

## ATTITUDE ON SCHOOL FACILITIES AND SERVICES OF HIGH AND LOW PERFORMING MARINE ENGINEERING STUDENTS

**Joselito Flores**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

**Ronnie M. Masangcay**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

**Marlon P. Mendoza**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

**Olympio B. Garcia**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

**Carlos L. Aguado**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

**Jake M. Laguador**

Lyceum of the Philippines  
University-Batangas  
**PHILIPPINES**

### ABSTRACT

It is the major purpose of this study to determine the difference on the attitude between high and low performing Junior Marine Engineering students towards the School facilities and services. Descriptive type of research was utilized in the study. Result showed that the Marine Engineering students are at their best in morning subjects but they don't care what their schedule is for as long as they finished all subjects on schedule. The low performing students prefer only the teachers do the talking and they like to simply listen to the teachers compared to the high performing students. It is recommended that putting some variety in the usual lecture-demonstration method of teaching into student-centered approach of learning would give better atmosphere of gaining knowledge and comprehension applicable for diverse learning styles of the students.

**Keywords:** Instructional Facilities, attitude, student services.

### INTRODUCTION

Academic institutions must provide an updated curriculum; modern facilities and equipment; efficient student services; responsive organization and administration; and educators must possess effective teaching techniques and strategies to ensure and maximize the learning of the students as a response to the needs of professional education, society particularly in maritime and shipping industries (Laguador & Dotong, 2013; Orence & Laguador, 2013). Reyes (2013) emphasized that the aim of education is to create teaching and learning environment that would bring about desired changes in learners such as making them more knowledgeable, skillful or acquired positive attitudes and values.

One way of determining the progress of students is through the results of their examinations most particularly in their weighted average which is considered as one of the factors of academic performance. There are many identifiers that would possibly determine and affect the academic performance of the students. In this study, the researchers emphasized the importance of the students' attitude towards some school-related variables in relation to their academic performance. It is very important that the management will always make sure that these facilities and services are always available, adequate and in good running condition to better facilitate learning between

the teachers and the students thereby the goal of attaining quality education for the graduates is always achieved (Valdez, 2012).

Attitude is one important building block of a person particularly the students to achieve their aspirations successfully or sometimes experience hopelessness and dejection. Possessing the right attitude towards something would mean an exceptional end result and vice-versa.

Everyone is involved in shaping the values of the students towards an end of achieving the character and wisdom of a champion (Bulaklak & Pilobello, 2014). Developing positive mental attitude of the students in the early years of college would provide them greater opportunity as they step-up to higher year level of studies to broaden the scope of their responsibility and maturity to be more confident and independent (Laguador, 2013a).

Environment really affects the attitude of the person. If a certain student works and occupies an atmosphere which has excellent teachers, friendly classmates, state-of-the-art facilities and which is free from bad influence and peer-pressure, he is expected to perform very well in school and obtain high grades as measures of having a first-class school environment. Student views about their experience at any educational system, its programs, the component units of the program, and the entire learning environment are essential aspects for quality enhancement (Bay & Subido, 2014).

Attitudes of Marine Engineering students with high and low academic performance in this study shall be focused on some school-related variables such as: teachers, other students, class schedule, the way classes are handled, teaching strategy, facilities and audio-visual aids. When a student fails to submit his assignment/project on-time or absolutely fails the subject, most people blame the teachers to this end. Teacher is not the only factor must consider to the academic performance of the students. In this research, the students' attitude towards their classmates, class schedule, the way classes are handled, facilities and audio-visual aids will be included as variables to be looked into. Some personal – related variables are not anymore considered to become a part of this study because it only focuses on school-related factors. Educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce (Javier, 2012). An (2014) emphasized that the instruction of Outcome-Based Education focuses on the measurement of student's performance through their outcomes wherein in establishing good and adequate facilities is an important consideration for better learning and acquisition of skills.

With an aid of adequate facilities, good quality training serve as a prerequisite to ensuring a vessel maintains a high standard of operation and training in all its forms adds to the value and safety culture on a vessel (Dacuray et al., 2015). In this way, the LIMA faculty members in general will be given insights on how the students feel about their presence inside the classroom and the way they handled the class. Administrators will also be provided an idea on how to make the class schedules more appropriate to the kind of students they have. The students themselves will also be oriented regarding their attitudes towards one another. This will also serve as a reference guide to the future researchers who would like to delve in the same study but in different time and setting.

