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## Research Article

### Maritime Regimental System: Fostering Discipline and Professional Success

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#### ABSTRACT

This paper analyzes how the maritime regimental system instills discipline among maritime cadets and graduates and aids in their professional development. We focus primarily on graduates from the Philippine Merchant Marine Academy (PMMA) and the Maritime Academy of Asia and the Pacific (MAAP) and the challenges faced. Participants in this study include 106 graduates and 192 First-Class cadets and cadettes. Participants for the qualitative study included six shipping company officers that oversee cadets, and six school administrators that implement the Maritime Regimental System. The study employs a mixed methods, convergent parallel design, and data collection was achieved via the internet. According to the results, professional success and the regimental system are influenced most substantially by leadership. Training was said to bolster confidence among cadets and bolstered the ability to oversee and evaluate decision making on training ships. Graduates confirmed that the system aids in adjusting to training on a ship, adherence to safety regulations, and aids in progression to assume roles of authority. The system's overall impact on character, work ethic, and professional training was found to be positive. Several challenges related to the regimental system were identified. These included limited facilities, costs that constrain creativity, and a ratio of staff to students that hinders the possibility of close-up and individualized mentoring. From these, conclusions were drawn, and suggestions included areas for potential future non-regimental and regimental school-based research. Overall, the maritime regimental system is effective in instilling discipline and preparing cadets for success in their careers. Nevertheless, its long-term effectiveness will be contingent on the system's continuous adaptation to incorporate effective resource utilization and policy enhancements. These improvements should balance the demanding nature of the system in order to maintain discipline and safeguard the welfare of the cadets, as well as provide support for the development of leadership skills.

**Keywords:** *discipline, leadership, maritime regimental system, professional success*

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## Introduction

Throughout history, people have perceived character and discipline as intertwined. Discipline is essential in education and in life. Developed discipline builds positive attitudes, motivations, and responsibilities. Discipline's worth extends outside the classroom. Discipline aids in reaching personal and professional goals and achieving success in relationships. A disciplined student exhibits behavior, actions, and decisions that adhere to a school's policies and procedures (Dada, Isiaka, and Salmon, 2014).

Preparations for future seafarers are incomplete without Shipboard training (Estimo, 2020). Shipboard training touches on proper behavior and discipline and the professional aspect of seafaring beyond the theories. Certain shipping companies have cases to report of their cadets disrespecting the laws of the sea by showing acts of discipline violations like insubordination, tardiness, and gambling. Such cases are usually referred to the said maritime schools to perform evaluations and render a decision on the future of the cadets with respect to the Shipboard training.

It is rather interesting to observe that the cadets who got in trouble were reportedly not from Maritime Regimental Training. Cadets who were from Maritime Regimental Schools did not get in trouble and were noted by exhibited consistent discipline. This shows that the discipline required to meet the standards of the maritime profession may be related to Regimental Training.

While there are still concerns related to the traditional military-style approach to maritime education, the focus is shifting to the adoption of educational models that are more aligned with the developments and trends in contemporary education. For instance, the post-industrial learning models that are more focused on the learner are supported by the Center for International Maritime Security. The models are designed to foster critical thinking, flexibility, and the propensity for lifelong learning. Such learning equips the future graduates of the maritime sector with the competencies to engage effectively with

the evolving scope and demands of maritime operations and activities (Miller, 2020).

This approach also advances the aim of the United Nations Sustainable Development Goals, particularly SDG 4 (Quality Education) and SDG 1 (No Poverty). Through employment and strengthened competence, this approach may enhance trust in newer educational techniques.

This study focuses on four different groups of personnel from the Philippine Merchant Marine Academy (PMMA) and Maritime Academy of Asia and the Pacific (MAAP), to assess how the Regimental System impacts discipline and professional success. The purpose of this research is to address gaps for other maritime educational systems, to consider the contribution and benefits of the Regimental System.

## Research Design

This study applied a convergent parallel design in its mixed-methods research to understand the maritime regimental system more quantitatively and qualitatively. Using this design for the study resulted in a fuller and more complete understanding of the topic and, in turn, assured the study's findings' validity and reliability.

