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Perceived Adaptability and Performance Onboard of AIMS Maritime Graduates with Leadership Experience

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Abstract

Beyond technical proficiency, seafarers must develop strong leadership qualities to navigate complex roles effectively. This study examines the impact of leadership skills on the adaptability and performance of alumni student leaders from the Asian Institute of Maritime Studies (AIMS). The quantitative research focused on 40 respondents from BSMT and BSMARE courses at AIMS, who served as leaders between 2017 and 2022 and gained onboard experience. Data were collected using a self-designed survey with a five-point Likert scale, distributed via Google Forms. Findings revealed strong agreement among participants that leadership skills significantly enhance adaptability and performance in maritime roles. Specifically, these skills improved competency, decision-making, and efficiency, while fostering adaptability in diverse work environments, effective relationship management, and resilience in challenging situations. The study also found no significant differences in perceptions across different respondent profiles, highlighting the consistent positive impact of leadership skills. These results underscore the importance of cultivating leadership abilities in maritime education, as they are crucial for career success and contribute to the overall efficiency of crews and vessels.

Keywords: onboard adaptability, onboard performance, maritime students, leadership skills, Asian Institute of Maritime Studies

INTRODUCTION

The main goal of higher education institutions (HEIs) is to help students develop their character, skills, and knowledge so they can secure jobs and become leaders in their respective fields. Hence, students are viewed as individuals (Ishida & Sekiyama, 2024) who contribute to the country's economic growth and success. A significant number of mariners in this region come from the Philippines. In 2014, 402,000 seafarers came from the Philippines, accounting for more than 30% of the world's maritime workforce (Richter, 2016). Therefore, the maritime sector expects HEIs to produce well-trained and skilled seafarers who are prepared to tackle global challenges when they enter the workforce. Every institution, especially those in the maritime industry, should prioritize and value each student by encouraging their active participation not only in academics but also in areas of interest and identified areas for improvement. This approach allows each student to develop leadership and other skills that will be useful in real-world job situations. Allowing students to grow and enhance their attitudes, knowledge, and abilities provides them with the proper self-direction regarding what to expect in terms of interdependence from the institution (Ishida & Sekiyama, 2024).

Educational institutions, including the Asian Institute of Maritime Studies (AIMS), recognize the importance of developing students' leadership abilities to prepare them for everyday challenges. AIMS has implemented initiatives and organizations aimed at improving the leadership skills of its students, particularly those who hold leadership positions. Alumni student leaders are individuals who have completed their education and gained leadership experience while serving in leadership roles during their academic years.

They possess valuable leadership skills that can be applied in the field, helping guide and support future seafarers. These skills are essential for developing the leadership qualities needed to navigate the challenges of the maritime industry. The ability to adapt to changing situations and handle unforeseen challenges is a crucial trait for leaders. However, the maritime industry faces unique challenges due to its operations, which take place in unpredictable and often hostile environments. Consequently, leaders in the maritime industry must possess exceptional leadership skills to ensure the safety and success of the crew and the vessel.

Classifying leadership is essential for evaluating the strengths and weaknesses that characterize an individual's leadership style. Wilson (2023) states that leadership is the ability to influence the perspectives and actions of others to accomplish organizational goals by utilizing one's strengths effectively. Leadership involves learning a broad range of skills and knowing how to seize opportunities to gain knowledge, lead, and achieve objectives. On the other hand, Jabbar & Hussein (2017) argue that leadership plays a critical role in defining a company, communicating and executing new strategies, developing innovative alignments, and establishing corporate identity.

In essence, leadership in the maritime sector means motivating, inspiring, and guiding seafarers to work together toward a shared objective, while also establishing a clear roadmap for success. This task requires fostering an exceptionalist ethos that values both teamwork and individual accountability within the group or organization. Leadership positions in the maritime sector require a comprehensive understanding of technical aspects, along with the ability to manage culturally diverse groups of seafarers. A successful leader combines technical expertise, interpersonal skills, and strategic thinking. The success of the maritime industry depends on having leaders who possess both strength and resilience. Therefore, leadership development should be prioritized alongside investment in team skill sets to achieve resilience and sustainability. The challenges facing the maritime industry are significant, but with strong leadership and a commitment to excellence, there is no doubt that the industry can continue to thrive and contribute to the global economy for generations to come.

