

Psychological Internalization of Marine Self-Concept During Studies and on Board

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ABSTRACT: A seafarer's personality is based on three distinct stages in the psychological development of his/her marine self-concept, including self-esteem, i.e., before his/her maritime studies, during maritime studies, and at the time of professional practice on board. In order to be able to work safely on board, a seafarer should be a leader with the necessary marine self-concept, the formation of which is a didactic mission of the MET institutions. The psychological internalization of the marine self-concept of future seafarers, as a value, is analyzed in the pilot study on a cognitive, emotional, and behavioral level with regard to the stages mentioned. Before studying seafaring young people perceive the sea in the direction of recreation and spiritual knowledge. The self-esteem of those who do not raise questions of self-knowledge is not strong. During their studies, maritime students seek professional meaning for themselves in respect of the sea. Their academic feelings are positive, their activities are more mature, and their self-esteem improves. The marine self-concept of the future seafarers during their professional practice on board is dynamic, as they get to know themselves and their suitability for work, try out things and achieve their own professional goals. They feel contentment, pride, and self-worth, as well as safety-related aspirations. Their activities become more appropriate and reliable, and their self-esteem is improved.

1 INTRODUCTION

1.1 *Relevance of the research problem*

It is appropriate to focus on a seafarer's personality and mentality in the context of maritime leadership. The Manila Amendments to the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW Convention) has provided for seafarers' leadership training and its implementation in the teamwork of the ship's crew since 2010 [4]. Maritime leadership naturally begins with self-leadership, which depends on the kind of marine self-concept, including self-esteem, a future seafarer has [7]. It is relevant to explore what his/her marine self-concept is and how it is changing,

particularly with regard to the quality of life of the seafarer [6]. It is purposeful to analyze the psychological internalization of the marine self-concept of future seafarers as a value on a cognitive, emotional, and behavioral level. The psychological internalization of values consists of three levels:

- Cognitive level – understanding of the essence and importance of values;
- Emotional level – emotional experiences and value aspirations;
- Behavioral level – practical activities [1].

The stages of the psychological internalization of marine self-concept are as follows: before maritime studies, during maritime studies, and at the time of professional practice on board. The seafarers' careers

at sea depend greatly on the development of their motivations and aspirations [2]. It is important for the MET institutions, including maritime academies, to study them in order to make appropriate didactic decisions on the development of the marine self-concept of the future generation of new seafarers. The education of a seafarer, the maturity of his/her personality, and his/her professional experience make the most significant contribution to ensuring the principle of safety first on board [5, 8, 9].

1.2 Methods and organization of the research

The main research methods are as follows:

- Questionnaire survey of future seafarers using open-ended questions about their marine self-concept according to the levels of psychological internalization on the basis of their self-reflection and free associations;
- Simplified phenomenological content analysis of data on the psychological internalization of the marine self-concept of future seafarers, distinguishing the manifest categories;
- Interpretation of the data.

The experience of the research participants is freely described from a point of view of a phenomenological strategy without getting involved in theoretical or social constructs. The aim is to reveal the individual meaning of human phenomena and to find what is common and individual in the answers of the respondents, as well as to see the essential structure of the phenomenon. The emphasis on the research participant's self-esteem allows for describing the essential meanings, connections, and contexts [3].

The study was performed in a homogeneous group:

- 50 future seafarers in the third year of full-time studies of Marine Navigation at the Lithuanian Maritime Academy were invited to fill in a questionnaire;
- 25 persons were identified who would like to answer the questionnaire consisting of 18 open-ended questions that require a lot of effort from the respondents (by voluntarily taking part in the survey, the maritime students showed that they fully realized themselves in their career choice and promoted the development of their individual marine self-concept);
- 9 respondents answered the questionnaire clearly carelessly and did not fulfill the requirement to answer all the questions;
- 16 future seafarers persistently answered all the questions of the questionnaire.

The validity of a non-representative pilot study can be considered sufficient and it is justified by the following basic principles:

- Adherence to ethical standards of the study;
- Practical experience of the maritime students as future seafarers;
- Their free consent to participate in the survey;
- The fact that no obvious signs of a careless response were found (some answers would fit different questions but they represent a minority of answers and did not affect the validity of the pilot study which only aimed at identifying general trends).

2 RESEARCH RESULTS

2.1 Future seafarers' marine self-concept before their maritime studies

The study examined the development of the marine self-concept of future seafarers before their maritime studies based on their perception of the sea in a broader sense. The answers of the future seafarers on how they perceived the essence and importance of the sea are given in Table 1.

