



Motivation And Expectation of Freshmen Cadets in Maritime Education at Saint Joseph Institute of Technology

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ABSTRACT

The study aimed to determine the relationship between motivation and expectation of 1st year cadets in pursuing maritime education at SJIT. The respondents are BS Marine Transportation and BS Marine Engineering 1st year cadets of the academic year 2022-2023 where complete enumeration sampling was used to determine the respondents of the study. The research used frequency, percent, weighted mean and Pearson r as statistical tool in data analysis. The findings of the study showed that financial goal and career/professionalism are strong indicators of motivation than family influence. The results also showed that cadets expectations in pursuing maritime education is at a very high extent. The correlation between levels of motivation and expectation indicates that financial goal and career/professionalism has a strong positive correlation while family influence has a weak positive correlation.

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1. Introduction.

The maritime industry is vastly known for its importance in world trade which is greatly influential to students that want to get into maritime education. Republic Act No. 10635 governs maritime education in the Philippines and acknowledges its importance for both national development and safety. Through a number of laws and regulations, such as Republic Act No. 9295, which establishes the foundation for domestic shipping growth and contains requirements for marine education, the marine Industry Authority (MARINA) governs this industry. In order to guarantee the caliber of the education given to seafarers, MARINA Circulars 2014-01 and 2018-01 create regulations on training standards, certification, and the accreditation of maritime training institutes. Additionally, the Philippines is in compliance with international training standards for seafarers thanks to its adherence to the International Convention on Standards of Training, Certification, and Watch keeping for Seafarers (STCW Convention). These legal documents work together

to create the framework for the nation's effective maritime education and training. Nowadays, the youth dream big as far as their imaginations could reach. They want to go beyond the farthest destination. They plan the best for their future and for their family. Seafaring remains to be enticing to Filipinos who are young resulting in students' enrollment in maritime courses significantly high making an average of 51,917 enrollees per annum, both BSMT and BSMarE from the years 2000 to 2008 (Abila, 2016).

Most students pursue maritime courses because it's a job that can earn more than other professional jobs. Currently, a third officer or fourth engineer in Taiwan can earn a monthly salary of around US\$5,000 on board in mostly large ocean-going ships. This salary gap is attractive to some young people seeking to improve their family's financial status. Those who have strong expectations to earn more will take such a job to improve their families' financial condition (Sung et al., 2019).

Additionally, interest also plays a big factor in students who want to choose career paths and it keeps them motivated to learn in line with maritime education. Some maritime students show levels of interest in their enrolled degree program, agreed strongly that the maritime profession will take their employment abroad, the maritime profession will bring them to different places in the world since it is the true nature of their profes-

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sion, and they find working in the maritime sector stimulating and challenging (Aguado et al., 2015). The environment and influence of young people may lead them to pick in pursuing maritime courses. The location of a home or place of upbringing in which most traditional areas often continue to be significant from which seafarers may be recruited.

Moreover, the majority of recruits have a seafaring family member who is often their source of information regarding careers at sea. The influence of family and the use of extended family connections in the member states in each country were quite different. For example, in Greece, where family connections are used to help gain employment, while in countries like the UK are much less evident, although present (Barnett et al., 2006). Family influence could also be a relevant factor that leads maritime students motivated in pursuing maritime education.

This study examines the satisfaction levels of 2nd-year cadets at Saint Joseph Institute of Technology Maritime Education and Training in both online and face-to-face learning modalities. Previous research has shown that face-to-face learning generally leads to higher satisfaction due to greater social presence, while online learning is perceived as lacking in this aspect. However, the impact of satisfaction on students' motivation and learning outcomes suggests a potential link between satisfaction with social presence and interaction and academic performance. Despite various studies highlighting the differences in satisfaction between the two modalities, there remains a lack of research exploring how these differences manifest in the context of the 2nd-year cadets' academic performance. Therefore, this study aims to gather data on the level of satisfaction regarding social presence and interaction in both modalities and how it correlates with the cadets' performance in class.

