

Continuing Professional Education of Maritime Instructors

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Asia Pacific Journal of
Maritime Education

Vol. 7 No. 1, 26-34

June 2021

P-ISSN: 2423-2033

E-ISSN: 2467-513X

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Abstract – This paper hoped to contribute to a reflective understanding of how maritime professors perceive their career and indicates areas that may need to be improved so they can pass their skill, knowledge and operational experience to the future maritime professors. Specifically, profiled the respondents according to their gender, age, and position; determined the Continuing Professional Education (CPE) of maritime professors through competencies on self – management, learning how to learn, acquiring information, and digital competencies; tested the difference of responses on CPE when grouped according to their profile; and proposed a plan to enhance the continuing professional education of the respondents. The researchers employed descriptive research utilizing modified questionnaire which was distributed to 75% of the 28 LIMA faculty members during the 2nd semester of SY 2020-2021. The result revealed that majority are males, in their middle adulthood and teaching for 1 – 5 years. They agreed on the importance of competencies on self-management, learning how to learn, acquiring information and digital competencies to their teaching career. Likewise, it was found out that gender, age, and teaching experience cannot be decisive factors in professional development. It is based on the professors' interests and intrinsic personalities as they go about their teaching responsibilities.

Keywords – Continuing Professional education, lifelong learning, maritime profession

INTRODUCTION

CPE or Continuing Professional Education is said to have been begotten by Richard Gardner, who was accountable for proficient improvement for the structure callings at York University during the 1970s. It was picked because it did not separate between gaining from courses, and learning 'at work'. The term is presently normal to numerous callings. Proceeding with Professional Education (CPE) accepts the possibility that people focus on ceaseless improvement in their expert abilities and information, past the essential preparation at first needed to do the work. In instructing, such advancement used to be called 'in-administration preparing', or INSET, with the accentuation on conveyance as opposed to the result. The adjustment of wording connotes a change in accentuation away from the supplier and additionally boost, towards the person. As such, the individual is currently answerable for their long-lasting professional advancement, under the umbrella of the school or schools that utilize the instructor.

According to the First Global Conference as cited in Carlson [1] on Lifelong Learning, such activities like acquisition of graduate and further professional training to represent a form of lifelong learning and professional development, can be defined as a continuously supportive process that stimulates and empowers individuals. There is acquisition of knowledge, values, skills, and understanding that will require throughout lifetimes applying them with confidence, creativity, and enjoyment in all roles, circumstances, and environments.

This definition indicates that lifelong learning is continuous in that it never ceases; supportive in that it is not achieved independently; stimulating and empowering in that it is self-directed and active rather than passive; incorporating knowledge, values, skills, and understanding in that it is more than what is known; applied in that the knowledge is not just for knowledge's sake; incorporating confidence, creativity, and enjoyment in that it is a positive and fulfilling experience; and inclusive of all roles, circumstances, and environments in that it applies not

only to chosen profession, but also to entire lives. In short, education should not be regarded as a finite entity where individuals receive the education, they require to perform their vocational or avocational skills. Rather, education and learning occur throughout life such that learning must be viewed as a part of life itself. Many of the current training around the world, whether done at sea or ashore, already fails to deliver genuinely competent seafarers that can consistently perform at best industry practice standards. Part of the problem is that there are too many trainers with good technical expertise who are incompetent teachers and others who lack the technical expertise to teach” [2]-[3].

Along these lines, it acknowledges a sweeping strategy that stimulates both particular and good wellness among specialists. Considering everything, CPE is a movement that specialists should acknowledge as an individual obligation. This should attempt to be clearer with the cancelation of the CPE credits requirements in the re-energizing or fare licenses. Capable should upgrade incapable ability and individual character to adjust to changes in the work exhibit and the overall workspace. Nowadays when jobs are particularly mentioning, forceful, and uncommon, Filipino specialists should chip input assets into their master arrangement and improvement. A business relationship, regardless, stays to get from placing assets into their kin.

"Generating personalities is a principal administrative assignment that is significantly more significant and considerably more testing than overseeing actual assets starting with one day then onto the next. In this way, it is consistently an ideal opportunity for the executives to ask themselves like how to help others, how more to be able to deal with assistance for them get better so that they can improve the capability and profitability of their fellows, engaging their associations in the community.

