

PERCEPTION OF HIGH SCHOOL STUDENTS TOWARDS MARITIME COURSES

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Abstract. The study determined the perceptions of high school students towards maritime courses in the Philippines. Quantitative-descriptive research design was utilized in this research. The respondents were the sixty (60) high school students from the John B. Lacson Foundation Maritime University-Molo, Philippines. The study employed a researcher-made questionnaire to gather data that were needed for analysis. The statistical tools employed were the mean, percentage, frequency, t-test, and ANOVA. The level of significance for inferential test was set at .05 level. Results of the study revealed that the high school students had “positive” perception in maritime courses. The most prevalent perception in maritime courses was “to give my family a better life” and the least perceptions were “want to be known in our community” as well as “I want to gain much power”. There were no significant differences on the perceptions of the high school students towards maritime courses when the respondents were classified according to different categories such as age, sex, residence, and monthly family income.

Keywords: *perception, high school students, and maritime courses.*

1. Background of the study

Using perception studies, many individuals may see the world at different aspects (Gauthier, 2012). Perception may affect the ability to provide consistent quality service. Perception is influenced by understanding, knowledge, and continuous education (Zeilani, 2016). Perception of any subject, specifically, classroom environment may exercise an indirect influence on achievement by boosting interest and self-concept (Toslo, et al., 2016).

Every researcher in every scientific field is forced to address some philosophical questions. In this regard, this study aimed to find out the perceptions of high school students towards maritime courses as the profession they are going to take after graduating in high school.

2. Statement of the Problem

The study aimed to find out the perceptions of high school students towards maritime courses.

Specifically, this study aims to answer the following questions:

1. What is the level of perception of high school students towards maritime courses when taken as a whole group or when classified according to age, sex, residence, and monthly family income?
2. What are the most prevalent perceptions of high school students towards maritime courses?
3. What are the least prevalent perceptions of high school students towards maritime courses?
4. Are there significant differences in the perception of high school students when classified according to age, sex, residence, and monthly family income?

3. Conceptual Framework

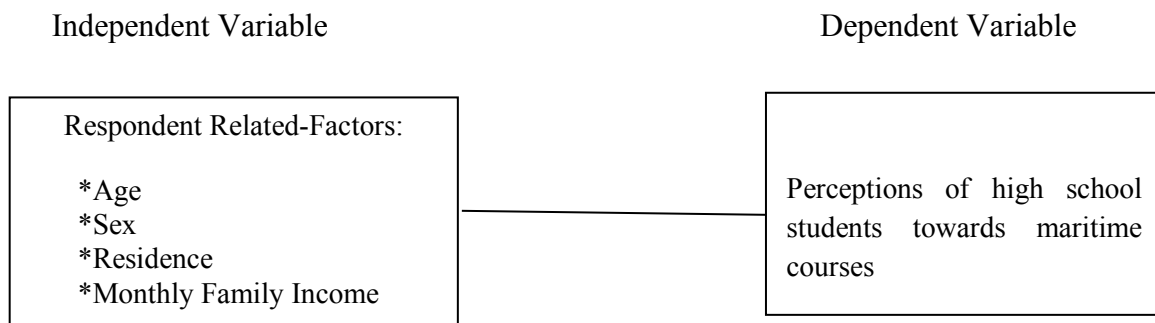


Figure 1. Perceptions of high school students towards maritime courses as influenced by certain related-factors.

4. Hypotheses

There are no significant differences in the perceptions of high school students towards maritime courses when classified according to different categories such as age, sex, residence, and monthly family income.

5. Significance of the Study

This study will be beneficial to the following:

School Administration. The result of this study will provide the school administration with the information of the perception of high school students towards maritime courses.

High School Students. This study will guide the high school students upon engaging in a maritime related course.

Researchers. This study can also be used as a basis of the researchers for the future investigations.

6. Purpose of the Study and Research Design

The purpose of this study is to determine the perceptions of high school students towards maritime courses. This investigation was employed to obtain information concerning status of phenomena. It is directed towards determining the nature of situation, as it exists at the time of the study (Teddie&Tashakkori, 2009; Creswell, 2011; Gray, 2014; Leedy&Ormrod, 2016).

According to Gay (1992, in Teddie&Tashakkori, 2009; Creswell, 2011; Gray, 2014; Leedy&Ormrod, 2016), quantitative-descriptive research involves collecting data in order to test hypothesis to answer questions concerning the current status of the subject and the study (Sebastian, 2015; Mamhot, 2016; Francisco et al., 2016).

