

Students' Awareness on the New Curriculum of Lyceum International Maritime Academy

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ABSTRACT

The study aimed to determine the level of awareness on the new curriculum of LIMA. The researchers used descriptive method of research. The data were gathered through questionnaires. The respondents of the study were one hundred ninety (190) second year BSMT and BSMarE students, currently enrolled in LPU-Batangas. The results revealed that the respondents were aware on the new curriculum of LIMA based on instructions and learning outcomes. The respondents also encountered problems in the implementation of the new curriculum. The researchers recommended to spread the information about the new curriculum to all students and to provide new teaching techniques and strategies to enhance student learning.

Keywords: Curriculum, LPU, Awareness, instructions, learning outcomes, Maritime Students, Filipino

INTRODUCTION

Lyceum of the Philippines University – Batangas continues to develop and enhance the student competence in order to attain excellence. Furthermore, it uplifts the quality of education by engaging in curriculum development to improve the student's learning. Also, they want to adapt in the rapid growth of level of education not only in the Philippines but also in other countries. Lastly, they are on their way to fulfill their vision.

Skills of the students can be best acquired from the effective implementation of curriculum through various teaching pedagogies with state-of-the-art facilities, very satisfactory student services, linkages from the partner industries, integration of values and strong participation in research and community extension (Dotong, 2014).

The current programs integrate the core values of LPU, as well as puts a premium on the seven learning outcomes that include communication skills, computer literacy creative & analytical thinking information retrieval - and evaluation teamwork & leadership entrepreneurial skills proactive and

spiritual values aside from the competencies that meet local and international standards (Mejia et al., 2014). The curriculum may continue to revisit periodically to align the skills needed by the industry. The curriculum should be designed to prepare the graduates and demonstrate the core competencies expected of them in the workplace (Valdez, 2010). Being aware about the curriculum helps learners to better understand the value and accessibility of higher education and vocational and training programs and to determine their skills to develop (Dreyfuss, Dunkelberg, & Hodgkinson, 2012).

In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards (Valdez, 2012). The curriculum was developed to integrate an in depth academics, laboratories and field internship programs that will ensure the efficiency and quality to meet worlds class standards (Mejia, Manzano & Menez, 2014). Insights from industry-partners are essential input to the development of program curriculum in order to

determine the concerns of the employers regarding the required qualifications of the graduates (Laguador & Ramos, 2014).

As one of the LPU-B's biggest department, Lyceum International Maritime Academy needs to enhance the competence of its students by implementing a new curriculum that they think will help them meet the standards which maritime industry requires. Student's awareness together with their feedbacks regarding the changes done on the curriculum is needed such as the removing of Naval Reserve Officers Training Course (NROTC) and changing of it to Civic Welfare Training Service (CWTS) in the National Service Training Program of Bachelor of Science in Marine Transportation and Bachelor of Science in Marine Engineering students (BSMT Curriculum, 2008-2009; BSMT Curriculum, 2013-2014; BSMarE Curriculum, 2008-2009; BSMarE Curriculum, 2013-2014). This change has a great impact to the study and learning of the students as they become aware and responsible enough to help in the formation of the community and to participate actively in its activities. The new curriculum challenges LIMA instructors to be well prepared and flexible to serve and give LIMA students the knowledge that they need through the different instructions and strategies offered by the new curriculum. It also takes emphasis on the development of LIMA students based on its proposed learning outcomes. Moreover, the awareness also of the LIMA students is needed to monitor and assure the quality of educational properties and systems.

The researchers conduct this study to determine the level of awareness of the maritime students regarding the instructions and learning outcomes together with their feedbacks which will guide the LIMA management in the implementation of an effective and productive curriculum for the benefit of the students. Through this study, upon knowing their level of understanding and awareness about the new curriculum, it will greatly help in the curriculum development of the Lyceum International Maritime Academy.

OBJECTIVES OF THE STUDY

This study aims to determine the awareness of maritime students on the new curriculum of LIMA. Specifically, it sought to answer the following objectives: to determine the level of awareness of the new curriculum based on instructions and learning outcomes and to identify the problems encountered and proposed strategies to enhance its implementation.

