

Working Relationship among Working Scholars in Maritime Programs of the University of Cebu - Maritime Education and Training Center Campus

Mark Vincent P. Castro

University of Cebu – METC, Cebu City, Central Visayas, Philippines

Abstract: *This study determined the working relationship among working scholars, done in the University of Cebu – Maritime Education and Training Center, A. Y 2019 - 2020. The researchers make used of the survey method to gather the data then data gathered were analyzed using statistical treatment. The total respondents are the 100 working scholars taking up maritime programs (Bachelor of Science in Marine Engineering and Bachelor of Science in Marine Transportation), working in different departments from academic departments to the non - teaching departments, with different working schedules. Using weighted mean to analyze the result of the responses, overall aggregated mean resulted in 4.56 shows the working scholars have a good working relationship with their faculty, working relationship with their classmates, and working relationship with University staff (non - teaching). Findings showed that most of the working scholars have a very strong working relationship with the faculty, relationship with classmates, and strong relationship with university staff (non - teaching).*

Keywords: Students working relationships, working students, working scholars, maritime students, and social relationships.

1. Introduction

A growing number of students are working while in college and to a greater extent many college students nowadays especially working scholars/students are focus on their academic goals to improved their life and their working relationships that will bring impact, a big difference in their daily interaction with people. Further, students, specifically working scholars taking up maritime program should be aware in their working relationships in day to day basis since they play a vital role in the university as office assistant to the office staffs (full time employees) in different offices.

In the theory of Social - emotional states that the ability to identify and understand one's own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to develop empathy for others, and to establish and maintain relationship. Working scholars of the University of Cebu – METC serves as front liners in accommodating costumers and thus in order to create a harmonious working relationship, working scholars must have the ability to identify and understand one's feeling, accurately read and comprehend emotional states in other, manage strong emotions and their expression in a constructive manner, to regulate one's own behavior, to developed empathy for others and to establish and main good working relationship.

As stated in the Social Development Theory by Vygotsky (1978) [1] the theory stated that every individual has a gap between actual ability, something that learners can do on their own, and potential ability, something that they can do with the help and supervision, more emphasis on social contribution to the process of development, this theory views the interaction as an effective way developing skills and strategies and much important learning by an individual occurs through social interactions. This is essential to the working scholars because this type of social interactions

involving cooperative or collaborative dialogue promotes cognitive development in which through interaction and guidance, one can develop and internalized emotions, using it to guide or regulate their working relationship and working performance.

The Social learning theory of Albert Bandura [2] emphasizes the importance of observing and modeling the behaviors, attitudes and emotional reactions of others. Most human behavior is learned observationally through modeling from observing others, one forms an idea of how new behaviors are performed and on later occasions, this coded information serves as a guide for action. Working scholars behavior in term of continuous reciprocal interaction between cognitive, behavioral, and environmental influences, this plays a significant part of the study because Banduras' study connects the importance for an individual to do their best work and achieve the type of growth they seek for the field they work with, it also expands one's knowledge of all social work theories ad relevant practices can help one to be better prepared for the next challenge in the field.

[3] School is to educate students to be knowledgeable, responsible, socially skills, healthy, caring and contributing citizens, this missions is supported by growing number of school - based prevention and youth development programs. This could help improves student to development; working relationships, health and academic outcomes. Greenberg, et. al. (2003).

Improving students' relationships with teachers has important, positive and long - lasting implications for both students' academic and social development. The student is likely to trust her teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. [4] Positive teacher - student relationships draw students into the process of learning and promote their desire to learn (assuming that the content material of the

class is engaging, age - appropriate and well matched to the student's skills). Kaufman, S. R., & Sandilos, L., (2012)

Working relationship among working scholars is also concern to the theory of B. F Skinner and Ivan Pavlovs' Behaviorist Learning Theory, it states that [5] behaviorism is worldview that operates on a principle of "stimulus - response" it assumes an individual stimulus, it starts as a clean slate, and behavior is shaped through positive reinforcement. Environmental condition in which affect a persons' way of thinking and response to what is happening in the environment, it is based on the idea that all behaviors are acquired through conditioning, and conditioning occurs through interaction with environment which refers to the University of Cebu – METC, because this theory believes that any person could potentially be trained to perform any task, regardless of genetic background, personality traits, and internal thoughts (this refers to the limit within of their physical capabilities), because it only requires the right conditioning.

