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Educational Values Inventory among Marine Engineering Students at JBLFMU-Molo

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Abstract - This study determined the educational value among marine engineering students at John B. Lacson Colleges Foundation for the school year 2002-2003. Data were gathered through the 24-item "Educational Values Inventory". Two hundred ninety-eight randomly chosen first year marine engineering students were the respondents of the study. To statistically analyze the data, the mean, frequency count and rank were employed as descriptive statistics. The results of this study revealed that the most predominant esthetic value among the students was "appreciation of the beautiful and harmonious things in life", while the least predominant was "attention is felt along courses in art, literature, and music." The most predominant leadership value among the student was "courses concerned with organizing and directing people," and the least predominant was "courses concerned with how to direct and organize people." "Gaining insight into the meaning and pursuit of

life" was the most predominant philosophical value among the students, while the least predominant was "courses dealing with philosophical and or religious idea." Moreover, "understanding of social problems and their possible solutions"" was the most predominant social value among the students, and the least predominant was "courses concerned with how to understand and be of help to their people." The most predominant scientific value was "courses in scientific and mathematical fields" while the least predominant was "understanding of scientific theories and the laws of nature." "Preparation for a vocation or profession of one's choice" was the most predominant vocational value and the least predominant was "courses in one's chosen vocation or professional field."

Keywords - Educational values inventory, Marine Engineering students, JBLMFU-Molo

INTRODUCTION

Values education aims to develop skills for rational thinking and value judgment in order to effect behavior change in the students. It makes use of the experiential learning approach that revolves around four (4) concepts: valuing self, valuing others, valuing one's country, and valuing God. Values development is integrated in all subjects in the curricula (DECS, 2000).

The responsibility for values education entrusted in this school system is mandated by no less than the Constitution of the Philippines. Article XIV, Section 3, Paragraph 2 of the 1986 Philippine Constitution states:

Schools shall inculcate patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency.

Values education has been emphasized through recent years by various DECS memos and orders, seminars and workshops, conferences and textbooks. Yet, many would agree that these efforts towards moral development have been fruitless in view of that can really be observed, such as dirty politics, graft and corruption, violence, criminality, sexual harassment, drug abuse, disrespect for human rights, lawlessness and others.

Andres (1985) states that the school is one of the most powerful factors for the moral education of young children. As soon as children enter the school, the school environment begins to exert tremendous influence in their moral development. This influence comes largely from the school relationships with their teachers and peers. The personality patterns of the teacher and their values greatly influence the pupils.

The atmosphere of the school is a factor of significance in the moral development of the child. The school and the teacher are primarily responsible for the preservation and transmission of moral values, national ideals and norms of behavior.

The researcher in this study aimed to acquire knowledge and understand how values can direct the transformation of the country through a better educational system that will lead the students to mold a new breed of Filipinos.

OBJECTIVES OF THE STUDY

The main objective of this study was to determine the educational values among marine engineering students of John B. Lacson Colleges Foundation for the academic year 2002-2003.

The study has the following specific objectives:

1. To determine the predominant profiles of scores of the students in the six value scales of the educational values inventory - esthetic value, leadership value, philosophical value, social value, scientific value and vocational value.

2. To determine how the six educational values rank among the students.

METHODOLOGY

This study employed the descriptive method of research. This approach is appropriate whenever the object of any class vary themselves and one is interested in knowing the extent to which different conditions were present among these objects (Good and Scates, 1972, in Alimen, 1999).

The participants of the study were the 208 randomly selected first year marine engineering student at John B. Lacson Colleges Foundations, (Molo), Iloilo City, enrolled in the academic year 2002-2003.

The researcher used the Slovin's formula to get the sample population.

In order that each student will have the chance to be included in the study, the researcher used the simple random sampling procedure by lottery method.

To come up with the data needed for this study, the researcher used an Educational Value Inventory. This instrument consists of three major parts.

There were 24 items in the questionnaire of the six values covered in this study namely: esthetic, leadership, philosophical, scientific, social, and vocational.

Permission to involve the marine engineering students of John B. Lacson Colleges Foundation,(Molo), Iloilo City was secured from the dean of the college where students belong. As soon as permit to conduct the study was granted, the researcher distributed the instrument among the randomly chosen first year marine engineering students.

Data gathered were submitted to appropriate statistical tolls for interpretation and analysis.

Statistical Data Analysis Procedure

Data collected were analyzed to answer the specific objectives of the study. Frequency count, mean and rank were employed.

Frequency count. To find out the most and least dominant value, responses were tallied.