Adaptability, on the other hand, refers to the ability to adjust to and thrive in different situations and among different personalities. It involves making the appropriate mental, behavioral, and/or emotional changes to cope with change, obstacles, and uncertainty. According to Billett and Le (2024), "adaptability" offers numerous advantages. When individuals are adaptable and flexible in their work methods, they can drive significant change within the organization, supporting success. Individuals who succeed in adaptability tend to have a more positive attitude at work and a greater capacity to handle anxiety. Adaptability has become an essential characteristic for success at all organizational levels and types. Individuals in both public and private organizations must adjust to changes and the rapid pace of operations in dynamic and competitive environments. The demand for adaptability is present not only in public and commercial organizations but also among leaders.

The high degree of adaptability required in the maritime sector means that seafarers must be particularly flexible. Responding to challenges and opportunities demands flexibility, resilience, and innovation. Success in this industry depends heavily on the ability to adapt quickly to unexpected situations while ensuring that security measures and operational effectiveness are maintained. Adaptability is critical for enabling seafarers to respond efficiently and effectively to unanticipated events or challenges. Seafarers who foster adaptability can enhance their own skills and contribute to the success of their organizations. Ultimately, adaptability is a key factor that distinguishes successful seafarers, helping them navigate the challenges of the maritime industry with confidence.

Furthermore, Gaur (2023) assert that job performance is likely the most studied component of corporate leadership and organizational behavior. As defined by Susanto et al. (2022), job performance refers to how well an employee meets the general performance expectations of the organization. Job performance is a critical variable in organizational behavior, with higher levels of performance corresponding to fewer errors. In the maritime industry, high job performance ensures the maintenance of normal working conditions and minimizes human error. It signifies excellence and efficiency, which are vital outcomes in the maritime industry. Job performance is closely linked to individual factors of the maritime workforce, such as commitment and professional attitude (Tsai & Liou, 2017). Enhancing seafarers' performance improves ship turnaround times, operational safety, and the satisfaction of shipowners' efficiency requirements (Fenstad, et al., 2016).

Mollauglu, et al. (2024) noted that the maritime sector is undergoing a period of transition as it seeks to meet the United Nations' sustainable development goals without sacrificing efficiency. This transition poses challenges for leaders in the maritime industry, who must navigate complex situations while growing their businesses. Job satisfaction is a critical issue in the shipping industry (Asis-Castro & Edralin, 2022) and is strongly correlated with maritime safety (Bergheim, 2015). Seafarers who consistently experience high job satisfaction are more motivated to comply with safety regulations, leading to improved performance. This effect is directly linked to safety within the maritime industry, including safety climate perceptions and overall safety attitudes (Bergheim, 2015). This study aims to determine the effect of leadership skills on the adaptability and performance of AIMS' alumni student leaders onboard.

Pondering on the above presentations, this study examines the impact of leadership skills on the adaptability and performance of alumni student leaders from the Asian Institute of Maritime Studies (AIMS). The results will underscore the importance of cultivating leadership abilities as these are crucial in their success and contribute to their overall efficiency as future seafarers.

LITERATURES

Importance of Leadership in the Maritime Industry. Several studies emphasize the vital role of leadership in the maritime sector. According to Iriogbe et al. (2024), leadership in the marine industry differs from other industries due to the high level of risk involved, requiring adaptable leadership styles. Mittal and Dhankher (2023) also highlights that leadership proficiency is essential for seafarers to demonstrate proactive behavior and optimize their performance. Leadership development is seen as crucial for building a skilled workforce capable of meeting the challenges of the global maritime industry (Progoulaki, et al., 2022). Furthermore, the ability to adapt to different contexts and handle change is essential for future maritime leaders, as noted by Sott and Bender (2025).