To analyze the impact of the maritime regimental system, as well as the problems faced while implementing it, this study conducted surveys and interviews. This study was structured around professional success determinants, including the system's molding of participants' discipline, character and work ethics and skills development. The study, using this approach, attempts to amplify and showcase the importance of the regimental system as an effective tool for workforce preparation of maritime cadets.

## Respondents of the Study

This study captured data from four sample groups, two for the survey and two for the interviews. The first survey sample comprised 106 graduates of the Philippine Merchant Marine Academy and the Maritime Academy of Asia and the Pacific. The subjects were ten-year-post graduates, active in the maritime field, and had a minimum of five years of

maritime field experience at sea from the deck or engine department. The study purposefully employed the snowball sampling technique for the survey. The study aimed to sample participants who had active experience in the maritime industry to collect data that would be useful to the study.

The second survey sample comprised 192 First-Class maritime cadets. The same sampling techniques were employed, and the sample comprised those cadets who had the relevant academic standing and maritime training. The focus of the research was on the Maritime Regimental System, and this sample had the relevant experience to respond to the survey.

The first sample group for the interviews comprised officers of shipping companies who have direct supervision of the cadets and/or graduates. This study sample comprised six shipping company officers, four officers from the shipping companies, one officer who was a supervisor for crewing and operations, and a Fleet HR Management officer.

The second group consisted of six school administrators who directly implement the Maritime Regimental System. This group included Deans, representatives from the Department of Maritime Affairs, Shipboard Training Officers, and several other academic leaders. Both groups of interview participants were chosen using purposive sampling in order to have participants who actually had knowledge and experience in regard to the system under study.

### **Data Analysis**

First-Class cadets and cadettes, as well as graduate-seafarers, answered a survey that was subsequently analyzed using frequency and percent distribution and weighted mean scores. The analysis of the interview data was conducted based on the research's Statement of the Problems for which a section of the analysis was conducted in a narrative form for detailed discussion and interpretation of the results.

## **Results and Discussion**

### ***Factors in the Regimental System that Foster Professional Success according to PMMA and MAAP Graduates***

The research focused on the contributing elements of the regimental system that build general professional success markers in the maritime domain. Such elements include leadership, integrity, responsibility, judgment and decision-making, and professional development, mission accomplishment and performance, as well as the sea tradition. Responsibility is singled out as one element of the system that builds confidence and trust in cadets in the accomplishment of their duty given that it fosters a sense of accountability.

The insights of the 106 PMMA and MAAP alumni respondents in relation to these system elements reflect how these segments of the system build and shape the competencies, values, and professional behaviors of the maritime practitioner. Each success element of the system had several markers that were computed, analyzed, and discussed in the full paper. Given the focus on clarity and conciseness, a summary of the results is presented in Table 1.

The "strongly agree" ratings suggest that maritime regimental training functions as a system and creates outputs for various aspects of professional development, as opposed to producing distinct or disconnected outcomes.

Graduates identified the regimental system as the primary source for developing leadership, responsibility, decision-making, professional, and mission-related growth and respect for maritime traditions and ethics. The findings are in line with previous studies which asserted that training and professional development systems that include regimentation and a high level of structure assist in the professional preparation of young persons by relating the instructional and theoretical aspects of seamanship with the practical requirements and work of a seafarer. The training also emphasizes the development of professionals who are ready to perform in safety-critical environments (Simanjuntak et al., 2024)

Table 1. Summary table of the factors that foster professional success

|   | FACTORS                                                                    | WM   | Description           |
|---|----------------------------------------------------------------------------|------|-----------------------|
| A | Leadership under the regimental system                                     | 3.62 | <i>Strongly Agree</i> |
| B | Integrity instilled in the regimental system                               | 3.57 | <i>Strongly Agree</i> |
| C | Responsibility cultivated through the regimental system                    | 3.56 | <i>Strongly Agree</i> |
| D | Judgement and Decision Making developed through the regimental system      | 3.54 | <i>Strongly Agree</i> |
| E | Professional Development promoted by the regimental system                 | 3.55 | <i>Strongly Agree</i> |
| F | Mission Accomplishment and Performance reinforced by the regimental system | 3.55 | <i>Strongly Agree</i> |
| G | Tradition of the Sea as emphasized in the regimental system                | 3.45 | <i>Strongly Agree</i> |