Rank. To determine the most predominant educational values of

the marine engineering students, rank was used.

Mean. To obtain the educational values of marine engineering students, mean was utilized.

RESULTS AND DISCUSSION

Students' Profiles of Scores Identified Under the Esthetic Value

As shown in Table 1, the most predominant esthetic value identified by the students was "appreciation of the beautiful and harmonious things in life" (M=3.46, Rank 1). The least predominant was "attention is felt along courses in art, literature, and music" (M=3.17, Rank 4).

Other aspects of esthetic value identified were: "acquiring the ability to express oneself artistically" (M-3.26, Rank 2) and "consider courses in music, art, and literature" (M=3.21, Rank 3).

Table 1. Ranks of the profiles of scores of the students identified under the esthetic value

Aspect	M	Rank
Appreciation of the beautiful and harmonious things in life	3.46	1
Acquiring the ability to express oneself artistically	3.26	2
Consider courses in music, art, and literature	3.21	3
Attention is felt along courses in art, literature and music	3.17	4

Students' Profiles of Scores Identified Under the Leadership Value

As shown in Table 2, the most predominant leadership value among the students was "courses concerned organizing and directing people (M=3.59, Rank 1), while the least predominant was courses concerned with how to direct and organize people (M=3.21, Rank 4).

Other aspects of leadership value identified were: "understanding how to direct others in the accomplishment of some goal" (M=3.45, Rank 2) and "ability to lead or direct other people" (M-3.27, Rank 3).

Table 2. Ranks of the profiles of scores of the students identified under the leadership value

Aspect	M	Rank
Courses concerned with organizing and directing people	3.53	1
Understanding how to direct others in the accomplishment of some goal	3.45	2
Ability to lead or direct other people	3.27	3
Courses concerned with how to direct and organize people	3.21	4

Students Profiles of Scores Identified Under the Philosophical Value

As shown in Table 3, the most predominant leadership value identified among the students was "gaining insight into the meaning and pursuit of life" (M=3.57, Rank 1). The least predominant was "courses dealing with philosophical and or religious idea" (M=3.28, Rank 4).

Other aspects of philosophical value identified were: "development of a personal philosophy of life" (M=3.52, Rank 2) and "courses concerned with philosophy and religion" (M=3.51, Rank 3).

Table 3. Ranks of the profiles of score of the students identified under the philosophical value

Aspect	M	Rank
Gaining insight into the meaning and pursuit of life	3.57	1
Purpose of a personal philosophy	3.52	2
Courses concerned with philosophy of life and religion	3.51	3
Courses dealing with philosophical and or religious idea	3.28	4

Students' Profiles of Scores Identified Under the Social Value

As shown in Table 4, the most predominant social value identified among the students was "understanding of social problems and their possible solutions" (M=3.50, Rank 1), and the least predominant was "courses concerned with how to understand and be of help to their people" (M=3.34, Rank 4).

Other aspects of social value identified were: "understanding people of different social classes and culture" (M-3.47, Rank 2) and "courses concerned with understand and helping people" (M=3.46, Rank 3).

Table 4. Ranks of profiles of scores of the students identified under the social value

Aspect	M	Rank
Understanding of social problems and their possible solutions	3.50	1

Understanding people of different social classes and culture	3.47	2
Courses concerned with understanding and helping people	3.46	3
Courses concerned with how to understand and be of help to their people	3.34	4

Students' Profiles of Scores Identified Under the Scientific Value

As shown in Table 5, the most predominant scientific value identified among the students was "courses in scientific and mathematical fields" (M=3.56, Rank 1), while the least predominant was "understanding scientific theories and the laws of nature" (M=3.34, Rank 4).

Other aspects of scientific value identified were: "courses in science and mathematics" (M=3.38, Rank 2) and "learning about scientific problems and their solutions" (M=3.37, Rank 3).

Table 5. Ranks of profiles of scores of the student identified under the scientific value

Aspect	M	Rank
Courses in scientific and mathematical Fields	3.56	1
Courses in science and mathematics	3.38	2
Learning about scientific problems and their solutions	3.37	3
Understanding of scientific theories and the laws of nature	3.34	4

Students' Profiles of Scores Identified Under the Vocational Value

As shown in Table 6, the most predominant vocational value identified among the students was "preparation for a vocation

or profession of one's choice" (M=3.59, Rank 1), while the least predominant was "courses in one's chosen vocation or professional field" (M=3.24, Rank 4).

Other aspects of vocational value identified was: "learning how to succeed in a chosen occupation or field" (M=3.56, Rank 2) and "courses in the vocational or professional field of your choice" (M=3.48, Rank 3).

