



THE EFFECTIVENESS OF THE ACADEMIC PROCESSES OF THE BI-SEMESTRAL SYSTEM OF ASIAN INSTITUTE OF MARITIME STUDIES

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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-semestral 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-semestral 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-semestral 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-semestral system of AIMS is effective which means that the QSS of the Bi-semestral 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-semestral system of AIMS. (3) There are problems identified by the respondents during the implementation of the Bi- semestral 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-semestral system of AIMS.

Key Words: academic processes; bi-semestral system; Asian Institute of Maritime Studies



1. BACKGROUND OF THE STUDY

1.1 Introduction

Asian Institute of Maritime Studies (AIMS) as a reputable maritime institution paved the way for the shift in its system from that of a regular to a Bi-semesteral as a move to improve its delivery of instruction.

In 2005, AIMS open its door to the change, where the regular semester is divided into two (2) equal terms; the X-term and the Y-term. The system still observe the required number of fifty-four hours (54) per semester as stated in the guidelines for Higher Education Institutions (HEIs) adopting the Semestral System. The lecture hour is administered in 6 hours/week for 9 weeks in each term. In addition, enrolment is done twice in a year, one for the first semester which is conducted from April to June and one for the second semester scheduled from the second week of October to third week of November of every academic year. Specific schedules per year across departments are posted for the information and guidelines of the students.

Primarily, the system was adopted to address the problem of almost, if not all Maritime Institutions in the country, which is the lack of technical instructors. In most cases, technical instructors who are still active in service are only available to teach for three months while on vacation. This is the reason why most of them failed to finish the semester leaving the students unattended or without teachers. Since the adoption of this system nine (9) years ago, AIMS was able to meet the required number of technical instructors with valid and active licenses as required by Standard for Training Certification and Watch keeping (STCW) 95 standard. It is also beneficial to students with financial difficulties for they can only enroll subjects offered in the term. While waiting for the term, they can work and save enough money for their schooling.

Being in the fast changing society, the school has to keep its pace with the other HEI's by way of re-engineering its academic perspective. Though the consideration has its own advantages, problems are expected to be experienced particularly during the infancy stage of implementation.

It is significant to note that there was no study conducted relative to the effectiveness of the bi-semesteral system of AIMS considering the uniqueness of how it was implemented. This prompted the researcher to conduct the study.

This study attempted to evaluate the level of effectiveness of the academic processes of the Bi-

semesteral system of AIMS based on the perception of the respondents on the identified factors with the end in view of obtaining valuable inputs toward the improvement of the system.

1.2 Background of the Study

Asian Institute of Maritime Studies is committed towards the realization of its vision of becoming the "Home of Maritime Knowledge Exchange and as a Provider of Choice, Investment of Choice and Employer of Choice" with the mission of "providing relevant, excellent, accessible learning environment in corporate and maritime education and training service. (Provide REAL E-CMET Services). AIMS has been operating under ISO 9001:2008 Standards of the American Bureau of Shipping since 1999.

Guided by RA No. 7722, otherwise known as the Higher Education Act, AIMS moved to an innovative change in response to the needs of the time. In its first few years of implementation, varied reactions had been received from the academic community. It has become a challenge to the institution.

To quote a few feedbacks, students share the sentiments of not promptly receiving their grades on time ("Survey on Customer Satisfaction," 2012-2013). This is probably due to the fast-paced mode of the Bi-semesteral system which deprives faculty from complying with the necessary grades. Students also say that the school has good facilities but many of them need improvement ("Survey on Customer Satisfaction," 2011-2012). These are observed in the library due to limited number of reference materials, small laboratory room (Physics and Chemistry) that cater more than 20 students, small classrooms for lecture that cater more than 40 students, some air conditions are not working, and limited number of multimedia. "Discipline is not very effective since some officers are bad influence to some students, these officers should be model for us since they carry the school's dignity and name. ("Survey on Customer Satisfaction," 2011-2012). This feedback shows some discrepancies on how discipline is implemented by the Regiment.

There are also feedbacks that provides positive reactions, "AIMS is a good school and professors are approachable and with good mastery of the subject they taught" ("Survey on Customer Satisfaction," 2012-2013). This could be attested by the percentage of passing in the board exams of both BSCA, BSMT, and BSME. "Due to AIMS 20/20 vision, other facilities (i.e. Simulator) are improved for effective customer service. The Shipboard

Training Office (STO) has improved their abilities to help graduates of this institution to fasten their embankment". "AIMS should continuously AIM HIGH so that it can produce quality graduates that could supply the international waters across the Globe". An inspiring comment from an exit interview. Considering that there was no instrument that could validate the feedbacks received by the institution, this prompted the researcher to develop an instrument purposely for this study.

