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Abstract: Every teacher has a unique style of teaching. However, teaching styles can be modified to meet the situation and adapt when necessary to provide a better outcome. Traditionally, many teachers widely apply teacher-centered methods than student-centered methods. However, in specialized writing classes, such as English 123, the former method is not a guarantee for students to learn the tenets of good and effective writing. Thus, this study aimed at determining if there exist a significant relationship between the present teaching styles of English 123 teachers and the English 123 course performance of the students of Asian Institute of Maritime Students (AIMS) in Pasay City, Philippines. To arrive with a result, the study aimed to determine the profile of the English 123 professors, and described their teaching style. Course grades of respective students in English 123 were acquired to determine their performance on the course. Significant relationship and significant difference between the perception of the English 123 teachers' own teaching style and the perception of maritime students on their English 123 teachers' teaching style were also part of the study's objectives. Using descriptive-correlation design, the study employed 273 freshmen maritime students and 9 English 123 professors as respondents of the study. A standardized version of the "Teaching Style Inventory," from Anthony F. Grasha and Sheryl Riechmann-Hruska, was used to describe the teaching style of the professors. Performance of the maritime students was based on the final grade they earned in English 123 course. Percentage; weighted mean; analysis of variance; and, Pearson r correlation were used to treat the data.

Majority of the respondent English 123 professors are female, with post graduate degrees, have taught from 11 to more than 26 years, and aged between 26 to 54 years old. Most of the students found their professors to possess an "Expert" and "Personal Model" teaching styles while majority of the professors have classified themselves to possess an "Expert" and "Formal Authority" teaching styles. Based on the frequently appearing style of teaching, it is equated that the professors have a teacher-centered teaching style. With the reflected teaching styles, only few gained a very good grade of 91 and above. At the most, almost one third of them gained a low grade of 80 and below which warrants an improvement of achievement in English 123. Greater frequencies of high grades are seen from students under the "Expert" (grade range from 86 to 91 and above) as well as from "Personal Model" professors (grades from 86 – 90) while low frequencies of high grades are observed under the "Formal Authority" and "Delegator" professors. Hence, a significant relationship between students' English 123 performance and the professors' teaching styles exist.

Keywords: English 123, teaching style; academic performance, correlation, Philippines

THE PRESENT COMPUTERIZATION PROGRAM OF THE BUREAU OF CUSTOMS: FOCUS ON IMPORT AND EXPORT TRANSACTIONS

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Abstract: The study assessed the present computerization program of the Bureau of Customs (BOC) with focus on the import and export transactions. Specifically, the study seeks to determine the following: 1.) the profile of the respondents in terms of employment, age bracket, educational attainment, professional license, and port use; 2) the level of achievement of the computerization program of BOC in three major ports of Metro Manila; 4) the frequency of occurrence of the perceived problems in the implementation of the BOC computerization program ; and 5) the proposed measures to effectively implement the computerization program of the BOC

Findings revealed that majority of the respondents are shipping agents or freight forwarders and customs brokers? Representatives while more than one third of the respondents were 21-30 years old. In addition, more than half of the respondents are college graduates, some are undergraduates and few are post graduates and vocational graduates. Less than half of the respondents are licensed customs brokers, more than one third have other licenses, and few are civil service eligible, and lawyers. Lastly more than one half of the respondents used the 3 ports to transact, one third use the NAIA port, and a meager part use the port of Manila.

The shipping agents, customs brokers, and value-added service providers were unanimous that cashless payment, reduced processing time, elimination of face to face transaction, lessened the commitment of fraud, made a simpler and transparent procedure, had 24/7 customs process, and the fast release of cargo were all benefits achieved in the computerization of BOC. However, the elimination of corruption was fairly achieved.

The shipping agents, customs brokers, and value-added service providers agreed in the effectiveness of client profile registration, acceptance of the manifest, and the export entry lodgment using the computerized import and export procedures of BOC. The import/export documentation, however, was only judged fairly effective.

The shipping agents, customs brokers, and value-added service providers agreed that brokers/ clients never had a difficulty in the computerized import and export processes of BOC while non-working of other agency's server, no internet connection, non-working of VASP server, and non-working of BOC server were rarely encountered.