REVIEW OF LITERATURE

Because of the complexity of today's ever-changing world, modern approaches to curriculum development far exceed the natural understanding of curricula as merely plans of study. The goal for having the curriculum development is to attain and to promote quality education for the students. Its strategic objective is to contribute to the development of the capabilities of specialist, practitioners and decision-makers in the design, management and implementation of the quality of curriculum-making process ("Curriculum Development," 2006).

The article entitled "College Awareness-Readiness Curriculum" stated that being aware about the curriculum helps learners to better understand the value and accessibility of higher education and vocational and training programs and to determine their skills to develop (Dreyfuss, Dunkelberg, & Hodgkinson, 2012).

Based on the article entitled "Published Freshman Lab Exercises as Indicators of Level of Awareness and Adoption of Instructional Practices Grounded in Discipline-Based Education Research" by DeChenne, et al. (2014) DBER journals have the potential to promote readers' awareness of instructional practices supported by education research, and to determine the relationship between authors' awareness of educational literature and their adoption of these practices.

According to Boulter and Gilbert (2000) as cited in "Textbooks' and Teachers' Understanding of Acid-base Models Used in Chemistry Teaching by Drechsler and Schmidt (2005), it is important for students to learn about models and their use and to recognize their limitations which would allow students to gain a better understanding of the subject and of how scientific knowledge is achieved.

Based on Department for Education, (2010) as cited in "Re-Thinking the Importance of Teaching: Curriculum and Collaboration in an Era of Localism" by Thomas (2012), having a new curriculum is a freedom to meet the student's needs, aspirations and interest.

There are many revisions in the LIMA curriculum 2008-2009 for Bachelor of Science in Marine Engineering:

First, the increase of units in different subjects; Aptitude for Service (1-6) from one to two units, Maritime Law from three to five units Marine Engineering Drawing from two to three units, Electro Technology 1 from three to four units, Electro Technology 3 from four to five units, Naval

Architecture from two to four units, Power Plant Diesel 1A and 1B from four to eight units, Power Plant Steam 2 from four to six units, Auxiliary Machinery 1 from four to six units, Electro Technology 2 from four to five units, Engine Watchkeeping from one to four units, Engineering Materials 1 from three to four units, Power Plant Diesel (1A and 1B) from four to eight units, and Auxiliary Machinery 2 from three to five units.

Second, the decrease of units in different subjects; Mechanics and Hydromechanics from four to three units, Calculus and Analytic Geometry from six to three units, Plane and Spherical Trigonometry and Solid Mensuration from eight to three units, General Physics from four to three units, Applied Physics from four to three units, General Chemistry from four to three units, and Thermodynamics from four to three units.

Third, the movement of different subjects; Electro Technology 1 from first semester of the second year to second semester of the first year, Engineering Materials 1 from first to second semester of first year, Electro Technology 2 from second to first semester of second, Thermodynamics from first semester of the third year to first semester of the second year, Electro Technology 3 from first semester of the third year to second semester of the second year, General Chemistry from second semester of the first year to first semester of the second year, General Physics from second to first semester of the first year, Applied Physics from first semester of the second year to second semester of the first year Mechanics and Hydromechanics from first semester of the third year to second semester of the second year, Basic Training from first semester of the third year to first semester of the second year, Engine Watchkeeping from second semester of the first year to first semester of the third year, Politics and Governance with Philippine Constitution from second semester of the third year to first semester of the second year, Marine Automation 1 from second to first semester of the third year, Power Plant Steam 2 from first to second semester of the third year, and Maritime Law from second to first semester of the third year.

Fourth, the combination of two subjects; Plane and Spherical Trigonometry (Math 2A) and Solid Mensuration (Math 3) into Plane Trigonometry and Solid Mensuration (Math 2A), and Analytic Geometry (Math 4) Calculus (Math 5) into Calculus and Analytic Geometry (Math 3A).