Effectiveness of the Bi-semesteral system can be comprehensively evaluated to expand its scope and have a better service to the stakeholders.

1.3 Statement of the Problem

This study aimed to evaluate the effectiveness of the academic processes of the bi-semesteral system of AIMS. Specifically, it sought to answer the following research questions:

1. What is the level of effectiveness of the academic processes of the Bi-semesteral system of AIMS as evaluated by the faculty/administrative staffs and students in terms of:

- 1.1 Preparation of Instruction Guide (IG), Training Guide (TG), and other Instructional Aids;
- 1.2 Submission of the bi-semesteral 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 academic processes of the Bi-semesteral 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?

1.4 Hypothesis

Ho. There is no significant difference between the perceptions of the two groups of respondents as regard to the level of effectiveness of the academic processes of the Bi-semesteral system of AIMS.

1.5 Conceptual Framework

In Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Manzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive effect on student achievement for all students, an all subject areas, at all grade levels. Manzano's nine high-yield instructional strategies are summarized as follows: 1) identifying similarities and differences 2) summarizing and note taking 3) reinforcing effort and providing recognition 4) homework and practice 5) nonlinguistic representations 6) cooperative learning 7) setting objectives and providing feedback 8) generating and testing hypothesis and 9) questions, cues, advance organizers.

The strategies presented supports that learning can transpire using any of these approaches. Learning is achieved depending on the strategies being utilized by the teacher, hence effectiveness of the strategies can be measured on the output that is on the learning so transferred to students.

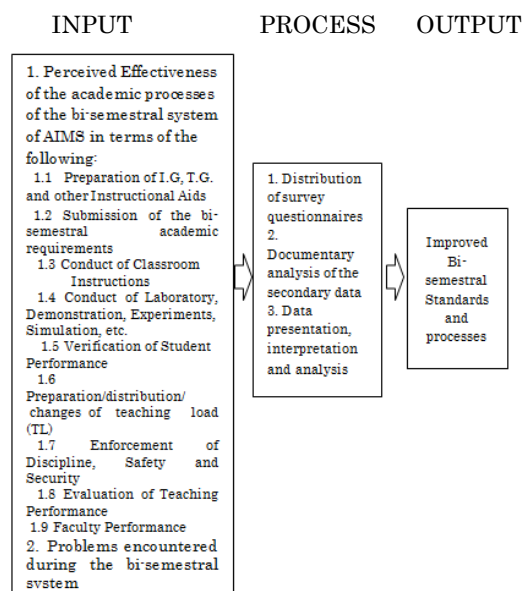


Figure 1. Research Paradigm

1.6 Scope and Limitations

This study is limited on the evaluation of the effectiveness of the academic processes of the Bi-semesteral system of AIMS and problems encountered as bases for the enhancement/ improvement of the said system. The respondents are the following:



regular and full time faculty members/administrative staffs who had rendered services in AIMS for the last three academic years (2011 – 2014); the third year students of the Bachelor of Science in Customs Administration (BSCA), Bachelor of Science in Maritime Engineering (BSMarE), and Bachelor of Science in Maritime Transportation (BSMT) from academic year 2010-2011 up to the 2nd Semester academic year 2013-2014. The faculty performance and faculty evaluation is based on operating manual procedure (OPM) and the quality management system (QMS) parameters of AIMS.

2. METHODOLOGY

2.1 Research Design

A descriptive research design was used in this study to determine the effectiveness of the Bi-semesteral System of AIMS. Specifically, the profile of the respondents would be the qualitative element, while the effectiveness of the Bi-semesteral System with regard to the variables mentioned in the statement of the problem, student performance, faculty performance, exit interview, customers' satisfaction rating and recommended courses of actions to enhance the achievement of the designed curriculum are the quantitative elements of this study.

Furthermore, this study sought to determine whether there exists a significant difference between the two groups of respondents as to the effectiveness of the Bi-semesteral system of AIMS. Should there exist a significant difference both its strength and direction will be assessed as well to see how these variables vary together.