The shipping agents, customs brokers, and value-added service providers have strongly recommended the continuous linkages of BOC to various government agencies and stakeholders who take part in the computerized port business while they also recommend the standardization of customs procedures through accreditation such as ISO and Veritas, the intensification of seminars and trainings among stakeholders, and the tapping of most

highly qualified internet service providers (ISPs) to avoid interruptions in every transaction.

Keywords: computerization program, Bureau of Customs, import transaction, export transaction, value-added service providers (VASP), shipping agents, freight forwarders, customs broker

THE EFFECTIVENESS OF THE ACADEMIC PROCESSES OF THE BI – SEMESTRAL SYSTEM OF ASIAN INSTITUTE OF MARITIME (AIMS)

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Abstract: The study sought to evaluate the effectiveness of the Bi –semestral system of Asian Institute of Maritime Studies. Specifically, it answered the following problems: 1) What is the level of effectiveness of the bi-semester system of AIMS as evaluated by the faculty/administrative staff and in terms of the following: 1.1 Preparation of Instruction Guide (IG), Training Guide (TG), and other Instructional Aids; 1.2 Submission of the bi-semester academic requirements; 1.3 Conduct of Classroom Instructions; 1.4 Conduct of Laboratory, Demonstration, Experiments, Simulation etc.; 1.5 Verification of Student Performance; 1.6 Preparation/distribution/changes of teaching load (TL); 1.7 Enforcement of Discipline, Safety and Security; 1.8 Evaluation of Teaching Performance; 1.9 Faculty Performance? 2) Is there a significant difference between the perceptions of the two groups of respondents as regard to the level of effectiveness of the bi-semester system of AIMS? 3) What are the problems encountered by the two groups of respondents in the course of complying the aforementioned program, activities, curricula and quality standard procedures?

The sample size of the study was a group of 450 students of third year Marine Transportation, Marine Engineering, and BSCA enrolled during the 2nd semester of Academic Year 2012 – 2013, and monthly and regular teaching and administrative staff who are employed in AIMS during the last three years; AY 2010- 2013. Descriptive design was utilized. The instruments used in this study were subjected to content validation. The instruments were shown to the adviser for content and face validation. A statistician was also consulted to provide comments on the measurability of the instruments.

From the findings of the study, the following are concluded: (1) Generally, both Faculty/Administrative Staff and Students perceived that the Bi-semester system of AIMS is effective which means that the QSS of the Bi-semester system is adequate, consistent and doable resulting to 85% and above compliance. The result of the faculty performance is high. It indicates that the faculty members are compliant to the requirements required by the Quality Systems and Standards. (2) There is no significant difference on the perception of the two groups of respondents as regards to the level of effectiveness of the bi-semester system of AIMS. (3) There are problems identified by the respondents during the implementation of the Bi- semester system. (3.1) Prevalent leakage on periodical examinations; (3.2) Not all faculty members who teach the subject contribute to the development of the IG, TG and other instructional aids; (3.3) Increasing frequency of change of grades; (3.4) Amended teaching assignments cause delay on payments. All recommendations were, therefore, directed to the effectiveness of the Bi-semester system of AIMS.

Keywords: Academic processes, bi- semester system

SELF-CONCEPT OF AIMS' STUDENT ORGANIZATION OFFICERS IN RELATION TO INTERPERSONAL VALUES: BASIS FOR AN INTERVENTION PROGRAM

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Abstract: Leadership plays an important role in the management of organization. This is because an organization cannot function effectively without a leader to direct and accomplish its goals. Also, a leader is able to articulate and act consistently with clear sets of values. Hence, a leader must identify personal sense of values and then functions with these values as a source of commitment and improvement for subsequent action. He demonstrates respect for people through action that value human dignity. The essence of leadership acts would be a function of the interpersonal values of the leader. By interpersonal values we mean the kinds of human relationships that are considered important by the individual. It is assumed that these values represent motivational pattern that are relatively stable traits within individuals. However, this would not be possible if the leader does not know himself. To be an effective leader, it is very important that he knows himself well. This is where self-concept comes. Self – concept is one of the factors that contribute to the success of a leader. Such discovery of self-concept can be attributed to a number of correlates where it can lead to a much better leadership. Therefore, the study sought to determine the relationship of the self-concept and interpersonal values of the officers of the student organizations of the Asian Institute of Maritime Studies (AIMS). Specifically, the study sought to determine: 1) the personal profile of the different student officers in terms of age, gender, civil status, course, and year level; 2) the levels of self-concept in terms of the six (6) scales of the officers of the student organization at AIMS; 3) the interpersonal values as measured by Survey of Interpersonal Values of officers of the student organization at AIMS; and, 4) if there exist a significant relationship between the self-concept and the interpersonal values of officers of the student organizations at AIMS?