Table 1. Perception of the essence and importance of the sea before maritime studies

| No | ESSENCE OF THE SEA |
|-------|---|
| 1 | Something distant, mysterious |
| 2-3 | The unknown world |
| 4 | Lots of water, whales, fishermen |
| 5 | A source of money, an adventure |
| 6 | Adventures, other countries |
| 7 | Entertainment |
| 8 | Swimming pool |
| 9-10 | Bathing place |
| 11 | Protection |
| 12 | The sea as a gift of nature |
| 13 | The muse of all artists |
| 14 | The sea is a great force, work at sea is hard |
| 15-16 | The perception has been the same |
| No | IMPORTANCE OF THE SEA |
| 1 | Become a navigator |
| 2 | Acquire a useful profession |
| 3 | Find out where I will be working |
| 4-5 | Understand if this is my career path |
| 6 | Go to sea like my father and grandfather |
| 7 | Learn about marine life |
| 8 | Understand what I want and can do |
| 9 | Get to know and choose a purpose in life |
| 10 | Get to know the maritime traditions and my prospects |
| 11 | Get to know myself |
| 12 | Get to know the sea better |
| 13 | Have a common understanding, observe changes in the sea |
| 14 | Get rid of social problems |
| 15 | Take unusual activities |
| 16 | Awaken passion for the sea |

From a point of view of the perception of the essence of the sea before maritime studies, the tendencies towards free, creative, and carefree curiosity and unrestricted self-expression were identified. Hodgegetically significant distinctiveness could be the idea that work at sea is hard. In general, before their maritime studies, the future seafarers perceived the sea more in the context of recreation and spiritual knowledge, on the cognitive level of psychological internalization of the marine self-concept in terms of perception of the essence of the sea. From a point of view of the perception of the importance of the sea before maritime studies, the moments of knowledge as self-examination and maritime career dominate. These are the semantic accents of young people's self-creation, showing that they are trying to give meaning to their lives in relation to the sea. The future seafarers have formulated quite mature answers. The prejudices towards the sea expressed by the respondents are aimed at professional self-realization on the cognitive level of psychological internalization of the marine self-concept in terms of perception of the importance of the sea.

The answers of the future seafarers about their emotional experiences and aspirations towards the sea before maritime studies are given in Table 2.

Table 2. Emotional experiences and aspirations towards the sea before maritime studies

| No | EMOTIONAL EXPERIENCES |
|-------|---|
| 1 | It was more romantic |
| 2 | It was good, nothing special |
| 3 | I enjoyed the sunsets and warm water |
| 4 | I felt just fine |
| 5 | I just admired the sea |
| 6 | The sea was stunning because of its beauty |
| 7 | I felt light not knowing that work at sea is hard |
| 8 | I really wanted to study and go to sea |
| 9 | I felt like I had to move forward in my life |
| 10 | I felt a desire to try myself out |
| 11-13 | I perceived the sea only as water |
| 14 | I knew the element but did not experience it |
| 15 | I was afraid the sea could pull me down |
| 16 | My feelings towards the sea does not change |
| No | ASPIRATIONS |
| 1-3 | Job and high salary |
| 4-5 | Entertainment |
| 6-7 | The greatness of the sea attracted me to know it better |
| 8-10 | The mystery of the sea fascinated me |
| 11-12 | The underwater world attracted me |
| 13 | Get to know the sea and other countries |
| 14 | Understand what the sea is really like |
| 15 | Learn how to live at sea |
| 16 | The sea is always interesting |

Positive feelings of the future seafarers about their desires and cognitive motives prevail in their relation to the sea before maritime studies. The categories that show their dynamogenic feelings forcing them to know, discover, and try in youth express hodegetically significant distinctiveness. The strength of ideals of a young individual is usually proportional to the strength of the personality-activating feelings that arise from them. In general, the emotional experiences towards the sea expressed by the future seafarers are natural for young people and acceptable when evaluating their emotional level in the psychological internalization of the marine self-concept before maritime studies.

Cognitive and professional career aspirations are dominant in the table. The entertainment category, which refers to the recreational character of the marine self-concept, represents hodegetically significant distinctiveness. In general, the future seafarers are mostly characterized by cognitive aspirations towards the sea on the said emotional level of the psychological internalization of the marine self-concept before maritime studies.

The answers about the behavior and self-esteem of the future seafarers towards the sea before their maritime studies are given in Table 3.

