Maritime Student Satisfaction on the Instructional Materials Utilized in one Asian Maritime Academy

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ABSTRACT

This study primarily aimed to investigate the level of satisfaction on different instructional materials offered to maritime students of LIMA in relation to content, equity and accessibility, assessment, organization and presentation, and instructional design and support. This research was also pursued to identify the instructional materials frequently utilized by the students of LIMA and the problems encountered in the use of such materials. Descriptive type of research was utilized in the study. The respondents of the study were two hundred-forty (240) students that were chosen on the basis of random sampling, where samples were taken proportionally with the total number of population in different programs of LIMA. The results showed that most of the instructional materials in LIMA were able to utilize, though some students were not mindful of the available aids so they are not able to maximize the function of it. Awareness of the materials available can enhance one's memory, focus and concentration, writing skills, and analytical thinking abilities. The study yielded that most of the respondents were satisfied with the instructional materials in relation to various criteria. The respondents believed that conditions and quality of instructional materials were not optimal of its price and instructional aids were late in late in the field of technology and advancement. The demand of maritime students to have a competitive edge on the instructional aids includes the all materials offered by an educational institution wherein these should meet the satisfaction of these students in all key areas and problems; otherwise such institution has to take appropriate action and measure to improve its services

Keywords: *Satisfaction, Instructional Materials, Maritime Students, Filipino*

INTRODUCTION

Instructional materials are designed to raise student's proficiency, competency, and skills, to monitor their assimilation of information, and to contribute to the over-all progress and development. Shapovalenko (2010) defined "instructional materials" as items having intellectual content that is designed as a major tool for assisting in the instruction of a subject or course. These items may be available in any form of textbooks, consumables, learning laboratories, manipulative, electronic media, and computer courseware or software. Recent developments in instructional technology and multimedia learning environments indicate the need for new requirements or strategies for designers and developers who are responsible for developing project management and the planning of learning processes in education and industry (Ipek & Sözcü, 2014).

The Lyceum International Maritime Academy (LIMA) is doing a continuous action to provide quality education to uplift its present state. Giving learning opportunities to students helps them to expand their knowledge, cultivate their abilities and discover new skills and talents (Britiller et al., 2014). As a part of this intervention, LIMA is offering a broad variety of instructional materials to achieve valued learning outcomes. Instructional materials in LIMA are suitable for the integration across to the

new curriculum. LIMA has adequate facilities that can accommodate for the use of those instructional materials. Faculty and Staff support the movement of the Academy towards the school's vision and mission. Presently, students in LIMA are required to buy the official textbook for specific courses. Instructors have their own laptop for projectors that can be used for slide presentations, film viewing, projects, and any other room activities that can be effective for learning as compliance to the fast-paced technological advancement. Balaguer (2012) discussed a number of options in deciding what teaching materials to be considered: choosing a suitable published course; adapting a published course to match the needs of the course and; using teacher-made materials and authentic materials as the basis for the course.

Sotero H. Laurel Learning Resource Center (SLRC) ensures that all the student's necessities on instructional materials would be provided. As has been noted, there are two extension libraries on LIMA campus that offers various services to support the educational programs of the institution. Different sections of SLRC were rendered for societal and academic related activities. SLRC was primarily the source of supplementary instructional materials for students and instructors that can broaden their knowledge of Maritime Profession. Harness (2014) emphasized that textbooks will always be traditional for it can be flipped ahead and backward in a matter of seconds.

The researchers believed that this study would assist the maritime students to be aware of the instructional materials available at the academy. This research would help the students to maximize the use of such materials. Accordingly, it will help them to practice and deepen their understanding of new knowledge as it promotes different academic instrumentality. Moreover, the proper use of instructional materials can enhance one's memory, focus and concentration, writing skills, and analytical thinking abilities.

Satisfaction of employees and clients is an important element of success for any organization and any sector of the economy (Bay, An & Laguador, 2014). Employees' service to customer has the strongest influence on relationship quality (Bencito, 2014). Instructional Materials are one of the determinants of school's standing and performance. Classroom is an environment where students expressed their behavior related to academics during lecture session, physical and mental activities (Bulaklak & Pilobello, 2014) through the use of various instructional materials.