In recent years, there has been an expansion in team claims, with an alarmingly rising pattern in expert petitioner choices. There are a few reasons why there is a high number of group claims being recorded in the Philippines. Courts, for one, appear to acquire a somewhat solid sailor's position, thus Maritime Industry Authority (MARINA) is an appended organization of DOTC with the elements of homegrown transportation, abroad delivery, shipbuilding, and boat fix, just as oceanic labor-areas.

Educator advancement is an endless pattern of instructor discovering that starts with beginning

instructor preparing and proceeds for up to an instructor stays in the calling. The way that instructing is a public calling place educator at the center of attention of cultural assumptions for persistently discovering approaches to improve student learning. The best approach to make this conceivable is by empowering instructors to keep on advancing in the utilization, variation, and use of their specialty and art. Thus, the term Continuing Professional Education (CPE) infers every one of the exercises where instructors connect with during a vocation that is intended to improve their work. Such exercises are expected to bring about progressing instructor learning, a cycle by which educators move towards ability.

The researchers became interested to work on this topic because of the emulation being shared by these noble practitioners: brave seamen onboard yet encompassing instructors on land. Besides, the future profession promises a very stiff competition, so maritime graduates have to be positive about empowering themselves to keep abreast with the demands of their profession. Findings of this paper will enlighten readers on the competencies required of them to join the academe.

OBJECTIVES OF THE STUDY

The general objective of this investigation is to study about Continuing Professional Education of Maritime Professors. More specifically, it answered the following objectives: to describe the profile of the Maritime instructors in LIMA in terms of age: highest educational attainment, length of years in teaching and present rank; to identify the respondent's Continuing Professional Education in terms of self-management competencies, competencies of learning how to learn, competencies on acquiring information, and digital competencies; to test the relationship between the profile of the respondents and the Continuing Professional Education; and to suggest a plan of action to enhance the continuing professional education of the respondents.

MATERIALS AND METHODS

Research Design

The study used a descriptive research design integrating quantitative analysis of data. The researchers used the quantitative method to provide a better understanding of the problem by using purposive sampling in the form of a questionnaire. The

researchers have the result of the study to compare it and to give better understanding of Continuing Professional Education of Maritime Professors (CPE).

Participants of the Study

The participants of the study were twenty-one (21) Maritime professors of Lyceum International Maritime Academy (LIMA) during the 2nd Sem of the school year 2020 – 2021 comprising the 75 percent of the 28 faculty members in the college. This is composed of both Professional and General education courses instructors at LIMA who willingly answered and participated in the survey.

Data Gathering Instrument

The researchers designed a questionnaire patterned from the literatures; hence, the instrument for this study. The first part of the questions was the profile of the respondents which included their sex, age, and position; second part of the questionnaire aimed at eliciting relevant information concerning the Continuing Professional Education (CPE) of maritime professors in terms of their self - management competencies, competencies of learning how to learn, competencies on acquiring information, and digital competencies. This consisted of 4 sub-domains having 36 items, answerable by 4pt. Likert scale such as strongly agree, the highest to disagree as the lowest.

Data Gathering Procedures

The drafted questionnaire was validated for content and reliability by experts. After it was approved, yielding acceptable content and high result, they distributed via google forms and followed-up through the use of online chatting. Only 75percent of questionnaires were retrieved and sent to the university statistician for treatment.

Data Analysis

This study employed frequency and percentage for profiling, another was weighted mean for determining the continuing professional education of the respondents with measures using agreement and ANOVA for the purpose of test of differences in analyzing the data. SPSS was also used by the university statistician.

Ethical Considerations

To observe highly confidential identities of the respondents, no particular names were mentioned in the report. The identities of the respondents were never revealed except for they were known as teachers of Lyceum International Maritime Academy (LIMA). Moreover, they were assured that the results

of this study will be for the purpose of conducting this research only. As to the references utilized in the study, the authors made sure that they cited them all both in the in-text and Reference page.

RESULTS AND DISCUSSION

Table 1 depicts the features of maritime instructor respondents. It may be stated that 52.4 percent, or more than half of them, are above the age of 40. They are in their middle adulthood, with nearly one-third or the other half in their early adulthood. Given that they have decided to educate, their cognitive growth during these phases must be critical. Because adulthood is the longest stage (longer than any other), cognitive changes are considerable

Table 1
Characteristics of the Respondents' Profile

Age	Frequency	Percentage
19 – 29 years old	4	19.0
30 – 39 years old	6	28.6
40 years old and above	11	52.4
Sex		
Male	15	71.4
Female	6	28.6
Teaching Experience		
1 – 5	13	61.9
6 – 10	1	4.8
11 – 15	4	19.0
16 – 20	1	4.8
20 years and above	2	9.5

According to studies, adult cognitive development is a sophisticated, ever-changing process that may be even more dynamic than cognitive development in infancy and early childhood [4]. For people in their early and middle adulthood, meaning is usually discovered through work [5] and family life [6]. These areas are related with the responsibilities of supporting future generations and being proud of one's accomplishments; hence, continuing professions or enrolling in more highly satisfying tasks.