7. Participants

The participants of this study were the sixty (60) high school students of John B. Lacson Foundation Maritime University-Molo- Maritime High, Philippines.

The proportional sampling method was used to choose the participants in the study. According to different experts in research, research sampling obtains samples that would fairly represent the different strata of the population to obtain a broad-based consensus of conclusions about population (Teddie&Tashakkori, 2009; Creswell, 2011; Gray, 2014; Leedy&Ormrod, 2016). To achieve fair sampling of the number of participants, the samples were drawn through a lottery technique (Sebastian, 2015; Mamhot, 2016; Francisco et al. (2016).

The participants were categorized as to Age (17 & below, 18 7 above), Gender (male, female), Residence (rural and urban), and Monthly Family Income (low, average, high).

The distribution of the participants is shown in Table 1.

Table 1
Distribution of the Participants

Category	Frequency	Percentage
A. Entire Group	60	100
B. Age		
Young (17 years old & below)	50	83
Old (18 years old & above)	10	17
C. Gender		
Male	40	67
Female	20	33
D. Residence		
Urban	52	87
Rural	8	13
E. Monthly Family Income		
High (20,001 & above)	25	42
Average (15,000 – 20,000)	22	36
Low (15,000 & above)	13	22

8. Research Instrument

The instrument was designed by the researchers to set up the personal profile of the student respondents to indicate their age, gender, residence, and monthly family income. The items in the questionnaire were answerable by agree, uncertain, and disagree. The scales were 3,2, and 1 respectively and the level of the students' perception was determine using the range of the distribution of scales as indicated below in the succeeding tables.

9. Data Gathering Procedure

There were sixty (60) high school students who served as the respondents of the study. The participants answered the survey questionnaire organized and distributed by the researchers. The researchers explained the instruction to the participants make sure that they understood properly before answering the questionnaire on perception in maritime courses.

When the task was duly accomplished, the questionnaires were retrieved, processed, tabulated, and were submitted to data analysis.

10. Statistical Data Analysis

The data obtained for the study were analysed according to specific questions and to test the null hypothesis.

For descriptive analysis, mean and standard deviation were used. For inferential analysis, the t-test and ANOVA (Analysis of Variance) were used. The level of significance was set at .05.

11. Results

The results revealed that as an entire group, the level of perception about maritime courses is “positive” with the mean score of 2.16. As to age, young (17 years old & below) and old (18 years old & above) participants have “positive” of the maritime courses with the mean scores of 2.17 and 2.10 respectively. When classified according to gender, male and female participants have “positive perception” with mean scores of 2.14 and 2.24 respectively. As to the type of residence, participants from urban and rural have “positive perception” with the mean scores of 2.17 and 2.15 respectively. As to the income of the participants, low, average, and high income-participants have all obtained “positive perception” about maritime courses in the Philippines.

Data are shown in Table 2.

Table 2
Level of Perception of High School Students towards Maritime Courses

Category	Mean	Description
A. Entire Group	2.16	Positive
B. Age		
Young (17 years old & below)	2.17	Positive
Old (18 years old & above)	2.10	Positive
C. Gender		
Male	2.14	Positive
Female	2.24	Positive
D. Residence		
Urban	2.17	Positive
Rural	2.15	Positive
E. Monthly Family Income		
High (20,001 & above)	2.17	Positive
Average (15,000 – 20,000)	2.20	Positive
Low (15,000 & above)	2.10	Positive

Scale	Description
2.51-3.00	Highly Positive
2.01-2.50	Positive
1.51-2.00	Negative
1.00-1.50	Highly Negative

Data revealed in Table 3, that the most prevalent perception about maritime courses is “I need to give my family a better life” with the mean of 2.52 and this means that the participants have “high perception” about the maritime courses in the Philippines. This is followed by the following

items such: (a) “I want to travel around the world” with the mean score of 2.43, (b) “It is common to our family” with the mean score of 2.23, (c) “I want to have a high salary with the mean score of 2.22, (d) “In order to feed my own pleasure” with the mean score of 2.20, (e) “I want to wear the ‘spick and span’ uniform with the mean score of 2.20, (f) “I want to be more attractive” with the mean score of 2.10, (g) “I have been influenced by my peers” with the mean score of 2.02, (h) “I want to be known in our community” with the mean score of 1.88, and (i) “I want to gain much power” with the mean score of 1.88.