In this the researchers want to conduct this study if to determine the working relationship of the working scholars. In the theory of Vincent Tinto's Interactionalists Theory (1993), [6] Tinto explained that when students have insufficient interactions with others in the college and their goals and values are not aligned with those of the college, students are more likely to leave the school. Tinto's theory showed that the interactions between student and the institution, both academic and social, play a role in a student's decision and relationship. Tinto's theory is then split into two systems of interactions – the student interacts in both academic (grades, intellectual development) and social (peer interactions, interactions with faculty and staff) contexts during the college experience. Working relationships are significant [7] correlates and predictors of happiness, positive social interactions involving the family and friends contributed happiness and improve social relationship Holder, M. D., & Colema, B., (2007).

Also in the study of Baert, S., et al., (2016) One the most vital reason why many [8] students combine study and work is that it provides them with an income, which may help them to satisfy their consumption, while students put forth efforts to improve their job prospects by enrolling in colleges under severe economic. In working scholar's contract, it is stated the working scholars should render 4 to 5 hours of service from Monday to Saturday, beyond which shall be upon the instruction of the department superior this is alarming problem to determine the working performance

of the working scholars in their working relationship with the faculty, classmates and the office staff.

Many studies focus on working students, but ask very different questions and measure different outcomes. Researchers have looked at how work affects campus engagement, social development, development of leadership and social skills, faculty interaction, and peer interaction. [9] Other studies have looked at financial aid and the relationship with working. Given that many, if not most, students need to work to afford college, it is important for higher education researchers, faculty, and administrators to better understand their needs and challenges in trying to balance work, financing, and college. The study aimed to determine the working students/scholar based on their working relationship. The study is believed to give insight to both working students/scholar and educators on the importance and the role of working relationships.

The study determined the working relationship among working scholar maritime students in the University of Cebu – Maritime Education and Training Center. The study as conduct during the first semester of the academic year 209 - 2020. Moreover, the study gives knowledge and understanding on the awareness of the working relationship among working scholar maritime students. Specifically, the study sought to answer the following sub - questions: 1. What is the social relationship of the working scholars as to: 1.1 relationship with their faculty; .1.2 relationships with classmates; and, 1.3 relationship with university staff.

2. Methods

The study used the descriptive method of research. It aimed to determine the working relationship among working scholars of the University of Cebu – METC, the study was conducted during the first semester of the A. Y 2019 - 2020. The research respondents are the 100 working scholars of the University of Cebu – METC, hire by the human resource department taking up maritime programs; Bachelor of Science in Marine Transportation and Bachelor of Science in Marine Engineering, using the modified standardize questions to be answered through Likert scale and modified question based on the works of Robert and Clifton (1992) who south to design a measurement instrument for the purpose of assessing the working relationships. The modified questions included about relationship with academic faculty, relationship with classmates and relationship with university staff (non - teaching).

3. Result and Discussion

Table 1: Working relationship among working scholars

Statements	Weighted Mean	Interpretation
Relationship with Faculty		
I get along better with General Education and Professional Instructors	4.30	Strongly Agree
The professors encourage me to work on my weaknesses	4.41	Strongly Agree
I can always approach my teachers to assist me in my school works	4.33	Strongly Agree
The professors provide extra assistance to working scholars as a means of help to balance their work life and student life	4.41	Strongly Agree
The professors show equal treatment to students regardless he or she is a regular student, maritime scholar or working scholar.	4.50	Strongly Agree

