

FIRST YEAR STUDENTS' FEEDBACK SURVEY ON MARINE TRANSPORTATION PROFESSIONAL COURSES DURING SY 2012-2013

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ABSTRACT

This study determined the feedback of the BS Marine Transportation students regarding their professional courses which served as substantial input for the implementation of outcomes-based education. Descriptive type of research method was utilized in the study. Results showed that BSMT students strongly agreed that their professional courses helped them developed their communication skills, practical skills and team working skills as well as their positive attitude on Maritime Program. Students strongly agreed that their course in Shops, Ship Routines and Ship Construction (Sea 1) has clarity and relevance of ILOs as well as the usefulness of teaching-learning activities; and it is also relevant in developing their professional skills. Teaching and learning activities that stimulate leadership capabilities of the students must be strengthened in all professional courses.

Keywords: Marine Transportation, Intended Learning Outcomes, Course Outcome, Outcomes-Based Education.

INTRODUCTION

Efficient organization of maritime industry is based on adequate human resources. Knowledge and skills are the results of a well organized study process and Training (Tuljak-Suban & Suban, 2013) and all these commenced from educational institutions with appropriate standards of revisiting the curriculum and developing quality instructions for outcomes-based education. Curriculum served as a clear guide for the students enrolled in any particular level of education. Valdez (2012) emphasized that curriculum development and instructional management serve as effective tools for meeting the present and future needs of the local and national communities.

Implementation of Outcomes-Based Education (OBE) 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). For higher education institutions, especially the private colleges and universities with autonomous status, curriculum must be revisited periodically and must be assessed from time to time to evaluate the needs for potential enhancement. Academic institutions of higher learning must provide an updated curriculum, modern facilities and efficient student services as response to the needs of professional education and society particularly in maritime and shipping industries (Orence & Laguador, 2013). The curriculum should be designed to prepare the graduates and demonstrate the core competencies expected of them in the workplace (Valdez,

2010). Curriculum is made up of general and professional courses that provide both fundamental and advanced knowledge and skills on any certain degree program. These courses must be assessed in terms of its relevance of the content as well as the teaching and learning activities that take place during and outside class hours.

Education is a lifelong process, it is not only what is taught to the students but it is how people are encompassing all the learning experiences they may have during their lives (An, 2014). Bay (2013) stressed that Philippine higher education's are at the crossroads, faced with many new demands and challenges brought by the new typology set by Commission on Higher Education (CHED) and implementation of the Outcomes-based Education (OBE). In the Philippines, Lyceum of the Philippines University-Batangas (LPU-B) adopted outcome-based education for the entire program it offers including maritime studies (Cabaces et al., 2014).

There are demands for curriculum revisions to meet the graduate learners skills required in the fast-changing and global standard workforce needs. Student-centered teaching and learning is the recommended approach to modern day pedagogy especially in the Outcomes-based Education where the teachers served as the facilitator of learning activities rather than performing the traditional lecture method (Laguador, 2014).

Outcome-related learning objectives are the learning objectives for a core course that specifically address one or more program outcomes and are guaranteed to be in place in all offerings of the course, regardless of who happens to be teaching. Additional learning objectives might be (and normally would be) defined by individual instructors to reflect specific program requirements and their own personal goals, but the outcome-related objectives should be invariant (Felder & Brent, 2003). This trend in education is not anymore new in developing countries but in the case of the Philippines, higher education institutions are just starting to adapt the OBE system. Higher educational system has gone through substantial reforms and changes vis-à-vis curriculum innovation over the past years. The evaluation of a revised program is one of the most relevant courses of action done when curriculum change is to be implemented (Valdez et al., 2013).

Part of the OBE implementation is the sufficient learning environment which is an important aspect to support the quality of education being offered by all academic institutions. The adequacy of facilities and provision for technological advancement would lead each student to better understanding of their courses and improved interest towards their enrolled degree program.

This study focuses on BS Marine Transportation which is a 4-year program designed to produce deck ratings who will eventually become deck officers who are highly trained, well-disciplined and responsive to the demands of technological advancements in shipboard operations, shipping management, cargo handling, ship propulsion for a sound and safe navigation of the riding public so as to ensure safety of goods and properties onboard the ships. Likewise, this course provides the students with the knowledge of trade, ethics, discipline and human elements involved which are necessary to adjust themselves to the special character and nature required of the profession.

In order for the graduates to perform their duties and responsibilities effectively, the design of the professional courses must always be evaluated not only by the curriculum developers but

also with inputs from the students based on actual experiences after taking their courses each semester.