This research aimed to assess the satisfaction on instructional materials offered at the Academy. Consequently, LIMA would be able to maintain and unceasing improve their undertakings. By this study, the organization could compare to the country's distinguished and front runners to pursue their goals. This study was significant to the LPU Community to serve as a basis to provide and meet the national and international standards of instructional materials. This study describes a clear and logical process for the scrutiny and recommendation of materials, both local school and countrywide in the pursuit of receiving the most eminent caliber and most appropriate materials for teaching.

OBJECTIVES OF THE STUDY

This study primarily aimed to investigate the level of satisfaction on different instructional materials offered to maritime students of Lyceum International Maritime Academy.

Specifically, the study sought to answer the following objectives; to know the instructional materials frequently utilized by the students of LIMA; to determine the level of satisfaction with the utilization of these materials; to identify the problems encountered in the use of instructional materials; and to propose programs for continuous improvement of instructional materials.

METHODS

Research Design

Descriptive research is intended to obtain data and information about the present prevailing circumstances. Moreover, this method allows collecting information that will demonstrate relationships and a phenomenon that is occurring at specific condition. Shuttleworth (2008) described it as an illustration of what already exists in a group or population. This permits observation without affecting the normal behavior of the respondents. Accordingly, the subject is being observed in a completely natural and unchanged natural environment. It is a contributory tool in various fields in many areas of research. It suggests that descriptive studies can answer questions such as "what is" or "what was. Since this study was focused on the perception or evaluation of the Instructional Materials in Lyceum International Maritime Academy, the described method was the most appropriate method to use.

Participants

The respondents of the study were two hundred forty (240) LIMA Maritime students. In order to determine the respondents accurately, the researchers used a stratified random sampling, where samples were taken proportionally with the total number of population in different programs of LIMA. The subjects of the study were also divided into different levels of each program such as Marine Transportation and Marine Engineering.

Level	Number of Enrollees	Number of Respondents
Marine Transportation		
1	692	79
2	505	57
3	493	56
4	4	1
Marine Engineering		
1	145	17
2	127	14
3	141	16
4	1	0
Total	**2108**	**240**

Instruments

The survey questionnaire was used as the main data-gathering instrument for this study. The survey proper explored the perceptions on instructional materials in LIMA. The first part of the questionnaire was in a form of checklist wherein the respondent selected the instructional material/s that he/she was able to utilize in the academy. The second and third parts of the questionnaire determined the level of satisfaction with the instructional materials in LIMA and the level of agreement on the problems encountered in using such materials. In this survey type, four choices were provided for every question or statement. The choices were represented the degree of agreement and satisfaction for each respondent had given to the question. The researchers adapted various questions and modified them applicable according to the purpose of the study.

Procedures

The researchers selected a topic first in order to assess the respondents Level of Satisfaction on Instructional Materials. After the approval of the questionnaire, it was distributed proportionally to two hundred forty (240) respondents. The content of the questionnaire was explained first to the respondents before answering. Accomplished questionnaires were collected; answers to the questionnaire were tallied and interpreted.

Data Analysis

The data gathered were presented in tabular form to interpret the results and descriptive statistics such as frequency distribution and weighted mean will be used. Frequency distribution and weighted mean will be utilized to evaluate the Level of Satisfaction on the Instructional Materials. The ranking was used to determine the order of the items. The given scale was used to interpret the result of the data gathered: 3.50 – 4 .00: Highly Satisfied/ Strongly Agree; 2.50 – 3.49: Satisfied/Agree; 1.50 – 2.49: Less Satisfied /Disagree; 1.00 – 1.49: Not Satisfied/ Strongly Disagree.

RESULTS AND DISCUSSIONS

Table 1. Percentage Distribution of Instructional Materials frequently utilized by the students of Lyceum International Maritime Academy (N=240)

Instructional Materials*	F	%	Rank
Textbooks	211	87.92	1
Workbooks	171	71.25	3
E-Books	46	19.17	24
Supplementary Materials	88	36.67	19.5
Periodicals (Journals, Magazines, & Newspapers)	147	61.25	6
Online Journals and References	99	41.25	17
Dictionary, Almanac, Encyclopedia and Atlas	157	65.42	4
Maps, Charts, Graphs, & Tables	133	55.42	11.5
Thesis and Dissertations	111	46.25	15
Clippings	59	24.58	22
Computer Based Courseware	138	57.50	9
Overhead Projector	145	60.42	7
PowerPoint Presentations	190	79.17	2
CDs & DVDs	54	22.50	23
Video Presentations	149	62.08	5
Film Documentaries	117	48.75	14
Graphic Presentation	92	38.33	18
Real Object Models (realia)	73	30.42	21
Printed Materials and Hand-outs	123	51.25	13
Student Outcomes Projects	88	36.67	19.5
Audio Aids	100	41.67	16
Navigational Equipment	133	55.42	11.5
Facilities and Equipment	140	58.33	8
Learning Laboratories	137	57.08	10