2. Review of Literature and Studies.

Motivation is shown as a catalyst for a seafarer to do better work and stay with the sector for a longer period. Studies show a positive parallel between motivation and employee retention. 'Motivating' factors which include benefits, salary, accomplishments, opportunity, promotion, and growth must be offered to satisfy the employee at work (Wadhwa & Mahadevan, 2019). According to (Weinrit & Neumann, 2013), the great majority of young people's motives for choosing a profession were determined by economic, social, and psychological factors. It has been statistically proven that if a student chooses a profession based on his emotions, interest in the profession and understanding of the benefits of professions, his studies are more effective than if he chooses a profession by accident or influenced by his/her family or relatives.

Meanwhile, an essential component in attaining positive learning outcomes of fulfilling the objectives of quality instruction in educational institutions is the motivation of students to study. The struggle of the students to learn the courses of Maritime Education will result in a domino effect on their behavior to accomplish their task with passion for brilliance (Atienza et al., 2017). The related literature, as well as concepts and studies

mentioned in this chapter, provided the researcher with valuable insights and important information in conforming to the assumptions of the main variables of the present study and will assist in substantiating the findings of the study.

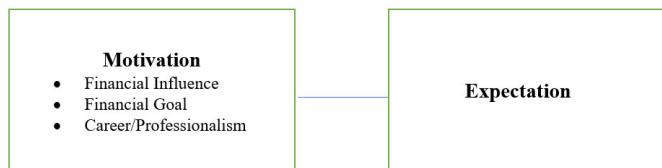
Several researchers have highlighted factors affecting motivation and expectation. Foremost, Laguador (2014) espoused that some environmental factors, most notably their parents, have a significant impact on students' career choices. It is already part of Filipino culture to consult with parents about this decision because they are the ones who will be providing financial support for their children's education. In this matter, parents voices and opinions are incredibly powerful. However, it is still a part of the study's question whether students are continuing to follow what their parents want them to be, even if it is not their choice, or whether they are the ones to decide for themselves. Considering the social environment and how the importance of the maritime profession in contributing to the economic growth of society and country is an important aspect to investigate in the study. It also emphasized the significance of deciding on a college degree program. Aimed to determine the profile of maritime students in terms of the type of senior high school attended and program preference; to figure out how much of the variables influence the preference of maritime students in choosing the college degree program in terms of behavioral, environmental, and personal aspects; to test the difference in the extent of the aforementioned factors when grouped according to profile; and to test if there is an association between the type of senior high school attended and program preference; and to test if there is an association between the type of senior high school attended (Ghosh & Fouad, 2016).

Research shows that individuals' career decision-making self-efficacy is mostly influenced by their families. Families are very influential in shaping their children's interests and values, developing self-concepts, and giving positive and negative perspectives on professions (Halim et al., 2018). Additionally, parents' education levels might have a moderating effect on the impact of the students' family influence, the career decision-making competence of the students, and on the effect of academic satisfaction levels of the students on the happiness of students, as educated families are more knowledgeable, experienced, and competent in terms of life, education, professions, and career paths. In some cases, the high education level of the parents causes high expectations of the children. This situation shows a decrease in the happiness of some children who cannot meet these high expectations (Chi et al., 2019). Moreover, family influence is one of the most crucial mechanisms during career decisions. We found a significant positive relationship between family influence and Career Decision Self-Efficacy (CDSE). Most of the literature considers family as a coping mechanism during career decisions, and family influence has a positive association with CDSE. Parents' attitudes towards essential decisions of their children enable children to perceive their support and overcome the challenges during the process. Trying to provide support without any coercion can contribute to children's correct career decisions (Nota et al., 2016).