Lyceum of the Philippines University (LPU) – Batangas 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). Several factors honed the ideals of the university in pursuit of transforming the perspective of the society towards one direction of living excellence (Laguador, Dotong & De Castro, 2014). Several accrediting and certifying agencies are continuously visiting and monitoring the performance of Maritime Schools in the Philippines like Commission on Higher Education (CHED), Maritime Industry Authority (MARINA) and ISO 9001:2008. LPU-B needs to comply with the Standards of Training, Certification and Watch keeping (STCW) for seafarers. LPU also voluntarily subjects its Maritime Education Program for accreditation to Philippine Association of Colleges and Universities – Commission on Accreditation (PACUCOA). With all these accrediting bodies, LPU never stops in pursuing its vision to become a recognized university in the Asia Pacific Region and through making the curriculum of the Maritime Education be responsive to the needs of the global community, this vision is being taken seriously by each member of the LPU community.

This research undertaking would answer some of the requirements of accrediting agencies wherein the findings of the study will serve as substantial input for enhancement of teaching and learning strategies. This is part of the initial implementation of OBE system for BS Marine Transportation in Lyceum International Maritime Academy which also in line with the objectives of the Quality Management System for continuous improvement.

OBJECTIVES OF THE STUDY

This study aimed to determine the feedback of First year BS Marine Transportation students in terms of the relevance of professional courses taken, its organization, teaching strategy, assessment methods as well as the learning environment and counselling involved during these professional courses were taken.

METHOD

Quantitative-descriptive type of research method was utilized in the study with qualitative approach through interviews from the students and soliciting their suggestions from the survey. Thirty percent (30%) of the total population of BS Marine Transportation students enrolled during SY 2012-2013 were randomly selected to answer the survey questionnaire. The instrument is a self-made survey questionnaire which was validated by the Dean of Maritime Education, Director for Instruction and Vice-President for Academics and Research of the Lyceum of the Philippines University in Batangas City. Weighted mean is the statistical treatment used to interpret the results of the data gathered. The given scale was used to interpret the result of the survey: 2.50-3.00: Strong Agree; 1.50 – 2.49: Agree; 1.00-1.49: Disagree.

RESULTS AND DISCUSSION

Relevance of Professional Courses

Shops, Ship Routines and Ship Construction (Sea 1) and Aptitude for Service have helped them develop relevant subject knowledge while Sea 1 has taught them more related practical skills, communication skills and positive attitude on maritime program than Aptitude for Service 1. The First year BS Marine Transportation students strongly agreed that their course in Shops, Ship Routines and Ship Construction (Sea 1) is relevant in developing their skills while they were only agreed in Aptitude for Service 1. The total composite mean score of 2.53 implies that there is a high degree of relevance of their professional courses to the development of their skills during First year First Semester. Dotong (2014) emphasized that skills of the students can be best acquired from the effective implementation of curriculum through various teaching pedagogies with state-of-the-art facilities and very satisfactory student services.

Students strongly agreed that their courses helped them to develop positive attitude on Maritime program followed by related practical skills for Aptitude for Service (AS) 2, Meteorology and Oceanography (Meteo), Terrestrial Navigation (NAV) 1 and Cargo Handling and Stowage (Sea 2). Meanwhile, they developed moderate level on communication skills in terms of AS 2, Meteo and Sea 2. NAV 1 Course obtained the highest degree of relevance on the developed skills of the BSMT students during this semester while Meteo obtained the least. Navigation 1 obtained the higher computed composite mean of 2.82 compared to Aptitude for Service 2 (2.70), Cargo Handling and Stowage (2.53) and Meteorology and Oceanography (2.40). The total composite mean score of 2.61 implies that there is a high degree of relevance of their professional courses to the development of skills of the students during Second Semester.

Organization, ILOs and TLAs of Professional Courses

The course organization in Sea 1 is considered high, specifically on the clarity and relevance of ILOs as well as the usefulness and relevance of teaching-learning activities such as practical, educational tour. Meanwhile, overlapping of content within the course of Sea 1 was moderately observed. However, in Aptitude for Service 1 there is a moderate organization of ILOs for making it known for the students from the beginning as well as the Teaching-Learning Activities such as practical, educational tour, etc, were considered moderately useful and relevant. The total composite mean score of 2.51 implies that there is a high level of course organization, relevance and clarity of ILOs of professional courses during First Semester.