*Multiple Response

Table 1 illustrates the Percentage Distribution of Instructional Materials available utilized by the Maritime Students at Lyceum International Maritime Academy. The study revealed that the most utilized available Instructional Materials by the students of

LIMA was the conventional textbooks. It gathered 87.92 percent of the whole respondents of the study. A textbook is a collection of the knowledge, concepts, and principles of a selected topic or course. It's usually written by one or more teachers, college professors, or education experts who are authorities in a specific field. It is vital for it is the driving force of learning ("Textbooks Advantages", n.d.). Textbooks were followed by PowerPoint Presentations, with 79.17%. Third on the list were the workbooks garnered 71.25% of the whole respondents of the study.

Reference Materials such as: Dictionary, Almanacs, and Encyclopedia and Atlas ranked 4th with 65.42%. Following this, Video Presentations earned 62.08%, Periodicals earned 61.25%, Overhead Projectors earned 60.42%, Facilities and Equipment earned 58.33%, Computer Based Courseware earned 57.50%, Learning Laboratories earned 57.08%, Navigational Equipment tied with Maps, Charts, Graphs, and Tables gathered 55.42%, and Printed Materials and Hand-outs ranked 13th with 51.25%. In brief, all Instructional Materials mentioned were all exploited by 50% of the respondents.

Afterward, Film Documentaries obtained 48.75 percent, Thesis and Dissertations obtained 46.25 percent, Audio Aids obtained 41.67 percent, Online Journals and References obtained 41.25 percent, Graphic Presentation obtained 38.33 percent, Supplementary Materials and Student Outcomes Projects obtained 36.67 percent, Real Object Models (realia) obtained 30.42 percent, Clippings obtained 24.58 percent, and CDs and DVDs obtained 22.50 percent of the total respondents of the study.

Ironically, the least utilized available instructional materials by the maritime students of LIMA were E-books with 19.17 percent. With today's generation, computers make everything easy and accessible. But on this study, it shows that maritime students of LIMA still find the traditional textbooks. Compared to eBooks, textbooks have a resale value. Like music downloads, it cannot actually be able to resell electronic books. Additionally, textbooks promote reading ease. This one is only really a benefit for those that would otherwise read e-Books on their computers or phones. In commercial e-books, it will probably use ink technology that will not the hurt human's eyes with backlight. Nevertheless, it will not be a problem with a physical book. Moreover, no device needed in order to run a textbook. In like manner, no batteries needed to use textbooks. While most readers have a good battery life, there will still be times where the reader will forget to charge it and then can't read at all (Harness, 2014).

Table 2. Level of Satisfaction on Instructional Materials in Relation to Content

Instructional Materials in LIMA..	WM	VI	Rank
1. Are aligned with the curriculum and standards.	3.25	Satisfied	1
2. Are level appropriate and designed to meet the needs of learners from various skills.	3.14	Satisfied	3
3. Enhance conceptual understanding and engage higher order of thinking skills.	3.08	Satisfied	4
4. Are free from biases.	2.99	Satisfied	5
5. Promote and encourage personal responsibility for learning.	3.23	Satisfied	2
Composite Mean	**3.14**	**Satisfied**	

Table 2 presents the mean score of Level of Satisfaction on Instructional Materials in Relation to Content. It can be seen in the table that the response of respondents about the level of satisfaction are satisfied with the weighted mean of 3.14. This explains that most of the respondents are satisfied with the content of Instructional Materials.

Accordingly, the result showed that the alignment of instructional materials with the curriculum and standards were highly satisfying which has the highest rank with the weighted mean of 3.25. Materials control learning and teaching. It is true that in many cases, teachers and students rely heavily on textbooks that determine the components and methods of learning and procedures of learning. Students learn what is presented in the textbook in the way the textbook presents the way students should learn from it. The educational philosophy of the textbook will influence the class with the learning process. Therefore, in many cases, materials are the center of instruction and one of the most important influences on what goes on in the classroom. In that case, content of instructional materials should be aligned with the curriculum (Kitao, n.d.).