Table 3. Behavior and self-esteem towards the sea before maritime studies

| No | BEHAVIOR |
|-------|---|
| 1 | Treating the sea with respect |
| 2-3 | Disrespectful treatment of the sea |
| 4 | I did not love the sea, it was a bit scary |
| 5 | I was afraid of the sea |
| 6-7 | I behaved less wisely |
| 8 | I had nothing to do with the sea |
| 9 | Neutral |
| 10 | I swam in the sea only as in water |
| 11 | I was only near the sea, not at sea |
| 12 | I was more interested in the sea |
| 13 | I put a lot of effort into learning about maritime life |
| 14-16 | I do not know |
| No | SELF-ESTEEM |
| 1 | I knew I could become a captain and be proud of that |
| 2-3 | I thought that the sea can change my values |
| 4-5 | I thought that the sea strengthens human self-esteem |
| 6 | I thought that a person is on board a ship and feels good |
| 7-8 | I did not believe that the sea could develop my self-esteem |
| 9 | Self-esteem becomes lower because the seafarer feels lonely |
| 10 | Hard work rarely develops self-esteem |
| 11-16 | I did not think about that |

The negative categories predominate in the answers on behavior towards the sea of the future seafarers before maritime studies. The recreational category could represent hodegetically significant distinctiveness in their behavior, which shows a valuable initial stage of a young person's adaptive relationship with the sea in his/her life. In general, it can be said that before maritime studies, the psychological internalization of the marine self-concept of the future seafarers on the behavioral level is characterized by little knowledge of the sea, a poor relationship with it and, consequently, a naturally insignificant activity not only towards the sea but also towards the possible career as a seafarer.

The clear categories of ignorance in the table show that before maritime studies the future seafarers were not interested in self-esteem towards the sea. Some of them express a positive attitude towards the development of self-esteem in the above-mentioned relation. Negativity, which shows that the respondent has not resolved the issue about the relationship between hard work and self-esteem, could represent hodegetically significant distinctiveness considering self-esteem. From a point of view of empirical ethics, a person becomes worthless if he/she feels bad. But from a point of view of transcendental ethics, the concepts of pleasure and joy are distinguished and they help understand that the feeling of self-worth is not lost pursuing a noble purpose but feeling bad about some imperfections. For example, a meaningful professional activity or helping a loved one may cause some unpleasant physical difficulties but they are imbued with the joy the person feels as a result of his/her meaningful behavior.

These issues are to be studied in the training of future seafarers in the MET institutions, especially in higher education, allowing them to develop their key competencies regulated by the Bologna Process. In general, it can be said that before maritime studies their self-esteem towards the sea is not strong in the psychological internalization of their marine self-

concept because they have not yet studied in a study program or on their own and did not raise questions on self-knowledge relating to the possibility of perceiving their self-esteem.

2.2 Marine self-concept of future seafarers during maritime studies

When examining the marine self-concept of maritime students during their maritime studies, the question was how their perception of the sea has changed. The answers of the future seafarers on the essence and importance of the sea are given in table 4.

Table 4. Perception of the essence and importance of the sea during the maritime studies

| No | ESSENCE OF THE SEA |
|-------|--|
| 1 | I began to realize the benefits of the sea for people |
| 2-3 | I realized that the sea is not only water but also life |
| 4 | I realized that I did not know the sea yet |
| 5-8 | The sea has become clearer |
| 9 | The sea helped me find myself |
| 10 | The sea has become my workplace |
| 11 | I realized that the sea means hard work |
| 12 | I learned the features of the sea |
| 13 | The sea has become a means of developing thinking |
| 14-16 | In theoretical studies, the concept of the sea has not changed |
| No | IMPORTANCE OF THE SEA |
| 1-4 | Find out what I connect my life with |
| 5-7 | Get to know the future profession |
| 8 | Get more involved in maritime studies |
| 9 | Realize if the sea is for me |
| 10 | Learn to guess the behavior of the sea |
| 11 | Get to know the benefits of the sea |
| 12 | Realize that working on board is hard |
| 13 | Use knowledge for individual purposes |
| 14-16 | It is pointless to study, only practice gives knowledge |

From a point of view of perceiving the essence of the sea during maritime studies, the positive moments indicating that the sea is gradually being discovered as the environment of the chosen profession prevail. A negative category that underestimates the significance of theoretical studies could express hodegetically significant distinctiveness. However, the understanding of the essence of the sea on the cognitive and especially psychoanalytic level is likely to change somewhat in the process of theoretical cognition. In general, it can be said that most future seafarers start to mentally search for themselves more intensively from a professional point of view during their maritime studies on the cognitive level in the psychological internalization of the marine self-concept in terms of perception of the essence of the sea.