In the context of passion to reach expectations, Sogor (2021)

pointed out that many seafarers both in the deck and engine departments aspire to achieve the required license, certifications, and experiences to sail as Captain or Chief Engineer. However, sailing in these ranks isn't just about responsibility and authority to make decisions, safety, environmental and security regulations, but should also entail leadership and motivation of others through showing life-long learning. They should also be supporting onboard teams and shoreside colleagues in appealing to life-long learning. Lifelong learners often want to share their passions and motivations with others and use their collaboration and creativity for the development of the mariners they lead and manage.

3. Framework.



4. Objectives of the Study.

The study aimed to determine whether motivation relates to expectation of freshmen cadets in the Maritime Education and Training Center. Specifically, it endeavored to answer the following:

1. Reveal the profile according to course and year level
2. Verify the extent of motivation
3. Determine the extent of expectations
4. Test if motivation is a correlate of expectations

5. Methodology.

The researchers utilized a descriptive-correlational research design to investigate the motivation and expectation of first-year cadets pursuing maritime education at the Saint Joseph Institute of Technology (SJIT). The descriptive method was used to describe the students' motivation and expectation, while the correlational method aimed to determine if there was a significant relationship between these two factors. The research was conducted at the SJIT Maritime Education and Training (SMET) campus in Nasipit. The respondents consisted of 112 first-year cadets enrolled in the Bachelor of Science in Marine Transportation (BSMT) and Bachelor of Science in Marine Engineering (BSMarE) courses for the academic year 2022-2023. The research instrument used was an analysis questionnaire comprising various types of questions, including open-ended and closed-ended, with a 5-point Likert scale to measure opinions, attitudes, and behaviors.

6. Results and Discussion.

Table 1: Demographic Profile of the Respondents.

Age	Frequency	Percentage
Below 20 years old	79	70.5
20 years old and above	33	29.5
Total	112	100.00
Gender	Frequency	Percentage
Male	104	92.9
Female	8	7.1
Total	112	100.00
Course	Frequency	Percentage
BSMT	94	83.9
BSMarE	18	16.1
Total	112	100.00

Source: Authors.

Table 1 presents the frequency and percentage distribution of the students' demographic profile. The result showed that out of 112 respondents, 79 (70.5%) are students belongs to the age of twenty years old and below, while 33 (29.5%) are students ranging the age of twenty years old and above. This means that most of the students in Maritime Academy are young adults. In addition, the findings revealed that out of 112 respondents, 104 (92.9%) are male while 8 (7.1%) were female. This implies that majority of the respondents are male and they are the most dominant gender taking up maritime education courses. Furthermore, the result showed that 94 students (83.9%) took BSMT while 18 students (16.1%) took BSMarE. In summary, it can be deduced that majority of the respondents took up BSMT program in Maritime Academy.

Table 2: Motivations of the students in pursuing maritime education in terms of: Family Influence.

Specific Indicators of Family Influence	Mean	Verbal Rating	Result Interpretation
1. I am motivated to take maritime courses because of my parents' occupation.	4.11	Agree	Very Motivated
2. I am motivated to pursue maritime education because my family supports me financially.	4.46	Strongly Agree	Highly Motivated
3. My parents encourage me to take maritime courses.	3.88	Agree	Very Motivated
4. I chose the maritime education course because of my relatives that influenced me.	3.83	Agree	Very Motivated
5. My parents have a significant influence on my professional choices.	4.04	Agree	Very Motivated
6. I have a family full of seafarers, which is why I chose maritime education because I want to be like them.	3.37	Slightly Agree	Moderately Motivated
7. I have relatives that are supporting me financially in line with this course, thus, I chose maritime education.	3.88	Agree	Very Motivated
8. I chose maritime education to reach my parents' expectations.	4.05	Agree	Very Motivated
9. I chose maritime education because my family can back me up when I need employment.	3.58	Agree	Very Motivated
10. My relatives have convinced me to apply for this maritime course because of the stories they told me about life at sea.	3.37	Slightly Agree	Moderately Motivated
11. My family's influence played a big role in choosing maritime education.	3.65	Agree	Very Motivated
12. I chose maritime education because my family can afford it.	3.67	Agree	Very Motivated
13. I became interested in maritime education because my family talked about other people's experiences in line with this course and how it could benefit my family.	3.79	Agree	Very Motivated
14. I chose maritime education because my parents recommended it to me.	3.57	Agree	Very Motivated
15. My family has less exposure to other courses other than seafaring, so they let me choose this course because I can learn from their experiences too.	3.40	Agree	Very Motivated
Overall weighted Mean	3.78	Agree	Very Motivated

Source: Authors.

