.229	.942	Not Significant
	HS LEVEL	8	55.13				
	HS GRAD	12	46.54				

	COLLEGE LEVEL	3	59.67				
	COLLEGE GRAD	68	55.29				
	MASTER'S GRAD	13	50.62				
	Total	107					
Towards Instructional Materials	ELEMENTARY GRAD	3	40.00	5	1.848	.870	Not Significant
	HS LEVEL	8	63.81				
	HS GRAD	12	55.29				
	COLLEGE LEVEL	3	43.17				
	COLLEGE GRAD	68	53.49				
	MASTER'S GRAD	13	55.15				
	Total	107					
Towards Facilities	ELEMENTARY GRAD	3	44.67	5	2.005	.848	Not Significant
	HS LEVEL	8	59.81				
	HS GRAD	12	52.46				
	COLLEGE LEVEL	3	43.67				
	COLLEGE GRAD	68	55.94				
	MASTER'S GRAD	13	46.23				
	Total	107					

Table 9 shows the test for how attitudes about school-related factors, like feelings towards teachers, classmates, class management, teaching materials, and facilities, relate to the academic performance of maritime students based on their overall grades.

The table demonstrates that the attitude toward school-related factors regarding the identified variables is not significantly related to their academic performance. Although correlation exists at a 0.05 level of significance, testing its significance using the two-tailed test, it was found that there is no significant relationship between the attitude towards school-related factors and the academic performance of maritime students.

It implies that the maritime students' attitude towards school-related factors did not influence or affect their academic performance. This finding implies no direct correlation between maritime students' attitudes and academic performance. This suggests that factors other than attitude, such as study habits, motivation, and level of preparation, may play a more significant role in determining academic success for maritime students. It also indicates that simply having a positive attitude may not be enough to guarantee high academic achievement in this field.

The findings revealed that teachers' professional attitudes have a strong positive relationship with students' academic performance, as evidenced by all the subvariables of the study. The p-value of .000 was less than the significant value of .05, which made all the hypotheses rejected. It was found that teachers' communication, classroom management, pedagogical and subject mastery attitude were significantly related to the students' academic performance in Ilorin Metropolis. Furthermore, it agreed with the findings of Ojo (2017 as cited in Ojo, 2019), which revealed that there was a significant relationship between teachers' instructional communication abilities and students' academic performance in secondary schools.

In summary, the findings from this research suggest that attitudes towards these school-related factors do not significantly impact academic performance among maritime students. Despite variations in attitudes across different variables, the overall effect on academic outcomes remains minimal.

Table 9

Relationship between the attitude towards school-related factors and the academic performance of maritime students in terms of General Weighted Average (GWA)

		Pearson r			
		Correlation Coefficient	N	p-value	Interpretation
Academic Performance Average Grade	Attitude Towards Teachers	.007	107	.943	Not Significant
	Other Students	-.064	107	.513	Not Significant
	Attitude Towards the Way Classes are Handled	-.031	107	.748	Not Significant
	Attitude Towards Instructional Materials	-.139	107	.154	Not Significant
	Attitude Towards Facilities	-.068	107	.487	Not Significant

Based on the study's results, it can be concluded that there is no significant relationship between the attitudes of maritime students towards school-related factors (such as teachers, other students, class handling, and facilities) and their academic performance in terms of grades in minor subjects. This suggests that students' attitudes towards these factors do not significantly determine their performance in minor subjects.

However, the study did find a **significant relationship** between students' attitudes towards instructional materials and their grades in minor subjects. This implies that students' perceptions and attitudes toward the instructional materials used in their classes may directly impact their academic performance in certain subjects. These findings suggest the importance of considering students' attitudes towards

instructional materials when designing curriculum and teaching methods, as it may significantly impact their academic performance in certain subjects. Students' attitudes towards instructional materials can also affect their comprehension and retention. Students with a positive attitude towards the instructional materials are more likely to be actively engaged in the learning process, leading to better understanding and retention of the material. On the contrary, if students have a negative attitude towards the instructional materials, it can hinder their ability to comprehend and retain the material, leading to lower academic performance.