NAV 1 course obtained the highest mean on course organization while Meteo course obtained the least. Sea 2 obtained the highest score on the course implementation according to the curriculum while Meteo obtained the least. NAV 1 obtained the highest mean on making the ILOs known to the students while Meteo and Sea 2 obtained the least. AS 2 obtained the least on the logical sequence of TLAs within the course while NAV I on the overlapping of contents within a course. The total composite mean score of 2.59 implies there is high level of course organization, relevance and clarity of ILOs of the professional courses during Second Semester.

Teaching Strategy Employed on the Professional Courses

Students strongly agreed that there were many teachers who are capable to handle for a single course in AS 1 and Sea 1 while they only agreed that the teachers motivated the students to learn. Sea 1 obtained higher mean in the performance of teaching strategies as compared to Aptitude for Service 1. The total composite mean score of 2.60 implies that there is a high level of teaching performance of professional courses during First Semester.

They strongly agreed that the teachers motivated the students to learn and teachers provided adequate opportunities for independent learning specifically for Terrestrial Navigation 1 (NAV 1). They only agreed that there were many teachers for a single course specifically to the NAV 1. Sea 2 obtained the highest feedback on teaching strategy while Meteo obtained the least. Meteo obtained the least score in terms of providing adequate opportunities for team work and NAV 1 obtained the highest mean. The total composite mean score of 2.49 implies that there is a moderate level of teaching performance of their professional courses during Second Semester. Javier and Aguado (2012) emphasized in relation to the feedback in instruction that maritime safety, efficient maritime transport and navigational system as well as safety of humans and the environment are among the prioritized concerns of those engaged in maritime industry.

Assessment Method Utilized on their Professional Courses

Students strongly agreed that the teachers in Sea 1 provided timely feedback on performance; assessments covered all the main subject topics taught; and distribution of assessments over a semester was appropriate. However, students only agreed that allocation of marks among assessments was satisfactory; assessment methods to be used were told at the beginning of courses; and the number of assessments over a semester was appropriate. Sea 1 obtained the higher mean on assessment compared to AS 1. The total composite mean score of 2.50 implies that there is a high degree on the implementation of appropriate assessment method on their professional courses during First year First Semester.

Students strongly agreed that assessment methods to be used were told at the beginning of courses; assessments covered all the main subject topics taught; and the number of assessments over a semester was appropriate specifically on the NAV 1 course. NAV 1 course obtained highest mean on assessment while Sea 2 obtained the least. NAV 1 obtained the highest mean on teachers are providing timely feedback on performance and the appropriate distribution of assessment over a semester. Meanwhile, Meteo obtained the highest mean on the allocation of marks among assessment was satisfactory. The total composite mean score of 2.49 implies that there is a moderate degree on the implementation of appropriate assessment method on their professional courses during Second Semester.

Learning Environment and Counselling Employed on Professional Courses

Students strongly agreed that the available facilities in the classrooms were satisfactory; there was sufficient access to internet and electronic databases; the teachers were available for consultation whenever needed; and academic counselling was available when needed. Access to health facilities was satisfactory obtained the least weighted mean particularly in AS 1. Sea 1 has higher composite mean of 2.84 compared to AS 1 with 2.36. The total composite mean score of 2.60 implies that there is a high level of adequacy, accessibility and availability of learning environment and counselling services provided to their professional courses during

First year First Semester. Abante et al. (2014) emphasized that environmental factor has a greater impact to students' learning compared to physical factors. Having an effective classroom management is a skill that needs to be mastered by the Maritime Professional teachers (Laguador & Alcantara, 2013).

Students strongly agreed that counselling on non-academic matters was available when needed; academic counselling was available when needed and available library facilities were adequate particularly in AS 2. However, there was sufficient access to internet and electronic databases obtained the lowest mean particularly in Meteo. AS 2 obtained the highest composite mean on learning environment and counselling while Meteo obtained the least. The total composite mean score of 2.33 implies that there is a moderate level of adequacy, accessibility and availability of learning environment and counselling services provided to their professional courses during First year Second Semester. Paz (2013) emphasized that education aims to create teaching and learning environment that would bring about desired changes in learners such as making them more knowledgeable and skilful or acquired positive attitudes and values. Enhancing self awareness in utilizing the result of psychological tests as spring board to facilitate group counseling is also being emphasized (Arguelles & Bay, 2014) as one of the services of Counseling and Testing Center in LIMA.

Every component of the course feedback survey during 1st Semester is considered high in terms of relevance of professional courses, course organization and the use of ILOs and TLAs, teaching performance, assessment methods and the learning environment and counselling.