Training and Development of Leadership Skills for Seafarers. Leadership training for seafarers has been recognized as an important part of their education. The STCW Manila Amendments emphasize the need for leadership and teamwork training at both operational and managerial levels (International Maritime Organization, 2016). Similarly, IMO's Model Course 1.39 focuses on leadership and teamwork, aiming to improve skills in communication, decision-making, and conflict management (International Maritime Organization, 2024). Training programs should be comprehensive, addressing both the technical aspects and interpersonal skills required for effective leadership in the maritime environment (Lutskanova, 2019). This training is essential for enhancing safety awareness and fostering teamwork among diverse, multicultural crews at sea.

Challenges in Implementing Leadership and Teamwork Training. The maritime sector faces challenges in standardizing leadership and teamwork training across countries. Although the STCW Convention sets basic guidelines, the

lack of standardized legal requirements for training has resulted in varied approaches across nations (Mejia, 2010). McEwan et al. (2017) suggests that while seafarers worldwide recognize the importance of teamwork and leadership, METIs could improve the effectiveness of these training programs. Moreover, the difficulty in managing multicultural crews and the varying leadership styles needed for diverse situations remain challenges for maritime leaders (Progoulaki & Roe, 2011). This highlights the need for ongoing improvements in leadership training to ensure global consistency and adaptability.

Impact of Leadership on Seafarer Performance and Safety. Leadership has a direct impact on seafarer performance and safety. Studies by Sawhney (2016) and Zulkifly (2020) show that good leadership positively influences safety attitudes and worker behaviors, reducing the likelihood of accidents and improving overall performance. Effective leadership also promotes job satisfaction, which has been linked to better safety compliance and higher motivation (Sulaiman & Seng, 2016). Seafarers with strong leadership abilities are better equipped to handle challenges, make sound decisions, and foster a positive work environment that enhances performance and reduces errors (Hasanspahic et al., 2021). As such, the development of leadership skills is crucial for ensuring the safety and success of maritime operations.

METHODOLOGY

Population, Samples, and Sampling Techniques. The population of the study are maritime graduate alumni of AIMS. Snowball sampling technique was used to select the respondents for this study. According to Ayhan (2014), snowball sampling is a widely recognized non-probabilistic sampling method often used to identify hard-to-reach groups. This method relies on initial participants to refer others whom are believed to possess the desired characteristics. Hence, the use of snowball sampling to seek referrals from initial samples. A total of forty (40) alumni student leaders from the Asian Institute of Maritime Studies (AIMS), who graduated from school years 2017–2022, and have an onboard experience, were selected as samples of this study.

Research Instrument. The researchers employed a researcher-made survey questionnaire, consisting of a series of checkboxes, to gather data related to the study's problem statements. The survey was designed to address the necessary information required in meeting the study's objectives. This instrument was divided into three sections.

The first section included a letter that explains the confidentiality of the respondents' information. It also collects demographic information about the respondents. The second section contained questions aimed at determining the impact of leadership skills on respondents' adaptability in terms of work circumstances, working relationships, and resiliency. The third section focuses on questions that assess the effect of leadership skills on the efficiency, competency, and decision-making abilities of respondents in their onboard performance. The responses were measured using a five-point Likert scale, with 1 indicating the lowest rating and 5 as the highest.

The instrument was also submitted to a statistician 2 maritime experts for validation. Refinements were made based on the comments and suggestions of the validators. After which, the instrument undergone reliability test through pilot-testing with 10 maritime graduates. Based on the computation, the instrument has high internal validity gaining 0.91 Cronbach alpha result.

Data Gathering Procedure. Once the procedures and methods for the study were finalized, the researchers prepared a permission letter, which was signed by the researchers and the thesis adviser, to distribute the survey to the respondents. The letter assured the participants that their responses would be confidential and were used solely for research purposes. After receiving approval, the researchers personally distributed the questionnaires to the respondents, ensuring

that they had the opportunity to ask any question regarding the study through social media or Google Forms.

Once the surveys were completed, data were sent to the statistician for statistical treatment and analysis, then followed by interpretation of the researchers.

