

Awareness of Maritime Students on the Sotero H. Laurel Learning Resource Center (SLRC) Club

Asia Pacific Journal of
Maritime Education

Vol. 1 No. 1, 57-62

January 2015

P-ISSN: 2423-2033

apjme@lpubatangas.edu.ph

www.apjme.apjmr.com

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ABSTRACT

This research work was pursued to gain insights on the level of awareness of maritime students regarding SLRC Club. This study could be a help to distinguish if maritime students are aware on the newly organization and measure the level of agreement towards the set guidelines of SLRC Club. This study utilized a descriptive research method with (240) Maritime students that were chosen on the basis of random sampling. Results showed that the respondents of the study are aware that SLRC Club aims to learn more about the library. Reading books, searching the Internet, and other materials inside the library is an aid to the students to improve their performance and communication skills inside the classroom. The respondents are also aware that the club encourages maritime students to utilize their free time in the library to learn and SLRC club strengthen the interest of the students in reading with accordance to its general objective which is to strengthen the interest of the students in reading, viewing, and evaluating information to become lifelong learners.

Keywords: *Maritime students, reading, awareness, strengthen*

INTRODUCTION

Reading is a way of learning new information and new knowledge. Basically, it is an essential language skill for successfully completing all college-level courses and it is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues. Nowadays, more and more students are link to sports like basketball and volleyball, online gaming, and especially social networking (Abidin, 2011) thus, Sotero H. Laurel Learning Resource Center (SLRC) thought of a way that can encourage maritime students to give importance on reading which is the SLRC Club.

Lyceum of the Philippines University–Batangas (LPU-B) as an institution of higher learning is now making its highest peak to be one of the nation’s prime leaders in providing equally productive and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world-class universities (Laguador, Villas

& Delgado, 2014). LPU-B has institutional learning outcomes which represent the qualities that LPU students should practice and possess as life-long learners which are anchored on the 4C’s: competence, commitment, credibility and collaboration and embedded in the curriculum (Laguador, Dotong & De Castro, 2014).

The SLRC in LIMA aims to support the educational program of the institution. It is planned for the use of faculty, students and even employees. Since the SLRC is the basic source of learning materials for every department, all are enjoined to make full use of its facilities and resources, keeping in mind the following rules and regulations.

Through libraries students will be able to learn from textbooks and will learn to apply what they have read into many ways to have an output that is efficient from determining things and help to develop reading skills of the students. In this case, Sotero H. Laurel Learning Resource Center came up with an

idea of having an SLRC Club that will strengthen the interest of students in reading, viewing, evaluating information and the value of lifelong learners (Brief History, 2013)

According to Guarino (2014), the SLRC Director, SLRC Club was created before the first semester of this academic year 2014-2015. This club is mandated by its constitution and by-laws. Under the Article I, the SLRC Club is supervised by the SLRC and is open to all students of different courses and must have an Adviser. Based on Article XIV, the Adviser of this Club will be appointed by the SLRC Director, to be the guide in the entire activities and provide a periodic report which will be submitted to the SLRC Director.

The objectives of this organization are divided to General and Specific objectives. According to Article II, of the constitution and by-laws, the general goal of the club is to strengthen the interest in reading, viewing, evaluating information and to inculcate the value of lifelong learners. The specific objectives are as follows: help students learn more about the library and to promote books, reading, and technology, recommend improvement to the SLRC and its services, serve as liaison group between the Library and students. These objectives will be the officers' and adviser's guide to be more efficient and productive.

All bonafide students of LPU-B are the members of SLRC Club. Membership will be acted upon by the Club Board during its application. Under the Article IV, entitled the rights and Duties of members, members shall have the following rights: a regular member has a full voting privilege that is entitled to hold any position and services of the Club, the right to be involved in the organization's activities and the right to have access to the records and financial statement of the club. To participate and support actively in all activities, to obey the policies and contribute to the projects and well-being of the club are the duties that a members should know within the group.

According to Guarino (2014), the SLRC Director, there are benefits that the members can accumulate in this club and these are the following: there will be an additional 2 non-fiction books and 1 fiction book that the members can borrow in order to enhance their reading ability to be more proficient in communication skills and especially in subject matters, the journals and periodicals will be available to the members for overnight use, and support the Outcomes-based Education (OBE) program by maximizing their free time inside the library to

learn. OBE is a learner-centred, result-oriented approach premised on the belief that all learners can learn and succeed. Outcome-based education means focusing and organising a school's entire program and instructional efforts around the clearly defined outcomes that all learners needs to demonstrate when they leave the school. (Spady, 1994, as cited in Blanco, 2013)

A library club is made up of students interested in learning more about the library and helping with library work. Many schools have clubs that meet once or twice a week for extra woodwork, cooking, sewing, sports or craft lessons. The Librarians could use club time to set up a library club. Train library club members to do book repairs and other library duties, such as replacing books on the fiction and information bookshelves. They could ask members to be responsible for making new library displays, pinning up students' work and arranging special trips.

