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# Home and School Environment, Academic Achievement and Performance in Maritime Schools Assessment Program: Bases for Instructional Enhancement

Marie Bella Navarro-Estores<sup>1</sup> and Rolando A. Alimen<sup>2</sup>

<sup>1</sup>John B. Lacson Foundation Maritime University-Molo ([mariebella.estores@jblfmu.edu.ph](mailto:mariebella.estores@jblfmu.edu.ph))

<sup>2</sup>John B. Lacson Foundation Maritime University-Molo ([rolando.alimen@jblfmu.edu.ph](mailto:rolando.alimen@jblfmu.edu.ph))

## ABSTRACT

This study ascertained the performance of students in the Maritime Schools Assessment Program (MSAP) in relation to Home Environment, School Environment, or the Academic Performance in subjects covered by MSAP. The respondents of the study were the 254 third year students among selected maritime institutions and had taken the examination for MSAP. The data were obtained using a duly validated researcher-made checklist questionnaire. Descriptive and inferential statistics were used to analyze the data. The performance in MSAP of the entire maritime students was categorized as “low pass”. In terms of age, the younger BSMarE (Bachelor of Science in Marine Engineering) respondents had a “low pass” performance in the MSAP. The MSAP performance of BSMT (Bachelor of Science in Marine Transportation) cadets was consistently “low pass” in all the variables stated above. This performance of respondents was significantly related to academic achievement. Likewise, school environment was significantly related to academic achievement. However, Home Environment and MSAP Performance were not significantly related as well as School Environment and MSAP Performance. The predictors of BSMarE respondents’ performance in the MSAP were academic achievement in English, and Safety and Environment Protection. The English, Ship Management and Maneuvering, and Mathematics. predictors were MSAP performance of BSMT respondents. Review classes and tutoring program were conducted and institutionalized.

**Keywords:** Home Environment, School Environment, Academic Performance, Maritime Schools Assessment Program (MSAP)

## INTRODUCTION

The Philippines, an archipelagic country in Southeast Asia, is the number one supplier of seafarers in the world. This is one of the reasons why Maritime institutions in cooperation with the Commission on Higher Education (CHED) and the Maritime Industry Authority (MARINA) have created several programs to improve their educational systems and to provide national and international shipping companies with competent and world class seafarers. One of these programs is the Maritime Schools Assessment Program (MSAP).

The Maritime Schools Assessment Program (MSAP) is given yearly to the second year Bachelor of Science in Marine Engineering (BSMarE) and Bachelor of Science in Marine Transportation (BSMT) students of all the MSAP participating schools in the Philippines. This assessment was used to evaluate the performance of the maritime students of the JBLFMU-Molo as the only maritime school in the South East Asia towards global excellence and competitiveness.

Aside from academic programs, home environment is also considered a powerful influence on the child’s academic performance. It is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness, academic achievement and emotional adjustment. The academic performance of a child cannot be separated from the home environment in which he grows up (Funtuzzo et al., as cited by Linus, 2015). His performance in school is usually attributed to his family background. Thus, this study was conceived.