It is also shown that the majority of instructors in maritime institutions are males, accounting for 71.4 percent. This is likely due to the nature of the job on-board the vessel, which requires tenacity; however, once settled here on land, they prefer to teach so that they can still practice their profession. The finding is somehow uncommon since teaching is a field for women. On the other hand, over one-third of the teachers are female; these are those engineers or

general education teachers who are given assignment in the college for maritime students. As to the length of teaching experience, the majority are still new having 1-5 years, followed by those that are in 11 – 15 years. Meaning, many stayed in the teaching profession if they are to stay here on land. These are decisions made whether to stay with their families, sometimes teach part-time and oversee business, or rest for a while but enjoy teaching.

Table 2

CPE in terms of Self - Management Competencies

Indicators	WM	VI	Rank
1. Ability to take new decision for career development	3.33	A	7.5
2. Being able to be aware of lacks in the process of individual development	3.19	A	11.5
3. The ability of self-assessment in learning process	3.43	A	3.5
4. Ability to work cooperatively with colleagues	3.43	A	3.5
5. Group leadership in activities in career field.	3.38	A	5.5
6. Knowing how to self-motivate in career development.	3.48	A	2
7. Constant self-motivation in learning a new subject	3.38	A	5.5
8. Taking responsibility individually in team work	3.19	A	11.5
9. Actively participating all activities in any field	3.29	A	9.5
10. Presenting creative ideas upon encountering problems at work	3.29	A	9.5
11. Ability of adjusting easily to new opinions in career	3.33	A	7.5
12. Ability to conduct projects on career development.	3.10	A	13
13. Constantly studying new subjects that one is learning	3.57	SA	1
Composite Mean	3.34	A	

Legend: 3.50 – 4.00 = Strongly Agree (SA); 2.50 – 3.49 = Agree(A); 1.50 – 2.49 = Disagree(D); 1.00 – 1.49 = Strongly Disagree(SD)

Table 2 shows the perceived self-management competencies of maritime teachers. With a complex mean of 3.34, respondents feel that they have self-management abilities that allow them to progress professionally. On this point, it is implied that the maritime professors know to manage their competencies to go with the trend of professionalizing their skills in teaching.

According to the statistics, respondents strongly agreed that they are continually studying new things that they are learning (3.57) and ranking first among the replies. The teaching profession is vastly different from a skilled-based employment on the high

seas. Although both need ongoing learning, teaching bears the burden of passing on skills, information, and attitudes to students who will go on to become maritime professionals.

According to the Estimo [7], in order to optimize their teaching talents, they must stay current on advancements in the marine sector in order to give appropriate feedback and make the teaching and learning process more realistic and relevant.

The second top answer is about knowing how to self-motivate in career progression, (3.48) suggesting that respondents agree on the topic. They believe that professional advancement is essential for advancement and advancement in their field, and that they must keep current on teaching and learning trends. Teachers, for example, must be motivated to follow departmental instructional guidelines on how to prepare, deliver, and evaluate the CHED curriculum. They must excel in the classroom, but they must also perform research and community engagement to further their teaching careers.

Furthermore, teachers agree on the elements of self-assessment in the learning process and capability to work successfully with colleagues (3.43). The responses of marine academics are completely consistent with the notion of "Continuing Professional Development." Act of 2016 by which Sec. 2 emphasized the state's policy to encourage and improve the practice of professions in the nation; to quote, "the State should implement measures that will continually increase the competence of professionals in accordance with worldwide norms of practice, so assuring their contribution to the nation's general welfare, economic progress, and progress. Their professional development is critical in order to promote quality education to their customers. In addition, with a complex mean of 3.34, respondents feel that they have self-management abilities that allow them to progress professionally. On this point, it is implied that the maritime professors know to manage their competencies to go with the trend of professionalizing their skills in teaching.