During the National Book Week in 1986 a useful suggestion for promoting an interest in books and reading is to establish a 'Readers Club', an idea put forward by the National Book Trust. In spite of declining habit of reading, there are still students in every school who are voracious readers and who naturally gravitate towards books, and, if there is one, to the Library. These interested readers can form the nucleus of a 'Readers Club'.

The Club members can meet regularly to help plan out implement the library programmes in school, discuss books and voice the views and ideas of student body about the running of their library. The detailed note on the working of the 'Readers Club', outlined by the National Book Trust may be made use of.

Library use and reading habits can also be considerably augmented by performing other activities like talks, stories sessions, display, homework facilities, outside library visits, reading programmes, lectures & symposiums, play reading groups, quizzes, Library Clubs, Brain Trusts, Dramatic shows, (where space & staff permit), Book Exhibitions and exhibitions of student art and handicraft in the Library.

Libraries have been placed into anticipation of students to have fine, renowned book concepts, and conducive to learning which students want. With this, students like to guarantee that all the necessities inside the library would be provided (Olivar, 2013). Due to unyielding number of students in Lyceum International Maritime Academy (LIMA), and in order to develop the reading skills of each and every student, it is clear that the institution ought to comply

with enough number of licensed and knowledgeable professors who will help to attain it.

Thus, in extent part of the students covered with this program will tempt their proficiency to be book-lover and recognize reading materials as a habit that will mount and broaden their knowledge mainly with maritime profession and participate in any planned activities of the club. However, different interpretations and analyses may develop and improve. This study aims to determine the awareness of Marine Students regarding the introduction of SLRC Club.

Likewise, the researchers' intention in pursuing this study is to measure the level of awareness of LIMA students on the SLRC Club and proposed ideas to promote this club because they believe that this study will help the students even the professors in educational purposes. The readers will know all the objectives and the reason why this club is being proposed to be a part of their college life. It will serve as a basis if the SLRC Club will provide quality services and can be an aid to achieve the goals of every students as well as the institution in becoming globally competitive. The findings of the study may provide those ideas to the librarians on how to promote SLRC Club for its effective operation and it may help them to attain their goals in terms of the maximization and utilization of library resources. Consequently, if this club will be emphasized, it will be easier for the students to reach their goals, become a better and most importantly is to apply all the knowledge that these students accumulate.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of awareness of maritime students on the SLRC Club and the level of agreement about the set guidelines of the club. Specifically, the study sought to answer to the following objectives; to determine the importance of level of awareness of the maritime students regarding SLRC Club; to assess the level of agreement of the maritime students in LIMA about the set guidelines of SLRC Club; and to propose activity in order to promote the SLRC Club.

METHODS

Research Design

This study used the descriptive method of research. Descriptive research method is detailed analysis of a single or limited number of people or events. Descriptive research is used to describe

characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the "what" question. The characteristics used to describe the situation or population is usually some kind of categorical scheme also known as descriptive categories (Olivar, 2014).

Participants

The respondents of the study were 240 Maritime students composed of 193 or 80.42 percent of BSMT and 47 or 19.58 of BSMarE. The researchers used stratified random sampling where samples are taken proportionally with the total number of population in different programs in LIMA. The respondents were also divided into different levels from each program such as Marine Transportation and Marine Engineering.

Instruments

The data needed in this study were gathered through a questionnaire made by the researchers. The researchers consulted their adviser in the preparation of the questionnaire, which has two parts. The first part of the questionnaire includes the level of awareness of maritime students on SLRC Club. The second part determines the level of agreement towards the set guidelines of the club. The researchers also utilized the materials available in the library such as books, research studies, magazine and internet. To quantify the answers from the questionnaire, coding schemes was developed. A scale of 1-4 was used to transform categorical data to numerical ones. Specifically, the following coding scheme was used: 3.5 – 4.0: Highly Aware/Strongly Agree; 2.5 – 3.49: Aware/Agree; 1.5 – 2.49: Slightly Aware/Disagree; and 1 – 1.49: Not Aware/ Strongly Disagree.