"Materials promote and encourage personal responsibility for learning" ranked 2nd with the weighted mean of 3.23. Following, the statement: "Materials are level appropriate and designed to meet the needs of learners from various skills" ranked 3rd with the weighted mean of 3.14. While the statement: "Materials enhance conceptual understanding and engage higher order of thinking skills" ranked 4th with the weighted mean of 3.08. Under those circumstances, all statements mentioned were satisfying according to the respondents.

On the other hand, the satisfaction on materials that were free from biases got the lowest rank with the weighted mean of 2.99. Textbooks perpetuate bias by presenting only one interpretation of an issue, situation or a group of people. This imbalanced account restricts the knowledge of students regarding the varied perspectives that may apply to a particular situation (IDRA, n.d.).

Table 3. Level of Satisfaction on Instructional Materials in Relation to Equity and Accessibility

Instructional Materials in LIMA..	WM	VI	Rank
1. Are durable, easily stored, transported and universally accessible.	3.02	Satisfied	3.5
2. Are adaptable to match the resources of the school.	3.03	Satisfied	2
3. Contain formal and readable fonts so the students can easily understand.	3.02	Satisfied	3.5
4. Can be used by all students without extensive supervision or special assistance.	2.93	Satisfied	5
5. Meet the requirements of the technical standards of quality.	3.05	Satisfied	1
Composite Mean	**3.01**	**Satisfied**	

The mean score of the Level of Satisfaction on Instructional Materials in Relation to Equity and Accessibility is indicated in table 2.2. It can be viewed in the table that the response of respondents about the level of satisfaction are satisfied with the weighted mean of 3.01.

In this case, the items registered an adjacent range of 2.95 to 3.05 and it was interpreted as satisfied. The table showed that the maritime students of LIMA believe that the materials met the requirements of the technical standards of quality. In effect, that the statement mentioned ranked1stwith the weighted of 3.05. The quality of materials matter for it can use for extensive and long period of time.Product quality means to incorporate features that have a capacity to meet consumer needs and gives customer satisfaction by improving products and making them free from any deficiencies or defects ("Product Quality", 2002). While "Materials are adaptable to match the resources of the school" ranks 2nd with the weighted mean of 3.03.

Coming down along the same rank of 3.5, the student agreed that materials were durable, well stored, transported and universally accessible, and it contained formal and readable fonts for easy understanding, suffering the same weighted mean of 3.02. In the aggregate, the composite mean on that topic was 3.01.These explained that most of the respondents were satisfied with the equity and accessibility of the materials. On the other hand, students presented their stand as satisfied with the statement that materials can be used by all students without extensive supervisor or special assistance as it ranked fifth and gained a weighted mean of 2.93.

Table 4. Level of Satisfaction on Instructional Materials in Relation to Assessment

Level of Satisfaction	WM	VI	Rank
1. Assessment methods are suitable to the learning objectives	3.10	Satisfied	2.5
2. There are practical activities that are relevant to real world situation that can measure student's proficiency.	3.10	Satisfied	2.5
3. Assessments are suited to the student's goals and abilities.	3.18	Satisfied	1
4. Materials show continuous records that can help students to monitor their activities and grades.	3.07	Satisfied	4
5. Pre and post assessments are appropriate to the coverage of lessons.	3.00	Satisfied	5
Composite Mean	**3.09**	**Satisfied**	

In studying the Level of Satisfaction on Instructional Materials in Relation to Assessment, the table 2.3 depicts that the composite mean is 3.09. In that case, the criterion is interpreted as satisfied. Maritime students were satisfied that assessments were suited to their goals and abilities as it reached a total weighted mean of 3.18. In the center, the propositions for the assessment methods were suited to the learning objectives and that then are practical activities that were relevant to the real world situation that can measure a student's proficiency both ranked as 2.5 with a weighted mean of 3.10. While "Materials show continuous records that can help

students to monitor their activities and grades" ranked 4th with the weighted mean of 3.07.

Meanwhile, students were satisfied with the statement that pre and post assessment where appropriate to the coverage of the lessons. It ranked fifth and gained 3.00 as the weighted mean.

