

Awareness of Maritime Students in Lyceum International Maritime Academy on the Drop Everything and Read (DEAR) Program

Luanson L. Olivar¹, Josafat A. Manalo², Agerico M. Palma³,
Vincent H. Ramirez⁴, Kenneth L. Gemino⁵, Beverly T. Caiga⁶

Lyceum International Maritime Academy, Lyceum of the Philippines University,
Batangas City, PHILIPPINES.

⁶ beverlycaiga@yahoo.com

ABSTRACT

The researchers embarked on the awareness of maritime students regarding the DEAR program because this study could be a help to distinguish if maritime students are aware with the newly implemented program and measure their level of agreement towards the set guidelines of the DEAR. Results showed that the respondents of the study are aware that the DEAR program aims to improve their communication skills. According to them, DEAR program can also help the students to practice continuous learning through reading. DEAR program seeks help in shaping student's discipline. The respondents are also aware that the DEAR program aims to support Outcomes-based Education; it is an institutional program that encourages students to use their free hours in the library and maximizes the library resources which also provides maritime students to read more books in relation to their subject matter.

Keywords: Maritime, comprehension, reading habits, outcomes-based education

INTRODUCTION

Reading is a habit where students learn, gain knowledge and develop new skills. It is generally accepted as a way of reaching new information and new knowledge. Besides, it is an essential language skill for successfully completing all college-level courses (Abidin, 2011). Reading becomes more difficult for them if the context contains vocabulary with a different meaning from what they already know (Mahmud & Mirza, 2012). Communication and dissemination of science are an integral part of science itself, where the reading, in addition, must be a constitutive aspect of scientific training. Especially, reading works of scientific divulgation can become an excellent tool for the integral formation of students in scientific or technological careers (Cornejo et al, 2012).

Every learning process involves participation in activities that contribute to the process of changing behaviour (Laguador, Aguba & Dinglasan, 2013). However, learners today divide their goal and intention into many things like playing basketball, online gaming, texting, and social networking activities. In these instances, Lyceum International Maritime Academy (LIMA) gave birth to a new strategy, Drop Everything and Read (DEAR) that will have the attention of marine students to go to Sotero H. Laurel Learning Resource Center (SLRC) and will help to develop the quality of maritime education in LIMA.

Libraries have been placed into anticipation of students to have fine, renowned book concepts and other materials to advance information which students want. With this, students like to ensure that all the necessities inside the library would be provided. Due to unceasing number of students in Lyceum International Maritime Academy; it is a clear indication that the institution ought to comply with enough number of licensed and knowledgeable professors who will help and initiate the students to develop reading skills.

The technology driven lifestyle is definitely changing the reading habits of the young. Studies on reading among college students have gained much attention in recent years due to the impact of the digital media. More and more students are using technology to satisfy their information needs (Abidin, 2011).

Hence, in extent part of the students covered with this program will tempt their proficiency to be a book-lover and recognize reading materials as a habit that will mount and broaden their knowledge mainly with maritime profession.

However, different interpretations and analyses may develop and improve. This study aims to determine the reaction of Maritime students on the DEAR policy implemented. Likewise the researchers believe that this study will help the students, faculties and the institution as a whole. The readers will know the components, objectives and the reasons why the program is implemented. It will serve as a basis whether the DEAR program is an aid to provide and meet the national and international standards of quality education. Consequently, if reading skill of students is developed it will not only lead us to our goals but it will help us to be a better person who can achieve goals without making enemies, a person who can apply everything he/she reads into many ways and make no triumphs at all.

The study is significant to the education sectors and others who may be interested to maximize the number of contact hours of the students in studying while they are inside the university. LIMA administrators will benefit from the study as it identifies the level of awareness of the maritime students regarding DEAR. The findings of the study may provide those ideas on how to enhance the established DEAR program for its effective implementation. For the librarians, the findings and recommendations of the study may help them to attain their goals in terms of the maximization and utilization of library resources.