Based on the data stated in Table 3, “I want to gain much power” was perceived the least with the mean score of 1.88. The respondents considered this item as “negative”.

Data are shown in Table 3.

Table 3
Different Perceptions of High School Students towards Maritime Courses

Perception about maritime related courses	Mean	Description
I wanted to have a high salary	2.22	Positive
In order to fed my own leisure	2.20	Positive
I have been influenced by my peers	2.02	Positive
I want to be known in our community	1.88	Negative
I want to gain much power	1.88	Negative
It is common to our family	2.23	Positive
I want to travel around the world	2.43	Positive
I want to wear the speck and span uniform of a maritime related course	2.20	Positive
I need to give my family a better life	2.52	Positive
I want to be more attractive	2.10	Positive
Entire Group	2.16	Positive

Scale	Description
2.51-3.00	Highly Positive
2.01-2.50	Positive
1.51-2.00	Negative
1.00-1.50	Highly Negative

Differences in the Perception of the Participants as Classified according to age, gender, and residence

Table 4 presents the t-test results in the perceptions of high school students towards maritime courses when grouped according to age, gender, and residence.

Table 4
t-test Results of Perceptions of High School Students Towards Maritime Courses Grouped According to Age, Gender, and Residence

Categories of Variables	Mean	t	df value	Sig.
A. Age				
Young (17 years & below)	2.17	.171	58	.865
Old (18 years & above)	2.10			
B. Gender				
Male	2.14	-.912	58	.366
Female	2.24			
C. Residence				
Urban	2.17	.138	58	.891
Rural	2.15			

$p < 0.05$

The t-test results revealed that no significant differences existed in the perception of high school students towards maritime courses when grouped according to age, $t(58) = .171$, $p > .05$, gender $t(58) = -.912$, $p > .05$, and residence $t(58) = .138$, $p > .05$.

Therefore, the null hypothesis, which states that there are no significant differences significant differences existed in the perception of high school students towards maritime courses when grouped according to age, gender, and residence, was accepted.

The data are shown in Table 4.

Differences in the Perception of the Participants as Classified according to Monthly Family Income

Table 5 presents the One-Way ANOVA (Analysis of Variance) results in perception of maritime courses in the Philippines when grouped according to monthly family income. As shown in this table, no significant differences existed in the perception of maritime courses when the participants were grouped according to monthly family income, $F(2, 57) = .234$, $p > .05$. Therefore, the null hypotheses which states that there is no significant difference existed in the perception of maritime courses when grouped according to monthly family income, was accepted.

Table 5

One-Way ANOVA in Perception of High School Students towards Maritime Courses Grouped according to Monthly Family Income

	Sum of squares	df	Mean squares	F	Sig.
Perceptions					
<i>Between Groups</i>	.077	2	.038	.234	.792
<i>Within Groups</i>	9.353		.164		

* $p < 0.05$

* *Significant difference at 0.05 level.*

11.1 Summary

1. The high school students of JBLFMU-Molo, Philippines who were the respondents of this study had positive perception towards maritime courses.

2. The students perceived that maritime courses would “give their family members a better life” as the most prevalent perception here in the Philippines. The least perceived of maritime courses is to gain much power.

3. As to the differences in the perception in maritime courses, it was found out that there were no significant differences among high school students towards maritime courses when they were grouped to different categories such as age, gender, residence, and monthly family income. This means that every high school student has their own perception towards maritime courses.

12. Conclusions

Based on the findings of this study, the researchers conclude that:

The perception in maritime courses is “positive” because they believe that through these courses they could help their family members to attain favorable life in the Philippines.

Each high school student differs from each other; they have their own perception of the maritime courses. It is also known that the students come from different places, have gender-biases and influences, and come from different backgrounds, which lead to their different perceptions of the maritime courses in the Philippines.

13. Recommendations

In order to be part of the maritime world where there is a much more opportunity, the following are recommended:

1. The person in-charge of students' marketing shall conduct activities that focused in information and dissemination to the high school students about the importance and significance of maritime profession. Such activities may lead the students to know early on whether they want to engage themselves in a maritime world or not.

2. The administration shall give the high school students exposure through talks and seminars so that the students who want to engage in a maritime world shall prepare themselves specifically in the aligning of subjects offered by senior high school before they enroll in any of the maritime courses in college. This may help the students to know better the nature of the possible work of their chosen maritime course. This will lead them to prepare themselves for the future real situations.

3. The researchers suggest more studies to further determine other related factors influencing maritime courses in the Philippines.

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