Aggregated Mean	4.39	Strongly Agree
Relationship with Classmates		
My classmates show acceptance of our individuality	4.54	Strongly Agree
My classmates give a positive influence in my academic life	4.50	Strongly Agree
My classmates and I have good relationship inside the classroom	4.61	Strongly Agree
My classmates voluntarily help me and my other classmates when they need assistance	4.54	Strongly Agree
I can work well with my classmates	4.58	Strongly Agree
The students in our class respects our output in our group work	4.57	Strongly Agree
The students in our class shows friendly competition in class and boost each other's morale.	4.55	Strongly Agree
Aggregated Mean	4.55	Strongly Agree
Relationship with University Staff (Non - Teaching)		
The non - teaching staff sees me as an employee	4.41	Strongly Agree
The non - teaching staff sees every working scholar a big help in the institutional endeavors	4.57	Strongly Agree
My department head, office staff and co - working scholars guide or lead us to possible job opportunities in my career interest areas	4.59	Strongly Agree
My department head, office staff and co - working scholars shows positive view that I will be successful with my academic endeavors	4.56	Strongly Agree
The non - teaching staff show equal treatment to students regardless he or she is a regular student, maritime scholar or working scholar	4.47	Strongly Agree
My department head office staff and co - working scholars encourage me to have more leeway to finish my degree (e. g. take maritime scholarship - academic cadetship)	4.69	Strongly Agree
Aggregated Mean	4.54	Strongly Agree
Over - all Aggregated Mean	4.49	Strongly Agree

Table 1 shows the working relationship among working scholars enrolled in maritime programs, the relationship with faculty which resulted 4.39 as weighted mean and having a strongly agree as interpretation, thus the working scholars relationship with the faculty have a very strong relationship base on the data working scholars get along better with the general education and professional education instructors, the instructors encourage them to work on their weakness, working scholars also can always approach the teachers to assist them in school works, the professors provides extra assistance to the working scholars as means to balance their work life and student life, and lastly the instructors shows equal treatment to students regardless he or she is regular, maritime scholar, and working scholar, in connection to the study of Kaufman, S. R., & Sandilos, L., (2012) [10] students' relationship with teacher has important, positive and long - lasting implication for both students' academic and social development because student tend to trust their teacher more, show more engagement in learning, behave better in class and achieve at higher levels academically. Hussain, N., et al. (2013) [11] supported this claims that the importance of teacher - student relationship increases the confidence level of the students, produces mutual respect and obedience.

In the relationship with classmates of the working scholars, the table shows that most of the working scholars strongly agree, having 4.55 as weighted mean, this shows that they have working relationship with their classmates, working scholars also feels acceptance in their classmates, their classmates give positive influence in academic life, working scholars voluntarily help when assistance is needed, they also respect each other and they build a better friendship relationship that can boost other's morale. Greenberg, M. T., et. al. (2003) also stated in their study that [12] school is to educate students to be knowledgeable, responsible, socially skills, healthy, caring and contributing citizens they also added that this could help improves student development; working relationships, health and academic outcomes.

Majority of the working scholars are strongly agreed on their relationship with university staff (non - teaching) having a 4.54 weighted mean, the non - teaching staff sees the working scholars as an employee that every working scholar is a big help in the institutional endeavors, the department head, office staff and co - working scholars guide or lead also to the possible job opportunities in their career interest areas. The non - teaching staff also shows equal treatment to all, and the department heads, staff and co - working scholars encourage to have more leeway to finish their degree.

4. Conclusion

In view thereof, the researchers found out that the working scholars enrolled in maritime programs in the University of Cebu – Maritime Education and Training Center have a strong working relationship. This shows that their working relationship with the faculty, classmates and university staff plays significant role in their life. Vygotsky (1978) in his social development theory this is essential to the working scholars because social interactions involved cooperative or collaborative that promotes cognitive development in which through interaction and guidance, one can develop and internalized emotions, using to guide or regulate their working relationship and working performance as inline to the result. In addition, the result of the study is coincide to the theory of Albert Banduras social learning theory, working scholars behavior in term of continuous reciprocal interaction between cognitive, behavioral, and environmental influences, because Banduras' study connects the importance for an individual to do their best work and achieve the type of growth they seek for the field they work with, it also expands one's knowledge of all social work theories ad relevant practices can help one to be better prepared for the next challenge in the field.

5. Recommendations

The researchers propounded the following recommendations: 1. The output of this study should be adopted in the University of Cebu – Maritime Education and Training Center since there are many working scholars enrolled in the maritime programs and also working the various departments. They should give attention in order maintain the working relationship, of the working scholars, and also will support their educational endeavors by giving priority during enrollment. 2. The university human resource department should continue their unwavering support to the growth and the improvements of working scholars, seminars such as public relationship seminar as critical part of the life of seafarer, team building, and on time allowance. 3. The respective departments of the working scholars should continue to be the place where the working scholar feel safe, secure, love and most of all feel as part of the department. Continue also to support the endeavors of their working scholars.

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