From a point of view of the perception of the importance of the sea during maritime studies, the positive and purposeful professional meaning of oneself dominates on the cognitive level in the psychological internalization of marine self-concept. The semantic accents of negativity showing that young people fail to integrate theory into practice could express hodegetically significant distinctiveness. Traditionally, theoretical lectures require a lot of mental effort to comprehend, imagine, and give meaning to the theories being studied, which, of course, must be applicable.

The answers of the future seafarers about their emotional experiences and aspirations towards the sea during their maritime studies are given in Table 5.

Table 5. Emotional experiences and aspirations towards the sea during maritime studies

| No | EMOTIONAL EXPERIENCES |
|-----|--|
| 1 | Increased desire to know the unknown |
| 2-4 | I really wanted to see the world |
| 5 | I enjoyed the choice of maritime studies |
| 6-7 | I felt more and more like a seafarer |
| 8 | Stable feeling |
| 9 | I started to feel valued |
| 10 | More clarity and more positive feeling |
| 11 | I felt like I had taken a step towards seafaring |
| 12 | It is still a long way to know the sea |
| 13 | I find the studies impressive |
| 14 | I felt a greater desire to learn |
| 15 | It is very difficult to study |
| 16 | I am disappointed with my studies |
| No | ASPIRATIONS |
| 1-2 | Find out whether being on board is exactly like we are taught |
| 3 | Work at sea |
| 4-5 | Learn specialty subjects for work |
| 6 | Read books about the sea and seafarers |
| 7-9 | Gain new knowledge |
| 10 | Take an interest in everything |
| 11 | Understand the physical properties, power, unpredictability of the sea |
| 12 | Learn how to survive at sea |
| 13 | Learn how to read the signs of the sea |
| 14 | Investigate the extent of the danger |
| 15 | Manage the ship in severe weather conditions |
| 16 | Use marine resources for the good of humanity |

Positive emotional experiences of the future seafarers relating to the development of positive feelings and higher professional self-esteem prevail towards the sea during their maritime studies. Negative moments express bad feelings and hodegetically significant distinctiveness, which is associated with confusion in life and problems of self-esteem, such as learned helplessness that needs to be addressed psychologically. The personal feelings of the majority of the future seafarers during their maritime studies are positive in terms of their psychological internalization of the marine self-concept on the emotional level.

The aspirations inherent in maritime studies and relevant for work on board dominate. Doubts felt by the future seafarers that their presence on board may differ from what they are taught can express hodegetically significant distinctiveness, highlighting the value of empirical aspirations and ignoring the practical benefits of a broader approach and higher education as universal creativity, e.g. being creative in non-standard situations that are most often identified in shipping. In general, during their maritime studies, the future seafarers tend to have cognitive aspirations for various seafaring-related things. It is appropriate to note that the value of cognition perceived and gaining meaning in youth can become an internal stimulus for practical behavior (Aramavičiūtė, 2005).

The answers on behavior and self-esteem towards the sea of the future seafarers during their maritime studies are given in Table 6.

Table 6. Behavior and self-esteem towards the sea during maritime studies

| No | BEHAVIOR |
|------|---|
| 1 | At work, I am more afraid of the sea |
| 2-3 | Maritime behavior begins at sea and not at studies |
| 4-5 | I began to respect the sea's influence on me |
| 6 | I respect more and fear less |
| 7-8 | I am acting more mature |
| 9-11 | I am acting more responsibly and understandingly |
| 12 | I engage in more valuable activities |
| 13 | I treat the sea more carefully |
| 14 | I started to think before I act |
| 15 | I do activities with joy |
| 16 | I am acting more firmly, although I still know little |
| No | SELF-ESTEEM |
| 1 | My self-esteem has improved |
| 2-5 | Acquired knowledge increases self-esteem |
| 6 | I am proud because I am gaining a profession |
| 7 | My worldview is getting broader |
| 8 | A person understands what he/she is worth |
| 9 | A person pursues his/her goals |
| 10 | I become more disciplined and responsible |
| 11 | I am more aware of the sea's characteristics |
| 12 | I am developing practicality |
| 13 | I become more stable in value |
| 14 | It depends on the person |
| 15 | You do not know the sea well while studying |
| 16 | I feel small in this world where the natural element can interrupt everything at any time |

The future seafarers' behavior towards the sea, which is characterized by positive changes, predominates. Hodegetically significant distinctiveness of the maritime students' behavior during their maritime studies expresses an emphasis on practical work, which demonstrates a more instrumental status of maritime studies in their professional careers compared to their decisive professional practice on board. In general, the psychological internalization of the future seafarers' marine self-concept on the behavioral level is characterized by their more mature activities.