Fifth, the separation of one subject; (Psy) General Psychology with Alcohol and Drug

Prevention, STD, HIV, AIDS Prevention and Family Planning into General Psychology with Alcohol and Drug Prevention (SocSci 1) and Society and Culture with Family Planning, STD, HIV, and AIDS Prevention (SocSci 2), and Marine Power Plant Diesel (Power 1) into Power Plant Diesel 1 (Power P1A) and Power Plant Diesel 2 (Power P1B).

Sixth, the addition of subjects; Personality Development (Per Dev), Marine Automation 2 (Auto 2), and Engine Room Maintenance (ERM).

Seventh, the removal of Technical Elective (Introduction to Ship Business Management) (Elective).

Lastly, the removal and changing of subjects; Naval Reserve Officers Training Course (NROTC) to Civic Welfare Training Service (CWTS) in the National Service Training Program (NSTP), Basic Safety to Basic Training (BSMarE Curriculum, 2008-2009; BSMarE Curriculum, 2013-2014). The skill in basic safety is considered the number one very relevant and important competence in the marine transportation curriculum (Orence & Laguador, 2013).

For Bachelor of Science in Marine Transportation the revisions are: First, the increase of units in different subjects; Cargo handling and Stowage 1 from two to three units, Electronic Navigation from four to five units, Ship Handling and Maneuvering with Bridge Resource Management using Simulator from two to four units, Meteorology and Oceanography from two to five units.

Second, the decrease of units in different subjects; Plane and Spherical Trigonometry from five to three units, General Physics 1 from four to three units, Electronic Chart Display and Information System from five to two units, Applied Physics 2 from four to three units, General Chemistry from four to three units, Visual Signaling (Mar Com) from five to two units, Computer Applications and Networking from six to three units, and Collision Regulation from four to three units.

Third, the movement of different subjects; Meteorology and Oceanography from second semester of the first year to second semester of the third year, Deck Watchkeeping from second to first semester of the second year, Collision Regulation from first semester of the third year to second semester of the second year, General Psycho with Alcohol and Drug Prevention from second to first semester of the third year, *Komunikasyon sa Akademikong Filipino* from second semester of the second year to second semester of the first year, and Basic Training from first

semester of the third year to first semester of the second year.

Fourth, the combination of Computer Applications (Comp 2) and Introduction to Computer Technology (Comp 1) into Computer Applications and Networking (IT).

Fifth, the separation of General Psychology with Alcohol and Drug Prevention STD, HIV, AIDS Prevention and Family Planning (Psy) into General Psychology with Alcohol and Drug Prevention (SocSci 2) and Society and Culture with Family Planning, STD, HIV, and AIDS Prevention (SocSci 3).

Sixth, the addition of subjects; Personal Development, and Security Awareness.

Seventh, the removal of Pagbasa at Pagsulat Tungo sa Pananaliksik (Fil 2)

Eight, the changing of Meteorology and Oceanography (Meteo/Ocean) into Meteorology and Oceanography (Navi 6).

Lastly, the removal and changing of subjects; Naval Reserve Officers Training Course into Civic Welfare Training Service in the National Service Training Program, Emergency Procedures, Search and Rescue into Advance Training in Fire Fighting, Proficiency in Survival Craft and Rescue Boats other than Fast Rescue Boats, Medical First Aid (Safety 2), Basic Safety to Basic Training, and Masining na Pagpapahayag (Fil 3) to Basic Nihonggo / German / Korean / Danish / Spanish (FL).

(BSMT Curriculum, 2008-2009; BSMT Curriculum, 2013-2014)

Importance of Learning Outcomes on a Curriculum

In the article entitled “A Guide to Developing and Assessing Learning Outcomes of the University of Guelph”, learning outcomes have long been developed and are deeply embedded as a feature of the delivery and assessment of University’s professional program offerings. As a result, the institution become sure to build on this model” The Quality Assurance Framework” by undertaking the development and articulation of learning outcomes within every under graduate program (University of Guelph, 2011). It provides the base for an effectively aligned and integrated curriculum, where instructional activities and assessment strategies are effectively linked to course-specific and degree-level learning outcomes, which are bound to institutional and provincially-define graduate degree level expectation. It provides also a powerful framework for the structure curricula (Kenny & Deswarais, 2011).