Table 2. focused on students' motivations to pursue mar-

itime education and how family support played a significant role in shaping their decisions. The highest mean score (4,46) was obtained in the indicator measuring students' motivation to pursue maritime courses due to financial support from their families, indicating a high level of motivation ("Strongly Agree"). This finding aligned with a previous study by Kalvaitiene et.al (2011), which found that economic and social support were major factors influencing young people's career choices. Students who choose a profession based on their emotions, interest, and understanding of its benefits tend to be more effective in their studies compared to those who select a career by chance or influenced by family. On the other hand, the indicator with the lowest mean score (3,37) was related to students' motivation to choose maritime education because of family members' influence, especially those who are seafarers, sharing stories about life at sea. These students were moderately motivated ("Slightly Agree"). This suggests that while some students are influenced by the presence of seafarers in their family, it does not exert a strong motivational impact. The study also mentioned that family connections play a role in helping family members gain employment in the maritime industry, as supported by Barnett et.al's (2006) findings.

Table 3: Motivations of the students in pursuing maritime education in terms of: Financial Goal.

Specific Indicators of Financial Goal	Mean	Verbal Rating	Result Interpretation
1. High salary has been an issue in choosing a career.	4.21	Strongly Agree	Highly Motivated
2. I chose maritime education because I want to be wealthy.	4.24	Strongly Agree	Highly Motivated
3. I chose maritime education because I want to earn a lot of money.	4.32	Strongly Agree	Highly Motivated
4. I am motivated to pursue maritime education because I want to save more money.	4.42	Strongly Agree	Highly Motivated
5. I am motivated to pursue maritime education because I want to invest my money for my future.	4.56	Strongly Agree	Highly Motivated
6. When I have a lot of money, I can help my family.	4.60	Strongly Agree	Highly Motivated
7. To earn more money is my professional goal.	4.45	Strongly Agree	Highly Motivated
8. Because of my dreams to help my family by giving them money, I am motivated to enroll in Maritime Education Course.	4.52	Strongly Agree	Highly Motivated
9. I am motivated that chose Maritime Education because it will help my needs in the future.	4.53	Strongly Agree	Highly Motivated
10. I chose maritime education to save up some money to help those who helped me and also those who influenced me to pursue this career.	4.48	Strongly Agree	Highly Motivated
11. I am motivated to take maritime education to earn and buy a lot of land properties.	4.31	Strongly Agree	Highly Motivated
12. I choose maritime education to be financially stable.	4.51	Strongly Agree	Highly Motivated
13. I'm determined to finish my maritime education to meet my long-term financial needs.	4.58	Strongly Agree	Highly Motivated
14. I am committed to pursuing maritime education to have insurance.	4.44	Strongly Agree	Highly Motivated
15. I am pursuing this maritime education to earn quick money.	4.22	Strongly Agree	Highly Motivated
16. Because of the increased pay for sailors, I'm determined to finish maritime education.	4.32	Strongly Agree	Highly Motivated
17. I am pursuing Maritime Education to invest my money.	4.45	Strongly Agree	Highly Motivated
18. I am motivated to pursue maritime education so that I can have money to help my family and relatives.	4.52	Strongly Agree	Highly Motivated
19. I choose maritime education to build up different types of businesses in the future using the money that I saved.	4.46	Strongly Agree	Highly Motivated
20. I am motivated to pursue maritime education so that I can have the money to buy anything that I want.	4.43	Strongly Agree	Highly Motivated
Overall weighted Mean	4.43	Strongly Agree	Highly Motivated

Source: Authors.