Procedures

The researchers selected a topic first in order to assess the level of awareness of Maritime students on SLRC Club. Then, they formed a drafted questionnaire which was proportionally distributed to two hundred forty (240) maritime students' respondents in LIMA. The content of the questionnaire were collected; answers in the questionnaires were tallied and interpreted. The researchers personally administered the questionnaires and discussed the main objective of the study. They were also informed regarding the confidentiality of the information that they will provide in the survey will solely be used for the purposed of this research.

Data Analysis

The following statistics were used in treating the responses of the two hundred forty (240) maritime students in LIMA. Weighted Mean was used to determine the level of awareness of maritime students on SLRC Club and the level of agreement of maritime students regarding the set guidelines of the club. Percentage was used in determining the proportional percentage of the respondents based from the population of the study. Ranking was used to determine the order of the items.

RESULTS AND DISCUSSIONS

Table 1. Level of Awareness of Maritime Students to SLRC Club

Awareness on SLRC Club	WM	VI	Rank
1. SLRC Club aims to help students learn more about the library.	3.45	Aware	1
2. SLRC Club aims to promote books and reading.	3.31	Aware	4
3. SLRC Club seeks to help in shaping student's discipline.	3.29	Aware	5
4. SLRC Club is design to support the OBE (Outcomes-Based Education)	3.21	Aware	6
5. SLRC Club encourages maritime students to utilize their free time in the library to learn.	3.39	Aware	2
6. SLRC Club strengthens the interest of maritime students in reading.	3.33	Aware	3
Composite Mean	3.33	Aware	

SLRC creates an organization, which envisions encouraging maritime students to go to SLRC and enhance the quality of maritime education in LIMA. Thus, this study aimed to determine how aware maritime students are on SLRC Club.

The table shows the weighted mean distribution on the Level of Awareness of Maritime Students to SLRC Club. The respondents are aware that the club aims to help students learn more about the library with a weighted mean of 3.45 which gets the rank one. The respondents know that reading books, searching the Internet, and other materials inside the library is an aid to the students to improve their performance and communication skills inside the classroom. Having an enhanced communication skill is may be a good proof that maritime students are competent enough to get through in the world of maritime industry (Olivar, 2013).

According to respondents, SLRC Club can also assist the students by encouraging them to utilize

their free time inside the library to learn more about their program in accordance with its General Objective which is to strengthen the interest in reading, viewing, evaluating information and to inculcate the value of lifelong learners. Library is a fundamental resource for supporting students' learning, and a key support for teaching staff. It reflects and encourages collaborative learning and sharing of ideas. ("Services", n.d.) This ranked number two with a mean score of 3.39 and verbally interpreted as Aware. Hence, when students are dedicated in reading and know how to maximize the library resources, it will help the students to learn more, and will come up to continuous learning, instead of going outside the academy. Maritime students are alleged to be somewhere inside LIMA and one of the best places inside the academy is the SLRC (Olivar, 2013).

SLRC Club is design to support the Outcomes-based Education (OBE), which is a curriculum that boosts universities to not just depend on teaching strategies but to be more attentive with what students have learned during the class, got the least weighted mean of 3.21. The respondents are moderately aware with this, may be the importance of OBE was not fully introduced to them. However, the result is not that bad. According to Butler (2004), the primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and/or positively influencing attitudes, values and judgment so still the weighted mean is high enough to attain it through this club.

SLRC Club seeks to help in shaping student's discipline got a weighted mean of 3.29, which is second to the last on the ranking. It is possible that they think going to library and read books, including other educational materials, is not an indication that it may help in shaping the discipline of maritime students. Yet, it is an advantage to those who reads more than those who are not reading at all.

The composite mean of 3.33 means that the maritime student respondents are aware that SLRC Club is an existing organization on LIMA in helping the students to improve study habits and going to library may contribute to the students, faculty and the university as well.

SLRC Club is designed to encourage students on using most of their free hours in the library and maximize the use of the library resources. With this, maritime student respondents have their own view with the set guidelines of the club. The table presents the weighted mean distribution on the Level of Agreement of the Maritime Students regarding the Guidelines of the Club.