Table 5. Level of Satisfaction on Instructional Materials in Relation to Organization and Presentation

Level of Satisfaction	WM	VI	Rank
1. Contents and directions of materials are clear and understandable.	3.14	Satisfied	1
2. Materials are easy and convenient to navigate through.	3.13	Satisfied	2
3. Requirements for the students are clearly stated in the materials.	2.98	Satisfied	5
4. Alternative methods for a certain topic and discussion are noted.	3.02	Satisfied	4
5. Materials are interactive and provide high quality sensory experiences for all users.	3.05	Satisfied	3
Composite Mean	**3.07**	**Satisfied**	

Table 5 suggests the mean score of the Organization and Presentation of Instructional Materials of LIMA. It can be observed in the table that the response of the respondents about the organization and presentation are computed with a weighted mean of 3.07. This explains that most of the respondents are satisfied with the organization and presentation of instructional materials. Accordingly, contents and directions of materials were readable and understandable got the highest rank with a weighted mean of 3.14. The respondents were satisfied with the convenience of navigation with the instructional materials as it ranked 2nd with the weighted mean of 3.13. They were also satisfied with the interactivity and quality of instructional material as it ranked 3rd with the weighted mean of 3.05, While the alternatives of instructional aids ranked 4th with the weighted mean of 3.02.

The lowest ranking fell in requirements for the students were distinctly stated in the table with a weighted mean of 2.98. Requirement refers to that which is necessary. The needs on specific topics should be clearly stated so that the necessity would be provided. The activity would not be performed if any of the demands are not available. It can help the students to refrain from any problems that might come along. Proper citation of requirements can promote fast and effective workmanship.

Table 6. Mean Score of Level of Satisfaction on Instructional Materials in Relation to Instructional Design and Support

Level of Satisfaction	WM	VI	Rank
1. The delivery method of instructional materials engages the student well.	3.22	Satisfied	1
2. Technical procedures are easy to understand and error free.	3.03	Satisfied	2
3. Technical specifications and limitations are adequately described and noted.	3.02	Satisfied	3
4. Technical assistance is readily available at any time of need.	2.94	Satisfied	5
5. Supplemental resources are available in case of equipment failure.	3.01	Satisfied	4
Composite Mean	**3.04**	**Satisfied**	

Table 6 entails the mean score of instructional design and support of the Instructional Materials in LIMA. The response of the respondents about the instructional design and support has a weighted mean of 3.04. This explains that most of the respondents are satisfied with the instructional design and support of instructional aids. The highest in the rank in the table is the delivery method of the instructional materials engaged with a weighted mean of 3.22.

Students are satisfied in the making the technical procedures easy to understand and error free as well as the making the technical specifications and limitations adequately described and noted with the weighted mean scores of 3.03 and 3.02, respectively. While the statement "Supplemental resources are available in case of equipment failure" ranked 4th with the weighted mean of 3.01. Generally, the level of satisfaction on instructional materials in relation to instructional design and support were satisfied. The technical assistance was readily available at any time of need gets the lowest in the rank with a weighted

mean of 2.94. The person-in-charge needs to be more active in assisting the students when they do not cognize how to apply a particular instructional material and facilitate them to become conversant in using it. Technical support should be available to avoid various delays and inconvenience in the learning process. It will help the students to be competitive with others and become confident as they encounter those particular instructional materials in any other forms.

Table 7 illustrates the mean score of the Problems Encountered in using Instructional Materials. It can be seen that generally most of the respondents disagree with the problems that accounts on using instructional aids. The mean score results range from 2.39-2.55 with the weighted mean of 2.45.

Conversely to the verbal interpretation of the weighted mean value, two statements were interpreted as a problem. The condition and quality of the teaching aids were not optimal of its price got the highest rank and agreed by the respondents as a problem with the weighted mean of 2.55. The quality and price relationship is often one of the first factors to be considered when working to improve the satisfaction of a product.

Following this, the respondents also agreed that the teaching aids were late in the field of technology and advancement that can make learning easier. This statement bragged the 2nd rank with the problems encountered with the weighted mean of 2.53 closer to the rank 1 that brought 2.55. Up-to-date instructional materials promote better learning and retention. Coherently with rank 3.5, the respondents disagreed with the consideration of the level of development of a student and supplemental resources were not available in case of equipment failure. Both items got 2.48 weighted mean. Jointly again with the same rank of 5.5, the statements: "Some of the information on instructional materials is inaccurate" and "There is scarcity of both printed and audio-visual materials in most of the instructional aids" earned the weighted mean of 2.47.

The statement "Assessment methods on instructional materials are inappropriate and unaccustomed to the learning objectives, knowledge and generalizations" ranked 7th with the weighted mean of 2.45. While statement about the setting and the vicinity where learning should take place is not suitable" followed the rankings with the weighted mean of 2.44.