Statistical Treatment. To analyze the collected data in alignment with the study's objectives, the researchers used Frequency and Percentage Distribution, Weighted Mean, and Analysis of Variance (ANOVA).

Frequency and Percentage Distribution. This statistical method shows the number and percentage of responses for each data point or group of data points, including the demographic profile. It is used to represent the distribution of the respondents' answers.

Weighted Mean. The weighted mean is a type of average that assigns different weights to individual data points. In this study, the weighted mean was used to determine how the leadership skills of AIMS student leaders affect their ability to adapt and perform onboard.

T-Test. The t-test was used to compare the means of two independent groups and determine if there were any significant differences between them. This test helped examine potential differences in the variables of interest among different courses of the respondents.

Analysis of Variance (ANOVA). ANOVA is used to compare the means of two or more groups to determine if there are any significant differences between them. It was employed in this study to analyze differences in the demographic profile of the respondents.

RESULTS

Demographic Profile of the Respondents. As shown in Table 1, The researchers were able to collect data from 40 respondents who are mostly male (f= 34, 85%) with few female respondents (f= 6, 15%). Historically, the maritime sector has predominantly been male dominated, but in recent years, there has been a notable transformation in its makeup. Women are increasingly playing a prominent role in the maritime industry, shattering long-standing barriers and challenging gender stereotypes (Kitada, 2021). It is apparent that a growing number of maritime schools are now actively admitting females as prospective seafarers for future roles aboard ships.

Table 1
Frequency Table of the Respondents' Age, Gender, and Course, (N=40)

	Profile	Frequency	Percentage
Age	21 years old	1	2.5
	22 years old	12	30.0
	23 years old	13	32.5
	24 years old	6	15.0
	25 years old	4	10.0
	26 years old	2	5.0
	27 years old	1	2.5
	29 years old	1	2.5
Gender	Female	6	15.0
	Male	34	85.0
Course	BS Marine Engineering	9	22.5
	BS Marine Transportation	31	77.5

Furthermore, the respondents are generally from the age of 22 (f= 12, 30%) to 23 (f= 13, 32.5%). Fewer respondents are of 24 (f= 6, 15%) and 25 years old (f=4, 10%). There were two (f= 2, 5%) respondents aged 25; while at least one respondent each from the ages 21 (f= 1, 2.5%), 27 (f= 1, 2.5%), and 29 (f= 1, 2.5%). This suggests that the data collected is reflected in the recent graduates and emerging professionals within the maritime industry, providing valuable insights into the perspectives and experiences of this younger cohort. Looking ahead to 2030, it is expected that over 70% of the global workforce will be made up of Generation Z (born 1997-2012) and Millennials (born 1981-1996). This shift in demographics sheds light on how the values and methods of these younger generations may differ from the longstanding traditions in the maritime industry. This contrast is not limited to their overall work attitudes but extends to their fresh skills and capabilities (Justesen & Qin, 2022).

Table 2 presents the respondents' ranks. The forty (40) respondents are distributed in various Job Positions, where almost half are deck cadets (f= 17, 42.5%), followed by a large gap by engine cadets (f= 5, 12.5%). There are three respondents (f= 3, 7.5%) each from the ranks of third officers, apprentice officers, apprentice engineers, and ordinary seamen. One respondent each (f= 1, 2.5%) represented the positions of second officer, third engineer, able-bodied seaman, OIC-EW, and OIC-NW. One respondent was not able to provide data for the said profile.

Table 2
Frequency Table of the Respondents' Rank, (N= 40)

	Profile	Frequency	Percentage
Rank	Second Officer	1	2.5
	Third Officer	3	7.5
	Third Engineer	1	2.5
	Apprentice Officer	3	7.5
	Apprentice Engineer	3	7.5
	Deck Cadet	17	42.5
	Engine Cadet	5	12.5
	Able Seaman	1	2.5
	Ordinary Seaman	3	7.5
	OIC-Engine Watch	1	2.5
	OIC-Navigation Watch	1	2.5
	No data	1	2.5

The survey data revealed a significant majority of respondents identified as cadets, constituting the highest percentage in the sample, closely followed by officers. This pattern can be attributed to the hierarchical structure prevalent in maritime education and training institutions. Cadets, being students in training, often have a vested interest in understanding industry trends and future prospects. In contrast, officers, with their professional experience, offer insights rooted in practical knowledge. This distribution highlighted a balanced perspective, capturing the viewpoints of both the industry's emerging talents and seasoned professionals, enriching the depth and diversity of the findings.