Legend: 1.00-1.74 (*Strongly Disagree*); 1.75-2.49 (*Disagree*); 2.50-3.24 (*Agree*); 3.25-4.00 (*Strongly Agree*)

### ***Impact of the Regimental System on the Graduate-Respondents' Maritime Profession***

From the surveyed respondents, there are 106 graduates of PMMA and MAAP, and they have had different kinds of exposure to various maritime trainings. Their response to the survey is an excellent foundation for examining the influence of the maritime regimental system on the professional development of individuals. To quantitatively substantiate the findings, six additional interviews were conducted with School Administrators of the institutions. The additional findings helped contextualize and further validate the survey results, but were not viewed as the primary evidence for this part of the study.

The survey responses of the School Administrators were in line with graduates' perception of the influence of the regimental system. The insights further confirmed the findings and added to the robust nature of the discussion.

The data shown in Table 2 indicate that the respondents highly rated the influence of the maritime regimental system on their professional life with a weighted mean of 3.37, which is interpreted as "Strongly Agree" and "High Impact." The findings highlight that maritime training with structured Discipline has a significant positive influence on the professional performance of maritime graduates, and the system is pertinent to the whole industry

Table 2. Impact of maritime regimental system to graduates

|   | Statements                                                                                                                                       | WM   | Description           | Interpretation     |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------------------|--------------------|
| 1 | The regimental system effectively prepared me for the demands of the professional maritime environment                                           | 3.53 | <i>Strongly Agree</i> | <i>High Impact</i> |
| 2 | Training under the regimental system instilled a strong sense of respect for authority and teamwork vital for shipboard operations               | 3.50 | <i>Strongly Agree</i> | <i>High Impact</i> |
| 3 | The regimental system's emphasis on the chain of command during training directly influenced my understanding and respect for maritime hierarchy | 3.48 | <i>Strongly Agree</i> | <i>High Impact</i> |
| 4 | The maritime regimental system shaped my professional values and identity, reinforcing my commitment to the seafaring career                     | 3.44 | <i>Strongly Agree</i> | <i>High Impact</i> |

|                              | Statements                                                                                                               | WM          | Description                  | Interpretation            |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|---------------------------|
| 5                            | Regimental routines enhanced my ability to quickly adapt to shipboard protocols and expectations                         | 3.41        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 6                            | The regimental system built my resilience, helping me handle workplace challenges in the maritime profession             | 3.37        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 7                            | Consistent participation in inspections and routines improved my attention to detail, a critical skill in maritime tasks | 3.32        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 8                            | The structured nature of the regiment fostered a continuous drive for self-improvement essential for maritime careers    | 3.29        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 9                            | The regimental experience strengthened my leadership and mentoring abilities within maritime teams                       | 3.27        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 10                           | The regimental system provided me with practical insights into real-world challenges faced in the maritime industry      | 3.25        | <i>Strongly Agree</i>        | <i>High Impact</i>        |
| 11                           | The regimental system enhanced my problem-solving skills in authentic maritime work situations                           | 3.21        | <i>Agree</i>                 | <i>Moderate Impact</i>    |
| <b>OVERALL WEIGHTED MEAN</b> |                                                                                                                          | <b>3.37</b> | <b><i>Strongly Agree</i></b> | <b><i>High Impact</i></b> |

*Legend: 1.00-1.74 (Strongly Disagree/Very Low Impact); 1.75-2.49 (Disagree/Low Impact); 2.50-3.24 (Agree/Moderate Impact); 3.25-4.00 (Strongly Agree/High Impact)*