An outcome-based approach to education clearly identifies what students are expected to learn and manages the curriculum such that these intended outcomes are achieved (Harden [2007] as cited by Kenny & Deswarais, 2011).

According to Harden et al. (1999;2007), learning outcomes should provide clarity, integration and alignment within and between a sequence of courses; establish a learner centered approach to curriculum planning; hearten a self-directed and autonomous approach to learning, as student can take responsibility for their studies, and are able to monitor their progress; promote a collegial approach to curriculum planning as teachers work together to identify gaps and redundancies; ensure that decisions related to the curriculum and learning environment are organized; adapt a philosophy of continual monitoring, evaluation and improvement; and, help to ensure accountability and assure quality of our education programs (as cited by Kenny & Deswarais, 2011).

Based on the study of Manogue and Brown (2007), an organized curriculum has structures and sequences courses around the intended learning outcomes. It is very important that all courses stated in the curriculum have clearly defined learning outcomes. This approach will succeed if the learning outcomes are (1) clearly articulated in a way that is stated within the discipline; (2) communicated broadly (3) used to informed and influenced decisions about the curriculum and (4) monitored regularly to make sure that they remain up - to - date and accurately reflect the intent of the degree program (as cited by Kenny & Deswarais, 2011).

Problems Encountered on the Implementation of a Curriculum

Based on the article “Problems and Challenges in Implementing the New Teacher Education Curriculum (INTEC) in Math Education in the Philippines”, it recognizes the need to provide math teachers with a broad range of theoretical and methodological skills which will provide teachers with greater flexibility in designing and implementing learning environments that can lead to meaningful learning of mathematics (Pulmones R et al., 2004).

According to the article entitled “How We Should Be Teaching Math”, achieving “conceptual” understanding does not mean true mastery, so students need practice. A student might think he understood an

idea in a classroom but it does not mean that he truly understood the idea. It certainly does not mean also that the student will retain the idea. And it absolutely does not mean that he has mastered the idea (Oakley, 2014).

In the study entitled “Motivating Factors that Affect Enrolment and Student Performance in an ODL Engineering Program” it is stated there that the students were uncertain of the language, subject content, depth of subject matter, and readability of the printas most successful students were not satisfied with many aspects of the course delivery and associated activities (Dadigamuwa & Senanayake, 2012)

METHODS

Research Design

The researchers used descriptive method of research. Descriptive research identify “what is“ of data and not “why it so” one can only describe what is prevailing, and develop inferences but cannot explain why of dynamics of the variables. It involves the description, recording, analysis, and interpretation of the present nature. The objective of the study was to describe the nature of a situation as it exists at the time of study and to explore the cause of a particular phenomenon (Adanza, Bermudo, & Rasonabe, 2009)

Participants

The participants of the study were one hundred ninety (190) LIMA students, one hundred fifty-two (152) from the BSMT students and thirty-eight (38) from BSMarE students. The BSMT and BSMarE second year students currently enrolled in LPU-Batangas are the respondents on this study to give their evaluation based on their experiences.

Instrument

The researchers used self-structured questionnaire as the major source in gathering primary data. The researchers also utilized different references to look for the information that served as basis in making the questionnaire. This is divided into two parts: Part 1 includes the questions how the students assess the new curriculum based on instructions and learning outcomes while Part 2 problems encountered in the implementation.

Procedure

The researchers first gathered the information about the topic of the study in order to prepare themselves for the tasks ahead. Upon accumulating sufficient information about the topic, the researchers

immediately began the task of preparing the data gathering tool, books and internet. The process of constructing checklist and questionnaire was also consulted by the researchers to ensure that they produce good questionnaire that will be used in gathering data for the study.