To yield the necessary data, descriptive method of research was used applying purposive sampling as technique in choosing the respondents of the study. The participants were composed of fifty (50) respondents from ten (10) accredited student organizations in AIMS located at Roxas Boulevard, Pasay City, for Academic Year 2014 – 2015. The 60-item Piers-Harris's Self-Concept Scale questionnaire was used to assess the self-concept of the student officers while the Survey for Interpersonal Values (SIV) is designed to measure their interpersonal values. To analyze the data, relative frequency and Pearson r were respectively used as statistical tools for the study

Results revealed that all of the student respondents are single (100%) while majority of them are 18 years old (58%) and male (62%). More than one fourth (32%) are from the Marine Transportation Department while more than half (56%) are 3rd year level. The level of self-concept among the officers of student organization at AIMS is translated into an average level which indicates that they have a positive attitude towards behavioral adjustment self-concept, intellectual and school status self-concept, physical appearance and attributes self-concept, freedom from anxiety self-concept and happiness and satisfaction self-concept.

More than half of the respondents (62%) have a high level of Recognition (REC) interpersonal values (62%), have an average level of Independence (IND) interpersonal values (58%), have a low level of Leadership (LEA) interpersonal values (56%), and have a high level of Support (SUP) interpersonal values (52%). A lesser number of respondents have an average level of Conformity (CON) interpersonal values (48%), and a high level Benevolence (BEN) interpersonal values (46%). No significant relationship between self-concept and interpersonal values of officers of the student organizations of AIMS was revealed. However, there are some factors that are significantly related to Popularity (POP) as can be seen from the p-value which is .050, which indicates that those officers who are popular and doing right things or helping others in school, are those leaders who gained support from their subordinates. It also shows that recognition has a significant relationship with physical appearance and attributes as well as freedom from anxiety. The variable Physical Appearance & Attributes (PHY) & Freedom from Anxiety (FRE) is significantly correlated with popularity as can be seen from the p-value which is .050 which indicates that those officers who assess their ability to express different ideas and leadership abilities resulted for being recognized by his/her subordinates and may manage the organization without anxiety.

It is recommended that student officers should undergo self-concept enhancement program thru Peer Counseling, Sensitivity Training, and Leadership Training seminars. Further, it is recommended to redesign and conduct comprehensive leadership training and seminars that will develop the Self- Concept of officers of student organizations. And an action plan to develop leadership potential and improvement of their abilities. Lastly, a similar study should be conducted to include leadership effectiveness, motivation, commitment, and loyalty as well as other factors related to adolescent roles and responsibilities that can be identified to fully understand self-concepts and awareness about student interpersonal values.

Keywords: self-concept; student organization; interpersonal values; leadership; AIMS

LEVEL OF SATISFACTION OF STUDENTS ON THEIR RESPECTIVE ORGANIZATION AT ASIAN INSTITUTE OF MARITIME STUDIES

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Abstract: It has been an innate characteristic for human to socialize and interact. As such, these became a precursor for many people to group along, talk with each other, and live with one unified ground. This has been practiced in many organizations from different sectors and fields. Some of which are industries, professionals, governmental and non-governmental organizations. And this doesn't exempt academic institutions where student organizations become common grounds for students to socialize, interact, share, learn, and uphold their own ideals and advocacies. At the Asian Institute of Maritime Studies (AIMS), seven (7) course-based student organizations were established to support the holistic learning of its students. The fact that these organizations were established, its membership shall be of worth and not a waste of time and effort. This means that student organizations should do its part of being an extension for learning beyond what the students get from the four corners of their classroom. If this objective is met, student members will probably laud and commend their respective student organizations signifying their satisfaction and contentment. With this premise, the researchers endeavoured to study the performance as well as the satisfaction of students toward their respective student organization in AIMS. Specifically, the study sought to determine the: 1) profile of the student organization members in terms of organization, number of years in organization, and extent of participation; 2) the performance of the student organizations during the school year 2013- 2014 in terms of seminars held, community services rendered, and other activities held; 3) the level of satisfaction of the member students on their respective organization in terms of seminars held, community services rendered, other activities held, officers elected, and appointed advisers; 4) if significant difference in the performance of the organization as grouped according to organization exists; and, 5) if significant difference in the satisfaction of the member students in their respective organization when grouped according to organization exists? The results would eventually be useful in assessing the different activities of the student organizations of AIMS thus identifying any point of intervention, if any.