2.2 Population, Sample Size and Sampling Techniques

The respondents of this study were purposively selected. They were the monthly and regular teaching and administrative staffs who are employed in AIMS during the last three academic years: AY 2010-2011, AY 2011-2012, AY 2012-2013, and the third year students of Bachelor of Science in Customs Administration (BSCA), Bachelor of Science in Marine Engineering (BSME), and Bachelor of Science in Maritime Transportation (BSMT) who are enrolled during the second semester of the academic year 2012-2013. Only those who gave their consent are included in the study.

The population of the students for the AY 2013-2014 was taken from the Registrar's Office while that of the faculty and administrative staff was provided by the Human Resource Management Office

(HRMO). The breakdown of the respondents, as shown on Tables 1 and 2, was done using the Slovin's Formula: $n = \frac{N}{1 + Ne^2}$.

2.3 Data Gathering Procedure

A written permission was submitted to the Office of the Vice President for Academic Affairs (VPAA) through the Academic Director for the Administration of the pre-testing and final conduct of the study. After the approval, pre-testing was conducted with 60 participants. Results were gathered, tabulated, and statistically treated.

2.4 Statistical Treatment of Data

The data gathered from the questionnaire were classified, tallied, tabulated, statistically treated, analyzed and interpreted. The following statistical tools were used in the study.

1. *Frequency Distribution.* This was utilized to depict the count of each of the respondents' profile.

2. *Percentage.* This was used to show the relative share of a certain variable in relation to the whole. The number of a variable shall be divided by the sum of all the variables in the list, and quotient shall be multiplied by 100. The formula used will be:

$$P = \frac{f}{n} \times 100 \quad (\text{Eq. 1})$$

Wherein

P = percentage

f = value of the variable

n = the total value of all variables

3. *Mean.* This was used to determine the central tendency of the data. All the values of a variable will be added and then will be divided by the number of items. The formula for the simple arithmetic mean is the following:

$$\mu = \frac{\sum x}{N} \quad (\text{Eq. 2})$$

Wherein

μ =mean of the population

Σ =summation of the values of the variable

N =total number of values of the variable

4. *T- test.* This was utilized to test the significant difference in the academic processes of the Bi-semesteral system of AIMS between the two groups of respondents.

3. RESULTS AND DISCUSSION

Problem 1:

Table 1. Preparation of IG, TG, and other Instructional Aids.

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1.1 Participation of the faculty in the preparation of IG, TG, and other instructional aids	3.48	Moderately Effective	3.46	Moderately Effective	3.47	Moderately Effective
1.2 Quality of Contents in conformance with the existing standards.	3.68	Effective	3.72	Effective	3.7	Effective
1.3 Submission of accomplished IG, TG, and other instructional aids as per deadline	3.46	Moderately Effective	3.44	Moderately Effective	3.45	Moderately Effective
Mean	3.54	Moderately Effective	3.54	Moderately Effective	3.54	Moderately Effective

Table 1. In terms of the preparation of IG, TG, & other instructional materials, it can be gleaned in the table that the faculty/administrative staff and students have the same perception with the mean of 3.54. Both respondents perceived the statements "Participation of the faculty in the preparation of IG, TG, and other instructional aids; and, submission of Accomplished IG, TG, and other instructional aids as per deadline as "Moderately Effective" which means that the QSS of the academic processes of the Bi-semester system are somewhat consistent and doable resulting to 75% and above compliance. Participation of the faculty in the preparation of IG, TG, & other instructional aids, submission of the accomplished IG, TG, & other instructional aids as per deadline are somewhat consistent meaning that only 75% & above compliance is attained, while the quality of the contents of the IG, TG, & other instructional aids comply with the existing standards.

Table 2. Submission of Bi-semester academic requirements

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
2.1 Opening requirements include the monitoring of the students and checklist of the classroom level orientation must be done on the first day of classes.	4.5	Very Effective	3.9	Effective	4.2	Effective
2.2 Midterm and Final requirements include the summary of failed/dropped students must be done according to the number of assigned teaching loads	3.98	Effective	3.9	Effective	3.94	Effective
2.3 Encoding of student's performance (Grades) as scheduled based on the number assigned teaching loads	3.44	Effective	3.4	Effective	3.42	Effective
Mean	3.97	Effective	3.73	Effective	3.85	Effective

Table 2. In terms of the submission of the Bi-semester academic requirements, the faculty/administrative staff have a higher perceived effectiveness than the students with the mean of 3.97 to 3.73. Almost all of the responses of the two groups of respondents are centrally distributed to "effective" which means that the QSS of the academic processes of the Bi-semester system is adequate, consistent and doable resulting to full compliance. The opening requirements, Midterm and final requirements, encoding of grades as scheduled are 85% and above complied by the QSS of the Bi-semester system.