Table 3 illustrates the data on the perceived competencies on learning how to learn of the selected maritime professors. With a weighted mean of 3.38, respondents agreed that they had the capacity to assess potential chances for professional growth. They seek opportunities to advance their skills through a professional development program that will also help them advance in their careers.

Table 3

CPE in terms of Competencies of Learning How to Learn				
Indicators	WM	VI	Rank	
1. Ability to determine the available opportunities for career development	3.38	A	1	
2. Following the programs of all learning activities, related to your field of career	3.10	A	11.5	
3. Ability to pose question without hesitation in the process of learning	3.24	A	8	
4. To be able to be curious on any subject in one's field of career	3.24	A	8	
5. Ability to form concept maps in acquiring knowledge on the subject one is interested in	3.10	A	11.5	
6. Ability to choose the significant points on a subject one is learning	3.33	A	2	
7. Ability to choose documents that contribute to the career development	3.19	A	9	
8. Ability to choose materials that facilitate learning	3.14	A	10	
9. Ability to concentrate on the new information in the learning process	3.33	A	3	
10. Ability to be aware of the problems one encounter in the process of learning	3.33	A	3	
11. Ability to use language effectively in the process of learning	3.24	A	8	
12. Ability to form empathy in the process of learning	3.33	A	3	
Composite Mean	3.25	A		

Legend: 3.50 – 4.00 = Strongly Agree (SA); 2.50 – 3.49 = Agree(A); 1.50 – 2.49 = Disagree(D); 1.00 – 1.49 = Strongly Disagree(SD)

The ability to choose the significant points on a subject one is learning garnered a weighted mean of 3.33 which means that they “Agree”. This is almost synonymous with the result that they agree on their ability to form empathy in the process of learning (3.33). The responses of the maritime professors simply connote that they have the learning how to learn even they are already professionals, the need to upgrade themselves will be done through the professional development needs which are expected because it is life-long learning.

This is similar with Ghosh and Ruggunan, [8] which assessed the role of career capital in influencing women's decisions to choose a career at sea, thus found out that having a great equality with regards to the quality teaching and labor market will have a greater experiential education towards the maritime profession

Relatively, Following the programs of all learning activities, related to your field of career and Ability to form concept maps in acquiring knowledge on the subject one is interested in tied in the last rank with the weighted mean of 3.10. followed by Ability to choose materials that facilitate learning (3.14). All

items were agreed by the respondents. Thus, this proves that the education and the training improved their understanding of personal strengths and shortcomings in terms of employability, as well as their knowledge of maritime profession. The results of Ruggunan, and Kanengoni, [9] show that seafaring has the significant potential to create various and denominating job opportunity which contribute to current cadets pursuing a maritime career.

Table 4 shows the responses on the competencies on acquiring information. Being in the twenty-first century, when information and communication are rapid and integrated, the statistics reveal that they agree that admission to info on the internet through search methods such as Google with weighted mean 3.24 is the best way to get it. Knowing how to utilize various search engines on the internet allows marine professors to have access to the material they require for teaching and learning.

Table 4

Competencies on Acquiring Information

Indicators	WM	VI	R
1. Ability to form healthy relations in the process of acquiring information	3.10	A	3
2. Expressing opinions easily on any issue	2.90	A	5.5
3. Facilitate transition of information via e-mail	3.10	A	3
4. Access to information on internet through search engines such as Google	3.24	A	1
5. Utilizing mobile phones in accessing to new information	3.10	A	3
6. Benefit from social utility websites such as face book, twitter in the process of gathering information.	2.90	A	5.5
Composite Mean	3.06	A	

Legend: 3.50 – 4.00 = Strongly Agree (SA); 2.50 – 3.49 = Agree(A); 1.50 – 2.49 = Disagree(D); 1.00 – 1.49 = Strongly Disagree(SD)

Remote education delivery technologies have evolved throughout time, from correspondence education to open universities, teleconferencing, networks, and multimedia transmission [10] to an intense engagement between lecturers and students. The high degree of participation can be attributed to developments in telecommunication technology, which have transformed the remote education environment [11]. Advances in communication technology have profoundly transformed the nature of distant education by allowing for direct and instantaneous contact between teachers, students, and information. Making academics knowledgeable in these areas is critical for the sake of the students.