Upon completion of the first draft of the gathering tool, it was submitted to the research adviser for comments and suggestions for checking. After integrating the comments and suggestions by the research adviser, the researchers constructed the final draft for the instrument which was validated by the research adviser. The researchers facilitated the process of answering the questionnaire to ensure reliable answer.

Data Analysis

The data gathered presented in tabular form that interpreted the results and descriptive statistics such as frequency distribution and weighted mean were used to assess the level of awareness on new curriculum of LIMA.

RESULTS AND DISCUSSIONS

Table 1 presents the level of awareness of the students on the new curriculum of LIMA based on instructions. It can be observed from the table that respondents were aware on the new curriculum based on instructions as indicated by the composite mean of 3.06.

The table also shows that respondents are aware in the combination of subject/courses like Computer Applications (Comp 2) and Introduction to Computer Technology (Comp 1) into Computer Applications and Networking (IT) having the highest rank with a weighted mean of 3.27, while the increase of unit in Aptitude for Service (1-6) from one to two units, and the movement of General Chemistry from second semester of the first year to first semester of the second year were both in the second place, having the same weighted mean of 3.13. However, the movement of Basic Training from first semester of the third year to first semester of the second year having a weighted mean of 2.80, became the last one based on the awareness of the respondents.

LPU-B makes many revisions on the new LIMA Curriculum including the combination of subject/courses like Computer Applications (Comp 2) and Introduction to Computer Technology (Comp 1) into Computer Applications and Networking (IT) (3.27)

Table 1. Level of Awareness of the Students on the New Curriculum of LIMA Based on Instructions

Based on instructions	WM	VI	Rank
1. The decrease of units in Applied Physics and General Physics from four to three units.	3.12	Aware	4
2. The movement of Basic Training from first semester of the third year to first semester of the second year.	2.80	Aware	10
3. The addition of subject/course like Personality Development (Per Dev).	3.05	Aware	7
4. The increase of units in Aptitude for Service (1-6) from one to two units.	3.13	Aware	2.5
5. The combination of subject/course like Computer Applications (Comp 2) and Introduction to Computer Technology (Comp 1) into Computer Applications and Networking (IT).	3.27	Aware	1
6. The removal and changing of Naval Reserve Officers Training Course (NROTC) to Civic Welfare Training Service (CWTS) in the National Service Training Program (NSTP).	3.09	Aware	5
7. The separation of subject/course like (Psy) General Psychology with Alcohol and Drug Prevention, STD, HIV, AIDS Prevention and Family Planning into General Psychology with Alcohol and Drug Prevention (SocSci 1) and Society and Culture with Family Planning, STD, HIV, and AIDS Prevention (SocSci 2).	3.01	Aware	8
8. The removal of subject/course like Pagbasa at Pagsulat Tungo sa Pananaliksik (Fil 2).	2.92	Aware	9
9. The changing of Meteorology and Oceanography (Meteo/Ocean) into Meteorology and Oceanography (Navi 6).	3.08	Aware	6
10. The movement of General Chemistry from second semester of the first year to first semester of the second year.	3.13	Aware	2.5
Composite Mean	3.06	Aware	

Legend: 3.50-4.00=Highly Aware 2.50-3.49=Aware 1.50-2.49=Less Aware 1.00-1.49=Not Aware

The increase of unit in Aptitude for Service (1-6) from one to two units (3.13), the movement of General Chemistry from second semester of the first year to first semester of the second year (3.13), and the movement of Basic Training from first semester of the third year to first semester of the second year (2.80) in order to uplift its education system.

In the Table 1, the respondents were aware on the combination of subject/courses like Computer Applications (Comp 2) and Introduction to Computer Technology (Comp 1) into Computer Applications and Networking (IT) (3.27) because it will help students to learn what they should know about the subject in a short period of time. As Weller (2002) states that awareness about new curriculum educators cannot ignore the net or its implications for their course or institution and the educational, administrative and organizational aspects all need to be understood - in addition to a sound understanding and vision of the requirements of online technologies.