Table 3 presents the mean distribution of students' motivations for pursuing maritime education based on financial goals. All indicators received a rating of "Strongly Agree," indicating a high level of motivation. The overall weighted mean of 4.43 also signifies "Strongly Agree" with the interpretation of Highly Motivated. The indicator with the highest mean score

(4,60) was related to the statement that having a lot of money would enable students to help their families, demonstrating a strong motivation to pursue maritime courses if their financial situation improves. This finding aligns with Sung et al.'s (2019) study, which found that many students choose maritime careers due to the potential for higher earnings compared to other professions, aiming to improve their families' financial status. On the other hand, the indicator with the lowest mean score (4,21) was associated with high salary being a crucial factor in career choice, indicating that students are highly motivated by the prospect of a lucrative maritime career. The study also mentioned that currently, positions like third officer or fourth engineer in Taiwan can earn a monthly salary of around US\$5,000 on large ocean-going ships, reinforcing students' aspirations to secure financial stability for themselves and their families in the maritime sector (Sung et al., 2019). Abila (2016) also supports this perspective, stating that students plan for their future and their families, aiming to elevate their family's financial status with the high salary opportunities offered by the maritime industry.

Reflected in Table 4 are the mean distribution of the level of motivations of the students in pursuing maritime education considering career/professionalism dimension. The data revealed that all indicators were rated to "Strongly Agree". The overall weighted mean of 4.52 was rated to "Strongly Agree" which indicates Highly Motivated.

Table 4: Motivations of the students in pursuing maritime education in terms of: Career / Professionalism.

Specific Indicators of Career/Professionalism	Mean	Verbal Rating	Result Interpretation
1. I am motivated to pursue maritime education because I want to develop leadership.	4.46	Strongly Agree	Highly Motivated
2. I am motivated to take maritime courses because I want to become a future seafarer.	4.60	Strongly Agree	Highly Motivated
3. I am motivated to pursue maritime education to have a better future.	4.60	Strongly Agree	Highly Motivated
4. I chose maritime education because I want to have a successful career.	4.54	Strongly Agree	Highly Motivated
5. I have the ambition to reach a higher position in my line of work as a seafarer.	4.55	Strongly Agree	Highly Motivated
6. I like to be challenged in my work because I want to develop my independent life.	4.48	Strongly Agree	Highly Motivated
7. I am grateful to choose maritime education because it led me to practice in the maritime industry as my future profession.	4.57	Strongly Agree	Highly Motivated
8. I am motivated to pursue maritime education because I want to become a Master/Chief Engineer onboard the ship.	4.54	Strongly Agree	Highly Motivated
9. I chose my career of own will.	4.45	Strongly Agree	Highly Motivated
10. I enjoy doing the tasks related to this career.	4.52	Strongly Agree	Highly Motivated
11. I am motivated and confident to pursue maritime education to get serious about my life, goals, and career path.	4.61	Strongly Agree	Highly Motivated
12. I am motivated to choose maritime education because I want to serve and be one of the maritime industries.	4.56	Strongly Agree	Highly Motivated
13. I've always been motivated to pursue this career since it's what I've always wanted to do.	4.44	Strongly Agree	Highly Motivated
14. I'm always motivated to complete this career since it is my ideal work life.	4.50	Strongly Agree	Highly Motivated
15. I'm committed to pursuing this career to experience working outdoors and experiencing the rough seas as a future seafarer.	4.53	Strongly Agree	Highly Motivated
16. I'm pursuing this career because such activities as working on board a ship make me happy.	4.46	Strongly Agree	Highly Motivated
17. I'm driven to pursue this career since I've always wanted to be a seafarer.	4.46	Strongly Agree	Highly Motivated
18. I chose Maritime Education because it makes me motivated to be a success in my life.	4.53	Strongly Agree	Highly Motivated
19. I am motivated to choose Maritime Education because it will help me expand my knowledge in Navigating the Seas.	4.57	Strongly Agree	Highly Motivated
20. I have high expectations when choosing maritime education as my program in college.	4.50	Strongly Agree	Highly Motivated
Overall weighted Mean	4.52	Strongly Agree	Highly Motivated

Source: Authors.