The researchers embarked on the level of awareness of maritime students regarding DEAR and their level of agreement with the program's set guidelines because it is significant to many students, faculty members and the university. The findings of the study may help them look for ways on how they may be able to improve their study habits through DEAR activities, so that learning would be maximized.

OBJECTIVES OF THE STUDY

This study aimed to determine the level of awareness of maritime students in the implementation of DEAR program and their level of agreement about the set guidelines of the said program. Specifically, the study sought to answer to the following objectives; to determine the importance of level of awareness of the maritime students in LIMA regarding the DEAR program; to recognize the level of agreement of the maritime students in LIMA about the set guidelines of DEAR program; and to propose activities in order to promote DEAR LIMA.

MATERIALS AND 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.

The researchers used the descriptive method to know the Awareness of Maritime students towards the Drop Everything and Read (DEAR) Program.

Participants of the Study

The respondents of the study were fifty (50) LIMA Maritime students. In order to determine the respondents accurately, the researchers used a stratified random sampling where samples are taken proportionally with the total number of population in different programs of LIMA. The subjects of the study were also divided into different level from each program such as Marine Transportation, Marine Engineering and SRC.

Table 1. Distribution of the Respondents from the three Maritime Programs

<i>Program</i>	<i>No of Enrollees</i>	<i>Percentage</i>	<i>No of Respondents</i>
BSMT	1,663	71.90	35
BSMarE	532	23.01	12
SRC	117	5.06	3
Total	2,312	100	50

Instruments

The data needed in this study were gathered through a questionnaire made by the researchers. The first part of the questionnaire was the respondent’s profile such as name, nationality, sex, age and program. The second and third parts of the questionnaire determined the level of awareness of maritime students regarding the DEAR program and the level of agreement of maritime students towards the set guidelines of the program.

The questionnaire consists of questions dealing with the awareness of maritime students regarding the DEAR program and their agreement towards the set guidelines of the said program. The researchers adapted various questions and modified them applicable according to the purpose of the study.

<i>Option</i>	<i>Weighted Mean</i>	<i>Verbal Interpretation</i>	
4	3.5 – 4	Highly Aware	Strongly Agree
3	2.5 – 3.49	Aware	Agree
2	1.5 – 2.49	Slightly Aware	Disagree
1	1 – 1.49	Not Aware	Strongly Disagree

Data Gathering Procedures

First, the researchers formulated the statement of the problem to be answered/solved after this research is conducted. Then, they formed and drafted questionnaires which were proportionally distributed to 50 maritime students’ respondents in LIMA. The content of the questionnaires were explained first to the respondents before answering. Accomplished questionnaires were collected; answer in the questionnaires were tallied and interpreted.

Data Analysis

The following statistics were used in treating the responses of the fifty maritime students in LIMA regarding the DEAR program. Weighted Mean was used to determine the level of

awareness of maritime students regarding the DEAR program and the level of agreement of maritime students regarding the set guidelines of DEAR program. 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 DISCUSSION

This part includes the presentation, analysis and interpretation of the data gathered in terms of the level of awareness of maritime students regarding the DEAR program and the level of their agreement with the program's set of guidelines.

Table 2. Level of Awareness of Maritime Students Regarding the Importance of DEAR

<i>Level of Awareness</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. DEAR provides maritime students to read more books in relation to their subject matter	3.02	Aware	5
2. DEAR is an institutional program that encourages students to use their free hours in library and maximizes library resources	3.04	Aware	4
3. DEAR aims to support Outcomes-Based Education	3.12	Aware	3
4. DEAR aims to improve student's communication skills	3.30	Aware	1
5. DEAR seeks to help in shaping student's discipline	2.86	Aware	7
6. DEAR is a contributory to sustain the new policy of containing the students inside the academy	2.90	Aware	6
7. DEAR aims the students to practice continuous learning through reading	3.18	Aware	2
<i>Composite Mean</i>	<i>3.06</i>	<i>Aware</i>	