Table 3. Conduct of Classroom Instructions

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
3.1 Demonstrates mastery of the subject matter.	3.1	Moderately Effective	3.6	Effective	3.35	Moderately Effective
3.2 Uses different teaching strategies	2.5	Moderately Effective	3.8	Effective	3.15	Moderately Effective
3.3 Presents the specific objectives to be achieved.	2.5	Moderately Effective	3.8	Effective	3.15	Moderately Effective
3.4 Implements discipline of cadets/students as per classroom decorum	2.5	Moderately Effective	3.8	Effective	3.15	Moderately Effective
Mean	2.65	Moderately Effective	3.75	Effective	3.2	Moderately Effective

Table 3. In terms of the conduct of classroom instructions, the two groups of respondents viewed the statements differently. The student (3.75) have a higher perception as compared to the faculty/administrative staff (2.65). It can be gleaned in the table that the faculty/administrative staff perceived all statements to be “Moderately Effective” while the students perceived it to be “Effective”. In general, the two groups of respondents have viewed all statements to be “Moderately Effective” which means that the QSS of the academic processes Bi-semesteral system are somewhat consistent and doable resulting to 75% and above compliance. Mastery of the subject matter, using the different teaching strategies, presentation of the specific learning objectives, and implementation of cadets/students as per classroom decorum needs to be given more attention since the compliance is only rated 75% & above.

Table 4. Conduct of Laboratory, Demonstration, Experiments, Simulation, etc.

	Faculty/Adm in Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
4.1 Demonstrate competency and skills on laboratory activities.	3.72	Effective	3.1	Moderately Effective	3.41	Moderately Effective
4.2 Implement safety measures in the performance of the activity/experiments.	3.94	Effective	3.46	Moderately Effective	3.7	Effective
4.3 Conduct and supervise activity/experiments based on training guide (TG)	3.96	Effective	3.2	Moderately Effective	3.58	Effective
4.4 Evaluation on the conduct of laboratory	3.56	Effective	3.42	Moderately Effective	3.49	Moderately Effective
Mean	3.8	Effective	3.3	Moderately Effective	3.55	Effective

Table 4. It can be gleaned in the table that the faculty/administrative staff perceived all statements to be “Effective” while the students perceived it to be “Moderately Effective”. In general, faculty/administrative staff have favorable response in all statements measuring the effectiveness of the academic processes of the Bi-semesteral system of AIMS in the conduct of laboratory, demonstration, experiments, simulation, etc with a mean of 3.8, while the students with a mean of 3.3. The favorable response means that the QSS of the academic

processes of the Bi-semesteral system is adequate, consistent and doable resulting to 85% & above compliance.

Competency & skills on laboratory activities, evaluation on the conduct of laboratory compliance is somewhat consistent and is rated 75% and above compliance, while safety measures in the performance of the experiments, supervision during the experiments is consistent and doable with the 85% & above compliance.

Table 5. Verification of Student Performance

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
5.1 Monitoring of student performance by subjects identifying the number of failed, passed, and dropped.	3.5	Effective	3.8	Effective	3.65	Effective
5.2 Class records indicating the attendance, class standing and results of the term exams to include dissemination of results	3.7	Effective	4.2	Effective	3.95	Effective
5.3 Participation in the proctorship assigned (assessment)	3.9	Effective	4.1	Effective	4.0	Effective
Mean	3.7	Effective	4.03	Effective	3.8	Effective

Table 5. In terms of the verification of student performance, the two groups of respondents have similar perception and all responses were centrally distributed on “Effective” with the mean of 3.7 and 4.03 respectively. All statements were rated favorably which means that the QSS of the academic processes of the Bi-semesteral system is adequate, consistent and doable resulting to full compliance.