From all the samples or respondents, 37.5% or 15 of them have been onboarding for less than one year (Table 3). While there are 30% or 12 respondents who have experience for 1 year already. Fewer respondents have experience within 2 years (f= 2, 5%), 3 years (f= 2, 5%), 4 years (f= 3, 7.5%), and 5 years (f= 1, 2.5%) of service onboard. Unfortunately, five respondents were not able to provide data about their years of service onboard.

Table 3
Frequency Table of the Respondents' Years of Service Onboard and of Being a Student Leader, (N= 40)

	Profile	Frequency	Percentage
Years of Service Onboard	Less than 1 year	15	37.5
	1 year	12	30.0
	2 years	2	5.0
	3 years	2	5.0
	4 years	3	7.5
	5 years	1	2.5
	No data	5	12.5
Years of Being a Student Leader	1 year	9	22.5
	2 years	6	15.0
	3 years	19	47.5
	5 years	2	5.0
	10 years or more	3	7.5
	No data	1	2.5

Furthermore, these participants had experience of being student leaders for at most 3 years (f= 19, 47.5%). About a quarter of them served as a student leader\ for at least a year (f= 9, 22.5%), while about 15% for 2 years (f= 6). Only three of these participants have been student leaders for 10 years or more (f= 3, 7.5%), and two respondents for 5 years (f= 2, 5%). One participant had no data for the said profile. The years spent as a student leader significantly contribute to the development of essential leadership skills among maritime professionals. Engaging in roles of responsibility during academic years provided a unique foundation for honing communication, decision-making, and teamwork skills. These experiences foster a leadership mindset, shaping individuals into effective leaders. As stated by Hidayati et al. (2020), recognizing the value of student leadership experiences offers valuable insights into the early cultivation of leadership traits, shedding light on the journey from student leadership to professional excellence within the maritime industry.

To understand the rating of the respondents on the effect of leadership skills toward adaptability of the respondents onboard, descriptive statistics were computed. The results in Table 4 indicated that the participants generally and strongly agree that leadership skills have something to do with their adaptability. That is, leadership skills are rated to have a strong influence on the respondents' adaptability to certain work circumstances (M= 4.30, SD= 0.65), working relationships (M= 4.29, SD= 0.55), and work resiliency (M= 4.42, SD= 0.53).

Table 4
Descriptive Statistics of the Participants' Rating of the Effect of Leadership Skills Toward Adaptability of the Respondents Onboard (N= 40)

	M	SD	Interpretation
Work Circumstances	4.30	0.65	Strongly Agree
Working Relationships	4.29	0.55	Strongly Agree
Work Resiliency	4.42	0.53	Strongly Agree

The findings of Jackson (2021) resonated profoundly with the insights garnered from the analysis. As the maritime industry becomes increasingly diverse, with seafarers from various ethnic, cultural, and national backgrounds collaborating on international vessels, the ability to manage multicultural crews has emerged as a critical concern. Jackson's exploration of leadership is particularly pertinent in the context of this finding. The need to motivate and inspire individuals with diverse work-related values and beliefs mirrors the challenges faced by seafarers in adapting to different work circumstances and building effective relationships, as indicated in this research.

Table 5
Descriptive Statistics of the Participants' Rating of the Effect of Leadership Skills Toward Performance of the Respondents Onboard (N= 40)

	M	SD	Interpretation
Efficiency	4.41	0.60	Strongly Agree
Competency	4.46	0.52	Strongly Agree
Decision Making	4.43	0.56	Strongly Agree

In addition, the findings suggest that the respondents strongly agree when asked to rate the effect of leadership skills on their performance. This is found to be evident in relation to efficiency (M= 4.41, SD= 0.60), competency (M= 4.46, SD= 0.52), and decision-making (M= 4.43, SD= 0.56).