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

Lyceum International Maritime Academy gave birth to a new practice, Drop Everything and Read (DEAR) which aims to encourage maritime students to go to Sotero H. Laurel Learning Resource Center and enhance the quality of maritime education in LIMA. Thus, this study aimed to determine how aware maritime students are about DEAR. The respondents are aware that the DEAR program aims to improve their communication skills with a weighted mean of 3.30 which gets the rank one. The respondents know that reading books and other materials inside the library is a help to the students to improve their communication skills. Having an enhanced communication skill is may be a good indication that maritime students are competent enough to survive in the world of maritime industry. Thus, the respondents see that DEAR program is one of the activities which will promote and develop the communication skill and encourages the students to use their vacant hours to go to the library and read. According to them, DEAR program can also help the students to practice continuous learning through reading; it has a weighted mean of 3.18 which is the rank two. Thus, when students are dedicated in reading and know how to maximize the library resources, it will help the students to learn more, and it will come up to continuous learning.

DEAR seeks help in shaping student's discipline got the least weighted mean of 2.86, the respondents are slightly aware with this, may be they think that going to library and read books and use materials inside the library is not an indication that it may help in shaping the discipline of maritime students, however, it is an advantage to those who reads more than those who are not reading at all. While DEAR program aims to support Outcomes-based

Education (OBE) got a weighted mean of 3.12, which is the rank three. With this, DEAR program may support the 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, and as the DEAR promotes reading that stimulates continuous learning, then objectives of OBE may be attained through DEAR program. DEAR is a strategy devised by LIMA that encourages students to use their free hours in library and maximizes the library resources, got a weighted mean of 3.04 which is the rank four. Thus, respondents are also aware that DEAR program is encouraging students to read books and other materials inside the library to maximize its resources. While, DEAR program provides maritime students to read more books in relation to their subject matter got a weighted mean of 3.02, which is the rank five. Respondents may think that through DEAR program, maritime students will be more interested to read books particularly with regards to their subject matter, because it will help the maritime students to excel inside the classroom especially during discussion and recitation. Lastly, DEAR contributory to sustain the new policy in containing the students inside the academy got the weighted mean of 2.90, which is the rank six. The respondents understand that implementing DEAR program will contribute to the new containing policy of LIMA. 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 SHLRC, thus, DEAR program is a contributor to the containing policy.

The composite mean of 3.06 means that the maritime student respondents are aware that DEAR program is implemented in LIMA to help the students to improve study habits and going to library may help the students, faculty and the university as well.

Table 3. Level of Agreement of Maritime Students Regarding the Set Guidelines of DEAR Program

<i>Guideline of DEAR program</i>	<i>WM</i>	<i>VI</i>	<i>Rank</i>
1. That each student should have DEAR form for its proper utilization	3.44	Agree	1
2. That the professors are using the Dear form in the event that he/she fails to see the students and consequently, the class president will lead the group to the library	3.18	Agree	4
3. That the professor in charge escorts the students to the library for research work studies which are relevant to their subject matter	3.34	Agree	2
4. That the librarian and student assistant's signatures have to be secured at the end of the period	3.24	Agree	3
5. That all the teachers require students to submit Dear form at the end of the semester for credit and related purposes	2.92	Agree	5
<i>Composite Mean</i>	<i>3.22</i>	<i>Agree</i>	

Legend: Strongly Agree: 3.5-4.00; Agree:2.50-3.49; Disagree: 1.50-2.49; Strongly Disagree: 1.00-1.49

DEAR is a program for LIMA which encourages students to use 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 DEAR program. The table presents the weighted mean distribution on the Level of Agreement of the Maritime Students regarding the Guidelines of the program.