Table 10

Qualitative Results on the Attitude of Maritime student towards any Teacher

Guide Questions	Code Segment	Frequency
How do you think your attitude towards teachers may affect your academic performance and overall school experience? How do you seek help or clarification from a teacher when you need assistance with a subject or assignment?	Teaching styles motivate to learn	9
	Attitude	7
	A positive attitude motivates to learn and participate	5
	Positive attitudes Foster better communication	2
	Respect	23
	Polite permission and clarification	18
	Straightforward	2
	Approach during class	2
	The approach during vacant time	4
	Approach with companion	1

Table 10 presents the qualitative results on the attitude of maritime student towards any teacher. Based on the interview conducted, it seems that maritime students hold a positive and respectful attitude toward their peers. They are described as being friendly, sharing, and willing to help and learn from others. This indicates a sense of camaraderie and collaboration among maritime students. Additionally, the students are patient, polite, approachable, and calm in their approach to interacting with their peers. They also value effective communication and are open to seeking assistance and clarification when needed. Overall, the attitude of maritime students toward other students appears to be one of mutual respect, cooperation, and a willingness to work together for the common goal of learning and growing in their field.

The interview reveals that maritime students exhibit a positive attitude toward their teachers' handling of their classes. The students find their teachers to be approachable, which likely creates a comfortable and open learning environment. The students appreciate when their teachers teach the right attitude and values, showing that they value not only academic knowledge but also character-building and professionalism. The students also value participatory teaching methods, which could indicate that they prefer a more interactive and engaging classroom experience.

The teachers giving assignments and tasks may help keep the students engaged and challenged, leading to a more active learning process. They appreciate teachers who are expressive in their teaching style, suggesting that they value enthusiasm and passion in their educators. Clear objectives and a structured class format are important to the students, as they help them understand the goals and expectations of the course. Further, they value the inclusion of practical exercises and real-world experience in the curriculum, as it offers them opportunities for hands-on learning. They also view group activities as beneficial, as they foster collaboration and teamwork skills among them. The student's willingness to learn, knowledge sharing, and motivation are all positive attributes that contribute to a conducive learning environment. The teachers play a key role in motivating and inspiring the students, which can lead to increased engagement and better learning outcomes.

Overall, the students in the maritime program seem to hold a positive perception of their teachers and the management of their classes. The emphasis on practical experience, group activities, and a supportive learning environment suggests that the students value a well-rounded and engaging educational experience.

Table 11 presents the qualitative results on the attitude of maritime student instructional materials. The conducted interview revealed that maritime students generally display a positive attitude toward instructional materials like modules, manuals, and books. They find these materials easy to access and useful for their studies. Students perceive the distribution of tangible copies of these materials as effective in helping them learn and retain information. Additionally, other maritime students appreciate the use of PowerPoint presentations and soft copies of materials, as they facilitate easy learning and understanding of complex topics. This positive feedback on the instructional materials may indicate that they are well-designed, relevant, and effective in aiding student comprehension and understanding. It also reflects positively on the instructors, who are responsible for selecting and providing these materials to support student learning. Overall, the instructional materials offered to maritime students seem to be well-received and positively impact their academic success. Maritime students' responses indicate that the instructional materials significantly contribute to their academic success and effectively enhance their understanding of course content. This feedback is valuable for educators and curriculum designers to understand the impact of instructional materials on student learning outcomes.

Table 11

Qualitative Results on the Attitude of maritime student towards instructional materials

Guide Questions	Code Segment	Frequency
How do you find the instructional materials helpful in understanding the course content?	Module / Manual / Books	14
	Easy to access information	7
	Useful	32

Are there any specific types of instructional materials (e.g., textbooks, online resources, multimedia presentations) that you find more effective?	Hard copy distribution	9
	Powerpoint presentation/softcopies	20
	Easy to learn	6

Table 12 presents the qualitative results on the attitude of maritime student instructional facilities. The conducted interview reveals that maritime students place a high value on facilities for the development of new skills and knowledge. They believe that a lack of proper lab facilities can hinder their ability to learn effectively and that high-quality facilities are essential for increasing learning and motivation, improving performance, and meeting their needs as maritime industry students.