Monitoring of students performance by subjects identifying the number of failed, passed, & dropped, class records entry, participation in the proctorship assigned are adequate, consistent & doable resulting to 85% & above compliance

Table 6. Preparation/distribution/changes of teaching load

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
6.1 Letter of Intent (LOI) and results of teachers evaluation are used as basis of the department head in the preparation of teaching load assignment	3.84	Effective	3.94	Effective	3.89	Effective
6.2 Distribution of final teaching assignment is done during the general assembly	3.84	Effective	3.94	Effective	3.89	Effective
6.3 Changes of teaching assignment are only effective upon the approved standards of teaching load.	3.38	Moderately Effective	3.34	Moderately Effective	3.36	Moderately Effective
Mean	3.69	Effective	3.74	Effective	3.71	Effective

Table 6 is based on the preparation/distribution/changes of teaching load. It can be gleaned in the table that the two groups of respondents have similar perception in all statements. They both agree that statements 1 and 2 are “Effective” while statement number 3 as “Moderately Effective”.

Letter of intent (LOI), used as basis of the department head in the preparation of load assignment, and distribution of teaching load is consistent resulting to 85% & above compliance with the QSS, while changing of teaching assignments is somewhat consistent resulting to 75% & above compliance.

In general, both respondents expressed favorable responses on the identified factors as a measure on the effectiveness of the academic processes of the Bi-semesteral system of AIMS.

Table 7. Enforcement of Discipline, Safety & Security

	Faculty/Admin Staff		Students		TOTAL	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
7.1 Monitor discipline with reference to the student handbook, regiment primer, guidelines and standards.	3.5	Effective	4.1	Effective	3.8	Effective
7.2 Conduct emergency drills at least once in a semester.	3.6	Effective	3.9	Effective	3.75	Effective
7.3 Perform weekly routine checks of all safety devices, equipment and other appliances	2.4	Moderately Effective	3.4	Moderately Effective	2.9	Moderately Effective
7.4 Provides visible signage relative to discipline, safety and security.	3.2	Moderately Effective	3.9	Effective	3.55	Effective
Mean	3.18	Moderately Effective	3.83	Effective	3.15	Moderately Effective

Table 7 shows the effectiveness of the academic processes of the Bi-semesteral system of AIMS based on the enforcement of discipline, safety and security. The students have higher perception (3.83) as compared to the faculty/administrative staff (3.18). It can be gleaned in the table that the faculty/administrative staff perceived all statements “Moderately Effective” while the students perceived it to be “Effective”

Routine checking of all safety devices, equipment & other appliances is somewhat inconsistent with 75% & above compliance with the QSS, while monitoring of discipline with regards to the standards of the regiment primer & student handbook, emergency drills conducted at least once every semester, signage relative to discipline, safety, & security are consistent and doable resulting to 85% & above compliance with the QSS.

In general both respondents expressed responses of “Moderately Effective” (3.15) on the identified factors in the enforcement of discipline, safety and security as a measure on the effectiveness of the academic processes of the Bi-semesteral system of AIMS. This means that the QSS of the Bi-semesteral system is adequate, consistent and doable resulting to 85% and above compliance.

Table 8. Evaluation of teaching performance

	Faculty/Admin Staff		Students		TOTAL	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
8.1 Periodically conduct evaluation	3.2	Moderately Effective	3.9	Effective	3.55	Effective
8.2 Evaluation tools are sufficient/adequate to effectively measure the performance of the faculty	2.5	Moderately Effective	4.1	Effective	3.6	Effective
8.3 Faculty consistently provide guidance to students (i.e. one-on-one/group meetings)	3.3	Moderately Effective	4.0	Effective	3.65	Effective
8.4 Implement sanction to student as per policy	2.9	Moderately Effective	4.1	Effective	3.5	Effective
Mean	3.13	Moderately Effective	4.03	Effective	3.58	Effective

Table 8 shows the effectiveness of the academic processes of the Bi-semesteral system of AIMS based on the evaluation of teaching performance. It can be gleaned in the table that the two groups of respondents have different perceptions. The faculty/administrative staff viewed the statements as “Moderately Effective” (3.13), while the students viewed it as “Effective” (4.03). In general, the respondents expressed favorable responses on the evaluation of teaching performance as a measure on the effectiveness of the Bi-semesteral system of AIMS.

Periodical evaluation, sufficient/adequate evaluation tools to measure the performance of the faculty, sanctions implemented to the students as per policy are somewhat inconsistent & doable resulting to 75% & above compliance as rated by the faculty/administrative staff, while the students rated the said variables as adequate, consistent & doable resulting to 85% & above compliance.