The weighted mean for items on facilitating information transition via e-mail, using mobile phones to access new information, and having the aptitude to form healthy relationships in the process of gaining information was 3.10, indicating that respondents agree on having the skills on acquiring information. The comments indicate that obtaining information from any platform will allow them to gain access to the necessary knowledge and skills that can be passed on to their pupils. According to the average composite mean of 3.06, respondents agree on information technology as a tool of professionalization. According to the report, online distance education has grown substantially in recent years and has become a critical component of higher education throughout the world. This method of education delivery benefits a bigger student population, better satisfies student needs, saves money, and, most importantly, incorporates modern learning pedagogy approaches [12]. The rapid growth of online distance education is due to technology breakthroughs and increased access to and availability of electronic technology [13].

Table 5
CPE in Digital Competencies

Indicators	WM	VI	R
1. Ability to save data in computer	3.24	A	4
2. Ability to use Internet	3.38	A	1
3. Benefit from online internet tools such as online journals, newspapers, videos	3.29	A	2.5
4. Benefit from online news-group	3.19	A	6
5. Ability to use chat-programs such as chat, and MSN	3.29	A	2.5
6. Facilitate sharing information on internet with colleagues	3.24	A	4
Composite Mean	3.27	A	

Legend: 3.50 – 4.00 = Strongly Agree (SA); 2.50 – 3.49 = Agree(A); 1.50 – 2.49 = Disagree(D); 1.00 – 1.49 = Strongly Disagree(SD)

Table 5 presents the continuing professional education in digital competencies. The composite means of a mean of 3.27 sums up that the respondents agree that the professionalization of maritime professors in line with digital competencies is highly needed.

The table displays the responses on digital competencies wherein it is shown that the respondents agree with 3.38 weighted mean have the ability to use the Internet, which is important in digital literacy and statement between professors and students. It is also shown that they profit from online cyberspace tools such as online papers, newspapers, tapes, and the

ability to use talk programs such as chat, and MSN with a weighted mean of 3.29.

Experts believe that throughout the teen years, cognitive capabilities grow; ideas are challenged, and critical and analytical abilities are formed. Because learning results in altered behavior because of experience [14], leading in a shift in awareness and increased responsiveness to job chances, among other things. During this time, the youngsters are receptive to new notions, ideas, and knowledge. As a result, engaging marine themes will concretize relevant Education in the industry.

Table 6

Summary Table on Continuing Professional Education

Indicators	WM	VI	Rank
1. Self - management competencies	3.34	A	1
2. Competencies of learning how to learn	3.25	A	3
3. Competencies on acquiring information	3.06	A	4
4. Digital competencies	3.27	A	2
Composite Mean	3.79	A	

Legend: 3.50 – 4.00 = Strongly Agree (SA); 2.50 – 3.49 = Agree(A); 1.50 – 2.49 = Disagree(D); 1.00 – 1.49 = Strongly Disagree(SD)

Table 6 shows the summary Table on Continuing Professional Education of maritime professors in terms of self-management competencies, competencies of learning how to learn, competencies on acquiring information, and digital competencies. The respondents revealed that they agree that these indicators are needed in the practice of their profession and from that point need to enhance their competencies so that they can reach out to the needs of their students

Sailors may now access online education at any time and from any location, thanks to improved onboard Internet connections. This will enable students to continue their studies at any time by getting material from an online distance education classroom [15]. Because of the availability of synchronous communication, a distance education student may now have almost the same instructional contact and interaction as a student on campus if managed appropriately [13].

As indicated by the following literature review, a wide range of e-Learning tools, techniques, and technologies have grown in popularity in secondary and higher education during the previous two decades. South Africa and other governments have become more interested in the ramifications of digital disruption and the Fourth Industrial Revolution in recent years. The marine education and training sectors were influenced by both the Industrial Revolution and the Great

Depression. This shift to Internet-based learning will have far-reaching consequences for the future of workforces, economies, training institutions, enterprises, individuals, and communities. Learning Management Systems (LMSs) like Moodle and Blackboard may be supportive in making the transition to this forthcoming easier [16]. Professionalization of maritime learning facilitators may help learners become more competitive on a global scale.

