

Students' Awareness on the New Curriculum of Lyceum International Maritime Academy

**Mark Anthony D. Barcelona¹, Redinel C. Florindo¹, Kevin B. Mosca¹
Dick Aries T. Soliven¹, Leoncio Mandigma¹, Beverly T. Caiga²**

¹*Lyceum International Maritime Academy, Lyceum of the Philippines University, Batangas City, Philippines*

²*College of Education, Arts and Sciences, Lyceum of the Philippines University, Batangas City, Philippines*

²*beverlycaiga@yahoo.com*

ABSTRACT

The study aimed to determine the level of awareness on the new curriculum of LIMA. The researchers used descriptive method of research. The data were gathered through questionnaires. The respondents of the study were one hundred ninety (190) second year BSMT and BSMarE students, currently enrolled in LPU-Batangas. The results revealed that the respondents were aware on the new curriculum of LIMA based on instructions and learning outcomes. The respondents also encountered problems in the implementation of the new curriculum. The researchers recommended to spread the information about the new curriculum to all students and to provide new teaching techniques and strategies to enhance student learning.

Keywords: Curriculum, LPU, Awareness, instructions, learning outcomes, Maritime Students, Filipino

INTRODUCTION

Lyceum of the Philippines University – Batangas continues to develop and enhance the student competence in order to attain excellence. Furthermore, it uplifts the quality of education by engaging in curriculum development to improve the student's learning. Also, they want to adapt in the rapid growth of level of education not only in the Philippines but also in other countries. Lastly, they are on their way to fulfill their vision.

Skills of the students can be best acquired from the effective implementation of curriculum through various teaching pedagogies with state-of-the-art facilities, very satisfactory student services, linkages from the partner industries, integration of values and strong participation in research and community extension (Dotong, 2014).

The current programs integrate the core values of LPU, as well as puts a premium on the seven learning outcomes that include communication skills, computer literacy creative & analytical thinking information retrieval - and evaluation teamwork & leadership entrepreneurial skills proactive and

spiritual values aside from the competencies that meet local and international standards (Mejia et al., 2014). The curriculum may continue to revisit periodically to align the skills needed by the industry. The curriculum should be designed to prepare the graduates and demonstrate the core competencies expected of them in the workplace (Valdez, 2010). Being aware about the curriculum helps learners to better understand the value and accessibility of higher education and vocational and training programs and to determine their skills to develop (Dreyfuss, Dunkelberg, & Hodgkinson, 2012).

In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade higher education curricular offerings to international standards (Valdez, 2012). The curriculum was developed to integrate an in depth academics, laboratories and field internship programs that will ensure the efficiency and quality to meet worlds class standards (Mejia, Manzano & Menez, 2014). Insights from industry-partners are essential input to the development of program curriculum in order to

Asia Pacific Journal of Maritime Education
Vol. 1 No. 1, 23-32
January 2015
P-ISSN: 2423-2033
apjme@lpubatangas.edu.ph
www.apjme.apjmr.com