Descriptive-correlation was used to determine the significant difference in the performance and satisfaction of the student organizations while documentary analysis was used to assess the performances of the same organizations. Employing stratified random sampling as sampling technique, and using Slovin's formula to derive the samples, respondents were 244 randomly selected students from course-based organizations at the College of Business (CB) and Maritime College (MC) in AIMS, Pasay City. A validated, self-made survey questionnaire was utilized as data gathering instrument of the study to determine the profile and satisfaction of students toward their

respective student organizations. To determine the performance of each course-based organization, the researchers outsourced the data at the Center for Student Services (CeSS) as this office serves as the repository of documents for course-based organizations. To analyze the data, percentage, weighted mean, and analysis of variance were employed as statistical tool for the study.

Based on the findings of the study, Nautica Society and Marine Engineering Society (MES) had the largest student organization populations because its members were from the Maritime College, which obviously represent the largest student population of AIMS. Members of organization who have been there for one year comprised the largest number of student organization population leaving the three- year members to be the least in terms of populations. Likewise, members who are moderately active also comprise the largest number in terms of population while the very active members were the least because of the reason that they were not officers of their respective organization.

Performance wise, the AIMS Cyber Mode Society (ACYMOS), Culinarians Hospitality and Entrepreneur Fellow Society (CHEFS), and Junior Executive Society (JES) were student organizations that have almost complied with the required number of activities to be held while Nautica Society and MES came up with no performed activities. In terms of satisfaction, the members of Nautica and MES were only satisfied (WM = 2.7 and 2.6 respectively) with their seminars, community services, other activities, officers elected, and advisers appointed except for MES' community service with fairly satisfied result mainly because there were no activities held by these student organizations for the previous academic year. PSCAS and NARCHIMES members were also satisfied because of the same reason above. A high satisfaction level was also given to the officers and advisers of other organizations namely CHEFS, JES and ACYMOS because of their active leadership on their respective organizations. Except for the community services rendered, there is no significant difference between the members of the different organization and their level of satisfaction in terms of seminars held, other activities held, officers elected, and advisers appointed. No significant difference was also noted in the performance of the organization and their activities.

It is recommended that every student member of MC department organizations should actively participate in all activities of the organization while CB department organizations should maintain their active participation toward their respective organization. Further recommended that department heads, appointed advisers, and elected officers of MC department organizations should work hand-in-hand to brainstorm and come up with holistic activities to maximize the membership of its members while CB department organizations should continue coming up with meaningful activities. The CeSS department is likewise recommended to make a periodic monitoring of each organization making sure that their mandates are religiously complied. Further study is recommended covering specific learning acquired by students toward student organization and anchoring such with learning and socialization theories.

Keywords: student organization; performance; satisfaction; AIMS

COMPUTATIONAL AND PROBLEM SOLVING SKILLS IN MATHEMATICS OF ASIAN INSTITUTE OF MARITIME STUDIES STUDENTS: BASIS FOR AN ACTION PLAN

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Abstract: Life is an arena of problems. A human child has to meet and solve problems as he grows; problems which are on his physical surroundings, his intellectual associations and in his social contacts. These dilemmas grow in number and complexity as we age. His success in life is, in large measure, determined by the capacity and competence to solve them.

Mathematics is a subject of problems and studying Mathematics is different from studying other subjects because it is learned by doing and solving boundless problems. For this reason, the efficiency and ability in solving problems are guarantees for success in learning this kind of subject.

The researchers, being Mathematics instructors, observed that the students find difficulty in solving Mathematics problems. The researchers generally identified the salient reasons for this kind of conflict namely: poor background in algebra, poor verbal and contextual understanding, and poor logical ability. Conclusively, a direct relationship can be inferred between the problem solving skills of students and the salient factors affecting the specified ability. From this brilliant observation, the researchers want to conduct immediate action in order to quench this growing phenomenon.