## **OBJECTIVES OF THE STUDY**

It is the major purpose of this study to determine the difference on the attitude between high and low performing Junior Marine Engineering students towards the School facilities in terms instruction and audio-visual aids; and services in terms of class schedule and the way classes are handled in the university.

**Ho:** There is no significant difference on the attitude between high and low performing Junior Marine Engineering students towards school facilities and services.

## METHOD

The normative survey under the descriptive type of research will be utilized in the study. Descriptive survey method is appropriate for data derived from simple observational situations, whether these are actually physically observed or observed through the use of a questionnaire or poll techniques (Costales and Zulueta, 2003). The survey questionnaire for determining the attitude of the students towards some school-related variables was used to collect data and information. A documentary analysis was done to obtain the academic performance of the students during 2<sup>nd</sup> semester, S.Y. 2013-2014.

Thirty percent of Second year BS Marine Engineering students served as the respondents of the study. A survey questionnaire was composed of two areas. It determined the attitude of BSMarE students towards school facilities in terms of instruction and visual aids and services in terms of class schedule and the way classes are handled. The questionnaire was administered to the second year BS Computer Engineering (BSCpE) students to test its validity and reliability. After these procedures, the researchers personally administered the questionnaire to BSMarE Students.

The data collected were classified, tabulated and coded using SPSS for analysis. Frequency, weighted mean and percentage were the statistical tools used to analyze the data. On the Scale for Measuring Attitude Towards Some School Related Factors, the following arbitrary point scale was utilized: 4.50 – 5.00: Strongly Agree(SA); 3.50 – 4.59: Agree (A); 2.50 – 3.49: Moderately Agree (MA); 1.50 – 2.49: Disagree (D); 1.00 – 1.49: Strongly Disagree (SD).

Weighted Mean was used to analyze the attitude of the students towards school facilities and services, while t-test was used to test the differences between the attitude of High and low performing Marine Engineering students towards the school facilities and services.

## RESULTS AND DISCUSSION

**Table 1: Obtained Weighted Mean for Measuring the Respondents' Attitude Towards Class Schedule**

| Towards Class Schedule                                      | High | Low  | WM   | VI | Rank | Sig.   |
|---|------|------|------|----|------|--------|
| 1. I am at my best in my morning subjects.                  | 4.35 | 4.24 | 4.30 | A  | 2    | 0.217  |
| 2. The subjects become boring in the afternoon.             | 3.86 | 4.19 | 4.03 | A  | 4    | 0.081  |
| 3. I find it easier to understand my lessons in the evening | 3.45 | 4.01 | 3.73 | A  | 5    | 0.064  |
| 4. To attend first period in the morning is a torture.      | 3.21 | 4.23 | 3.72 | A  | 6    | 0.038* |

|   |      |      |      |    |    |       |
|---|------|------|------|----|----|-------|
| 5. I often sleep in my afternoon class.   | 2.45 | 2.78 | 2.62 | MA | 10 | 0.301 |
| 6. I like my subjects to be scheduled with at least one hour interval.                      | 3.26 | 2.59 | 2.93 | MA | 9  | 0.052 |
| 7. I prefer all my lecture classes in the morning and laboratories in the afternoon.        | 3.35 | 3.28 | 3.32 | MA | 8  | 0.381 |
| 8. I am wide awake and more receptive in my afternoon classes.                              | 3.41 | 3.57 | 3.49 | MA | 7  | 0.208 |
| 9. Coming to class at any time does not bother me.  | 4.39 | 4.27 | 4.33 | A  | 1  | 0.183 |
| 10. I don't care what my schedule is for as long as I finished all my subjects on schedule. | 4.14 | 4.28 | 4.21 | A  | 3  | 0.269 |

Table 1 shows the obtained weighted mean for measuring the respondents' attitude towards any teacher. Both groups of Marine Engineering students agreed that they come to class at anytime which does not bother them; they are at their best in morning subjects but they don't care what their schedule is for as long as they finished all subjects on schedule. Since they are best in morning classes, the subjects become boring in the afternoon and they find easier to understand the lessons in the evening before going to bed.

Low performing Marine Engineering students have significantly higher agreement on attending the first period in the morning is a torture compared to the high performing students as denoted by the computed p-value of 0.038 which is less than the 0.05 level of significance.

They are moderately agreed on being wide awake and more receptive in their afternoon classes and preferring all their lecture classes in the morning and laboratories in the afternoon. Another moderately agree verbal interpretation when they asked about how they like the subjects to be scheduled with at least one hour interval and how often they sleep in their afternoon class with the least total weighted mean scores of 2.93 and 2.62, respectively. Teachers believe that making the lessons relate to students' experiences is one of the ideas to realize the course objectives followed by helping the students feel a sense of direction and the goal of the lesson and getting the lessons done on a time schedule (Laguador & Alcantara, 2013).