The positive categories, which indicate that the self-esteem of the future seafarers towards the sea increased during their maritime studies, dominate. Relativity that the maritime students can perceive and experience their self-esteem towards the sea differently could express hodegetically significant distinctiveness. In general, the self-esteem of the majority of the future seafarers towards the sea is improving.

2.3 Marine self-concept of future seafarers on board

When examining the change of the marine self-concept of the future seafarers during their professional practice on board, the question was how their perception of the sea changed. Their answers about the essence and importance of the sea are given in table 7.

Table 7. Perception of the essence and importance of the sea on board

| No | ESSENCE OF THE SEA |
|-------|--|
| 1 | The sea reveals human weaknesses and fears |
| 2 | The storm shows human inferiority, promotes healthy fear and respect |
| 3 | The sea becomes a tool for thinking about one's life |
| 4-5 | It becomes the seafarer's home |
| 6 | Its secrets started to attract me more |
| 7 | It is the most amazing thing in my life |
| 8 | It becomes like a friend, a companion |
| 9 | It gets boring at sea |
| 10 | Routine, slow-moving time, same faces |
| 11-12 | Validation of theoretical knowledge |
| 13 | The concept of the sea does not change |
| 14-15 | True knowledge of the sea is gained |
| 16 | Hopes and dreams are substituted with real possibilities |
| No | IMPORTANCE OF THE SEA |
| 1 | It is important to experience the sea personally |
| 2-3 | Understand if I can work at sea or not |
| 4 | Reveal oneself as an individual |
| 5 | Learn to become a good seafarer |
| 6-7 | Broaden one's professional horizons |
| 8 | Study both the nature and yourself |
| 9 | Knowing one's goals and ways to achieve them |
| 10 | Experience impressions and get to know people |
| 11 | Make friends with the sea |
| 12 | Seize the opportunity in life to be on board |
| 13 | Get to know the meaning of one's work at sea |
| 14 | Achieve a goal that one has been striving for a long time |
| 15-16 | Understand the difference between working at sea and relaxing by the sea |

From a point of view of perceiving the essence of the sea during their professional practice on board, positive moments prevail, which suggest that the sea is a tool that helps future seafarers to get to know themselves and gain insights into their suitability for work at sea. Realistic changes in their maritime self-concept and monotony, which can help young people test themselves by experiencing the job directly and perceiving themselves in their maritime career choice, could express hodegetically significant distinctiveness. In general, it can be said that during their professional practice on board, the majority of the maritime students develop their professional self-concept more intensively on the cognitive level of their psychological internalization of the marine self-concept in terms of perception of the essence of the sea.

From a point of view of perceiving the importance of the sea during their professional practice on board, the categories of the meaningful marine self-concept of the future seafarers clearly dominate. All the answers basically point to the importance of the development of a future seafarer as an individual who can perceive, get to know, try himself/herself out, and achieve his/her professional goals. On the cognitive level of their psychological internalization of the marine self-concept in terms of perception of the importance of the sea, the attitude towards the sea, which is expressed by all the future seafarers, has the potential to meet their significant personal and professional expectations.

The answers of the future seafarers on their emotional experiences and aspirations towards the sea are given in Table 8.

Table 8. Emotional experiences and aspirations towards the sea on board

| No | EMOTIONAL EXPERIENCES |
|-------|--|
| 1 | Happy to have been at sea |
| 2 | I was amazed at the variety of colors, the size and power of the sea |
| 3 | I feel a desire to develop skills |
| 4 | I feel what I want and how I want to achieve it |
| 5 | I am proud of what I have achieved |
| 6 | I feel like I have done a great job |
| 7 | I feel better at sea than on land |
| 8 | I feel like I can broaden my horizons |
| 9 | First new, then familiar and finally boring |
| 10 | At first, it was scary, strange, but I got used to it a little |
| 11 | New feelings are emerging, especially during a storm |
| 12 | Sometimes I feel better, sometimes worse |
| 13 | Inspiration, charm, various emotions |
| 14 | I experienced a lot of emotions |
| 15 | Indescribable feelings |
| 16 | Disappointment, very hard work |
| No | ASPIRATIONS |
| 1-2 | See distant countries |
| 3-4 | Get to know one's profession |
| 5 | Get to know the depths of the sea |
| 6 | Learn to predict the sea |
| 7 | Understand the peculiarities of marine lifestyle |
| 8 | Find out other people's views of the sea |
| 9 | Get to know the charts and navigation devices better |
| 10-11 | Understand floods and storms |
| 12 | Nothing bad might happen to those at sea |
| 13 | Get along with the sea |
| 14 | Have a normal relationship with the ship's crew |
| 15 | Learn a lot of interesting things in life |
| 16 | Become stronger and more experienced every day |