The most crucial finding in Table 2 is that the best indicator shows that the regimental system prepares graduates to meet the challenges of the professional maritime environment with a weighted mean of 3.53, which is interpreted as “Strongly Agree” and “High Impact.” This finding was corroborated by experiences shared by the School Administrators. SA1 indicated that the system intentionally implements means of “pushing” cadets “beyond their comfort zones” by implementing discipline and physical training. Similarly, SA2 indicated that cadets are trained “mentally and physically” by means of real-life maritime training, which assists the cadets in developing readiness for training of real-life shipboard scenarios. SA4 noted that cadets are trained to be resilient and maintain an “operational ready posture” despite being fatigued. This explains the strong graduate response that the regimental system provides preparation for the professional challenges of the maritime environment.

In addition, the patterned scores for the training system’s respect for authority, teamwork, and understanding of maritime command structure and its chain of command system, which has weighted means of 3.50 and 3.48, respectively, are a clear indication of the results of the structured environment of the system. SA5 described the system in such a way that a “camaraderie and shared purpose” is developed among cadets, which in turn builds a sense of pride. In addition, the development of a “strong sense of brotherhood and belonging” described by SA3, also enhances discipline and a collective identity and cohesiveness among the cadets.

Another pertinent observation is the regimental system’s significant impact on their professional values and identity, evidenced by a weighted mean score of 3.44, categorized as “Strongly Agree” and “High Impact.” This finding indicates that the regimental system’s impact goes beyond the preparation of personnel in a technically ready state and permeates the formation of the professional

character. As SA1 commented, “discipline and character” are “built” by the system and are recognized in the workplace. SA5 added that they “carry” the “discipline” and “character” as a “weight of responsibility” when they become “officers.” This shows that regimental training has a significant additional impact of formulating professional identity and responsibility.

Conversely, the lowest assessed element was the enhancement of problem-solving skills in real-life maritime work situations, which had a weighted mean of 3.21, categorized as “Agree” and “Moderate Impact.” Even with a positive assessment, the given rating indicates that graduates consider the solving of problems a more developed skill on board. This was further elaborated by SA3, who stated that regimental training sometimes “clashes with academic training” but is still helpful for cadets in learning how to deal with “pressure.” SA4 stated that “peer learning” in controlled spaces of the training environment, like the machine shop, is beneficial for cadets to learn how to make “guided” decisions. This implies that the regimental system fosters discipline, structure, and preparation, but developing a flexible, adaptive mindset for problem-solving is still gained through maritime experiences.

Overall, the results outlined in Table 2 indicate that the regimental system is most influential in the areas of professional preparedness, respect for hierarchy, teamwork, resilience, and the formation of professional identity. These attributes are vital for careers in the maritime industry because of the importance of discipline, safety, and collaboration, alongside accountability. The lower rating for authentic problem-solving also indicates that shipboard experience plays a significant and complementary role in the formation of operational judgment and the ability to make independent decisions.

The qualitative comments made by the six School Administrators support the survey evidence. Their comments highlight that structured systems of regimental training promote discipline, nurtured through progressive training in resilience, mentoring, and graded responsibility within the hierarchical system. These features are

subsequently reflected in the professional behaviors of graduates at sea. It is also important to recognize that the comments of the Administrators may be shaped by their position within the institution and their direct involvement in the regimental training. This consideration of possible bias helps offer a balanced assessment of the evidence.

The findings are similar to those reported by Mori and Manuel (2024), and confirm that a structured system of maritime training prepares graduates to be disciplined and ready to work in a hierarchically structured environment. They also noted that higher-order skills of complex problem-solving and flexible thinking are more completely developed through extended training alongside real-world engagement. This highlights that shipboard practice and regimental training are complementary and integral to professional formation.

Likewise, Mejia (2021) determined that discipline, authority, and teamwork training helps strengthen the professional effectiveness of Filipino seafarers. However, the ability to be adaptable and situational judgment are still evolving and are highly dependent on experiences gained on board an actual ship. This is consistent with the present findings, as it is evident that the training which employs a regimental system shapes graduates to fit into the prevailing organizational culture of the maritime sector, while further sea service enhances the graduate’s capacity to operate independently and solve issues that may arise.