The results clearly showed that most of the respondents agree that leadership skills make a big difference in how well seafarers perform their jobs. This is true for how quickly they get things done (efficiency), how good they are at what they do (competency), and how well they make decisions. Specifically, good leadership serves as a guiding light, enhancing not only the speed at which tasks are accomplished but also the quality of the outcomes. It promotes a culture of continual learning and skill enhancement, encouraging seafarers to stay abreast of industry advancements and best practices. Moreover, the role of leadership in handling tough situations cannot be overstated. Leaders equipped with strong decision-making abilities inspire confidence and trust among their teams. This trust, in turn, fosters a supportive environment where crew members collaborate effectively and problem-solve efficiently. This ongoing professional development not only sharpens their skills but also ensures they remain adaptable to evolving challenges and technologies.

Significant difference in the effect of leadership skills on the adaptability and performance of AIMS' Alumni student leaders when they are grouped according to profile. Specifically, when the participants were grouped according to their age, the results in Table 6 revealed that there were no significant differences at the $p < .05$ level. These indicated that participants from different ages perceive the same level of effect of their leadership skills on their adaptability and performance.

Larsson and Bjorklund (2021) asserted that leadership disregards age, gender, or race because everyone may shine given the appropriate circumstances. One's leadership skills in terms of adaptability and performance onboard are unaffected by age. It does not seem

to have an impact on a leader's capacity to take the initiative, adapt to the environment, give instructions, be flexible, or give out awards for good work. Age is unimportant if a person has the required qualities and experience in the desired industry.

Table 6
ANOVA Statistics of Age on the Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Age	df	F	p-value	Interpretation
Adaptability	Work Circumstances	7, 32	0.501	.826	Not significant
	Working Relationships	7, 32	1.152	.357	Not significant
	Work Resiliency	7, 32	0.583	.765	Not significant
Performance	Efficiency	7, 32	1.022	.435	Not significant
	Competency	7, 32	1.228	.317	Not significant
	Decision Making	7, 32	0.204	.982	Not significant

It is common to assert that because age is merely a number, it has no bearing on leadership. Just as people change as they mature, so do leadership abilities. According to Shehzad et al. (2019), a strong leader possesses a variety of traits. The top three are expertise in job performance, adaptability, dedication, and industry understanding. But it is crucial to keep in mind that a leader's adaptability and performance are just as vital as their age or expertise.

Table 7
T-test Statistics of Gender on Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Gender	df	t	p-value	Interpretation
Adaptability	Work Circumstances	38	0.675	.504	Not significant
	Working Relationships	38	1.031	.309	Not significant
	Work Resiliency	38	-0.407	.686	Not significant
Performance	Efficiency	38	-1.063	.294	Not significant
	Competency	38	0.202	.841	Not significant
	Decision Making	38	0.039	.969	Not significant

Moreover, the test statistics, as seen in Table 7 above, indicated no significance when grouped according to gender. These results were evident to both the adaptability and performance of the participants. This may mean that regardless of the gender of the participants, their leadership skills may influence their adaptability and performance at the same rate.

According to Alan et al. (2016), any generalizations about men versus women making excellent leaders based on gender or sex indicate an emphasis on the performance and adaptation domains of leadership. It is made clear that a person's gender has no impact on their ability to adapt and succeed on board. According to Fritz and van Knippenberg (2017), both men and women can be great leaders. The ability to adapt and perform should not be based on a person's gender because each person has a different set of skills. Furthermore, Yan et al. (2018) conducted a study that added to the current literature discussion about gender advantages in leadership effectiveness by demonstrating that there is no statistically significant gender difference in leadership effectiveness across all leadership contexts.