Table 7

Difference of Responses on Continuing Professional Education When Grouped according to Profile

Age	F-value	P-value	I
Self - management competencies	1.820	0.191	NS
Competencies of learning	0.842	0.447	NS
Competencies on acquiring information	0.202	0.819	NS
Digital competencies	0.283	0.757	NS
Sex			
Self - management competencies	0.589	0.563	NS
Competencies of learning	1.069	0.298	NS
Competencies on acquiring information	1.833	0.082	NS
Digital competencies	1.387	0.181	NS
Teaching Experience			
Self - management competencies	0.875	0.500	NS
Competencies of learning	1.083	0.398	NS
Competencies on acquiring information	0.504	0.734	NS
Digital competencies	1.191	0.353	NS

Legend: Significant at p -value < 0.05; Not Significant(NS)

Table 7 presents the significant Difference of Responses on Continuing Professional Education

When Grouped according to Profile variable in terms of age, sex, and teaching experience

When grouped by profile, the table depicts the varied responses on marine academics' continuing professional education in terms of self-management skills, learning how to learn abilities, information acquisition competencies, and digital competences. There was no significant difference because all computed p -values were more than 0.05. This shows that the responses are not that different.

This only demonstrates that gender, age, and teaching cannot be decisive factors in professional development. It is based on the professors' interests and intrinsic personalities as they go about their teaching responsibilities. According to Zheng et al [17] proper training and personal development help to establish the right behaviors and mindset.

When converting to e-Learning, it is critical to evaluate students' and lecturers' perspectives and views, as well as their readiness to accept technology and a diverging approach to teaching. Campuses make printing easier to come by. One research at UMSA in La Paz concentrating on Bolivian teachers' reactions reaffirmed the underlying faith in its promise and expected advantages, which outweighed any misgivings or worries [18]. The biggest issues are the increased time, attention, and physical effort that this would necessitate for lectures and teachers. They must work harder to be more responsive and to build new forms of relationships. Lecturers address the need of updating instructional material that are only available in paper form rather than electronic form.

Table 8

Proposed Strategies to Improve the Continuing Professional Education of Maritime Instructors

Key Results Area	Strategy	Persons Involved
1. Professional Development of Maritime Instructors	<ul style="list-style-type: none"> Profiling of Maritime Professors in terms Competencies Assessment of Training Needs of Maritime Professors Development of Training and Development Program for Maritime Professors Building Network or Tie-up with T and D Provider for CPD Units Career Pathing / Progression / Promotion of Maritime Professors 	<ul style="list-style-type: none"> Institutional Heads Maritime Professors CPD Providers
2. Competencies of learning how to learn	<ul style="list-style-type: none"> Training and Needs Assessment of Maritime Professors Planning for trainings and programs for Learning in Line with the Teaching Specialization 	<ul style="list-style-type: none"> Institutional Heads Maritime Professors

	<ul style="list-style-type: none"> • Profiling of Maritime Professors for training and development • Monitoring of Maritime Professors for training and development 	<ul style="list-style-type: none"> • CPD Providers
3. Competencies on acquiring information	<ul style="list-style-type: none"> • Profiling of Maritime Professors in terms of Competencies in Information Technology • Planning for trainings and programs for Learning in Line with ICT • Monitoring of Maritime Professors for training and development 	<ul style="list-style-type: none"> • Institutional Heads • Maritime Professors • CPD Providers
4. Digital competencies	<ul style="list-style-type: none"> • Profiling of Maritime Professors in terms of Digital Literacy. • Preparation of Digital Platforms for Learning. • Implementation of CPD Training. 	<ul style="list-style-type: none"> • Institutional Heads • Maritime Professors • CPD Providers

CONCLUSION AND RECOMMENDATION

The majority of the respondents are 40 years old and above, males and with 1 to 5 years of experience in teaching. Majority of the respondents have agreed on the competencies on learning how to learn, self-management, acquiring information and digital literacies. Responses on continuing professional education are not affected by age, sex and length in teaching experience. The researchers proposed strategies to enhance the Continuing Professional Education (CPE) of the maritime instructors.

Lyceum International Maritime Academy through the Human Resource Development Office may continuously reinforce policies on Employee Development Plan to enable Marine Transportation (MT) instructors to continue their professional formation through the implementation of faculty re-classification and promotion. Maritime Professors may ensure that Continuing Professional Education through licenses and training updates will be a tool to improve the academic performance of the students in schools. Maritime Students may express their views and comments through Faculty Evaluation Performance to help the Human Resource office in monitoring the needs on Continuing Professional Education of Maritime Professors for academic purposes. Future researchers may conduct similar study to gather understanding in the current seafarer's knowledge and training in a short course style that can be easily presented for existing seafarers and hence empowering the seamen currently working at sea and seaports to build up the skill to deal with and response

to automation failures. The proposed strategies may be considered for implementation and evaluation thereafter.

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