According to Table 2, the regimental system strongly shapes training for the maritime industry, as it fosters teamwork, self-discipline, and a strong sense of identity, which are the cornerstones of success in this field. All the aforementioned outcomes have earned a strong positive evaluation, and, in contrast, the relatively low evaluation given to genuine problem-solving indicates that experiences gained on board are necessary for the integration of regimentation and self-discipline to attain professional mastery.

***Effectiveness of the Regimental System in Fostering Discipline Among the according to PMMA and MAAP Cadets/Cadettes***

According to the evaluation of the regimental system instituted for the 192 cadets from PMMA and MAAP, the system has proven useful in reinforcing specific aspects of maritime training. The evaluation centered on character, work, and skills, and covered the extent to which the regimental system useful is

in preparing cadets in discipline and professionalism.

Each area was made up of a number of indicators which were evaluated and discussed separately in the full paper. This section contains a summary of the findings for presentation purposes as shown in Table 3.

*Table 3. Summary table on the effectiveness of the regimental system in fostering discipline*

|   | <b>Indicators</b>     | <b>WM</b>   | <b>Description</b>           | <b>Interpretation</b>        |
|---|-----------------------|-------------|------------------------------|------------------------------|
| A | Character Development | 3.86        | <i>Strongly Agree</i>        | <i>Very Effective</i>        |
| B | Work Ethics           | 3.84        | <i>Strongly Agree</i>        | <i>Very Effective</i>        |
| C | Skills Development    | 3.84        | <i>Strongly Agree</i>        | <i>Very Effective</i>        |
|   | <b>OVERALL</b>        | <b>3.84</b> | <b><i>Strongly Agree</i></b> | <b><i>Very Effective</i></b> |

It appears that the regimental system works best at instilling personal accountability, a solid work ethic, leadership, and resilience in cadets. Accountability, in conjunction with a work ethic, leadership, and resilience, allows cadets to become accountable and responsible professionals. Educators and stakeholders in the maritime field have an important role in developing cadets with the accountability and responsibility required in the maritime field.

These claims are corroborated by Arleiny et al. (2025), who claim that training cadets in regimented and practical environments and training cadets in different environments enhance the cadets' decision-making, situational awareness, teamwork and communication. These are necessary skills to succeed in the maritime field as they equip cadets to meet and respond to challenges of the maritime field in its diverse and real contexts.

### ***Shipping Companies' Perceptions of Cadets from Regimental Schools***

With regard to character development, findings suggest that cadets from Regimental Schools develop discipline and professionalism, as well as respect, due to the structured drills, uniformity, and the presence of a hierarchy and accountability. All the shipping company officers observed that the cadets' developed bearing and confidence coupled with an early stage leadership identity were carried to the workplace. Life at sea is difficult and harsh and the shipboard environment is isolating and creates an

atmosphere of limited contact and high anxieties. These conditions, along with the numerous lengthy sea assignments, serve to strengthen emotional resilience.

The findings are consistent with the results found by Arleiny et al. (2025) and others which indicate that cadets from structured and regimented environments have stronger discipline, accountability, and professional character. Sondell (2025) goes on to say that structured training helps to build resilience and a sharpened ability to undertake high-risk decisions in the maritime domain. These findings imply that regimental training systems go far beyond the development of discipline and respect, but also the readiness and adaptability to a professional maritime role.

With regard to work ethic, interviews with shipping company officers indicated that cadets were punctual, accountable, and able to work as a team, and that they completed tasks in a disciplined manner. Officers asserted that the cadets' exposure to strict routines had a positive impact, as they completed tasks with little to no supervision, and took responsibility for their actions. Graduates from Regimental Schools were described as early completers of tasks.