The students also emphasize the importance of staying focused and motivated in their studies, and they believe that easy access to quality facilities can facilitate this. Overall, the attitude of maritime students toward facilities is a necessity and a vital component of their educational journey. They view facilities as key to their success and growth in acquiring the skills and knowledge needed for their future careers in the maritime industry.

Table 12

Qualitative Results on the Attitude of maritime students towards facilities

Guide Questions	Code Segment	Frequency
How do you feel that the school facilities adequately meet the needs of students? How important do you think it is for schools to have high-quality facilities for students?	Develop new skills and knowledge	14
	Lacking lab facilities	14
	Needs high quality	27
	Increase learning and motivation	1
	Improve performance	2
	Meet the needs	24
	Stay focused and motivated	4
	Easy to learn	7

Conclusion

Based on the findings of the study, the following can be concluded:

1. There is a higher enrollment rate in the Bachelor of Science in Marine Transportation program compared to the Bachelor of Science in Marine Engineering program among the respondents.
2. There is a strong interest and inclination toward science, technology, engineering, and mathematics subjects among the students. The HUMSS strand also garnered many students, indicating a preference for humanities and social sciences. In contrast, the TVL (HE) strand had the lowest number of students opting for it, suggesting a lesser interest in technical-vocational subjects related to hospitality and entrepreneurship.
3. The majority of maritime students enrolled in Jose Rizal Memorial State University come from the lower middle-income bracket, with a small percentage coming from the rich bracket. This suggests that there may be economic barriers for students from higher-income families to pursue maritime education at this institution.
4. The maritime students' understudy demonstrated a high level of positive attitudes towards their teachers, fellow students, the organization of classes, instructional materials, and the facilities provided. This suggests a healthy and supportive learning environment that is conducive to academic success and overall student satisfaction.
5. The 1st-year maritime students had a very good academic performance during the 1st semester of academic year 2023-2024. This signifies that the students excelled in their courses and received high grades.
6. There is no significant difference in the attitude towards school-related factors of maritime students when grouped according to their profile.
7. There is no significant relationship between maritime students' attitudes toward school-related factors and their academic performance in major subjects. However, there is a significant relationship between students' attitudes toward instructional materials and their academic performance in minor subjects.

Recommendations

Based on the study's findings and conclusions, the following recommendations are provided:

1. Students may have greater demand or interest in the Marine Transportation program. Further research could be conducted to explore the reasons behind this difference in enrollment rates and to assess the potential implications for program offerings and resources.
2. More opportunities and resources may be offered to the STEM and HUMSS strands. This could include bringing in guest speakers, organizing field trips, and incorporating more hands-on and project-based learning experiences in these subjects. Also, it may help to review the TVL (HE) strand's curriculum and offerings to see how to make it more appealing and relevant to students' interests and needs. Collaboration with industry partners and potential career pathways in these fields could also generate more student interest.
3. Provide more scholarship opportunities specifically for maritime students from lower-middle-income families. This could help alleviate the financial burden and make maritime education more accessible to students from all economic backgrounds. It may also be beneficial to collaborate with companies and organizations in the maritime industry to create internship and job placement programs for students, regardless of their socioeconomic status.
4. The first-year maritime students shall continue their hard work and dedication toward their studies to maintain or even improve their academic performance in the succeeding semesters. Additionally, students should also seek opportunities for further growth and development to enhance their skills and knowledge in the field of maritime studies.
5. The faculty and administrators may focus on creating a positive and supportive learning environment for all maritime students, regardless of their profiles. By fostering a sense of community and providing resources for academic success, schools can help ensure that students have a positive attitude towards their education and ultimately succeed in their maritime studies.
6. Maritime schools may consider adopting the proposed policy intervention developed by the researcher.

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Conflict of interests

The authors declare no conflict of interest.

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