Table 2 shows the obtained weighted mean for measuring the respondents' attitude towards the way classes are handled.

**Table 2: Obtained Weighted Mean for Measuring the Respondents' Attitude Towards the Way Classes are Handled**

| Towards the Way Classes are Handled                                     | High | Low  | WM   | VI | Rank | Sig.   |
|---|------|------|------|----|------|--------|
| 1. I like arguing with my teacher.                                      | 1.43 | 1.38 | 1.41 | SD | 10   | 0.137  |
| 2. I like to simply listen to my teacher.                               | 3.25 | 3.67 | 3.46 | MA | 3    | 0.041* |
| 3. More topics are discussed if only the teacher is the one discussing. | 3.18 | 3.54 | 3.36 | MA | 4    | 0.026* |
| 4. I hate assignments.  | 3.42 | 3.58 | 3.50 | A  | 2    | 0.208  |

|   |      |      |      |    |   |        |
|---|------|------|------|----|---|--------|
| 5. I do not like it when my teacher gives us seat works.  | 2.34 | 2.76 | 2.55 | MA | 9 | 0.061  |
| 6. I like it when only the teacher does the talking.  | 3.27 | 3.91 | 3.59 | A  | 1 | 0.028* |
| 7. I like to discuss with my teacher only I am not given the opportunity.   | 3.59 | 3.05 | 3.32 | MA | 5 | 0.031* |
| 8. I wish all my classes are reporting such that I am just assigned a topic to read and report to the teacher for a qualifying examination. | 2.56 | 3.29 | 2.93 | MA | 8 | 0.051  |
| 9. Examination should always be “take home”   | 3.01 | 3.51 | 3.26 | MA | 7 | 0.079  |
| 10. More assignments should be given.   | 3.36 | 3.21 | 3.29 | MA | 6 | 0.184  |

The low performing students prefer only the teachers do the talking and they like to simply listen to the teachers which they believed that more topics are discussed if only the teacher is the one discussing compared to the high performing students wherein they like to discuss with the teacher only they are not given the opportunity. Both groups agreed that they hate assignments. They are moderately agreed that more assignments should be given and examination should always be take-home. It is also moderately agreed response on wishing that all they classes are reporting such that they are just assigned a topic to read and report to the teacher for a qualifying examination and they do not like when the teacher gives the seat works which obtained the least total weighted mean scores with moderately agree verbal interpretation. They strongly disagreed on the idea of arguing with their teacher as denoted by the computed total weighted mean score of 1.41 on rank number 10. This implies that Marine Engineering students still pay high respect to the teachers and willing to accomplish the classroom activities within the scheduled period however, reporting activity is not their type of activity to perform during classes. Giving students frequent reporting activities that will be presented in class orally, will enhance their communication skills and eliminate fears in expressing ideas, which is a mere factor of leadership capability (Laguador, Velasquez & Florendo, 2013).

Table 3 shows the obtained weighted mean for measuring the respondents' attitude towards audio-visual aids.

**Table 3: Obtained Weighted Mean for Measuring the Respondents' Attitude Towards Audio-Visual Aids**

| Audio-Visual Aids                        | High | Low  | WM   | VI | Rank | Sig.  |
|--|------|------|------|----|------|-------|
| 1. lead only to disturbances             | 2.33 | 2.42 | 2.38 | D  | 5    | 0.174 |
| 2. help students understand the lessons. | 4.67 | 4.51 | 4.59 | SA | 3    | 0.097 |
| 3. help discuss more topics              | 4.71 | 4.59 | 4.65 | SA | 1    | 0.218 |
| 4. make students lazy.                   | 1.56 | 1.78 | 1.67 | D  | 8    | 0.104 |
| 5. make teachers lazy.                   | 2.03 | 2.12 | 2.08 | D  | 6    | 0.231 |
| 6. have added expenses                   | 1.34 | 1.48 | 1.41 | SD | 9    | 0.303 |
| 7. are not conducive to studies.         | 1.27 | 1.39 | 1.33 | SD | 10   | 0.161 |
| 8. provide no room for imagination.      | 2.03 | 1.94 | 1.99 | D  | 7    | 0.419 |
| 9. assist learning activities            | 4.45 | 4.38 | 4.42 | A  | 4    | 0.327 |

10. indicate that the school is up-to-date. 4.63 4.56 4.60 SA 2 0.146

The respondents strongly agree that audio visual aids help discuss more topics, indicate that the school is up-to-date and help the students understand the lessons while they are only agree in terms of its capability to assist the learning activities. However, students are disagree that audio-visual aids can lead only to disturbances, make the teachers and students lazy and provide no room for imagination. They are strongly disagreed that these are added expenses to the university and these are not conducive to studies. The answers of the students signify that they have high positive attitude towards the audio-visual aids. There is no significant difference on the attitude between high and low performing Marine Engineering students in terms of audio-visual aids as denoted by the computed p-values which are all greater than the 0.05 level of significance, therefore, the null hypothesis is accepted.