Based from Table 2, the students agreed that the librarians must orient all the members of the club regarding their rights, duties and benefits, and consolidated by its weighted mean of 3.32. The librarians, being the organizers of this club, they are

tasked to inform the members about all that they must know. According to Guarino (2014), Under the Article IV of the Constitution and By-laws of SLRC Club, entitled the rights and duties, members shall have the

Table 2. Level of Agreement about the Set Guidelines of the Club

Guidelines of SLRC Club	WM	VI	Rank
1. That the professors encourage the LIMA students to become members of the SLRC Club.	3.13	Agree	6
2. That the librarians must orient all the members about their rights, duties and benefits.	3.32	Agree	1
3. That the student should actively participate on all the activities of the SLRC Club.	3.27	Agree	4
4. That the librarians must give the members monitoring sheet to monitor the performance of all the members.	3.28	Agree	3
5. That the members should give their monitoring sheet to their professors for them to have additional points on their class performance at the end of semester	3.23	Agree	5
6. That the librarian and student assistant's signatures have to secure on the monitoring sheet at the end of the period.	3.30	Agree	2
Composite Mean			3.25 Agree

following rights: a regular member has a full voting privilege that is entitled to hold any position and services of the Club, the right to be involved in the organization's activities and the right to have access to the records and financial statement of the club.

To participate and support actively in all activities, to obey the policies and contribute to the projects and well-being of the club are the duties that a members should know within the group in order to have efficient operation that will make it well-organized.

The sixth guideline, where the librarian and student assistant's signatures have to be secure on monitoring sheet at the end of the member's period inside the library, got the weighted mean of 3.30 which is on the rank two. The respondents also agreed that having the librarian and student assistant's signature is necessary to verify that the members participated in the SLRC Club activity in order for the professors to consider that students, who are the members of this club, are properly monitored to have additional points on their class performance. Great rewards are neither being asked nor requested. These are being worked hard through providing consistent quality outcomes of most valued commitment (Laguador, 2014).

The respondents agreed that the professors encourage the LIMA students to become members of the SLRC Club, but it is in the last ranked guideline of the SLRC Club with a weighted mean of 3.13. The students may think that the librarians must encourage them to be members of the SLRC Club, not the professors, because the creators of the club are the Librarians. According to the respondents, they agreed that all teachers should require the students to submit

the monitoring sheet at the end of the semester for credit and related purposes, although it got the fifth rank weighted mean of 3.23. In this, the respondents may think that recording of points that they accumulate must be done by the professors during the period of Midterm and Semi-Finals. It will be a time consuming for the students during the signing of the clearance, because faculty members may include students to present their monitoring sheet to prove their participation on the SLRC activities (Olivar, 2014).

The composite mean of 3.25 means that, the maritime student respondents agreed to the set guidelines of SLRC Club. These guidelines of the club are acceptable among the respondents which would also mean that the organization will have no hindrances on implementing any proposed activities, due to the support and cooperation of the students who are involved.

Proposed Activity in order to promote SLRC Club

Students have different characteristics and orientations that need to be realized and understood so that teachers can maintain, impose and implement classroom discipline strategies to hone them as future professional mariners (Laguador & Alcantara, 2013). Joining various organizations like SLRC Club would enhance social skills of the students. Include the details especially the rights, duties and benefits of the SLRC Club member during the Library Orientation of Freshmen to promote the SLRC Club. The details of the SLRC Club must be included in the leaflets that the librarians are distributing when Library Orientation. There should be an area or a booth inside the library where students may register any time.

There should be orientation to all the Faculty members in LIMA about the SLRC Club so that they can encourage students to be members. It is expected that majority of the students may become members of the SLRC Club and could strengthen their interest in reading, viewing, and evaluating information to be lifelong learners.

CONCLUSIONS AND RECOMMENDATIONS

The Marine students are aware that the SLRC Club aims to help the students learn more about the library to know all the instructional materials that are available to use to enhance their performance and communication skills inside the classroom. The respondents agreed that the librarians must orient all the members about their rights, duties, and benefits to have a well-organized club. The action plan was proposed to promote SLRC Club to LIMA students.

It is recommended that all the Marine Students in LIMA may be the member of this club to strengthen their interest in reading. All general and professional education faculty members handling LIMA students may be informed about the details of the SLRC Club. The students must be given more assignment for them to be more responsible on their time, to enhance their academic performance and confidence, and to express their ideas on various subjects. SLRC may include the importance of SLRC Club on the orientation of every student on the start of the first semester and providing them monitoring sheet to be uniform regarding the format of the sheet. LPU may enlighten their students especially the maritime students on the importance of OBE because this club will be a factor to have a successful OBE program. Faculty members may inculcate in the minds of students, the importance of the SLRC Club to develop discipline among them which could possibly be resulting to acquisition of learning.

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