The officers also noted that students at regimental schools tend to be able to work together, even under stress, showing that the regimental system helps students acquire some of the 'soft skills' that are important to success in the maritime industry. This is understandable, as discipline, attitude, and reliability are much more difficult to teach

than any of the skills that are trainable. Research has shown that cadets who undergo structured and especially regimental training develop strong work habits, such as being punctual, accountable, and dependable, which in turn helps enhance productivity and professionalism (Bacasdoon et al., 2024). In the same way, it has been found that graduates from maritime schools that are regimental and discipline-based are arguably more familiar with shipboard practice and therefore ranked higher on professionalism, responsibility, and employability (Salvador, 2023).

In sum, the findings indicate that cadets are at an advantage in the maritime industry because of the regimental training they have received, and the training continues to help cadets succeed during actual employment because of their individual skills and ability to adjust.

The interviews reflected that, with regard to advancement of skills, regimental training provides cadets with operational readiness, leadership, confidence, and skills to communicate and to perform under pressure. Shipping company officers pointed out that cadets who have been trained in a system with a lot of structured control, discipline, and simulation training generally have confidence, flexibility, and a greater willingness to accept an assigned task, which helps them prepare for their future roles as leaders at sea.

Evaluating technical competence seemed to warrant greater caution from the officers. They noted deficiencies in technical competence were related to not just lack of training in the service, but also lack of resources in the institution, ineffective teaching, and lack of exposure on the actual ship. This means that while regimental training indeed enhances leadership, communication, discipline and resilience, technical competence on the other hand, requires continuous practice and exposure to the seas.

The claims above have been supported by literature, which indicates that the more structured the training, the more likely the cadets are to acquire confidence and a sense of accountability, assertiveness, and resilience (Beavers, 2019). Other studies have demonstrated the ability of regimented

training to assist cadets with communication and adaptability to shipboard teams, as well as to interact with and take orders from senior officer personnel (Guo, 2019). The cumulative outcomes of the studies affirm that while technical skills are the result of institutional resources and exposure to practice on the ship, regimental training offers a competitive edge particularly in the areas of leadership, communication and resilience.

### ***Challenges in the Implementation of a Maritime Regimental System according to School Administrators***

From the interviews, we have identified welfare-centered infrastructure gaps. These included the barracks, wellness centers, and accommodation that meet international standards. The gaps identified show that infrastructure development goes beyond the physical upgrading of facilities. It is also a way of strengthening the well-being of cadets and enhancing competitiveness of maritime institutions on a global scale. Danelec (2025) stated that good ship performance is a result of investments in training systems and ship infrastructure, and not just having the training systems and infrastructure. The gaps identified also reflect the concern of administrators that modernization and upkeep are needed to sustain an effective and well-regulated program.

While administrators say current budget allocations handle the day-to-day operations of the regimental system, they indicate those allocations are inadequate for supporting innovations and modernizations. Although most requests are approved, funding for improvements to training equipment, faculty development, and advanced instructional methods remains highly constrained. Coupled with fixed allocative funding and inflation, increasing operational costs leave resources highly inadequate for institutional requirements. This is similar to Salvador (2023) in that, although a significant number of maritime education programs work with very limited resources, most are unable to innovate because of the constraints on available resources. Therefore, the focus has shifted to soliciting industrial partnerships, sponsorships, and donations to obtain the

funds necessary to improve training programs and purchase simulators, training ships, and other instructional aids. This implies that for long-term planning to improve the quality of training programs the institutional budget has to be complemented with external resources.

The interviews revealed divergent opinions on the adequacy of staff in regimental systems. Some administrators felt the current number of tactical officers was sufficient for discipline enforcement. Others noted the officer-to-cadet ratio was too high to enable mentoring and guidance. This demonstrates the adequacy of personnel may be determined by whether the focus is placed on routine supervision or comprehensive development of the cadets. Today's regimental systems demand a sufficient number of personnel and tactical officers willing to address contemporary issues of student welfare, student rights, mentoring, and leadership. This is reinforced by Hanzu-Pazara, Barsan, and Arsenie (2017), who contend that adequate maritime education is determined by the quantity and quality of instructors. Their study highlighted the importance of mentoring, welfare, and modern pedagogy. This echoes the sentiments of the administrators who called for training of officers beyond the enforcement of discipline.