Table 6. Ranks of the profiles of scores of the students identified under the vocational value

Aspect	M	Rank
Preparation for a vocation or profession of one's choice	3.6	1
Learning how to succeed in a chosen occupation or field one's chosen	3.56	2
Courses in the vocational or professional field of your choice	3.48	3
Courses in one's chosen vocation or profession field	3.24	4

Students' Overall Profiles in Terms of the Six Value Scales

As shown in Table 7, the most predominant value identified by the students was "vocational value" (M=3.47, Rank 1), while the least predominant was "esthetic value" (M=3.28, Rank 6).

Other values identified were: "philosophical value" (M=3.46, Rank 2), "social value" (M=3.44, Rank 3), "Scientific value" (M=3.41, Rank 4), and "leadership value" (M=3.38, Rank 5).

Table 7. Overall ranks of the profiles in terms of the six values scale

Values	M	Rank
Vocational value	3.47	1
Philosophical value	3.46	2
Social value	3.44	3
Scientific value	3.41	4
Leadership value	3.38	5
Esthetic value	3.28	6

To gather data needed for this study the researcher used an Educational Value Inventory. This is divided into three major parts.

Permission to involve the marine engineering students of John B. Lacson Colleges Foundation, Molo, Iloilo City was secured from the dean of the college. Upon approval of the dean, the researcher distributed the instrument among the randomly selected participants. Data gathered were subjected to appropriate statistical tools for analysis and interpretation.

The following were the findings:

1. The predominant educational values identified by the students were as follows: esthetic value – "appreciation of the beautiful and harmonious things in life;" leadership value – "courses concerned with organizing and directing people;" philosophical value – gaining insight into the meaning and pursuit of life;" social value – "understanding of social problems and their possible solutions;" scientific value – "courses in scientific and mathematical fields;" vocational value – preparation for a vocation or profession of one's choice."

2. Of the six values identified, vocational value was the predominant profile manifested among the students, while the esthetic value was the least predominant among the students.

Implications for Theory and Practice

The results of the present study have led to certain implications for theory and practice in relation to educational values among marine engineering students.

For theory. The present findings of the study provided support to Bandura's Social Learning Theory (in Bower and Hilgard, 1991) which contends that individuals have the ability to store sets of social conditions. Values are being shared by individuals in a community. The establishment of the link between an individual and the community is made possible by the integration of community through the process of socialization.

Anderson's Information Integration Theory was likewise supported by the findings as it explained how human beings bring together different pieces of information. This theory was originally developed to explain that value integration was implemented in all subject areas.

For practice. Results of the present study indicated that knowledge of values ranking by the students may be used as spring board of developing value lessons that will change the students' value system. It will also help the teacher focus on certain values that need to be nurtured among students. Knowing their student's value will enable the teacher to accommodate said values in the teaching of a particular course (Morano, 1995).

Values integration also meets the goal of education by providing opportunities to the students to assimilate the desirable values and attitudes which are vital in developing responsible citizens of an emerging ecological society.

CONCLUSIONS

In view of the findings, the following conclusions were drawn: It appears that the marine engineering students appreciate the beauty of nature and how it nurtured life. They prefer to organize and direct people, give meaning in the pursuit of life, develop an understanding of social problems and their solutions, prefer scientific and mathematical fields, and prefer a vocation or profession of their choice. On the other hand, they seem to dislike courses concerning situation on how to direct and organize people, courses dealing with philosophical or religious ideas, courses concerning understanding and helping people, understanding scientific theories and laws of nature and courses dealing with one's vocation or profession.

The most important educational value seems to point to the students to the maritime profession, the profession that they are preparing at the present time. However, appreciation of beauty and harmony in life, appears to be of lesser value among the students. This explains that the students place more value on becoming a seafarer far better than appreciating the beauty and harmony in life.

RECOMMENDATIONS

Based on the findings and conclusions, the following are recommended:

1. The nature of the classroom life may be closely linked with the students' value and attitudes, especially because the terminal and instrumental values may be observed during class interactions (Rokeach, 1973, in Morano, 1995). Moreover, the integration of values in the curriculum is urgent, for it will give the students the opportunity to realize certain desirable concepts and behavior.

2. Another good area for future research is to ascertain the stages of moral development of learners from their oral and written responses to moral situations presented.

3. Students of different moral stages respond differently to the same moral problems at hand. It will also allow more student participation in decision making (Morano, 1995).

4. It is strongly recommended that more studies be conducted on educational values not only among marine engineering students but in other courses as well.

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