Table 4 shows the obtained weighted mean for measuring the respondents' attitude towards instructional facilities. The respondents agreed that the medical clinic is more than adequate for the basic needs of the students; classrooms are wide enough and well ventilated; there are more than adequate laboratories in the school and there are comfort rooms in every building. They are moderately agreed of having adequate books available and the need to update books at the library and there should be a student center where students can stay during vacant hours. However, they are disagreed that there are books lacking in the library and classrooms are too small. Academic institutions of higher learning are constantly developing students who are capable of applying technology and knowledge-based information to the nature and demands of their work environment (Laguador & Dotong, 2013).

**Table 4: Obtained Weighted Mean for Measuring the Respondents' Attitude Towards Instructional Facilities**

| Towards Instructional Facilities   | High | Low  | WM   | VI | Rank | Sig   |
|--|------|------|------|----|------|-------|
| 1. Adequate books are available at the library.                                  | 3.46 | 3.25 | 3.36 | MA | 6    | 0.294 |
| 2. There are more than adequate laboratories in the school                       | 4.37 | 4.21 | 4.29 | A  | 4    | 0.185 |
| 3. Classrooms are wide enough.   | 4.28 | 4.39 | 4.34 | A  | 2    | 0.127 |
| 4. Classrooms are too small.   | 2.35 | 2.47 | 2.41 | D  | 9.5  | 0.155 |
| 5. There are comfort rooms in every building.                                    | 3.87 | 4.03 | 3.95 | A  | 5    | 0.283 |
| 6. The medical clinic is more than adequate for the basic needs of the students. | 4.37 | 4.45 | 4.41 | A  | 1    | 0.103 |
| 7. There are books lacking in the library.                                       | 2.35 | 2.47 | 2.41 | D  | 9.5  | 0.259 |
| 8. There is a need to up-date books in the library.                              | 3.29 | 3.17 | 3.23 | MA | 7    | 0.428 |
| 9. There should be a student center where students can stay during vacant hours. | 2.57 | 3.51 | 3.04 | MA | 8    | 0.056 |
| 10. The classrooms are well-ventilated.  | 4.37 | 4.26 | 4.32 | A  | 3    | 0.183 |

They believed that the university has adequate instructional facilities that are conducive for quality learning, therefore, they have high positive attitude towards the instructional facilities of the university. Library as part of the learning environment must promote activities that would encourage students to go to the library every day (Garcia, Agena, Gonzales, Reyes, Salazar & Laguador, 2015).

Collaboration among the group members improves the skills of the students to communicate in social discussion and participate in the accomplishment of their common goal. Low performing students may tend to give up on performing his activity alone but with the help of high performing students, the exercise would be significant for both of them where strong students can still enhance his capability to explain the procedure to the weak students and the process would keep them socially matured with concern for one another (Laguador, 2014). Learning is an interactive process that occurs in a specific environment (Velasco, Agena, Orence, Gonzales, Beldia & Laguador, 2015) as instructional facility through providing proper instruction and direction that would lead to become well-informed members of the class towards a successful teaching and learning process (Agena et al., 2015).

## CONCLUSION AND RECOMMENDATION

Marine Engineering students were at their best in the morning rather than in the afternoon classes because they find difficulty to grasp some thoughts during holy hour but they prefer to study their lessons at night. But the schedule of classes cannot be possibly given to Marine Engineering students all in the morning. Teachers may provide interactive and lively exercises to stimulate the mind and energize the body of the students through integrating some games or physical activities still related to the topic of discussion. Well planned teaching and learning activities would not bother the students to fall asleep in the afternoon, they woke up late in the morning; therefore, they have the tendency to become dull. Putting some variety in the usual lecture-demonstration method of teaching into student-centered approach of learning would give better atmosphere of gaining knowledge and comprehension. Teachers must treat the students equally even the slow learners and give them proper attention to develop the appropriate way of study habits and practices inside and outside the classroom (Laguador, 2013b).

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