Seventy-five (75) or 63.0% of the respondents are graduates of private schools while 44 or 37.0% are graduates of public schools. On computational skills, the respondents can perform the four basic operations in real numbers, apply the properties of equalities of real numbers as well and derive formulas from a given equation. On problem solving skills, the result indicates that respondents are not good in problem solving which involves plane and solid figure.

Recommendations were arrived at to enhance the computational and problem solving skills of the students.

Keywords: Computational Skills; Problem-Solving Skills; Mathematics; AIMS

INVENTORY MANAGEMENT OF SUPPLIES AND FIXED ASSETS OF THREE SELECTED MARITIME SCHOOLS IN THE NATIONAL CAPITAL REGION (NCR): BASIS FOR ASSET MANAGEMENT PLAN

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Abstract: It is very essential to have a traceability of records in all fixed assets assigned in every department of an organization because all of them should have a specific locator system to monitor their status. Also, proper accountabilities of equipment are the main purpose of inventory management. Idle serviceable items, defective items, obsolete items, and newly acquired items are likewise essential in the inventory management. The management is to give emphasis on all expenditures acquired and identifies what item is defective, readily available for repair, and those items un-repairable which are subject for disposal. All of these items should have their own summary. Therefore, it is the duty of the inventory management office to perform semi-annual inventory of property and fixed assets of an organization. However, problems do occur in the management of inventory items. The very common phenomenon is the loss of certain items, incident of damaged unit, transferring of persons from one office to another, and the transfer of office from one building to another. As to how these problems should be addressed will be the management's call to have a unique strategy in solving these problems. It is on this note that the study planned to identify the effectiveness of the policies and procedures involved in the inventory of supplies and fixed assets from three selected maritime schools in the National Capital Region (NCR). Specifically, the study aimed to answer the following questions: 1) How effective is the existing policies and procedures on the management of supplies and fixed assets as assessed by the supplies and fixed assets personnel of the three selected maritime schools of the NCR in terms of current state of assets, level of service, critical age, life of fixed assets, and asset monitoring? 2) Is there a significant difference on the effectiveness in the management of supplies and fixed assets as assessed by FAMO personnel and the corresponding selected maritime schools in the NCR on the aforementioned variables? 3) What are the problems met in the inventory management of supplies and of fixed assets? and, 4) Based on the findings, what asset management plan maybe proposed?

The study employed a descriptive-survey method where it described the effectiveness of the policies and procedures on the management of supplies and fixed assets of the three selected maritime schools in the NCR. A comparative method was also employed to determine significant differences on the effectiveness of policies and procedures according to school. Ten (10) facilities and management personnel were outsourced from each of the following schools: FEATI University in Santa Cruz, Manila; Asian Institute of Maritime Studies in Roxas Boulevard corner Arnaiz Avenue, Pasay City; and, Philippine Nautical Training Center in Intramuros, Manila. Hence, a total of thirty (30) personnel became the respondents. All the documents, files, and records gathered were also used for the partial fulfilment of the study. Data were written in sealed papers and filed for formal use. A validated, researcher-made questionnaire was used to yield the necessary data of the study. Contents were based on the survey on the systems and procedures of inventories on supplies and fixed assets including the problems encountered. In analyzing the data, frequency, percentage, weighted mean, and analysis of variance (ANOVA) were used.

Based on the results of the study, the respondents found that their respective policies and procedures on the management of their supplies and fixed assets were effective in terms of level of service (WM=3.70); current state of assets (WM=3.66); and, critical age (WM=3.57). However, they found out that their respective policies and procedures on the management of their supplies and fixed assets were moderately effective in terms of life of fixed assets (WM=3.27) as well as in asset monitoring (WM=3.21) leading to an overall assessment of moderately effective (WM=3.48). The existing policies on current state of assets, level of service, life of fixed assets and asset monitoring were assessed by the respondents to have no significant difference as to their respective schools. However, critical age was the only variable that was assessed to have a significant difference. On the problems met in the inventory of management supplies and fixed assets, the top five (5) identified problems were “Lack of communication/cooperation by the accountable person,” and “Lack of manpower,” which came in as first, followed by “Resigned personnel/no proper turnover.” The third was “Transfer of offices from one building to another” while the last was “Delay in monitoring due to computer problems.”

Based on the findings and conclusions presented, the recommendation was to adapt the proposed Asset Management Plan which will address the ills of inventory management for the sustainability of the three maritime schools of the NCR.

Keywords: inventory management; supplies; fixed assets; maritime school; asset management plan