Moreover, most of the students thought that the instructional materials matched with the curriculum's prescribed course of studies. Given this point, it earned rank 9 with the problems encountered with the weighted mean of 2.40. Each instructional material in the core curriculum should be aligned horizontally with identified course outcomes so that courses will reach the same goals.

Furthermore, the students claimed that the instructional materials were not user-friendly and convenient making it difficult to control. As has been noted, it ranked 10th with the weighted mean of 2.39 that has a 0.01 gap with the statement 9.

Table 7. Problems Encountered in using Instructional Materials

Problems Encountered	WM	VI	Rank
1. Instructional materials do not match with the curriculum's prescribed course of studies.	2.40	Disagree	9
2. The level of development of a student is not taken into consideration.	2.48	Disagree	3.5
3. The setting or vicinity where the learning should take place is not suitable.	2.44	Disagree	8
4. Some of the information on instructional materials is inaccurate.	2.47	Disagree	5.5
5. Assessment methods on instructional materials are inappropriate and unaccustomed to the learning objectives.	2.45	Disagree	7
6. Instructional Materials are not user-friendly and convenient so it is difficult to operate.	2.39	Disagree	10
7. Teaching aids are late in the field of technology and advancement that can make learning easier.	2.53	Agree	2
8. There is scarcity of both printed and audio-visual materials in most of the instructional aids.	2.47	Disagree	5.5
9. Supplemental resources are not available in case of equipment failure.	2.48	Disagree	3.5
10. Condition and quality of teaching aids or instructional materials are not optimal of its price.	2.55	Agree	1
Composite Mean	**2.45**	**Disagree**	

Table 8. Proposed Plan of Action to Improve Instructional Materials

KEY RESULTS AREA	Strategies	Persons Involved
1. Condition and quality of teaching aids or instructional materials are not optimal of its price.	1. Conductingbid for book publishers and suppliers that can offer better products at a lower price.	Administrative Staff
	2. Discovering alternative instructional aids that can offer the same quality at decreased price.	Administrative Staff
2. Teaching aids are late in the field of technology and advancement that can make learning easier.	1. Upgrading school's instructional materials by the latest resources in advanced classifications and forms	Administrative Staff
	2. Regulating periodic research and survey on what are the recent improvements of technology that can support materials that are already present.	Administrative Staff, Faculty, and Instructors
3. Supplemental resources are not available in case of equipment failure.	1. Reserving supplemental materials in case of equipment failure.	Administrative Staff
	2. Providing technicians or knowledgeable person-in-charge that can accommodate equipment breakdown.	Administrative Staff and Technicians
	3. Administering trainings to the instructors for extensive knowledge on instructional materials.	Administrative Staff, Faculty, Instructors and Technicians
4. The level of development of a student is not taken into consideration.	1. Dividing and distributing of students according to their level of competencies.	Administrative Staff
	2. Allotting time on explaining the proper utilization of instructional materials.	Instructors
	3. Implementing absolute compliance with the syllabus.	Administrative Staff
	4. Expounding supplementary materials to assist various types of learners.	Instructors

CONCLUSIONS AND RECOMMENDATIONS

Most of the instructional materials in LIMA were able to utilize, though some students were not mindful of the available aids so they are not able to maximize the function of it. The study yielded that most of the respondents are satisfied with the instructional materials offered in LIMA. Conditions and quality of instructional materials were not optimal of its price and instructional aids were late in late in the field of technology and advancement that can make learning easier where the top most problems encountered in using instructional materials. Proposed plans of action were formulated to enhance the instructional material in pursuit of obtaining the most eminent caliber and most appropriate materials for instructions.

It is recommended that the Administration of LIMA may conduct an orientation for the students to be aware of the available instructional materials in the academy. The Academy may direct activities and programs in promoting instructional materials to showcase its importance. Ensure that all instructional materials are updated, and be accessible to student's feedbacks and suggestions. Provide and continually improve appropriate learning environment for the students to enhance academic instrumentality. The instructors may employ the utmost use of instructional models *(realia)* properly for the students to be conversant from it and to encourage student's personal responsibility. The academy may have technicians or knowledgeable person-in-charge that can accommodate equipment breakdown. The professors may offer supplementary materials to consider the level of development of students. Administer trainings to the instructors for extensive technical knowledge on instructional media. The Students of LIMA should be familiar with the available instructional materials to boost its consumption. Ensure safety of employment of instructional materials andnotify the administration if there are any actions to accomplish a certain business.

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