Table 9. Problems Encountered in the implementation of the academic processes of the Bi-semesteral system of AIMS

	Faculty/Admin Staff		Students		Total	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
1. NOT all faculty members who teach the subject contribute to the development of IG, TG and other Instructional AIDs.	3.2	Frequently	3.4	Frequently	3.3	Frequently
2. Quality of the IG, TG and other Instructional aides does NOT conform to the existing standards due to lack of skills of the faculty.	3.5	Sometimes	3.8	Sometimes	3.65	Sometimes
3. Non-compliance/delay on the submission of the bi-semesteral of some faculty 3.1 opening requirements and 3.2 final requirements	4.7	Never	4.3	Sometimes	4.5	Never
4. Increasing frequency of change of grades	3.2	Frequently	3.4	Frequency	3.3	Frequently
5. Letter of Intent (LOI) and results of evaluation is NOT followed as basis of preparation of teaching load assignment.	4.6	Never	4.8	Never	4.7	Never
6. Subject assignment NOT given to Faculty Specialization.	3.7	Sometimes	3.8	Sometimes	3.75	Sometimes
7. Amended teaching assignments cause delay of payments.	3.38	Frequency	3.42	Frequency	3.4	Frequency
8. Examination questionnaires does NOT reflect prepared Table of Exam Specification (TOS)	3.9	Sometimes	4.0	Sometimes	3.95	Sometimes
9. NOT all faculty members participate in the review, development & enhancement of the program	3.5	Sometimes	3.8	Sometimes	3.65	Sometimes
10. Test questions in the test item bank are Not reviewed or enhanced	3.7	Sometimes	3.9	Sometimes	3.8	Sometimes
11. Delayed submission of Test questions as per scheduled	3.9	Sometimes	4.2	Sometimes	4.05	Sometimes
12. Prevalent leakage on Periodical Examinations.	2.1	Most of the Time	2.3	Most of the Time	2.2	Most of the Time
13. Changing of Schedules without all students confirmation	3.8	Sometimes	3.7	Sometimes	3.75	Sometimes
14. Teacher performances are not regularly monitored.	4.5	Never	4.8	Never	4.65	Never
Mean	3.69	Sometimes	3.83	Sometimes	3.76	Sometimes

Table shows the distribution of responses of the two groups of respondents on the perceived problems encountered during the implementation of the academic processes of the Bi-semesteral system of AIMS. Both respondents agreed that Problem No. 12 “Prevalent leakage on Periodical Examinations” (Mean 2.2) as a problem/constrain which means that it is experienced during the X and Y term. It is significant to note also that the respondents found problem numbers (1) not all faculty members contribute to the development of the IG, TG & other instructional aids, (4) increasing frequency of change of grades and (7) amended teaching assignments causing delay of payments to occur “Frequently” which means that the occurrence of the problems of the academic processes on the Bi – semesteral system is experienced only in one term, while problem

numbers (2) non-conformity of the quality of IG, TG, & other instructional, (6) assigned subjects not given to faculty specialization, (8) examination questionnaires does not reflect with the table of specification (TOS), (9) not all faculty members participate in the review, development & enhancement of the program, (10) enhancement of the test questions not reviewed, (11) delayed submission of the test questions, and (13) changing of schedule without all students confirmation occur “Sometimes” which means that the occurrence of the problem is being experienced occasionally rather than all of the time.

In general, the faculty/ administrative staff (3.69) and students (3.83) perceived all identified problems as “Sometimes” which means that the occurrence of the problem is experienced occasionally. Non-compliance on the submission of the academic requirements (problem # 3), letter of intent (LOI) & results of evaluation not followed as basis of preparation of teaching load assignment (problem # 5), and monitoring of teacher performance is not experienced during the Bi-semesteral system.

Table 10. Faculty Performance of Maritime College MT – Maritime Transportation; MarE – Marine Engineering

Department	A.Y. 2012-2013		A.Y. 2013-2014		Total Mean	Description
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.		
MT	87.45	87.80	85.17	87.57	87.0	GOOD
MarE	85.57	85.42	87.12	87.24	86.34	GOOD

Table 10 shows the faculty performance of the Maritime College in the two academic years based on the data from the MT and MarE office. It can be gleaned in the table that the performance of the faculty members of the Maritime Transportation and Marine Engineering is almost the same. It means that the performance factor of the faculty members is evident, that all requirements are complied based on the QSS of the academic processes of the Bi-semesteral system.