The data on table 4 focused on students' motivations for pursuing maritime education, with the indicator "I am motivated and confident to pursue maritime education to get serious about my life, goals, and career path" receiving the highest mean score of 4.61, indicating a strong motivation ("Strongly Agree"). This suggests that students were highly motivated to pursue maritime courses because they are committed to their life, goals, and career path. Similar findings from Aguado et al. (2015) indicated that maritime students show a high level of interest in their degree program and have positive perceptions of the maritime profession, anticipating employment abroad and diverse experiences worldwide. Additionally, many seafarers aspire to obtain the required licenses and certifications to advance in their careers, as highlighted by Sogo (2021). The indicator with the lowest mean score of 4.44 was related to the statement "I've always been motivated to pursue this career since it's what I've always wanted to do," also signifying a high level of motivation ("Strongly Agree"). This indicates that students pursue maritime education because it aligns with their desired career path, motivating them to work in the maritime sector, as supported by Weintrit & Neumann's (2013) study, which highlighted that young people's career choices are influenced by economic, social, and psychological factors. The study concluded that some students pursue maritime education because it is genuinely what they have always wanted to do in their lives.

Table 5: Expectation of the students in pursuing maritime education.

Specific Indicators of Expectation	Mean	Verbal Rating	Result Interpretation
1. To study hard.	4.37	Strongly Agree	Very High Extent
2. To have high grades.	4.31	Strongly Agree	Very High Extent
3. To be able to graduate in a maritime program.	4.62	Strongly Agree	Very High Extent
4. To pass the board exams.	4.61	Strongly Agree	Very High Extent
5. To complete training.	4.54	Strongly Agree	Very High Extent
6. To be fluent in English.	4.47	Strongly Agree	Very High Extent
7. To go on apprenticeship after CAR.	4.54	Strongly Agree	Very High Extent
8. To become an officer someday.	4.58	Strongly Agree	Very High Extent
9. To share my knowledge and skills with others who share the same dreams.	4.63	Strongly Agree	Very High Extent
10. To improve my leadership.	4.35	Strongly Agree	Very High Extent
11. To reach the expectations of my family.	4.35	Strongly Agree	Very High Extent
12. To earn a high salary.	4.46	Strongly Agree	Very High Extent
13. To be successful in my career/profession.	4.55	Strongly Agree	Very High Extent
14. To be my family's successor.	4.39	Strongly Agree	Very High Extent
15. To meet other peoples in other countries and onboard the vessel.	4.36	Strongly Agree	Very High Extent
Overall Weighted Mean	4.48	Strongly Agree	Very High Extent

Source: Authors.

The study revealed that the indicator with the highest mean score (4.63) was related to students' motivation to share their knowledge and skills with others who have similar dreams. This indicates that students have a very high extent of motivation in wanting to share their expertise with like-minded individuals. This finding aligns with Sogor's (2021) assertion that supporting lifelong learning and fostering collaboration among mariners is crucial for their development and growth. On the

other hand, the indicator with the lowest mean score (4.31) pertained to students' expectation of achieving high grades. Although students strongly agreed that high grades are important, their mindset regarding grades was not overly significant. While grades can be valuable for employment purposes, the research suggests that students prioritize other aspects of their education and career goals. Chi et al. (2019) suggest that high expectations from parents can sometimes lead to decreased happiness in students who cannot meet those expectations. Additionally, Chen and Cheng (2018) emphasize the importance of a rational and fair learning evaluation system that aligns with students' personal goals and aspirations, particularly regarding high-quality employment opportunities.

Table 6: Levels of Motivation as correlates to Expectation.