Table 8
T-test Statistics of Course on Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Course	df	t	p-value	Interpretation
Adaptability	Work Circumstances	38	-1.351	.185	Not significant
	Working Relationships	38	-0.111	.912	Not significant
	Work Resiliency	38	-1.106	.276	Not significant
Performance	Efficiency	38	-1.177	.247	Not significant
	Competency	38	-0.533	.597	Not significant
	Decision Making	38	-0.422	.676	Not significant

Likewise, the same findings were noted on Table 8 when the participants were grouped according to their course. The independent samples T-test showed that the high scores of p-values at 0.05 significance level pointed to no differences in the effect of leadership skills to their adaptability and performance.

In statistical terms, a high p-value suggests that differences between groups being studied are not significant. In this finding, these high p-values led the researchers to a clear conclusion: leadership skills affect participants' adaptability and performance similarly, regardless of their chosen academic field. This finding means that no matter what students are studying—whether it is marine engineering, navigation, or any other subject, the impact of leadership skills on their professional lives remains consistent. The results indicated that leadership skills appear to be equally beneficial across different academic courses when it comes to how they affect students' performance and adaptability in the workplace.

Building upon the research conducted by Cabas and Tancinco (2016), the findings shed light on the strong self- management skills exhibited by BSMT and BSMARE cadets during shipboard training. The high ratings reported for both programs highlighted the cadets' ability to effectively manage themselves in challenging maritime environments.

In the context of this result, where the researchers established the consistent impact of leadership skills on adaptability and performance across various academic disciplines, this information aligns seamlessly. The strong self- management skills observed in BSMT and BSMARE cadets further reinforced that regardless of the specific course a student graduates from, their leadership skills yield consistent effects on their work circumstances, relationships, resilience, efficiency, competency, and decision-making abilities.

This implies that students, whether enrolled in BSMT, BSMarE, or any seafaring-related courses, there is no difference when it comes to adaptability and performance concerning leadership skills. These skills, encompassing self- management, adaptability, and effective decision-making, collectively contribute to the overall success of students in diverse academic courses, emphasizing the universal importance of leadership education in shaping well-rounded professionals in the industry

TABLE 9
ANOVA Statistics of Rank on Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Rank	df	F	p- value	Interpretation
Adaptability	Work Circumstances	11, 28	0.347	.966	Not significant
	Working Relationships	11, 28	1.296	.277	Not significant
	Work Resiliency	11, 28	0.970	.494	Not significant
Performance	Efficiency	11, 28	0.615	.800	Not significant
	Competency	11, 28	0.403	.943	Not significant
	Decision Making	11, 28	0.517	.876	Not significant

Furthermore, the findings, as seen in Table 9, show no significant differences in the perceived effect of their leadership capabilities on their capacity to adapt and perform. This means that the influence of their leadership skills on their adaptability and performance has nothing to do with what rank they have achieved.

It is common to think that rank has something to do with leadership in a society where everyone has authority and adaptability. People were frequently led to believe that in order to be powerful at work, they must rise through the ranks or have a long list of impressive credentials. However, this is a major misconception. Despite the common misconception that those in positions of power should only exercise leadership, this is not the case. Some essential qualities, like honesty and a sense of responsibility, may enable some people to lead equally as effectively as those at the top of the ladder. In actuality, leadership can emerge from anywhere at any given moment.

Even though being a "leader" is a talent rather than a title, most individuals not consider themselves to be one unless it is part of their job description. A leader, according to Dinibutun (2020), is someone who knows which way to choose and guides others towards that path. People have the ability to lead, whether they are the captain or a basic crew member onboard the ship. Leadership is not determined by status or title. Leadership in terms of adaptability and job performance can be demonstrated in a variety of ways, regardless of where they are in the hierarchy. True leaders inspire others to persist in the face of adversity or to restore order when chaos would otherwise reign. What matters is how they use their position to influence others. It is about how they will lead without a title. According to Mazzetti and Schaufeli (2022), leadership is not about a title or a categorization. It is related to influence, motivation, and impact. Influence is about sharing enthusiasm for a job, while impact is about accomplishing results, and inspiring their teammates and clients.