The results indicate that maritime of maritime regimental systems should focus on competence-based discipline rather than strict discipline systems. This viewpoint is supported by Lykos and Ventikos (2024), who argued that the maritime leadership system should be aligned with the pace of technology and culture.

## **Conclusion**

The regimental system in maritime education is crucial for cadets' discipline and professionally preparing them. The system provides a foundation for the expected professional behaviors in the maritime system through leadership and integrity, as well as through responsibility and decision-making supported by structuring routines, regulations, and a command system. This combination of system elements prepares cadets for the responsibility of leading and making decisions in difficult situations that

regimental institutions have policies, which in the context of policy implementation, indicate that a stable, systematic discipline, based on the Honor Code, Blue Book, and the system of merit and demerit, is present. These policies sustain discipline. Digital technologies have started to become embedded in the classroom. Certain challenges emerge from this integration. Administrators noted that the policies on gadget use, which were designed to prevent disturbances, may limit access to learning tools. This illustrates the challenges associated with the integration of modern educational tools and technologies while trying to maintain the boundaries of traditional discipline. This also indicates that the feedback and reporting processes need to be modernized. Reporting processes may become more responsive while maintaining authority and the structured nature of the regimental system, if they are modernized and made more accessible, such as through the use of digital and anonymous processes.

In addition, the administrators were of the opinion that the policies creating an environment of strict obedience should be replaced by policies creating an environment of leadership based on competence, and personal and professional development, with an emphasis on mentorship. It is evident that the adaptation arise on board. Therefore, maritime education systems must reinforce the regimental system and strengthen daily routines and the command organizational structures that promote discipline and the development of leaders.

The results also indicate a positive influence on the professional readiness of graduates in the maritime sector through the regimental system. A significant number of departing graduates, particularly those in the early and middle phases of their careers, have entered operational and managerial positions. This indicates that the discipline offered through the regimental system positively influences the career of graduates and their recognition in the industry and suggests that the system prepares cadets for leadership and organizational positions in the maritime sector.

The regimental system was integral to character formation, work ethic, and skills development. regimented routines establish resilience, and punctuality, and promote a respect for authority, teamwork, and responsibility. These factors strengthen work habits and support the development of both leadership and technical skills. As a result, the system is successful in providing discipline for future maritime professionals. The results indicate that maritime educational systems should continue providing discipline-oriented training and, to the extent possible, provide training that simulates real shipboard conditions. This will ensure that cadets are better prepared to assume real maritime duties.

Going beyond classroom instruction, the regimental system provides the tools to teach important characteristics such as teamwork, responsibility, punctuality, and communication skills, as well as discipline and leadership. Each of these characteristics assists in developing successful seafarers ready to take on shipboard duties and future roles as leaders. The close correlation between the training provided by an institution and the requirements of an industry shows that training provided by the regimental system does not fall short in satisfying the requirements of the maritime industry.

While there are numerous advantages to the regimental system, the study identified some disadvantages as well. The increasing number of cadets has put pressure on the need for new simulators, modern accommodations, and new welfare support. Existing budgets promote little to no innovation, and while current staff may be sufficient for maintaining order, they may not be enough for providing much needed personalized support. Existing policies promote order, and while they may address the current needs, they should provide flexible support to capture the technological advancements and provide structured support for cadets to voice their concerns.

The challenges within the regimental system highlight the concern for the maritime education and training institutions to address the support systems, in particular the infrastructure, staff support, training aids, simulators, welfare support, personalized

mentorship, and technology policies. This will strengthen the quality of training while ensuring the regimental system remains flexible to the needs of the cadets and the industry.

Overall, the study concludes that the regimental system develops discipline and aids the professional success of maritime cadets. However, continuous modernization and resource optimization, along with policies that sustain strict discipline, are necessary for the long-term effectiveness of the system. These policies also need to address the welfare of cadets, as well as the development of leadership and professions

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