	Levels of Motivation	Expectation	
Family Influence	Pearson Correlation	1	.361**
	Sig. (2-tailed)		.000
	N	112	112
Financial Goal	Pearson Correlation	1	.649**
	Sig. (2-tailed)		.000
	N	112	112
Career/Professionalism	Pearson Correlation	1	.624**
	Sig. (2-tailed)		.000
	N	112	112

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Authors.

The table presents the Pearson correlation analysis of the entire model, indicating a significant relationship between the levels of motivation and expectation among students. The data reveal that there is a significant correlation between family influence and expectation, with a Pearson correlation coefficient of .361** at a 0.01 (2-tailed) level of significance. Furthermore, financial goals and expectation show a significant correlation with a Pearson correlation coefficient of .649**. Similarly, career/professionalism also exhibits a significant relationship with a Pearson correlation coefficient of .624** at a 0.01 (2-tailed) level of significance. These findings imply that the levels of motivation are significantly correlated with expectation, thereby leading to the acceptance of the hypothesis. Previous studies highlight the importance of parental expectations in influencing children's academic standards, as perceived by the children themselves (Yamamoto & Holloway, 2010). Additionally, some young individuals are enticed by the opportunity to improve their family's financial situation, which can impact their career expectations (Chen et al., 2015). The research findings further indicate that students are aware of various internal and external factors that influence their current job expectations (Paa & McWhirter, 2000).

Conclusions.

The following conclusions were drawn from the study:

1. The study found that the majority of students in the Maritime Academy were young, with males being the dominant gender enrolled in maritime education courses. Additionally, most respondents chose to pursue the Bachelor of Science in Marine Transportation (BSMT) program.
2. Regarding the levels of motivation among students, the following conclusions were drawn based on the highest weighted mean scores:
 - (a) Question number two, which assessed the students' motivation to pursue maritime education due to financial support from their families, received a value of "Strongly Agree" rating and indicated a high level of motivation. This suggests that students were highly motivated to pursue maritime courses because their parents financially supported them.
 - (b) Question number six, which focused on the students' motivation related to their financial status and their ability to support their families when they have ample money, also received a "Strongly Agree" rating. This indicates that students were highly motivated to pursue maritime courses when their financial status improved and they could provide assistance to their families.
 - (c) Question number eleven, which examined students' motivation and confidence in pursuing maritime education to take their life, goals, and career path seriously, received a "Strongly Agree" rating. This suggests that students were highly motivated to pursue the maritime course because they were dedicated to their life, goals, and career path.
3. The highest weighted mean score for expectation was observed in statement number nine, which stated the students' desire to share their knowledge and skills with others who have similar dreams. This statement received a "Strongly Agree" rating and indicated a very high extent of motivation. Thus, students were motivated to a significant degree because they expected to share their skills and knowledge with like-minded individuals who shared their aspirations.
4. The study identified a significant relationship between family influence and expectation, with a Pearson correlation coefficient of .361** at a 0.01 (2-tailed) level of significance. This suggests that the levels of motivation are significantly correlated with expectation. Therefore, the hypothesis cannot be rejected.

Recommendations.

The Saint Joseph Institute of Technology Administration should implement a better and more interactive maritime education system to enhance the interests of cadets. They should also provide easily accessible online and offline learning materials to bridge cadets' knowledge gaps. Additionally, they should

promote the inclusion of more women in maritime education to increase female representation.

Regarding levels of motivation, it is important to acknowledge that the majority of first-year cadets are highly motivated in choosing maritime education. However, it is also important to recognize that external factors, such as family support and financial considerations, significantly influence their motivation.

For the expectation result, it is important to note that first-year cadets have high expectations for their maritime education. However, it is also important to encourage a broader range of expectations among cadets to ensure a more diverse set of aspirations.

Future researchers should conduct further investigations into the drivers behind first-year cadets' pursuit of maritime education and their expectations. They should also encourage other maritime institutions to explore similar research to generate insights beneficial to the maritime industry.

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