Table 11. Faculty Performance of College of Business

Department	A.Y. 2012-2013		A.Y. 2013-2014		Total Mean	Description
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.		
BA	97.0	96.8	92.7	94.4	92.23	VERY GOOD
HRM	90.6	89.0	93.3	91.5	91.1	VERY GOOD
CS	80.8	92.7	94.24	92.10	89.96	GOOD
CA	92.8	93.5	92.7	86.9	91.5	VERY GOOD

Legend:

BA – Business Administration;

HRM – Hotel & Restaurant Management;

CS – Computer Science;

CA – Customs Administration

Table 11 shows the faculty performance of the four departments in the College of Business. The Business Administration (92.23) was rated first, followed by the Customs Administration (91.5), the Hotel & Restaurant Management (91.1) and Computer Science (89.96). BA, HRM, and CA faculty performance is rated “Very Good”, which means that the performance factor is more than evident that the faculty exceeds the requirements of the QSS of the academic processes of the Bi-semesteral system. CS faculty performance is rated “Good” which means that the performance factor is evident, the requirements of the QSS of the academic processes of the Bi-semesteral system are complied.

Table 12. Summary of Faculty Performance

College	A.Y. 2012-2013		A.Y. 2013-2014		Total Mean	Description
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.		
Maritime College	86.51	86.61	86.15	86.37	86.44	GOOD
College of Business	90.30	93.00	93.24	91.23	91.94	VERY GOOD

Table 12 shows the summary of the faculty performance of the two colleges. The faculty of the College of Business (91.94) was rated higher as compared to the Maritime College (86.44). The faculty performance of the Maritime college performance factors is evident, while the faculty performance of the College of Business is more that evident.



Table 13. Student Performance for Three Academic Year in Four Academic Departments

Course	Academic Year	Grade Point Average (GPA)
BSCA	2011 - 2012	84.44
	2012 - 2013	84.90
	2013 - 2014	83.36
BSHRM	2011 - 2012	83.87
	2012 - 2013	81.93
	2013 - 2014	88.95
BSMT	2011 - 2012	83.42
	2012 - 2013	87.43
	2013 - 2014	87.18
BSMarE	2011 - 2012	82.74
	2012 - 2013	82.54
	2013 - 2014	84.73

Table 13 shows the Grade Point Average (GPA) of the BSCA, BSHRM, BSMT, and BSMarE for the A.Y. 2011-2012, 2012-2013, 2013-2014. Table 14. Significant Difference between Level of Professionalism of the Respondent Licensed Customs Brokers and the Clients' Profile in terms of Sector.

4. CONCLUSIONS

1. Generally, both Faculty/Administrative Staff and Students perceived that the Bi – semestral system of AIMS is effective which means that the QSS of the Bi – semestral system is adequate, consistent and doable resulting to 85% and above compliance.

2. There are problems identified by the respondents during the implementation of the Bi – semestral system.

2.1 Prevalent leakage on periodical examinations;

2.2 Not all faculty members who teach the subject contribute to the development of the IG, TG and other instructional aids;

2.3 Increasing frequency of change of grades;

2.4 Amended teaching assignments cause delay on payments

3. 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.

5. ACKNOWLEDGMENTS

Above all, I humbly acknowledge the blessing of our Almighty God and Savior from whom all good things emanate.

To my beloved family who motivated me to pursue a second course in masteral, Master in Maritime Administration specializing in Maritime

Education, Training and Certification (MarAd-METC). Thank you very much.

I am grateful to have been coached by my friends and mentors. My thesis was successfully written with the combined moral support of my colleagues here at AIMS: Ms. Apolonia M. Alcedo, Mr. Victor M. Cajala, Ms. Judith J. Secusana, Ms. Rusela Villagracia, and Mr. Felson Dalaguete,

Likewise, I am profoundly grateful to Mr. Lamberto G. Mindanao for his kindest support, to Dr. Felicito P. Dalaguete for the valuable inputs to my paper and Mr. Ronel M. Gillesana, my thesis adviser, for the assistance accorded to me to complete this paper especially in the development and construction of my survey instrument.

A very special gratitude goes to the Chairperson and Members of my Oral Defense Committee; namely, Dr. Felicito Dalaguete.

And of course, I want to share this endeavor to my husband Danny, my son Kris, Kyle, and Vegee and my grandson Lucas Miguel, your love, moral and spiritual supports are always my inspirations in life.

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