They were also aware in the increase of units in Aptitude (1-6) from one to two units (3.13) because they believe that the student's hardships and sacrifices

are given importance. Based on one article written by De Chenne, et al. (2014) that journals have the potential to promote readers' awareness of instructional practices supported by education research and to determine the relationship between authors' awareness of educational literature and their adoption of these practices.

They were also aware on the movement of General Chemistry from second semester of the first year to first semester of the second year (3.13) because they think that it will prepare students in solving complex problem, thus enhancing their time management.

The training of seafarers is very important in maritime safety and in the protection of the maritime environment ("maritime safety,"2009). However, the movement of Basic training from first semester of the third year to the first semester of the second year (2.80) became the in the last based on the awareness of the respondents because they consider that taking it up early will shorten the validity of its certificate which is five years.

Table 2. Level of Awareness of the Students on the New Curriculum of LIMA Based on Learning Outcomes

Based on learning outcomes	WM	VI	Rank
1. Civic Welfare Training Service (CWTS) extends students responsibilities to help in the community formation.	3.29	Aware	1
2. The students perform what they have learned during class discussions to gain experience.	3.19	Aware	5
3. The new curriculum offers different programs to become globally competitive.	3.22	Aware	4
4. The introduction of new subjects has different teaching techniques and strategies to achieve the intended learning outcomes.	3.14	Aware	8.5
5. The professors provide students group activities to develop their coordination, cooperation and team work in order to gain more knowledge and to have better results.	3.04	Aware	10
6. The arrangement of subject has organized structures and sequences to achieve the intended learning outcomes.	3.18	Aware	6
7. The management monitors, evaluates and enhances the learning outcomes to ensure accountability and assure the quality of educational programs.	3.14	Aware	8.5
8. The learning outcomes are clearly articulated within every under graduate program.	3.23	Aware	3
9. The learning outcomes promote a collegial approach to curriculum planning as professor's work together to identify gaps and redundancies.	3.25	Aware	2
10. The learning outcomes ensure that decisions related to the curriculum and learning environment are organized.	3.17	Aware	7
Composite Mean	3.19	Aware	

Legend: 3.50-4.00=Highly Aware 2.50-3.49=Aware 1.50-2.49=Less Aware 1.00-1.49=Not Aware

Table 2 presents the level of awareness of the students on the new curriculum of LIMA based on learning outcomes. It can be observed from the table that respondents were aware on the new curriculum based on learning outcomes as indicated by the composite mean of 3.19.

The table also shows that respondents were aware that CWTS extends student's responsibilities to help in the community formation having the highest rank with a weighted mean of 3.29. However, the professors provide students' group activities to develop their coordination, cooperation, and teamwork in order to gain more knowledge and to have better results having a weighted mean of 3.04, became the last one based upon the awareness of the respondents.

In the new curriculum, LPU-B focused also for the development of its learning outcomes to ensure the competency of the students. LPU-B was engaged on an outcome-based education approach to clearly identify what student are expected to learn and to manage the curriculum such that these intended outcomes are achieved (Harden [2007] as cited by Kenny & Deswarais, 2011).

In the results of the student's level of awareness on the new curriculum of LIMA based on learning outcomes, the respondents were aware that learning outcomes truly influences the quality of student learning.

In the Table 2, almost forty-four percent of the total respondents were aware that CWTS extends student's responsibilities to help in the community formation (3.29) to be in the first rank because they think it will make students have responsibilities in helping the community.

The importance of understanding the process of group development is a process that needs to be learned and developed over time and evident in the interconnection on group work within the university setting (Baskin, et al., 2005 as cited by Coers & Williams 2010)

The respondents were aware on the professors provide students group activities to develop their coordination, cooperation and teamwork in order to gain more knowledge and to have better results (3.04) to be in the last because they believe that professors should provide group activities to students for them to have better understanding in a particular subject.