Based from the table, that each student should have DEAR form for its proper utilization for the said program got a weighted mean of 3.44, which is the rank one. The respondents agreed

that having the DEAR form will help for its efficient operation that will make it well-organized. The second guideline where the professors should be in charged to escort the students to the library for research work studies which are relevant to their subject matter got the weighted mean of 3.34, which is also the rank two.

The respondents also agreed with this set guideline of the DEAR program, where escorting the students to the library by the professor in charge for research works is substantial to enhance the capability of the students to do some research and also understanding what their research work means to their subject matter. The respondents agreed that all teachers should require the students to submit the DEAR form at the end of the semester for credit and related purposes, although it got the least weighted mean of 2.92. In this, the respondents may think that it will be a time consuming for the students during the signing of the clearance, because faculty members may include students to present their DEAR form to prove their participation on the DEAR activities, so, it has the least weighted mean.

While the librarian and the student assistant's signatures have to be secured at the end of the period has a weighted mean of 3.24, which is the rank three. The respondents also agreed that having the librarian and student assistant's signature is necessary to verify that the student participated in the DEAR activity. And the fifth guideline where the professors should use the DEAR form in the event that he/she fails to see the students and consequently, the class president will lead the group to the library got a weighted mean of 3.18, which is also the rank four. Most of the respondents agreed with this guideline, as the professor is not around the class president should be the one who will lead his/her classmates to the library in order to consider the activities and components of the DEAR program.

The composite mean of 3.22 means that the maritime student respondents agreed to the set guidelines of DEAR program means that the set guidelines of the DEAR program is acceptable among the respondents which would also mean that there will be an effective and easier program implementation due to the support and cooperation of the students who are involved in the program.

CONCLUSIONS AND RECOMMENDATIONS

The maritime students are aware that DEAR program improves the student's communication skills. The respondents agreed that each student should have DEAR form for its proper utilization.

All general and professional education faculty members handling LIMA students should be informed through orientation, meeting and memorandum about the details of the DEAR program. All students should be oriented as a group or by class about the implementation of the DEAR program. Advisers of the LIMA classes should conduct the monitoring of the students' activities about the DEAR program and integrate the activities accomplished in the performance evaluation of the students.

Group work is the most effective activity of Outcomes-based Education (OBE) that can greatly improve the academic performances of maritime students in LIMA (Caguimbal et al, 2013) with the support of reading materials available in the SLRC. Conducting relevant researches as part of the culminating activity of each course could provide a strong evidence of OBE (Laguador & Dotong, 2014) and reading habits of the students

Interest is an intrinsic motivational factor that stimulates the enthusiasm of a person to perform better or more than what is expected of him to accomplish (Laguador, 2013). Developing the interest of the students to read through providing those enough materials and

reasonable projects to accomplish in certain period of time would lead to a better appreciation of the reading activities.

LIMA faculty members should give activities to the students related to the respective courses, so that students would be involved in doing such activities during their vacant periods. Giving assignments and projects to the students is also one way of letting them perform the assigned task in their own way and manner. Accomplishing this task on time means that students are responsible in a certain level (Laguador & Alcantara, 2013). Students must be given more projects and activities at home and in school which will be performed in collaborative manner to enhance their capability to lead and academic performance in different subjects and discipline that will be incurred by the course (Laguador, Velasquez & Florendo, 2013). Faculty members must develop the study and reading habits of the students through providing projects and assignments with clear objectives that need to utilize their leadership capability and confidence to express their original ideas (Laguador & Dizon, 2013).

Faculty members should impart in minds of students the purposes and importance in the DEAR program in order to develop or enhance discipline among them which in turn result to acquisition of learning. Future researchers may conduct similar study using other variables. Preparing the students to a life-changing career with the right attitude towards work is an ultimate role of HEIs while maintaining humility and integrity. It never ceases to achieve its completion until such time that the graduates are making great contributions not only for themselves but also for the community at large (Laguador, 2013).

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