Table 10
ANOVA Statistics of Years of Service Onboard on the Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Years of Service Onboard	df	F	p- value	Interpretation
Adaptability	Work Circumstances	6, 33	0.147	.988	Not significant
	Working Relationships	6, 33	2.087	.081	Not significant
	Work Resiliency	6, 33	0.297	.934	Not significant
Performance	Efficiency	6, 33	0.346	.907	Not significant
	Competency	6, 33	0.542	.773	Not significant
	Decision Making	6, 33	0.162	.985	Not significant

Comparable results were observed when the participants were grouped according to the length of years (Table 10) they have served onboard. That is, no significant differences at 0.05 level were seen when looking at the ratings of the participants according to years of service. These suggested that the effect of leadership skills stands regardless of how long they have been serving onboard, especially when it comes to its influence on their adaptability and performance.

The research findings make a significant point: a leader's skills matter more than how many years they have been on a ship, especially when adaptability and performance are considered. It is apparent that how long people have worked on a ship does not significantly impact how they view leadership skills. This was true no matter if they were new or experienced crew members. As stated by Muteswa (2016), effective leadership is not just about how many years one has been serving. It is more about having the right skills and qualities, like good communication, decision-making abilities, and the capacity to work well with others. These skills matter a lot, maybe even more than years of experience, in making a leader effective, adaptable, and high performing on a ship.

Bagalkoti (2020) pointed out that effective leaders tend to engage in continuous learning. Regardless of their years of service, they are open to new ideas, training, and skill development. This continuous improvement mindset enables them to stay relevant and excel in their roles, reinforcing the idea that leadership skills are not static but can evolve over time. In essence, the data suggested that the ability to lead effectively, adapt to varying situations, and enhance overall performance is not tethered to the number of years one has spent at sea. Instead, it underscores the indispensable role of innate leadership attributes and honed competencies.

Lastly, no significant differences were noted in Table 11 as one-way ANOVA was computed to test the differences in the effect of leadership skills toward both adaptability and performance based on the extent of experience of the participants being student leaders. More specifically, even if the respondents have only about a year or they have more than 10 years of experience being student leaders, the effect of their leadership capabilities will be likely at the same level as their tendency to be able to adapt and perform well.

Table 11
ANOVA Statistics of Years of Being a Student Leader on the Leadership Skills Toward Adaptability and Performance of Participants Onboard

	Years of Being a Student Leader	df	F	p- value	Interpretation
Adaptability	Work Circumstances	5, 34	0.634	.675	Not significant
	Working Relationships	5, 34	0.470	.796	Not significant
	Work Resiliency	5, 34	0.561	.729	Not significant
Performance	Efficiency	5, 34	0.119	.987	Not significant
	Competency	5, 34	0.392	.851	Not significant
	Decision Making	5, 34	0.317	.899	Not significant

Contrary to what most people conceive, years of experience in a field will further enhance the leadership capabilities of an individual. The research data clearly showed that the number of years of experience is irrelevant in matters of displaying leadership when onboard. The innate nature of a leader shows no period when it comes to handling rectitude. One noteworthy aspect that emerged from this result is the consistency in the influence of leadership skills on adaptability and performance. Irrespective of whether participants had a relatively short period of around a year or an extensive tenure spanning over a decade as student leaders, the ability to adapt to different situations and perform well remains consistent and remarkably similar.

DISCUSSION

The findings reveal the importance of leadership skills in the maritime sector and its applicability across different demographic profiles. The high ratings for adaptability and performance demonstrate that leadership abilities significantly enhance professionals' capacity to manage work circumstances, foster positive relationships, and demonstrate resilience. This universality highlights the value of leadership training as a foundational component in maritime education and professional development.

Despite variations in experience, rank, and demographic backgrounds, respondents consistently rated the influence of leadership skills positively. This consistency indicates that leadership transcends individual characteristics, focusing instead on fostering collaboration, efficiency, and adaptability. These findings align with industry standards emphasizing the need for competent leaders capable of addressing both operational challenges and team dynamics onboard.

The lack of significant differences across demographic profiles further strengthens the argument for integrating leadership development universally within maritime training programs. By equipping professionals with these skills early in their careers, the maritime industry ensures a resilient and high-performing workforce ready to meet the complex demands of modern seafaring.

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