The positive feelings of the future seafarers towards the sea relating to their experiences of contentment, pride, and self-worth prevail during their professional practice on board. Hodegetically significant distinctiveness could be the diversity of the feelings of the maritime students. Their experience of different feelings is anthropologically naturally connected with the different sea conditions and the corresponding personal attitude towards them. In general, the feeling of the majority of the future seafarers towards the sea during their professional practice on board is positive, inseparable from various experiences and the ability to promote the individual's professional self-development in terms of psychological internalization of the marine self-concept on the emotional level.

In terms of the aspirational categories, the striving for professional knowledge dominates. In all the answers, the aspirations are positive and relate to the progress of the future seafarer's personality. Hodegetically significant distinctiveness could be the aspiration to become stronger and more experienced every day. The categories related to safety have a practical value when future seafarers strive for success, order, and coexistence with the natural, technological, and social environment of the ship. In general, during their professional practice, their cognitive needs and developmental desires relating to safety are most common. The answers of the future seafarers about their behavior and self-esteem on board towards the sea are given in Table 9.

Table 9. Behavior and self-esteem towards the sea on board

| No | BEHAVIOR |
|-----|---|
| 1-5 | I started to respect the sea more |
| 6-7 | I can no longer imagine my life without the sea |
| 8 | I started to respect seafarers |
| 9 | I take the sea seriously, which is very useful to me |
| 10 | I became more cautious |
| 11 | I started to consider the sea more than just entertainment |
| 12 | I started to take everything more seriously |
| 13 | Next time, I will work harder on board |
| 14 | I behave more calmly |
| 15 | I began to look realistically at my profession as my future |
| 16 | Behavior never changes |
| No | SELF-ESTEEM |
| 1-2 | I began to appreciate not only others but also myself |
| 3-4 | Thanks to new skills, I am now more self-confident |
| 5 | I realized my desires and new choices |
| 6 | I finally understand what I want and expect from myself |
| 7 | My point of view towards life and its essence changed |
| 8 | I saw I had already achieved something |
| 9 | I feel stronger and started to see the purpose in life |
| 10 | Being at sea has become my value |
| 11 | I do a valuable job without which logistics would not exist |
| 12 | I realized that difficulties always need to be overcome |
| 13 | Everything in life improves self-esteem |
| 14 | I realized that I am just a small drop in the ocean |
| 15 | It is hard to say |
| 16 | I do not know |

The positively changing behavior of the future seafarers towards the sea dominates during their professional experience on board. Hodegetically significant distinctiveness could be a denial of the change in the behavior of the maritime students, apparently without befriending their profession. In general, it can be said that the psychological internalization of the marine self-concept of the future seafarers at the behavioral level is characterized by more appropriate, more serious, and more reliable activities.

The table is dominated by positive categories, which indicates the improvement of the future seafarers' self-esteem towards the sea during their professional practice. Ignoring, which demonstrates that the respondents found it difficult to understand the changes in their self-esteem or maybe were unresponsive for other reasons, could express hodegetically significant distinctiveness. In general, during their professional practice on board, the self-esteem of the majority of the future seafarers towards the sea is improving and, in many cases, everyone feels more valuable as an individual.

3 CONCLUSIONS

The pilot study of psychological internalization of the marine self-concept of the future seafarers has shown that before studying seafaring young people perceive the sea in the direction of recreation and spiritual knowledge. The self-esteem of those who do not raise questions of self-knowledge is not strong. During their studies, maritime students seek professional meaning for themselves in respect of the sea. Their

academic feelings are positive, their activities are more mature, and their self-esteem improves.

The marine self-concept of the future seafarers during their professional practice on board is dynamic, as they get to know themselves and their suitability for work, try out things and achieve their own professional goals. They feel contentment, pride, and self-worth, as well as safety-related aspirations. Their activities become more appropriate and reliable, and their self-esteem is improved.

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