Table 3. Problems Encountered in the Implementation of the New Curriculum of LIMA

Problems encountered	WM	VI	Rank
1. The removal of Naval Reserve Officers Training Course (NROTC) makes students feel less disciplined.	2.98	Agree	9
2. There are many requirements to comply in different subjects.	3.09	Agree	5
3. The students focus more on subjects with higher units compared to others.	3.23	Agree	2
4. The professors have no enough time to discuss further subjects like Plane Trigonometry and Solid Mensuration due to its broad topic.	3.03	Agree	6
5. The strategic concepts are not considered in the implementation of the new curriculum.	3.14	Agree	4
6. The students have anxiety on the assessment of educational programs.	3.01	Agree	8
7. The students have little choice over topics.	3.16	Agree	3
8. There is an excessive amount of course materials to study on.	3.02	Agree	7
9. The students are not given a chance to pursue subject in depth.	2.95	Agree	10
10. The students often fail to achieve mastery of the course content.	3.29	Agree	1
Composite Mean	3.09	Agree	

Legend: 3.50-4.00=Highly Agree 2.50-3.49=1Agree 1.50-2.49=Less Disagree 1.00-1.49=Highly Disagree

Table 3 presents problems encountered in the implementation of the new curriculum of LIMA. It can be observed from the table that respondents agreed that there are problems encountered in the implementation of the new curriculum as indicated by the composite mean of 3.09.

The table also shows that respondents agreed in the problem that the students often fail to achieve mastery of the course content having the highest rank with a weighted mean of 3.29. However, the problem that the students are not given a chance to pursue subject in depth having a weighted mean of 2.95, became the last one as agreed upon by the respondents.

Even though LPU-B makes every effort for the curriculum development, still, there are many problems encountered in the implementation of the new curriculum as agreed upon by the respondents. However the problems could be a guide for the management in building a strong curriculum.

In the Table 3, the problem that the students fail to achieve mastery of the course content (3.29) ranks first as agreed upon by almost forty-four percent of the total respondents because they believe that it is not easy to accomplish even with the aid of the best professors because subjects need to be discussed extensively in order to fully understand by the students so they can know all the information they need.

Achieving 'conceptual' understanding does not mean true mastery, so students need practice. A student might think he understood an idea in a classroom but it does not mean that he truly

understood the idea. It certainly does not mean also that the student will retain the idea. And it absolutely does not mean that he has mastered the idea (Oakley, 2014).

The students were uncertain of the language, subject content, depth of subject matter, and readability of the print as most successful students were not satisfied with many aspects of the course delivery and associated activities (Dadigamuwa & Senanayake, 2012).

However, the students are not given a chance to pursue subject in depth (2.95) became on the last as agreed upon by the respondents because they think that students sometimes have anxiety in asking their professor which hinders them to understand better and to make decisions about the subject. Students also often depend only on what their professors teach and not able to study further because they think it is not included in their exams, thus limiting their knowledge and learning.

CONCLUSIONS AND RECOMMENDATION

The respondents are aware on the new curriculum of LIMA with regards to instructions and learning outcomes. The students often fail to achieve the mastery of the course content was the observed problem by the respondents. Addressing the issues of affective learning in the development of curriculum always make sense in shaping the character of the students towards an end of producing graduates into a responsible employees (Laguador & Ramos, 2014). A proposed plan of action was proposed to increase the awareness of the students on the new curriculum.

It is recommended that LIMA management may continue to promote programs that will enhance student awareness on the environment and will help students to develop their skills during their academic years. The management may offer programs for every student to become aware in the new curriculum in order to participate in different community extension programs, consider the effects of any changes on the new curriculum in the student learning for future revisions, and ensure that every student achieved the intended learning outcomes. The professors may enhance their student- teacher relationships by providing exciting and lively class discussions where every student can actively participate and may practice new teaching strategies and techniques which is apt to a particular topic. The professors may give chance to each student to become leader in group activities. The students should be aware of the course materials and its allotted time. Maritime Faculty members should align the new curriculum with the advent of the Outcomes-Based Education (OBE) which is the main thrust of most Higher Education Institutions in the Philippines today to go along with the standards of foreign universities and colleges all over the world (Laguador & Dotong, 2014).

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