Table 1: Summary of First Year Maritime Students' Feedback on the Professional Courses during First Semester

First Semester	AS 1	SEA 1	CM	VI	Rank
Relevance of Professional Courses	2.33	2.72	2.53	SA	3
Course Organization, ILOs and TLAs	2.30	2.73	2.51	SA	4
Teaching	2.53	2.67	2.60	SA	1.5
Assessment	2.26	2.74	2.50	SA	5
Learning Environment and Counselling	2.36	2.84	2.60	SA	1.5
Grand Composite Mean	2.36	2.74	2.55	SA	

Source: Course Feedback Survey of Maritime Students during SY 2012-2013

But among these aspects, assessment method obtained the least score which in fact, the university is still trying to establish policies and processes for the assessment part of the OBE. According to Buted et al, (2014) that professors have to devise procedures in disseminating information regarding their evaluation and grading system with the aim of increasing students' participation in the process of evaluation and in the system of grading, and not a monotonous activity for the professors.

Table 2: Summary of First Year Maritime Students' Feedback on the Professional Courses during Second Semester

Second Semester	AS2	Meteo	NAV 1	SEA 2	WM	VI	Rank
Relevance of Professional Courses	2.70	2.40	2.82	2.53	2.61	SA	1
Course Organization, ILOs and TLAs	2.53	2.50	2.74	2.60	2.59	SA	2

Teaching	2.55	2.30	2.53	2.60	2.49	A	3.5
Assessment	2.43	2.53	2.62	2.37	2.49	A	3.5
Learning Environment and Counselling	2.53	2.05	2.27	2.48	2.33	A	5
Grand Composite Mean	2.55	2.36	2.60	2.52	2.50	SA	

Source: Course Feedback Survey of Maritime Students during SY 2012-2013

During second semester, only the areas of relevance of professional courses and course organization, ILOs and TLAs are considered with high feedback scores from the Maritime students while teaching, assessment and learning environment and counselling obtained lesser scores. The learning environment must be supported with teaching and learning activities that would improve the performance of the students through formative assessment in the form of quizzes, assignments and projects that would also enhance their leadership skills. Libraries have been placed into anticipation of students to have fine, renowned book concepts and other materials to advance information which students want (Olivar et al., 2014). Library as part of the learning environment must promote activities that would encourage students to go to the library every day.

CONCLUSION AND RECOMMENDATION

The students strongly agreed that their course in Shops, Ship Routines and Ship Construction (Sea 1) is relevant in developing their professional skills and its Intended Learning Outcomes were also clear and relevant to the teaching and learning activities with sufficient access to internet and electronic databases. The teachers in Navigation 1 also motivated the students to learn the course and the assessments covered all the main topics taught. Students strongly agreed that their courses helped them to develop positive attitude on Maritime program followed by related practical skills for Aptitude for Service (AS) 2, Meteorology and Oceanography (Meteo), Terrestrial Navigation (NAV) 1 and Cargo Handling and Stowage (Sea) 2.

Different cultures view learning in various forms, therefore teachers should continuously compare, analyze and evaluate the methods being used in order to motivate students and to make the learning as effective as possible (Camello, 2014). Professional courses must strengthen the development of leadership skills of the BSMT students through providing activities that would stimulate their initiative, creativity and their potentials to lead a group for teamwork. Intended Learning Outcomes must be clearly discussed to the students so that they would know what they will expect as output of their course presently being taken and what specific skills they can develop from the activity. Students must be given enough assignments, projects and exercises to work on during their spare time and at home to practice whatever they have learned during classroom discussion (Laguador, 2013). Student organization may provide co-curricular activities that would allow maximum participation of the students to experience different challenges towards a better appreciation of their currently enrolled degree program (Ramirez & Dizon, 2014) in lined with the Outcomes-Based Education. Lyceum of the Philippines University (LPU) – Batangas as an Autonomous University may continue to enhance the curricular offering of each program through engaging in different meetings with the faculty members, students, alumni as well as the industry-partners to solicit their opinions and ideas that will provide significant contribution to the development of the curricula (Laguador & Ramos, 2014).

Teaching performance is somehow affected by how one manages his time. Effectiveness of teaching can also be measured through managing the time suitably to the kind of situations that may possibly ensue in or out of the classroom setting (Lagaudor & Agena, 2013). Research is a serious and diligent quest for knowledge that must be promoted because its results have far-reaching benefits (Formeloza & Pateña, 2013). Research may also be incorporated in teaching and learning activities as strong evidence of student outcomes.

Everything must be made it clear especially the objectives before starting the teaching and learning activities. Students also recognized the number of assessments being done in the semester is already satisfactory but still needs to add more meaningful assessments with clear explanations of their examination results. LIMA should have adequate recreational facilities for the students where they can spend their time significantly with health and wellness program.

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